Unified Strategic Workforce Development Plan

Operational Planning Elements

2020-2023

IN FULFILLMENT OF THE REQUIREMENTS OF THE
WORKFORCE INNOVATION AND OPPORTUNITY ACT
PUBLIC LAW 113-128

800 Capitol Mall, Suite 1022 | Sacramento, CA 95814 | 916.657.1440

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State Strategy Implementation

State Board Functions

The California Workforce Development Board (CWDB) is the Governor's agent for the development, oversight, and continuous improvement of California's workforce investment system. The CWDB contains representatives from all WIOA core program partners including the Employment Development Department, California Department of Education, and California Department of Rehabilitation. The members of the CWDB, which also consist heavily of representatives from businesses, labor organizations, educational institutions, and community organizations, assist the Governor in designing a statewide plan and establishing appropriate program policy.

The CWDB operates with a committee structure, comprised of standing committees, special committees, and ad hoc committees.

- A standing committee is comprised of only CWDB members and, for the purposes of voting, shall have a minimum of five members in addition to the chair and vice chair of the committee.
- A special committee is assigned a specific task and assignment by the CWDB Chair and may include CWDB members and state and local partners, stakeholders, practitioners, and customers, all as voting members. The committee chair is the presiding officer at all committee meetings.
- An ad hoc committee is an informal workgroup, task force, council or other formal sub-group comprised of CWDB members, and/or CWDB staff, and/or state and local partner, stakeholder, and practitioner staff. Ad hoc committees are time-limited and task oriented and may be established by the CWDB Chair, the CWDB Executive Director, or special committee chairs.

The CWDB's operational structure was initially reorganized to improve Workforce Innovation and Opportunity Act (WIOA) implementation strategies 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 operational structure has once again been modified to build upon existing partnerships, establish new ones, and expand high road strategies to multiple sectors. Under the modified structure, the CWDB will continue to operate as a "think and do" tank, reviewing programs and policies, and working with partners to develop implementation strategies that foster the California Unified Strategic Workforce Development Plan (State Plan) policy objectives.

Implementation of State Strategy

Over the course of several months, CWDB facilitated nearly twenty separate coordination meetings with WIOA core, required, and strategic state partners. The meetings served as a

working forum to discuss realistic, achievable, and concrete ways to jointly implement the vision, objectives, and strategies of the State Plan.

The meetings were also used to establish new and update existing partnership agreements that provide a roadmap for establishing and expanding partnership at the state, regional, and local levels. Each agreement is based off of the same foundational framework and includes goals associated with one or more of the State Plan's seven strategies to ensure ongoing alignment of the various agencies.

The partnership agreements are living documents and the goals will continue to be fleshed out and refined over the next four years to ensure progress continues to be made towards our shared vision. Many of the goals outlined below will help to implement more than just one strategy, however, to avoid duplication, each goal was listed under the strategy with which it seemed to best align.

Sector Strategies

This strategy includes aligning workforce and education programs with leading and emergent industry sectors' skills needs.

California will prioritize investments where overall economic returns for individuals with barriers to employment are likely to be highest, specifically in those sectors that generate significant gains in terms of jobs and income. It will also actively pursue ways to build capacity at the state level for coordination, outreach, convening, organizing, and support of industry sector partnerships.

Title I

The CWDB will continue to issue Local and Regional Planning guidance that requires Local Workforce Development Boards (Local Boards), organized into Regional Planning Units (RPUs), to work with industry and service providers in each region, to build industry sector partnerships and career pathways aligned with the partnerships.

Title II

The CDE will work with CWDB to support local workforce and adult education programs in their engagement with employers so that they develop programs that will meet the local need. This can include identifying new opportunities for providing adult education services at the work location. For example, having an ESL class offered at a company or work site to help the employees improve English skills which could then improve their opportunities for advancement.

Title IV

The Department of Rehabilitation (DOR) will support employers with adherence to Section 503 of the Rehabilitation Act of 1973, which requires federal contractors to take affirmative action to recruit, hire, promote, and retain individuals with disabilities. DOR will establish and maintain a single point of contact for the America's Job Center of California (AJCC) business

services staff and employers requesting assistance with Section 503 compliance to find and develop qualified talent, including individuals with disabilities. DOR will also ensure local leadership meets with local business leaders from identified in-demand sectors, as determined by their local RPU, to develop working partnerships or establish initiatives that support hiring and/or recruitment of individuals with disabilities.

The DOR will invite business partners and career education and training entities, as appropriate, to participate in Competitive Integrated Employment (CIE) Local Partnership Agreements (LPA) between Local Education Agencies (LEAs), DOR districts, and regional centers to create engagement with local and regional business partners to increase utilization of job-driven training and other pathways to CIE for youth and adults with intellectual and developmental disabilities (ID/DD) in both the public and private sectors.

CalFresh and CalWORKS

The California Department of Social Services (DSS), which administers the Temporary Assistance for Needy Families (CalWORKS) and the Supplemental Nutrition Assistance Program Employment and Training (CalFresh E&T) programs at the state level, will work with CWDB to facilitate ongoing discussions around high-priority industry sectors, with an emphasis on early learning and care positions and attempt to align efforts with recommendations from the Governor's Early Childhood Policy Council and Team.

Corrections Workforce Partnership

The Corrections Workforce Partnership, comprised of California Department of Corrections and Rehabilitation (CDCR) and California Prison Industry Authority (CALPIA), and CWDB, will use its existing interagency workgroups to identify 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.

Career Pathways

This strategy includes 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.

California will utilize career pathways 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.

Title I

The CWDB will provide technical assistance to Local Boards on partnering with industry and training providers to utilize career pathways that provide participants a packaged set of skills with labor market value at each stage of the learning process.

Title IV

The DOR will establish or modify formal partnerships with Title I and Title II at the state and local level that are geared towards supporting career pathways for all individuals with disabilities, including those with behavioral health disabilities, students with disabilities, transition age foster youth with disabilities, individuals with intellectual and developmental disabilities, and justice involved individuals with disabilities.

<u>Corrections Workforce Partnership</u>

CDCR and CALPIA will work with CWDB to provide Local Boards and community based organizations (CBO) information on the educational and training background of individuals being served so that Local Board 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.

Regional Partnerships

This strategy includes 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.

California will develop 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.

<u>Title I</u>

The CWDB will continue to use WIOA statewide funds to support Local Board implementation of relevant regional sector initiatives and the WIOA Regional Plans.

<u>Title II</u>

The California Department of Education (CDE) will work with CWDB to identify forums such as conferences, meetings, and other opportunities to share joint information for the purpose of advising workforce providers, education practitioners, and policy-makers of services available to shared populations.

<u>Title IV</u>

The DOR will ensure that representatives from local district offices maintain regular participation on their Local Boards and within each of the 14 RPU for the purposes of developing workforce and education policies that support regional economic growth.

The DOR will work with CWDB to ensure resources for cross-training of frontline staff across the 14 RPUs, including the dissemination of CIE resources and information to Local Boards and participation in technical assistance calls with LPA partners.

<u>CalFresh and CalWORKS</u>

As part of a Regional Workforce and Equity Partnership, representatives from CalFresh, CalWORKS, and CWDB will meet quarterly to provide a forum for ongoing discussion, information sharing, and collaboration on implementation of State Plan. The group will establish several task oriented sub workgroups to accomplish the following goals.

- Create a logic model that outlines service delivery overlap between CalWORKS, CalFresh, and WIOA Title I programs.
- Jointly develop guidance and resources for actionable and collaborative partnership activities, including models and best practices for establishing a "gold standard" for partnership.
- Develop an action plan to mitigate adverse impacts to underserved populations resulting from changes to federal policy.

Career Technical Education

As joint administrators of the Perkin V program, CDE, State Board of Education (SBE), and California Community Colleges Chancellor's Office (CCCO) will form a cross-agency workgroup of staff of relevant agencies that will convene as needed to coordinate workforce development, and address evolving state and federal program requirements that jointly impact workforce and education. The workgroup may present outcomes of its discussion on these topics to the California Workforce Pathways Joint Advisory Committee and/or CWDB, or to subcommittees of these respective bodies.

Corrections Workforce Partnership

CDCR and CALPIA will work with CWDB to create a closed-loop referral or communication process between Local Boards, RPUs, and CDCR to ensure the provision of employment services and supportive services to meet all of the individual's needs.

Child Support Services

The Department of Child Support Services (DCSS) and CWDB will meet on a quarterly basis to identify best practices and create technical assistance tools to help facilitate partnership between Local Boards and local child support agencies. These tools may include, but are not limited to, the issuance of a policy brief, creation of a best practices guide, and the development of an instructional webinar for the field.

Earn and Learn

This strategy includes 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.

California will prioritize earn and learn policies that 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. Specifically, earn-and-learn opportunities will be prioritized for individuals who have barriers to employment and cannot afford to attend an education or training program full time, both because of costs

associated with training and education fees and tuition and because time spent in the classroom reduces time that can be spent earning income.

In alignment with the Governor's goal to significantly increase apprenticeships, the CWDB and state partners commit to expanding access to apprenticeships and other paid work experiences for shared populations in the following ways:

- CWDB will continue to invest federal and state funds in the development of High Road Training Partnerships (HRTPs), High Road Construction Careers (HRCCs), and other initiatives that lead to the placement of participants in state approved pre-apprenticeships and apprenticeships.
- DOR will emphasize and support increased access to earn-and-learn opportunities for consumers, including students with disabilities, such as including on-the-job training, paid work experiences, internships, and apprenticeships in high demand industries.
- DOR, CDE and Department of Development Services (DDS) will continue to leverage funding to facilitate access to work experience opportunities for youth and adults with disabilities, including paid internship programs and state internship programs.
- CDCR, CALPIA, and CWDB will work with the construction trades to facilitate direct placement into construction apprenticeship of previously trained justice involved individuals upon release.
- CalFresh and CalWORKS will explore training and potential apprenticeship opportunities for in demand Early Learning and Care positions.

Supportive Services

This strategy includes providing ancillary services like childcare, transportation, and counseling to facilitate program completion by those enrolled in training and education courses.

California will continue to expand access to funding for supportive services that enable an individual to participate in workforce-funded programs and activities to secure and retain employment. The type of supportive services provided will be dependent on each particular client's needs and background to the supports are person-centered.

Title II

CDE will work with CWDB to share information to local counterparts about available resources for school and program alternatives that provide students with the environment, curriculum, and support systems needed to ensure that they achieve their full academic potential.

Title IV

DOR will work with CWDB to ensure greater coordination in the provision of the support services for individuals with disabilities in order to increase the likelihood of successful outcomes. DOR will also work with CDE and DDS to provide technical assistance to LPA partners on provision of supportive services for individuals with ID/DD.

DOR will also inform business partners on hiring incentives and resources (e.g. Work Opportunity Tax Credit, Talent Acquisition Portal, Disability Awareness training, the Assistive Technology network, and DOR Business Based Services) to support businesses employing, supporting, retaining and promoting qualified talent with disabilities.

CalFresh and CalWORKS

As new training tools and systems become available, CDSS will work with CWDB to train and educate Local Boards of the functionality and use of these resources and how they can better assist with providing supportive services.

Creating Cross-System Data Capacity

This strategy includes using diagnostic labor market data to assess where to invest, and also, the use performance data to assess the value of those investments.

California will use diagnostic data 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 is intended to measure typical program outcomes for individuals receiving services while helping quantify skills attainment and degree and credential production.

The CWDB will continue to build upon the Cross-Systems Analytics and Assessment for Learning and Skills Attainment (CAAL-Skills) program in an effort to unite workforce system partners in a program that enables a holistic yet statistically rigorous assessment of California's workforce system. This will enable the evaluation of workforce programs individually and collectively at the regional level through the assessment of outcomes. Current data sharing partners include:

- Department of Industrial Relations-Division of Apprenticeship Standards;
- Community Colleges Chancellor's Office;
- Employment Training Panel;
- Department of Social Services;
- Employment Development Department;
- Department of Education;
- Department of Corrections and Rehabilitation;
- Department of Rehabilitation

Integrated Service Delivery

This strategy includes braiding resources and coordinating services at the local level to meet client needs.

California will build upon existing and identify new methods for integrating service delivery and braiding resources in order to improve an individual's ability to access the broad array of services funded across the state's workforce and education programs. The expansion and

creation of "value-added" partnerships at the state, regional, and local levels will serve as mechanisms to ensure that services are integrated and aligned across systems.

California is in the initial phase of piloting a statewide effort to electronically share common data elements and trigger referrals between CalJOBS^{SM}, a data exchange, and other program partners. The intent of this effort is to assist job seekers by reducing the burden of providing the same common items to multiple agencies (if receiving services from multiple programs), streamline data collection for staff, and assist programs with identifying potentially eligible individuals. Current participants of this pilot include:

- California Workforce Development Board
- Employment Development Department
- Department of Education
- Department of Rehabilitation
- Department of Social Services

<u>Title III</u>

The EDD will work with CWDB to conduct a business process improvement (BPI) analysis of the following programs and services: Worker Adjustment Retraining Notification, WIOA Rapid Response, WIOA Additional Assistance, WIOA Layoff Aversion, National Dislocated Worker Grants, Re-Employment Services and Eligibility Assessment, Trade Adjustment Assistance, California Training Benefits, and WorkShare. As part of the analysis, staff from the respective programs will be identifying ways to incorporate elements the vision, objectives, and strategies of the State Plan into the operational practices of the programs.

<u>Title IV</u>

DOR will establish a Memorandum of Understanding (MOU) with CWDB, CDCR, and CALPIA centered on supporting the successful transition from prison to employment for individuals with disabilities.

The DOR, CDE, and DDS will work with CWDB to achieve the performance measures outlined California's CIE Blueprint for individuals with developmental and intellectual disabilities. This includes inviting Local Boards to local CIE partnership agreement collaborations and identifying a CIE point of contact for Local Boards in each DOR district.

<u>CalWORKS</u>

The CalWORKS program will work with CWDB to identify ways to enhance case management activities for pregnant and parenting teens and youth by partnering with state agencies that specialize in serving those populations.

<u>Career Technical Education</u>

The CDE, CCCO, and SBE will work with CWDB to utilize the Comprehensive Local Needs Assessment criteria under Perkins V to encourage greater alignment of a local eligible agency or institution with their local and regional workforce system, which is defined to include all required state and federal programs.

<u>Corrections Workforce Partnership</u>

The CDCR, CALPIA, and CWDB will work to increase Local Board participation in Parole Offices and CDCR events as well as coordinate cross-training opportunities between CDCR, CALPIA, and Local Board staff.

<u>Department of Child Support Services</u>

The DCSS and CWDB will work with EDD to establish a data sharing agreement between DCSS and the Employment Development Department (EDD), which will allow DCSS to access CalJOBS^{SM} data in order to facilitate referral tracking of parents' paying support who are enrolled in workforce programs.

Improving Access to Postsecondary Credentials

California believes that helping people obtain meaningful credentials can further regional prosperity and economic mobility. Many of California's initiatives focus on quality credentials, both by helping organizations to identify them and workers to earn them. The state needs all kinds of post-secondary credentials to be economically competitive, and to provide opportunities for the broadest possible array of Californians. The CWDB broadly defines these credentials 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. They also include industry-valued associate degrees that facilitate movement into either the labor market or longer-term educational programs aligned with the state's workforce needs.

California's strategy for improving credential attainment throughout the state is to require the RPUs to include "industry-valued post-secondary credential attainment" in the Regional Plans required by WIOA. Working with their planning partners, Local Boards are required to identify, develop, prioritize, service, and feed "regional sector pathway" programs in their RPUs. These programs should result in the attainment of industry-valued and recognized post-secondary credentials that are portable and aligned with regional workforce needs.

Additionally, working with their planning partners, Local Boards are required to improve access to activities leading to a recognized post-secondary credential, including a credential that is an industry-recognized certification that is portable and stackable. Quality credential programs are those that are:

- Accessible – Affordable and readily available at places and times convenient for working adults.
- Transparent – Clearly articulate costs and prerequisites and provide an accurate picture of what skills, knowledge and abilities are benchmarked by a given credential, as well as the value it carries in the labor market.
- Stackable – Operates as one of multiple manageable chunks that add up to a more substantial credential and do not require starting over at each new step.

- Portable – Transferable between organizations, regions, and educational institutions.
- Meaningful – Provides true value in the labor market.
- Connected – Is linked to a job or an educational pathway.

California plans to identify ways to track and evaluate how many industry recognized credentials are being produced in each of the fourteen RPUs and how these credentials relate to regional labor market needs, as well as regional sector priorities outlined in the Regional Plans.

In addition, DOR will inform its counselors and consumers of local opportunities to obtain non-degree credentials, including certificates, industry certifications, apprenticeship certificates, and occupational licenses with Career Technical Education, workforce, and businesses to build an inclusive and skilled future workforce. DOR will also emphasize and support increased earn-and-learn opportunities for consumers including on-the-job training, paid work experiences, internships, and apprenticeships with businesses.

Coordinating with Economic Development Strategies

California leads the nation in economic growth driven by responsible policy, research, innovation, and investment. While sectors of work are growing and transitioning, bringing ample opportunities for the development of good jobs, California needs a skilled workforce to fill these positions. California's workforce development system is committed to providing in-demand skills and training to connect workers with good jobs that provide worker advancement, stability, and predictability, and pay family-supporting wages.

The leadership from CWDB and the Governor's Office of Business and Economic Development (GO-Biz) meet on a regular basis to ensure California is developing clear economic and workforce development policy that identifies key growth industries, as well as promotes high-quality employment and economic security for workers, families, and communities.

California's Governor Gavin Newsom established a Future of Work Commission by signing Executive Order N-17-19 that is composed of leaders from technology, labor, business, education, and venture capital, amongst others. The Commission is jointly led by the Director of GO-Biz and the Secretary of Labor and Workforce Development, which establishes a meaningful and ongoing link between the workforce and economic development systems.

The overarching goal of the Future of Work Commission is to develop a new framework for California workers, based on an expansive vision for economic equity, which starts with work and jobs as the platform. The Commission's primary mission is to study, understand, analyze, and make recommendations regarding:

- The kinds of jobs Californians could have in the decades to come.
- The impact of technology on work, workers, employers, jobs, and society.
- Methods of promoting better job quality, wages, and working conditions through technology.

- Modernizing worker safety net protections.
- The best way to preserve good jobs, ready the workforce for jobs of the future through lifelong learning, and ensure prosperity for all.

The Commission is charged with looking at California's current state of jobs and work, what factors have created these conditions, the vision for work and jobs in the future, and how we can chart a path to reach that vision. The Commission has been tasked with making recommendations to help California leaders think through how to create inclusive, long-term economic growth, and ensure workers and their families share in that success.

In addition to the work of the Commission, DOR coordinates economic development strategies centered on people with disabilities such as:

- Identifying workforce trends by applying labor market information and establish partnerships with businesses, career technical education and apprenticeship programs, and other resources and supports to prepare individuals with disabilities for employment.
- Partnering with local education agencies, post-secondary education and training programs, state and county-level programs and services, and community-based organizations to facilitate and develop wraparound supports that can help consumers maintain successful employment.
- Meeting with local business leaders from identified in-demand sectors, as determined by their local Regional Planning Unit, to develop working partnerships or establish initiatives that support hiring and/or recruitment of individuals with disabilities.
- Accessing and utilizing LMI, including, but not limited to, CalJOBS, World of Work Inventory, The Career Index Plus, Career Zone, and Careerinfo.net, to inform plans that help businesses meet their recruitment and talent needs.

Engagement with Education and Training Providers

California recognizes the critical role that education and training providers play in providing inclusive, equitable, and effective service delivery for individuals with significant barriers to employment. In cooperation with stakeholders, California adopted the following principles in state policy that outline how the state engages with providers on the eligible training provider list as partners in the workforce development system:

1. Simplicity – Avoid imposing burdens that would inhibit the participation of quality training providers.
2. Customer Focus – The policies and procedures must support the collection and presentation of easily accessible and reliable training program information for both individuals seeking career and occupational training information, and career advisors who assist participants eligible for training services.
3. Informed Customer Choice – The Eligible Training Provider List includes locally approved training programs that lead to self-sustainable careers in the local/regional economy, as supported by current labor market information identifying industry sectors and

occupational clusters that are high-growth, high-demand, projecting skills shortages, and/or vital to the regional economy.

4. Training Delivery Flexibility – Develop policies and procedures that foster and support the inclusion of various types training delivery that expand opportunities for customer choice.

5. Quality – Ensures a comprehensive list of quality training programs that meet the minimum performance standards and provide industry-valued skills in priority industry sectors. Information must be accurate, transparent, accessible, and user-friendly.

6. Respect for Local Autonomy – The policy should remain supportive of the autonomy that WIOA has otherwise granted to the Local Boards.

In addition to engagement with providers on the state ETPL, California has invested a significant amount of federal and state funds into competitive grant programs that have either been awarded directly to, or required a strong partnership with, community based service providers. Examples of these types of programs that were funded out of WIOA Governor's discretionary funds are the Workforce Accelerator Fund Program and English Language Learner Pathways to Career Program. Examples of these types of programs that were funded out of California general funds are the Prison to Employment Initiative and the Breaking Barriers to Employment Initiative.

State Operating Systems and Policies

Labor Market Information System

The EDD's Labor Market Information Division (LMID) is the prime source of high quality and timely economic and workforce information in California. The LMID collects, analyzes, and publishes labor market data from a diverse state economy with more than 1.4 million employers and a civilian labor force of more than 19 million individuals.

Types of Labor Market Information available include:

- Unemployment rates, labor force, and industry employment by geography for California, metropolitan areas, counties, and sub-county areas.
- Detailed occupational information on California wages, employment outlook, educational and licensing requirements, and staffing patterns.
- Projections of employment for occupations and industries by geographic area.
- Labor force and unemployment rate interactive maps for counties and major cities by population size.
- Geographic information system maps and reports displaying labor market relationships, patterns, and trends.
- Dynamic economic indicator visualizations that provide up-to-date data and trends on the state and local labor markets.
- Veteran's employment statistics including labor force trends, unemployment rates, and other key statistics for the state.

- Customized reports, data runs, technical assistance, training, and geographic analyses and maps.
- Historical civilian employment and unemployment data.
- Current statewide and county population data by race/ethnicity, income, gender, and more.
- Interactive Labor Market Supply and Demand Tool broken down by RPU.

Current uses of Labor Market Information include:

- Business and financial forecasting.
- Economic development and human resource planning.
- Monitoring labor force, industry, and economic trends.
- Planning and development of training programs.
- Career exploration, employer look up, and job search links.
- Geographic planning for industry and business expansion.
- Local labor market research.
- Occupational skills and qualifications identification.

Job Bank

The [CalJOBS](#)SM system is California's online resource to help job seekers and employers navigate the state's workforce services. The system allows users to easily search for jobs, build resumes, access career resources, find qualified candidates, and gather information on education and training programs. Most Unemployment Insurance (UI) customers are required to register for a CalJOBSSM account, and post a resume.

The system enables job seekers to:

- Create and upload multiple versions of their resume tailored to specific jobs or careers paths.
- Customize and conduct job searches.
- Set up alerts for job openings.
- Apply for job openings.
- Research employers.
- Make customized resumes viewable to employers.
- Use a mobile application available on the Apple App Store or Google Play.

The system enables employers to:

- Post job openings.
- Browse resumes.
- Keep their candidate search organized.
- Expand their search to find qualified candidates for their companies.

Case Management, Data Collection, and Reporting Systems

<u>Title I and Title III</u>

In addition to its job bank and labor exchange roles, CalJOBS^{SM} provides a unified and streamlined intake and case management system that enables co-enrollment across programs, while reducing the duplication of services provided to AJCC clients. The system currently serves as California's case management system for the following programs:

- Title I Adult
- Title I Dislocated Worker
- Title I Youth
- Title III Wagner-Peyser
- Jobs for Veterans State Grant
- Trade Adjustment Assistance
- National Dislocated Worker Grant
- National Farmworker Jobs Program

CalJOBS^{SM} also houses California's Eligible Training Provider List (ETPL), which supports customer-focused employment training for adults and dislocated workers. Individuals interested in training opportunities can search the California ETPL through the link available on the CalJOBS^{SM} homepage.

Additionally, the CalJOBS^{SM} system serves as the official system of record for federally required data for the following programs:

- Title I Adult.
- Title I Dislocated Worker.
- Title I Youth.
- Title III Wagner-Peyser.
- Jobs for Veterans State Grant.
- Trade Adjustment Assistance.
- National Dislocated Worker Grant.

<u>Title II</u>

The CDE Adult Education Office (AEO) provides assessment and accountability services for the Title II program through TOPSpro Enterprise. TOPSpro Enterprise 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 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 is 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 check 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). The data collection process begins with program staff at agencies funded by the Adult Education Family Literacy Act (AEFLA) 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 annually, by October 1st.

Performance measures include all elements in the federal National Reporting System (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, identifies best practices and emerging needs, and helps focus professional development and training to ensure effective instructional programs for targeted populations.

Title IV

The DOR utilizes a case management system known as the 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 inputted in-house by vocational rehabilitation (VR) staff located statewide in 13 geographic districts. The DOR continues to train staff on the current processes, and new processes as needed, and use AWARE to collect WIOA data. State VR systems/agencies collect and report summary data in a federally mandated format called the Rehabilitation Services Administration (RSA) Case Service Report. The RSA-911 report is submitted quarterly for the preceding quarter of the fiscal year by each state's vocational rehabilitation agency.

The RSA-911 report contains a record for each participant, including VR applicants and students with disabilities receiving pre-employment transition services. It is feasible that a participant may appear more than once in one year, if their case was opened 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.

Additionally, RSA-911 quarterly data is consolidated into the annual WIOA Statewide and Local Performance Report (ETA 9169), submitted by October 1 of each year to RSA; this annual report includes five additional, computed data elements related to program performance measures and expenditures for that preceding federal program year.

The RSA assesses the quality, and effectiveness of DOR outcome-related information in relation to the State performance accountability measures described in WIOA Section 116(b), and coordinates guidance and technical assistance to the department to initiate and monitor program improvements. The DOR also uses the information from the quarterly and annual reports internally to self-assess performance and develop strategic initiatives

Co-Enrollment and Common Intake

As outlined in, [Workforce Services Directive WSD19-09](#), California encourages planning across multiple partner programs to ensure alignment in service delivery and leveraging of resources for maximum benefit to WIOA participants. Co-enrollment is a means to establish effective partnerships across WIOA core programs and other workforce providers, including community-based organizations to provide a mix of services to individuals to meet their employment, education, and training needs.

A statewide co-enrollment workgroup comprised of WIOA core partners, strategic State Plan partners, and regional and local service providers was established to develop strategies to improve alignment for intake, referral, and case management across programs. One of the strategies identified included gathering and assessing various partner programs' intake forms and other sample forms to identify common data elements. The intent was to work jointly to identify the common elements to create tools that would assist WIOA program participants by: streamlining service delivery; maximizing the benefit of multiple support systems; and curbing redundant administrative processes. Partners established a common understanding that in order to advance a whole-person approach to service delivery, it was important to take stock of each respective partners' internal processes. Following an assessment of dozens of program intake forms, a sample document was created by Hanover Research identifying the most common data elements across all sample forms. The co-enrollment workgroup adopted this document as the starting point for developing a statewide workforce common intake form.

Following this initial step, partners agreed to begin exploring how to share common data elements electronically. California is in the process of exploring ways to effectively share

common elements and trigger referrals between CalJOBSSM, a data exchange, and other data exchange systems used by program partners. The intent of this electronic data exchange would assist job seekers by reducing the burden of providing the same common items to multiple agencies and allow case managers to identify early opportunities to initiate strategic co-enrollment. For Title II and Title IV partners this effort requires an internal assessment of the viability of establishing a data exchange interface within their systems. The California Department of Education utilizes the TOPSpro Enterprise and the Department of Rehabilitation uses the Accessible Web-Based Activity Reporting Environment (AWARE). CWDB is exploring how this electronic data exchange could create efficiencies across partner programs.

The co-enrollment workgroup continues to meet on a regular basis and is actively developing shared technical assistance tools, including accessible training videos, to expand strategic linkages across programs. CWDB is creating a webpage to host all the shared technical assistance tools and a link will be provided to partners to circulate within each of their respective programs. A detailed and coordinated communication strategy, including a staggered roll-out of the various technical assistance tools, is currently being developed by the workgroup.

Bilateral partnership agreements will be used to implement these strategies as the state level and the WIOA Regional and Local Plans will be the mechanism for operationalizing regional coordination and aligning service delivery at the local level. Each Local Board aligns services according to state and local policies, and according to what their local partnerships determine is needed to achieve the best results for their communities. These approaches will vary throughout the state, as is intended by WIOA, but the overarching state goal is to have Local Boards strive for maximum integration of services.

Memorandum of Understanding Cost Sharing

As outlined in [Workforce Services Directive WSD18-12](#), each AJCC partner that carries out a program or activities within the AJCC must use a portion of their funds to help maintain the AJCC delivery system which includes contributing a proportionate payment of the AJCC infrastructure costs. Local Boards and their AJCC partners must establish Infrastructure Funding Agreements (IFA) as a vehicle for determining the amount each partner owes. When determining each partner's proportionate share, Local Boards are required to remain in compliance with the federal statute that authorizes each partner's program as well as Title 2 Code of Federal Regulations (CFR) Part 200 which outline the uniform administrative requirements, cost principles, and audit requirements for federal awards.

Establishing IFAs

In order to best meet the needs of the Local Workforce Development Area (Local Area), California provides flexibility to Local Boards and their partners on whether they want to use individual IFAs, a network IFA, or a combination of individual and network IFAs. Developing a combined budget based on a network of AJCCs may make financing infrastructure costs among

partners easier since it does not require each partner to contribute to each individual AJCC, so long as each partner's total contribution is still equal to their overall proportionate share of all the AJCCs in the Local Area. However, combining budgets cannot change the distribution of costs in any way, costs must be still attributable to each partner equally, and in accordance with the agreed upon cost sharing methodology.

The Local Board and partners can start the IFA negotiations by determining the budget for every AJCC within the Local Area. This will allow all partners to see where, and what kind of money is being spent throughout the Local Area. The IFA budget includes, but is not limited to, all non-personnel costs that are necessary for the physical operation of the AJCC such as: rent, utilities and maintenance, equipment, technology, and non-marketing common identifier expenses. In addition, every AJCC infrastructure budget must also have an "Access and Accommodation" line item for ensuring physical and programmatic access to the AJCC by individuals with disabilities. The budgets must contain descriptions of the specific costs grouped under each line item. Local Boards may consolidate and/or break out line items as best fits with their individual area budgets and cost allocation methodology.

Determining Benefit Received by Partners

Local Boards must first determine whether an AJCC partner is receiving benefit from the AJCC or system. If a benefit is received, the AJCC partner's proportionate share of infrastructure costs must be calculated in accordance with Title 2 CFR Part 200 and based on a reasonable cost allocation methodology. All costs must be allowable, reasonable, necessary, and allocable as required by WIOA Joint Final Rule Section 678.715.

Partners who are physically collocated in the AJCC(s), whether full-time or part-time, are considered to receive a direct benefit that is allocable; therefore, they must contribute their proportionate share towards the infrastructure costs. Partners who are not physically collocated in the AJCC may also be receiving benefit from the AJCC system. However, that benefit must be clearly identified and allocable by way of reliable data and a cost methodology that demonstrates the partner's usage of and benefit from the center and its services.

Cost Allocation Methodology

After creating an IFA for each individual AJCC or for the local network of AJCCs, and determining if benefit is received by each partner, the Local Board must select a cost allocation methodology to identify the proportionate share of infrastructure costs each partner will be expected to contribute. Any cost allocation methodology selected must adhere to the following:

• Be consistent with the federal laws authorizing each partner's program (including any local administrative cost requirements).
• Comply with federal cost principles in the Title 2 CFR Part 200.
• Include only costs that are allowable, reasonable, necessary, and allocable to each program partner.
• Be based on the proportionate use and benefit received by each partner.

Other One-Stop Delivery System Costs

In addition to jointly funding infrastructure costs, AJCC partners must use a portion of funds made available under their authorizing federal statute (or fairly evaluated in-kind contributions) to pay the additional costs relating to the operation of the One-Stop delivery system. These costs may be shared through cash, non-cash, or third-party in-kind contributions as outlined in WIOA Joint Rule Section 678.760. All comprehensive, affiliate, and specialized AJCCs must include another system costs budget as part of their MOU. The other system costs budget must include applicable career services, and may include any other shared services that are authorized for and commonly provided through the AJCC partner programs to any individual, such as initial intake, assessment of needs, appraisal of basic skills, identification of appropriate services to meet such needs, referrals to other partners, and business services. Shared operating costs may also include shared costs related to the Local Board's functions.

Establishing Other System Costs Budgets

The other system costs budget must be a consolidated budget that includes a line item for applicable career services. The MOU requires identifying the career services that were applicable to each partner program. Accordingly, this budget must include each of the partner's costs for the service delivery of each applicable career service and a consolidated system budget for career services applicable to more than one partner.

The budget may also include shared services, which have been agreed upon by all partners, which are authorized for and may be commonly provided through the One-Stop system. Examples of these types of services include, but are not limited to, the following:

- Initial intake, assessment of needs, appraisal of basic skills, identification of appropriate services to meet such needs, and referrals to other AJCC partners. This may include costs such as technology and tools that increase integrated service delivery through the sharing of information and service delivery processes.
- Business services. This may include costs related to a local or regional system business services team that has one or more partners on the team or has delegated a specific partner to provide business services on behalf of the system.
- AJCC partner staff cross training. This may include any staff cross training on partner programs and eligibility identified in the shared services and/or shared customers portion of the MOU.
- One-Stop operator. This may include the system role of the One-Stop operator (e.g., coordinating service providers across the One-Stop delivery system) when the role is not specific to the operation of the AJCC and/or specific partner programs, so long as the role was defined by the Local Board in the procurement process and agreed to by all AJCC partners in the MOU.
- Shared personnel (and other non-infrastructure costs) for collocated partners. This may include AJCC receptionists and/or AJCC managers.

Timeline for Updates

Every MOU must contain an assurance that they will be reviewed and updated at least every three years. It is also required that the IFAs and Other System Costs Budgets be reviewed annually and if any substantial changes have occurred, be amended. The reviews should be ensuring accurate, up-to-date information regarding funding, delivery of services, additional partners, and any changes in the signatory official of the Local Board, Chief Elected Official, or AJCC partners.

State Program and State Board Overview

The Governor appoints CWDB members, which consist primarily of representatives from businesses, labor organizations, educational institutions, and community organizations. The CWDB assists the Governor in designing a statewide plan and establishing appropriate program policy. To effectively implement this plan the State workforce structure includes 14 RPUS and 45 Local Areas.

Each of the state's 45 Local Areas are designated by the Governor and administer WIOA services. Factors that are considered in designating these Local Areas include geographic location, population, as well as the existing labor market areas and regional economic development areas in the state.

The Chief Elected Official of each Local Area appoints a Local Board with a local membership similar to the CWDB. The Local Board develops and implements strategies for meeting the employment and skill needs of workers, job seekers, and employers. The Local Board is responsible for overseeing service delivery through the AJCC system.

The AJCCs are a main entry point for the state workforce development system. The AJCC partners are jointly responsible for workforce and economic development, educational, and other human service programs. Therefore, collaboration is essential to establishing a quality-focused, employer-driven, and customer-centered system.

Every Local Area must have at least one comprehensive AJCC that provides universal access to the full range of employment services, training and education, employer assistance, etc. In other words, a comprehensive AJCC is a physical location where job seekers and employers have access to the programs, services, and activities of all the required AJCC partners.

Membership Roster

Dr. I. Angelov Farooq, Chair
Owner - AVM Innovation Consulting, LLC

Kamyar Amiri-Davani
Vice President - Outclick Media

Mark Arabo
President and CEO - Refined Management

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

Hon. Anna Caballero
California State Senator, District 12

Bill Camp
Executive Board - Sacramento Labor Council

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

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

Diane Factor
Director - Worker Education and Resource Center (SEIU 721)

Dean Fealk
Partner & Co-Chair, International Labor and Employment practice, DLA Piper

Larry Frank
President - Los Angeles Trade-Technical College

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

Mark Ghaly, M.D., M.P.H.
Secretary - California Health and Human Services Agency

Jason Haider
Founder - Xenco Medical

Sharon Hilliard
Director - Employment Development Department

Chris Hill
Chief Strategy Officer - Mycotoo, Inc.

Gary King
Chief Workforce Officer - Sacramento Municipal Utility District

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

Hon. Connie Leyva
California State Senator, District 20

Hilary D. Lentini
President and Chief Executive Officer - Lentini Design and Marketing, Inc.

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

Hon. Kevin Mullin
Representative - California State Assembly

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

Hon. Rudy Salas
Representative - California State Assembly

Alma Salazar
Vice President for Education and Workforce Development - Los Angeles Chamber of Commerce

Fabrizio Sasso
Executive Director - Sacramento Labor Council

Avin Sharma
Director of Labor Relations and Workforce Development, Port of Los Angeles

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

Peter Stern
Senior Vice President of Corporate Development - Inxeption
Airport Commissioner - San Francisco International Airport

Julie Su
Secretary - Labor and Workforce Development Agency

Hon. Tony Thurmond
State Superintendent of Public Instruction - California Department of Education

Floyd Trammell
Executive Director - West Bay Local Development Corporation

Joseph Williams
Public Affairs Manager - Southern California Edison

Joe Xavier
Director - Department of Rehabilitation

Gloria Young
President & Chief Executive Officer - Young and Lamay Associates

Carol Zabin
Research Director - University of California, Berkeley Center for Labor Research and Education

State Board Activities

The CWDB 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.

Executive Director

The Executive Director, who reports to both the CWDB Chair and the Secretary of Labor and Workforce Development, guides strategy, operations, planning, and policy development. The

Executive Director is also the face and chief liaison for the organization in CWDB's dealings with other state department heads and workforce system stakeholders.

Chief Deputy Director

The Chief Deputy Director is the CWDB chief of staff and oversees the daily operations of the Deputy Directors and the staff in their branches. The Deputy Directors responsible for the operations in the branches supervise the work of all staff in these units, and each reports to the Chief Deputy Director.

The Administrative Support Branch

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

- Fiscal operations and budget:
  - Preparation of October and April budget revision
  - Maintenance of the CWDB's "above the line" WIOA funds
  - Budget authority and total dollars allocated
  - Tracking of all CWDB grant and initiative funds
  - Providing a detailed monthly encumbrance and expenditure report to accurately project expenditures
- Procurement of goods and services through contracting and interagency agreements
- Human resources
- CWDB staff development
- CWDB member, committee, and workgroup support
- Handling the logistical needs of CWDB and all of its committees and workgroups
- Solicitation of federal and state funding opportunities
- Drafting of annual reports, publication and audit responses
- Maintenance of IT hardware and software, email systems, telecommunications equipment, network printers and copiers, and CWDB website as well as other online platforms

The State Plan and Policy Development Branch

The State Plan and Policy Development Branch is responsible for conducting 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:

- Developing planning guidance and policy directives to serve as technical assistance and provide policy rationale and supportive data for best practices and model partnerships.

- Conducting research on policies concerning effective sector engagement.
- Conducting research on building of careers pathways tailored to client population needs.
- Convening State Plan partners in accordance with the requirements of WIOA.
- Provide state and federal legislative analysis and government affairs support.
- Operating the CAAL-Skills Project.
- Administering the Corrections Workforce Partnership and Prison to Employment program.

The Program Implementation and Regional Support Branch

The Program Implementation and Regional Support Branch is charged with guiding innovation 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 to inform and advance the development of careers pathways.
- 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 High Road Field Branch

The High Road Field Branch is tasked with engaging partners to advance an integrated approach to labor, workforce and economic policy. This approach includes a commitment to equity, sustainability, and job quality and enlists the following four elements: industry led problem solving; partnerships as a priority; worker wisdom; and industry driven education and training solutions. The work of the High Road Field Branch includes the following areas:

- Developing the CWDB's high road sector strategy as an effective, clear, transferrable and teachable field of practice.
- Supporting and scaling up existing HRTP and HRCC projects.
- Identifying and developing new HRTPs and HRCCs, with a focus on industry sectors impacted by climate change, policies that lead to a carbon neutral economy, and/or changes in technology and automation.
- Integrating apprenticeship and public sector employment with high road sector field practitioners.
- Establishing the High Road Institute for coaching and training new high road sector practitioners.
- Integrating the high road vision in regional field capacity building and Regional Plan implementation.

- Engaging public agencies, elected officials, board members, thought partners, and regional stakeholders to align all related work with the high road sector strategy underlying the CWDB's economic mobility goals.

Future Assessment of Core Programs

Title I and Title III

CalJOBS^{SM} provides a unified and streamlined intake and case management system that enables co-enrollment across programs, while reducing the duplication of services provided to AJCC clients. The system currently serves as California's case management system and official system of record for federally required data for the following programs:

- Title I Adult

- Title I Dislocated Worker

- Title I Youth

- Title III Wagner-Peyser

- Jobs for Veterans State Grant

- Trade Adjustment Assistance

- National Dislocated Worker Grant

To ensure compliance with the performance accountability measures outlined in WIOA Section 116, the EDD issued Workforce Services Directive WSD19-03, which provides performance guidance related for all programs using the CalJOBS^{SM} system.

Additionally, Workforce Services Directive WSD19-06 provides AJCC staff with information regarding how to track services provided to individuals and employers in the CalJOBS^{SM} system, and provides a link to the data element(s) each CalJOBS^{SM} activity code maps to in the Participant Individual Record Layout.

To ensure the quarterly and annual participant data submitted to the DOL is accurate, the EDD issued Workforce Services Directive WSD18-02, which outlines the process AJCC staff must take to correct data in the CalJOBS^{SM} system. The EDD informs all AJCC staff of the year-end reporting schedule to ensure all supplemental data is entered, and that performance data is reviewed prior to the annual report submission.

Title II

The CDE AEO provides assessment and accountability services for the Title II program through TOPSpro Enterprise. TOPSpro Enterprise 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. 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 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 is 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 check competencies mastered).

The data collected consists of measurable skill gains in the following programs areas: English Language Acquisition, Adult Secondary Education, and Adult Basic Education. The data collection process begins with program staff at agencies funded by the AEFLA 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 annually, by October 1st. Performance measures include WIOA Title II indicators of Measurable Skill Gains, credential attainment, employment after 2nd and 4th quarter, and median earnings.

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 helps focus professional development and training to ensure effective instructional programs for targeted populations.

Title IV

The DOR utilizes a case management system known as 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 inputted in-house by VR staff located statewide in 13 geographic districts. The DOR continues to train staff on the current processes, and new processes as needed, 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. The RSA-911 report is submitted quarterly for the preceding quarter of the fiscal year by each state's vocational rehabilitation agency.

The RSA-911 report contains a record for each participant, including VR applicants and students with disabilities receiving pre-employment transition services. It is feasible that a participant

may appear more than once in one year, if their case was opened 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.

Additionally, RSA-911 quarterly data is consolidated into the annual WIOA Statewide and Local Performance Report (ETA 9169), submitted by October 1 of each year to RSA; this annual report includes five additional, computed data elements related to program performance measures and expenditures for that preceding federal program year.

The RSA assesses the quality, and effectiveness of DOR outcome-related information in relation to the State performance accountability measures described in WIOA Section 116(b), and coordinates guidance and technical assistance to the department to initiate and monitor program improvements. The DOR also uses the information from the quarterly and annual reports internally to self-assess performance and develop strategic initiatives.

Regional Evaluation

The CWDB developed Regional Coordination and Alignment Indicators as a framework for assessing regional implementation progress in achieving the main objectives of the State Plan, which are demand-driven skills attainment, upward mobility and equity for individuals with barriers to employment, and system alignment. As part of their Regional Plan modifications, each RPU provided a self-assessment of regional coordination using the following Regional Coordination and Alignment Indicators:

Demand Driven Skills Attainment Indicators

- Indicator A: Region has a team that jointly convenes industry and is led by Industry Champions.
- Indicator B: Region has shared industry sector focus and pools/shares resources to meet demand in the region.
- Indicator C: Region has a process to communicate industry workforce needs to supply side partners.
- Indicator D: Region has policies supporting equity and strives to improve job quality.

Upward Mobility and Equity for Individuals with Barriers to Employment Indicators

- Indicator E: Region has shared target populations of emphasis.
- Indicator F: Region deploys shared/pooled resources to provide services, training, and education to meet target population needs.
- Indicator G: Region utilizes shared/common case management and capacity building strategies such as co-enrollment, professional development, to develop shared responsibility for providing services and ensure quality outcomes.

System Alignment Indicators

- Indicator H: Region has shared/pooled administrative systems or processes to achieve administrative efficiencies and program outcomes.
- Indicator I: Region has created formalized structures for decision-making.
- Indicator J: Region has developed a process for evaluating performance that includes, but may not be limited to:
  - Qualitatively evaluating progress towards meeting regional industry and occupational demand.
  - Tracking the number of industry-recognized credentials and apprenticeships.
  - Aligning negotiated performance measures to regional Indicators.
  - Using the Regional Coordination and Alignment Indicators to evaluate progress.

Each RPU determined how it scored on each of the indicators and provided a narrative rationale to justify the scare as part of the self-assessment. For each of the indicators, RPUs could select from the following four options:

- No progress made a this time
- Learning/Experimenting
- Operationalizing/Doing
- Growing/Expanding/Scaling

The purpose of the self-assessment was to determine progress made to date within each RPU and to assess in aggregate all RPU efforts that are currently underway. The initial self-assessment will be used as a baseline for subsequent assessments throughout the duration of Regional Plan implementation.

Future Assessment of One-Stop Partner Programs

The CAAL-Skills program includes participation from both core and other one-stop delivery system partner programs. CAAL-Skills is intended to unite partners in a program that enables a holistic yet statistically rigorous assessment of California's workforce system. CAAL-Skills enables the evaluation of workforce programs individually and collectively at the regional level through the assessment of outcomes. The University of California (UC) Policy Lab, comprised of research and data science experts from UC Los Angeles and UC Berkeley, has been engaged to evaluate the data provided by CAAL-Skills partners in fulfillment of requirements outlined in WIOA Section 116.

Current data sharing partners include:

- Department of Industrial Relations-Division of Apprenticeship Standards
- Community Colleges Chancellor's Office
- Employment Training Panel
- Department of Social Services
- Employment Development Department
- Department of Education

- Department of Corrections and Rehabilitation
- Department of Rehabilitation
- Pilot counties

Influence partners, those that do not provide data but whose leadership and influence are provided through the executive operating committee, include:

- Labor and Workforce Development Agency
- California Workforce Development Board
- California State Board of Education
- County Welfare Director's Association

This interagency and multi-departmental data-sharing and program-evaluation initiative utilizes common performance measures to evaluate the outcomes associated with California's investment in workforce development, training, related education and supportive service programs. CAAL-Skills utilizes common performance measures to examine:

- The efficacy of participating programs based on participant outcomes (e.g. wages earned, credentials attained)
- The population served based on the participant characteristics, such as:
  - Demographics (e.g. age, gender, race, ethnicity)
  - Barriers to Employment (e.g. disabilities, cultural or language barriers, literacy or income level, ex-offender status)
  - Other characteristics (e.g. veteran status)
  - Other workforce system factors (e.g. program services provided, geographic location of service providers, industry of employment)

Past Assessments of Core and One-Stop Partner Programs

Overall Approach to Assessment Activities

Evaluation and assessment activities in California deploy a variety of qualitative and quantitative research methodologies to assess program efficacy using both in-house staff and contract researchers. Preferred methods include survey research, focus groups, communities of practice, literature reviews, analyses of descriptive statistics, and applied inferential statistics. Some of these activities happen during the course of regular operations, for example, through routine structured interactions with organizations receiving workforce grants, and through the implementation of the Cross-System Analytics and Assessment for Learning and Skills Attainment (CAAL-Skills) workforce data initiative. Other evaluation and assessment activities are formalized and implemented through the use of third party subject matter experts hired to provide specialized research.

Typically the state's evaluation and assessment activities aim to investigate how specific operational practices and policy interventions affect the success of workforce programs and their participants. Relevant research questions include the following:

- What types of services are most likely to improve the labor market outcomes of program participants, especially over the medium to long term?
- How can operational practices be better structured to facilitate improved operations and better outcomes for workforce program participants?
- What program supports ensure program sustainability, continued program participation for participants, and limit premature program exit for participants while ensuring innovation and sustainability?
- What practices facilitate partnership between service providers?
- What practices facilitate regional partnerships and industry engagement?
- How can services be made more customer-centered?

Answering these types of questions requires taking a long and broad view on program operations and outcomes. The sections that follow provide an overview of assessment and evaluation activity that has taken place since July 1, 2018.

Overview of Assessment Activities July 1, 2018 through June 30, 2020

The following is a list of core and other one stop partner program evaluation and assessment activities initiated, developed, and/or completed in the two year window between July 1, 2018 and June 30, 2020.

- Evaluations of Slingshot and Workforce Accelerator "Innovation" Grant Programs (Initiated May 2017, Completed December 2018)
- Evaluation of High Road Training Partnerships (Initiated January 2017, Anticipated Completion Spring 2021)
- Evaluations of Regional Plan Implementation Grants 2.0 and 3.0 (Initiated February 2019, Anticipated Completion December 2021)
- Evaluation of AB 1111 State Funded Grant Program (Initiated July 2019, Anticipated Completion Fall 2021)
- Evaluation of America's Job Centers of California (Initiated Summer 2019, Anticipated Completion December 2021)
- Development of the CAAL-Skills Data Repository (initiated August 2016, continual ongoing development through the present)
- Development of the CAAL-Skills Workforce Metrics Dashboard 2020 Report (Initiated in Spring 2017, Anticipated Completion Fall 2020)
- Development of the CAAL-Skills Workforce Metrics Dashboard 2022 Report (Initiated Summer 2019, Anticipated Completion Fall 2022)
- California Policy Lab (UC Regents) analysis of CAAL-Skills workforce program data (Initiated Summer 2018, Anticipated Completion August 2021)

These assessments and findings are described in the paragraphs that follow, highlighting methodologies employed, timelines adopted, and key findings and recommendations where appropriate. The manner in which findings and recommendations have impacted state policy and strategy is summarized in narrative that follows the assessment summaries.

Summaries of Contract Evaluation Activities

Evaluation of Slingshot and Workforce Accelerator

Launched in 2014, SlingShot was California's regional prosperity initiative. The initiative was focused on bringing together leaders from industry, education and government – including both the economic and workforce development systems – to identify and address 'demand-side' workforce issues as well as expanding opportunities for economic mobility. The state's 12 SlingShot regions represented the broad geographic, demographic and economic diversity that makes up California. Work done under the SlingShot initiative set the stage for regional work that continues today in California's 15 Regional Planning Units (RPUs).

The Workforce Accelerator Fund (Accelerator), launched in 2014, is a grant program that continues to provide resources to innovative projects with the goal of helping individuals with barriers to employment find jobs and advance in careers at wage levels that support their economic well-being. Through the Accelerator initiative, the State Board has awarded over a hundred grants testing innovative ideas, forging new partnerships, and creating new models and modes of service delivery to improve participant outcomes.

In June 2017, the California Workforce Development Board awarded the Corporation for a Skilled Workforce (CSW), Social Policy Research Associates (SPRA), and BW Research Partnership (BW) contracts to analyze the Slingshot and Workforce Accelerator Grant Programs and to make recommendations to improve the programs. CSW served as the evaluation coordinator for the research being conducted while BW served as the principal researcher for SlingShot and SPRA served as the principal researcher for Accelerator.

Researchers used a variety of methodologies to study both grant programs, including site visits, interviews, and data analysis. The evaluation contracts were extended during the course of 2018 through to December 2018 to further facilitate dissemination of findings.

SlingShot Evaluation

BW Research Partnership evaluated the statewide SlingShot initiative and sought to do the following:

- Understand what regions learned from SlingShot
- Understand how the initiative evolved over time
- Understand how regional engagement efforts could be built and sustained
- Understand how to scale efforts for greater impact

The evaluators identified the following "challenge themes" from participants in the SlingShot Grant program:

- Industry Engagement: Despite many initial successes in the SlingShot initiative, it was still difficult engaging industry stakeholders in a consistent and significant way. All

regions identified ongoing industry engagement as a major obstacle to progress, though many were encouraged by examples where individual companies actively engaged.

- Sustainability: Successfully innovating and creating system change typically takes time as well as trust and credibility with industry, education and community partners. Regions consistently identified the challenges associated with sustainability: growing trust and credibility with partners; developing early-stage innovation, planning and implementing to scale and expanding but with uncertainty about the timing of additional resources. All systems resist change and tend to remain inert without the necessary set of factors to help them move to a new condition. There is also great elasticity built into all systems, and they will return to their previous state unless there is deliberate and sustained pressure to move to a new model.

The evaluators identified the following "success themes" from participants in the SlingShot Grant program:

- Empowering Regional Collaboration: While the Slingshot initiative emphasized new and innovative approaches, the fact is that the ability to move quickly, engage employers and other partners, create new programs and pathways, vet industry-recognized credentials, and braid existing resources was often built upon prior relationships among partners who had developed trust by working together and collaborating on earlier projects or plans.
- Key Players as Catalysts: Looking across the profiles of all regions, the impact of SlingShot's role of introducing "catalysts" into the system becomes clear. In the success stories of each region, there were always key players, be they individuals or organizations that acted as catalysts, without whom critical connections would not have been made, foundational programs and processes would not have been developed, and important stakeholders would not have been engaged and brought into the fold. In the absence of such key players acting as catalysts, supported by the SlingShot model, it is difficult to imagine these types of innovations coming to fruition so consistently and frequently across regions.
- Flexibility to Experiment and Pivot: In a state the size of California, with its regional economic and demographic diversity, it is clear that the problems, opportunities and solutions will vary immensely from region to region. A "one-size-fits-all" approach to workforce development and innovation would clearly not be viable. Regions were offered flexibility in embracing the SlingShot process and tailoring it to the unique needs of each region, along with the latitude and time to try new strategies and program designs – and then to change direction based on early learnings. This aspect of the initiative was vital to the overall success of SlingShot.

Additionally the evaluators identified the following key recommendations to the State:

- There is a need to support efforts that grow stronger regional networks and deeper collaboration. The state can support these efforts by first understanding the level of engagement necessary to build collaboration and sustainable system change. Activities

the state can use to support these efforts include making opportunities available for regions to bring together regional partners, either through state-funded convenings or by creating viable networks for regions to share planning and implementation activities.

- There is a need to continue supporting regional "pivoting" due to changing labor markets or partner dynamics. Regions consistently voiced that the ability to pivot in response to new information and incorporate evolving input from regional partners was an essential characteristic of successful SlingShot initiatives. The state is instrumental in a region's ability to be nimble and responsive to regional partners and labor market needs. Being open to the emergent nature of employers-voiced skill needs, and how regional education and training partners can adapt to those needs is vital.
- There is continued need to elevate regional communication and information sharing. To build trust and flexibility, regions committed themselves to improving communication and information sharing, both internally and externally. Nevertheless, an important state role is identifying, describing and categorizing best practices, consistent protocols and other standardized practices for regional engagement.
- There is a need to support formal decision-making processes and shared administrative responsibilities at the regional level. Decision making structures and administrative responsibilities imply power determinations. SlingShot was about shared power among many partners. The state can support emerging decision-making processes by ensuring that the flexibility inherent in SlingShot continues into future initiatives, particularly as it relates to formal decision-making and administrative responsibilities.
- There is a need to measure what matters. No matter what the stage of development or the final objectives of the project, it is invaluable for regions to begin the process of deciding what to measure, and then starting to measure what is important, to the point where their efforts become based on targets set and modified as additional information and learning dictates.

The manner in which these findings have shaped state strategy are addressed in the narrative that follows the descriptions of assessments.

Accelerator Evaluation

Social Policy Research Associates (SPR) evaluated the first five grant cycles of the Workforce Accelerator Fund (Accelerator) to learn about how the Accelerator initiative worked operationally on the ground as well as the way the initiative helped the workforce system build capacity to innovate. SPRA's findings include the following:

- Direct service approaches were more common among grantees than were indirect ones, but projects combining both direct and indirect approaches were most common.
- Just over half of projects were new endeavors to Accelerator grantees. Slightly more projects were new approaches to grantees as compared to projects that strengthened or enhanced projects previously piloted by grantees.
- Most grantees were well-connected to regional planning efforts. Over 75 percent of grantees reported being part of a regional planning effort including Adult Education

Block Grants, the California Community College Strong Workforce Initiative, the State Board's SlingShot Initiative, or RPU.

- Around two-thirds of the Accelerator projects and funds were awarded to grantee organizations that identified as non-profit, education, or labor agencies.
- Grantees identified gaps in serving high barrier populations in their area. They responded to the goals of the Accelerator by engaging customers and partners to gain an understanding of issues facing their communities.
- Grantees designed new and innovative approaches to address the issues they identified, employing multiple wide-ranging strategies to improve employment and earnings for participants. Also, many developed a capacity for innovation that will foster on-going innovative practices within their organizations.
- Grantees defined success outside the bounds of WIOA performance measures. Grantees used the opportunity presented by Accelerator to test out new ideas with goals that differed from WIOA-defined outcomes. In some cases, they arrived at innovations that were ready to be sustained or scaled.
- Grantees scaled their projects in size, population, scope, or reach. These approaches included: increasing the number of job seekers or employers served; serving additional types of job seekers or employers; expanding the type or nature of services provided; or expanding to new geographic areas.
- For some projects, successful scaling was critical to sustainability and occurred simultaneously rather than after a project was sustained. This occurred primarily when projects needed to expand to reduce costs or operated in a way in which they did not need to continue service delivery in an area once initially delivered.
- Accelerator facilitated systems change with a small "s" by helping grantees institutionalize changes within their organizations. These small "s" changes included: using data more effectively, developing partnerships with new types of organizations, serving employers and job seekers with barriers, and developing a capacity to innovate.
- Accelerator facilitated systems change with a large "S" by shifting California's public workforce system as a whole. These large "S" changes included: diversifying the types of organizations in the system, encouraging traditional workforce system agencies to work with new partners, helping the system improve services to barriered job seekers and employers, and helping the system to coordinate and integrate programs and services.

The evaluators made the following program recommendations:

- Grantees, and the workforce system as a whole, would benefit from longer initial Accelerator grant periods and new grant types focused on sustaining and expanding as well as scaling to new geographic areas.
- Additional research and evaluation would support sustaining and scaling. Many Accelerator projects show promising results, but these results typically have not been rigorously tested. Furthermore, grantees worked with relatively small numbers of job seekers and employers so any evidence of effectiveness is still preliminary. Additional evaluation support—through technical assistance or the hiring of evaluators—would

help grantees refine outcome measures, develop stronger data collection methods, and improve their evaluation designs.

- Certain policy levers may support sustaining and scaling Accelerator projects. Some Workforce Development Boards (WDBs) are unwilling to use Workforce Innovation and Opportunity Act (WIOA) Title IB formula funds to serve barriered individuals due to concerns about how these individuals might affect performance measures, even despite the promising results from many Accelerator projects that aid these populations.

The manner in which these findings have shaped state strategy are addressed in the narrative that follows the descriptions of assessments.

<u>Evaluation of High Road Training Partnerships</u>

The High Road Training Partnerships (HRTP) initiative is a sector-based approach to addressing critical workforce issues related to equity, job quality, and environmental sustainability. HRTPs are industry-based, worker-focused training partnerships that build skills for California's high road employers—firms that compete based on quality of product and service achieved through innovation and investment in human capital. HRTPs generate family-supporting jobs and have the following characteristics:

- Industry-Led Problem Solving: Foundational is that the industry – including leaders representing both employers and workers – lead the problem solving for the workforce demands unique to that industry.
- Partnerships as a Priority: It is key to have strong and durable industry partnership as a goal in and of itself. Here it means a formal relationship that is neither loose nor ad hoc, but forms the basis of sustained problem-solving.
- Worker Wisdom: Existing HRTPs in California have developed innovative ways to explicitly bring worker voice into their strategies and tactics as a core value undergirding the partnership.
- Industry-Driven Education & Training Solutions: Partnerships can tap into training that already exists, develop and deliver their own programs, or use a hybrid approach specific to their particular workforce needs.

In December 2017, the California Workforce Development Board executed a contract with the UCLA Labor Center to develop a process evaluation for the High Road Training Partnerships Initiative, documenting the experience of HRTP project partners and monitoring their successes and challenges as they work to address economic inequality, climate change, and job quality utilizing a regional workforce skills infrastructure and labor management partnerships. The contract was subsequently extended in April 2020.

The UCLA evaluation is qualitative in nature and primarily utilizes interviews and stakeholder engagement to develop rich contextual case study descriptions pertaining to the manner in which High Road Training Partnerships operate. To date, the evaluator has drafted eight case studies covering workforce partnership activities in the following industry sectors: Logistics,

Healthcare, Hospitality, Janitorial, Ports, Transit, Public Service, and Water Utilities. A review of these case studies suggests the following:

- Intermediaries are key to the development of Industry partnerships
- Skills training must be informed by the subject matter expertise of industry leaders
- Disadvantaged communities can access good jobs through the building of a regional skills infrastructure that provides the proper program supports to those receiving training

Work for this evaluation is ongoing and is expected to be complete in Spring 2021 though information gleaned from the case studies already informs the state's strategies for program development. This is addressed in the narrative that follows the descriptions of assessments.

<u>Evaluation of Regional Plan Implementation</u>

Since the first WIOA State Plan, California has emphasized the need for workforce programs to collaborate regionally to align programs and services with the needs of regional industry sectors driving economic development and job growth. The CWDB has organized the state's various Local Workforce Development Boards into Regional Planning Units (RPUs) and has required LWDBs in RPUs to develop regional plans explaining how local services and operations are articulated with regional labor market dynamics. Regional efforts under WIOA are an outgrowth of regional initiatives undertaken as part of the SlingShot Initiative. The CWDB has supported these efforts by investing discretionary funds in local efforts to implement regional plans.

In May of 2019, the California Workforce Development Board executed a contract with the Corporation for a Skilled Workforce and the Council for Adult and Experiential Learning (CAEL) to provide an assessment and evaluation of State efforts to build regional partnerships and support the implementation of WIOA Regional Plans using discretionary funds. This contract was updated in May of 2020 to ensure that activities for two separate RPU grant periods were included in the scope of work.

The RPI evaluation is designed to take a formative approach, informed by elements of developmental evaluation, to the implementation of regional planning across the fourteen workforce development regions. The goal is to understand the ways each part of the state is approaching regional work and how their efforts to date align with CWDB's overall vision. By understanding the implementation process of each region, CSW hopes to identify promising practices being used in various regions as well as gaps or challenges in implementing regional visions.

Qualitative research methods are being used to identify common elements of regional work across the fourteen diverse regions. Data collection activities involve the participation of lead project staff, decision makers and regional partners. The objective is to develop a clear picture of the state's vision for regions by doing all of the following:

- Understanding the policy rationale for regionalism, including the statutory framework and the state plan vision
- Conducting interviews and focus groups with local workforce board directors, regional leadership, regional organizers (ROs) and training coordinators (RTCs), technical assistance providers and relevant project stakeholders and staff to develop a detailed and contextually rich examination of the regions, focusing on successful initiatives and lessons learned
- Conducting site visits to leverage engagement with regional partnership stakeholders, including (potentially) employers and other community partners
- Developing a synthesis and analysis of the qualitative data surfaced to develop recommendations on how to support regions in the future, ensuring connection between regional strategic thinking and local service delivery

Work for this evaluation is ongoing and is expected to be complete at the end of 2021 though preliminary findings from the evaluators suggest the following:

- Tracking the success of regional efforts requires thoughtful approaches to the way regional plan implementation is measured
- Current process measures for tracking the progress of regional efforts developed (in response to the SlingShot evaluation) need to be simplified, rethought, and supplemented with quantitative outcome measures more clearly linked to program enrollments, services, and participant outcomes

The implications of these findings for California's program strategy are discussed in the final section of this narrative.

Evaluation of AB 1111 State Funded Grant Program

The AB 1111 Grant program is a state funded grant program designed to expand the reach of the state's workforce system by building partnerships between Local Workforce Development Boards (LWDBs) and Community Based Organizations (CBOs) that provide services to individuals with barriers to employment. The design of the AB 1111 program has been informed by the experiences of LWDBs and CBOs who have participated in the Accelerator grant program. Under the grant program, LWBD-CBO partnerships are intended to harness the subject matter expertise of CBOs who have roots in relevant communities or who have specialized knowledge pertaining to service delivery for target populations so as to utilize CBO expertise and facilitate greater access to the workforce system. The program also allows LWDBs and CBOs to initiate services using state money before enrolling participants into WIOA, addressing performance related disincentives to providing services to California's hardest to serve.

In November 2019, the California Workforce Development Board announced it had awarded the Corporation for a Skilled Workforce and Social Policy Research Associates a contract to provide an analysis of the outcomes of the individuals served by the initiative, an analysis of the effectiveness of grantee programs' service delivery and design, and an analysis of the initiative's

impact on the workforce system as a whole. Research questions that are the focus of this evaluation include the following:

- To what extent do Initiative participants (overall, by target group, and by grantee) complete their programming funded under the grant?
- To what extent do Initiative participants (overall, by target group, and by grantee) transition into or become integrated into the broader workforce and education system as evidenced by enrollment in these programs (WIOA Titles I & II; Adult Education Block Grant; community colleges; vocational rehabilitation)?
- To what extent do grantees achieve their performance goals for serving specified numbers of target group members? For transitioning those participants into the broader workforce and education system? For supporting those participants so that they complete their services and attain success on program performance metrics? If grantees do not achieve these goals, why not?
- What are the key service delivery and design elements (whether proven or newly developed) of the most successful grantee programs (as evidenced by grantees' success in achieving their own performance goals and by the outcomes of their participants)? How do these vary by target group? By geographic context?
- To what extent do grantee programs supplement and align workforce system services with services provided by community-based organizations (CBOs) to build the capacity of the workforce system to better serve individuals with barriers?
- To what extent do grantee programs successfully integrate individuals from target populations into Regional Planning Unit (RPU) career pathways programs in target industry sectors as specified in Regional Plans?

Quantitative and qualitative research methods employed for this analysis include the following: background analysis of grant application documents and quarterly grantee narrative reports; review of related local and regional workforce plans; interviews and surveys of Local Workforce Development Board staff; interviews and surveys of CBO staff; quantitative analysis of related administrative and performance data. The contract is pending final execution and work is expected to be completed by Fall 2021. There are no results to report at this time.

Evaluation of America's Job Centers of California

In February 2020, the California Workforce Development Board announced it had awarded the Corporation for a Skilled Workforce and the Ray Marshall Center at the LBJ School of Public Affairs (at the University of Texas, Austin) a contract to analyze how different operational practices in the America's Job Centers of California (AJCCs) affect the distribution of services provided to WIOA Title I program participants. The objective of this evaluation is to determine whether local decisions about how to operate AJCCs systematically affects access to the different types of services available to program participants.

- Are some operational and service delivery models associated with a higher propensity to provide some services rather than others?

- Does the "mix" of services clients receive have any systematic relationship to the labor market outcomes of program participants?

This evaluation is designed to utilize surveys, site visits, interviews, focus groups, and a quantitative analysis of services delivered during the period July 2015 to December 2018. The CWDB is currently working with EDD to identify the specifications for the data file to be used for quantitative analyses and the time horizon for which wage and employment data will be used to measure outcomes, but outcome data will likely run through December 2019, allowing the measurement of employment and wage outcomes four quarters post-exit. Data on participants' pre-program earnings is expected to also be available, and will provide appropriate benchmarks for gauging wage gains. The contract is pending final execution and work is expected to be completed by December 2021. There are no results to report at this time.

Overview of the CAAL-Skills Data Repository and Related Evaluation Activities

As part of its efforts to facilitate comprehensive program evaluation, the CWDB launched the Cross-System Analytics and Assessment for Learning and Skills Attainment (CAAL-Skills) workforce data initiative in August of 2016. Development and implementation of the initiative is continuously ongoing and aims to fulfil the following objectives:

- Compliance with the California Workforce Innovation and Opportunity Act which requires that the state's workforce system be data-driven and evidence-based
- Compliance with Assembly Bill No. 2148 (K. Mullin, Chapter 385, Statutes of 2014) and Assembly Bill No. 1336 (K. Mullin, Chapter 211, Statutes of 2017) which requires:
  - the development and display of a workforce metrics dashboard
  - submission of periodic legislative reports on workforce program participant labor market outcomes
  - periodic completion of statistically rigorous evaluations of the labor market impacts of workforce programs
- Compliance with WIOA SEC. 116 (e) program requirements pertaining to statistically rigorous evaluation and assessment of WIOA programs
- Development of customized data reports and analyses based on participating workforce program research needs

CAAL-Skills is an ongoing workforce data-initiative that merges administrative data from participating data-sharing partners in a data repository housed at the CWDB. Participating programs are party to data-sharing agreements that identify how participating program data may be used. Programs currently participating in CAAL-Skills include the following:

- WIOA Title I Adult
- WIOA Title I Dislocated Worker
- WIOA Title I Youth
- WIOA Title II
- WIOA Title III Wagner-Peyser

- WIOA Title IV
- CalWORKS (California's TANF program)
- CalFresh (California's SNAP E&T program)
- Trade Adjustment Assistance
- Incumbent Worker Training accessed through the California's Employment Training Panel program
- State Certified Apprenticeship
- Career Technical Education programs at the California Community Colleges
- Rehabilitative programs at the California Department of Corrections and Rehabilitation and the Prison Industry Authority

CAAL-Skills Workforce Metrics Dashboard 2020 Report

The 2020 Workforce Metrics Dashboard Report summarizes and graphically displays credential attainment, employment, and wage data for WIOA Core Programs, CalWORKS (California's TANF program), the Trade Adjustment Assistance program, the Employment Training Panel's State-Funded Incumbent Worker Training program, State Certified Apprenticeships, and the California Community College system's Career Technical Education programs.

Once complete the dashboard report will provide descriptive statistics on aggregate outcomes for individuals who exited participating programs in State Fiscal Years 2014-15 and 2015-16 (which run from July 1 to June 30 each year).

For most programs the data will be displayed using a standard set of tables and graphs that organizes credential attainment and labor market outcome data by race, ethnicity, gender, age, veteran status, regional planning unit of service providers, type of services received, type of training received, training completion status, and type of credential received. Standard table and graphs also present information on post-exit industry sector of employment, and greater detail on the dispersion of wages for program exiters using box-and-whisker plots.

Draft Tables and accompanying narrative for the 2020 Workforce Metrics Dashboard Report are not yet complete though a summary of some preliminary findings relevant to current program strategies is briefly discussed at the end of this narrative.

CAAL-Skills Workforce Metrics Dashboard 2022 Report

The 2022 Workforce Metrics Dashboard Report will summarize and graphically display credential attainment, employment, and wage data for WIOA Core Programs, CalWORKS (California's TANF program), CalFresh (California's SNAP E&T program), CalWORKS (California's TANF program), the Trade Adjustment Assistance program, the Employment Training Panel's State-Funded Incumbent Worker Training program, State Certified Apprenticeships, the California Community College system's Career Technical Education programs, as well as Rehabilitative programs operated by the California Department of Corrections and Rehabilitation, and the Prison Industry Authority.

Once complete the dashboard report will provide descriptive statistics on aggregate outcomes for individuals who exited participating programs in State Fiscal Years 2016-17 and 2017-18 (which run from July 1 to June 30 each year).

For most programs the data will be displayed using a standard set of tables and graphs that organizes credential attainment and labor market outcome data by race, ethnicity, gender, age, veteran status, regional planning unit, type of services received, type of training received, training completion status, and type of credential received. Standard tables and graphs also will present information on post-exit industry sector of employment, and greater detail on the dispersion of wages for program exiters using histograms and box-and-whisker plots.

Draft Tables and accompanying narrative for the 2022 Workforce Metrics Dashboard Report have yet to be developed as the CAAL-Skills technical team is still receiving, merging, cleaning, and organizing the 2016-17 and 2017-18 administrative data of participating programs.

UC California Policy Lab Analysis of CAAL-Skills Data

In March 2019, the California Workforce Development Board awarded the California Policy Lab (U.C. Regents) a contract to analyze CAAL-Skills de-identified program participant labor market outcome data for individuals who exited participating workforce programs in State Fiscal Years 2014-15 and 2015-16.

The California Policy Lab partners with California's state and local governments to generate scientific evidence that solves California's most urgent problems, including homelessness, poverty, crime, and education inequality. CPL builds close working partnerships between policymakers and researchers at UCLA and UC Berkeley to help evaluate and improve public programs through empirical research and technical assistance.

CPL's lead researchers are Til von Wachter and Jesse Rothstein. Till von Wachter is a Professor of Economics at the University of California Los Angeles, Faculty Director of the California Policy Lab, Director of the Federal Statistical Research Data Center, and Associate Dean for Research for the Social Science Division. Prof. von Wachter has been an expert witness in numerous testimonies before committees of U.S. Congress, and has provided expert assistance to the City and County of Los Angeles, the U.S. Department of Labor, the Canadian Labor Ministry, the OECD, the United Nations, and the IMF. Jesse Rothstein is Professor in the Goldman School of Public Policy and the Department of Economics, and Director of the Institute for Research on Labor and Employment at UC Berkeley. He served as Chief Economist at the U.S. Department of Labor and as Senior Economist with the Council of Economic Advisers, Executive Office of the President under the Obama Administration.

Under the research contract CPL's scope of work includes the following:

- data assessment and written recommendations regarding data sources and/or data documentation
- development of a written report of recommended statistical analyses

- work with CWDB to develop consensus among program partners for the proposed analyses
- conducting the agreed upon analyses
- develop draft report
- review of findings with programs and conducting follow up analyses
- finalization of findings

The CAAL-Skills data file to be analyzed was delivered to the UC Policy Lab in February of 2020 and includes information on all the variables used to produce CAAL-Skills Workforce Metrics Dashboard Reports. Importantly, the data file has been augmented to include ten years of labor market data, running from 2009 to 2019, for workforce program participants included in the study, allowing the researchers to construct appropriate control groups and utilize longer time horizons when examining the labor market impacts of participating workforce programs.

Programs included in the study are as follows: the WIOA Core Programs, CalWORKS (California's TANF program), CalFresh (California's SNAP E&T), the Trade Adjustment Assistance program, the Employment Training Panel's State-Funded Incumbent Worker Training program, State Certified Apprenticeships, and the California Community College system's Career Technical Education programs.

Data analysis is ongoing and as of yet, there are no preliminary or final research results to report.

Description of Substantive Findings and Policy Strategy

Many of the results of the evaluations and assessments listed above are incomplete or preliminary as most of the evaluation activities detailed above are ongoing, meaning that final work products have not been developed or vetted for distribution.

Additionally, it is important to note that the State is hesitant to draw concrete policy conclusions from the outcome data available in the draft performance tables available through the CAAL-Skills workforce data initiative and the CAAL Skills Workforce Dashboard 2020 Report.

Proper program evaluation requires the use of sophisticated statistical methods to control for factors other than participant services when explaining individual labor market outcomes. This is the reason California has entered into a partnership with the California Policy Lab (UC Regents) to conduct sophisticated statistical analyses of the labor market impacts of workforce programs on participants post program exit.

Keeping these caveats in mind, the CWDB is aware of preliminary data findings suggesting better wage and employment outcomes for those receiving training services and earning a credential than for those who don't receive training and who don't receive a credential. Preliminary CAAL-Skills outcomes Tables suggest that:

- RPUs with a higher propensity to train WIOA Title I participants have higher post-exit wages and employment rates for program participants, even in more rural areas of the state that are less economically dynamic
- Individuals that complete WIOA Title I training programs earn more and are more likely to be employed than participants that do not complete training programs
- More intensive training programs and those that directly take into account industry needs, result in higher levels of employment and greater wages for WIOA Title I program participants
- Credential attainment is linked to improved labor market outcomes for program participants
- The type of credential a participant receives matters in terms of likelihood of employment and earnings, with more intensive training and education programs leading to better outcomes

These findings are consistent with an ever-expanding body of literature that links social stratification to levels of human capital development and educational attainment as well as with other CAAL-Skills program data that show linkages between levels of program participant skills attainment, higher wages, and better employment outcomes, especially for those programs that build skills through OJT and Apprenticeship.

In addition, some preliminary CAAL Skills data suggests that supportive services lead to higher completion rates and credential attainment for TANF recipients enrolled in career education programs at the California Community Colleges. Given the starting disadvantages of TANF recipients in relation to the more general population of CTE participants, this finding seems to strongly support the value of supportive services in facilitating program completion.

In sum, the CAAL-Skills data suggests that training is a good means to improve employment outcomes for workforce program participants. This suggests that investment in appropriate training programs (directly related to regional labor market dynamics) and the provision of supportive services to ensure training program participants complete their training and earn an industry recognized credential are important means for fighting poverty.

Consistent with the foregoing, the State will continue to invest in and emphasize policies, programs, and grants that foster human capital development by upskilling and reskilling program participants in a manner consistent with industry needs. Such policies and investments include sector focused job training and continued investment in High Road Training Partnerships. Similarly, the State will continue to invest in regional initiatives that build regional skills infrastructure while also encouraging broad and inclusive local and regional partnerships focused on customer-centered service delivery.

Here it is important to also point out that findings and recommendations from the SlingShot, Accelerator, HRTP, and Regional Plan evaluations continue to inform the way California approaches policy strategy and operations as the State works to build a regional skills infrastructure that links WIOA program participants to good quality jobs through various local service delivery structures, the AJCC system, and perhaps most importantly, regional training

providers who meet the needs of quality employers in industry sectors driving regional economic growth.

Based on the findings and recommendations from the aforementioned assessments, California will do the following:

- Emphasize partnerships and alignment across programs and funding streams, including partnerships between CBOs and programs operating through the AJCCs
- Emphasize industry engagement in the development of HRTPs, OJT programming, apprenticeship, and WIOA Regional Plans
- Develop and fund intermediary activities to bring local and regional partnerships together, giving special emphasis to activities that link local service delivery structures with regional skills infrastructures designed to meet regional workforce needs
- Continue partnership activities between State departments who are part of the workforce system so as to ensure collaboration and collective responsibility for shared participant outcomes
- Invest in regional planning, regional partnership, regional organizing activities and TA support to the regions by state merit staff and other subject matter experts
- Utilize performance metrics to track participant outcomes for grants that fund direct services and subject direct service grant programs to rigorous assessment and evaluation activities (this has already started with the AB 1111 grant program)
- Develop metrics that track skills building investments at the regional level by setting goals and collecting data through the regional planning process and by developing new data reporting requirements for regional planning units awarded regional planning implementation grants
- Evaluate programs and program outcomes over longer time horizons as well as increasing grant periods for services, so as to encourage more attention to the medium and longer term upward mobility of program participants post-exit

AJCC Certification

As outlined in [Workforce Services Directive WSD16-20](#), WIOA establishes a framework under which Local Boards are responsible for maintaining a network of high-quality, effective AJCCs. To assist in these efforts, the CWDB, in consultation with an AJCC Certification Workgroup comprised of state-level core program partners and Local Board representatives, developed objective criteria and procedures for Local Boards to use when certifying the AJCCs within their Local Area.

Under WIOA, there are three key requirements for AJCC certification: effectiveness of the AJCC, physical and programmatic accessibility for individuals with disabilities, and continuous improvement. California's certification process is centered on these key requirements and sets a statewide standard of service delivery that ensures all customers consistently receive a high-quality level of service.

California established two levels of AJCC certification: Baseline and Hallmarks of Excellence. The Baseline AJCC Certification is intended to ensure that every comprehensive AJCC is in compliance with key WIOA statutory and regulatory requirements. The Hallmarks of Excellence AJCC Certification is intended to encourage continuous improvement by identifying areas where an AJCC may be exceeding quality expectations, as well as areas where improvement is needed. The Hallmarks of Excellence were developed in alignment with Training and Employment Guidance Letter (TEGL) 4-15, State Plan, and the AJCC Certification Workgroup's vision for California's One-Stop delivery system.

Baseline AJCC Certification - In order to receive Baseline AJCC Certification, an AJCC must meet all of the following requirements:

- The Local Board has implemented a signed MOU with all the required AJCC partners.
- The AJCC has implemented the board-defined roles and responsibilities of the AJCC Operator and Title I Adult and Dislocated Worker Career Services Provider
- The AJCC meets all regulatory requirements to be considered a comprehensive AJCC as identified in the WIOA Joint Final Rule Section 678.305.
- The AJCC ensures equal opportunity for individuals with disabilities in accordance with the American with Disabilities Act, WIOA Section 188, and all other applicable federal and state guidance.

Hallmarks of Excellence AJCC Certification - In order to highlight areas where AJCCs can continuously improve their service delivery, California identified eight Hallmarks of Excellence, with each one ranked on a scale of 1- 5. In order to receive a Hallmarks of Excellence AJCC Certification, an AJCC must meet Baseline AJCC Certification and receive a ranking of a least 3 for each of the following:

- The AJCC physical location enhances the customer experience.
- The AJCC ensures universal access, with an emphasis on individuals with barriers to employment.
- The AJCC actively supports the One-Stop system through effective partnerships.
- The AJCC provides integrated, customer-centered services.
- The AJCC is an on-ramp for skill development and the attainment of industry-recognized credentials which meet the needs of targeted regional sectors and pathways.
- The AJCC actively engages industry and labor and supports regional sector strategies through an integrated business service strategy that focuses on quality jobs.
- The AJCC has high-quality, well-informed, and cross-trained staff.
- The AJCC achieves business results through data-driven continuous improvement.

Since the goal is for Local Boards to work with each of their AJCCs to continually improve and progress within each Hallmark of Excellence, all Local Boards must also develop a continuous improvement plan, with target dates, for each AJCC that outlines how they plan to increase their ranking for each Hallmark of Excellence or maintain their ranking for any Hallmark of Excellence in which they have already achieved a score of 5.

AJCC Evaluation

California will be conducting an evaluation of the AJCC system through a third party. The purpose of the evaluation is to support the AJCC system's efforts to effectively and efficiently provide workforce and education services to those who need it most, while advancing the policy goals of the State Plan. WIOA significantly changed the workforce system in California. As a result, the AJCC system needs to be evaluated to ensure it continues to meet the needs of its stakeholders, and has the ability to support future workforce development service delivery models. The AJCC Evaluation will have three overarching objectives:

Objective 1 - To understand how different service delivery models affect the overall access to services and the mix of services provided to the client population served.

- Do Local Board decisions pertaining to the competitive procurement of AJCC Operators and the contracting-out of Title I Adult and Dislocated Worker Career Services systematically affect access to services and the propensity to offer some types of services rather than other types of services (including basic and individualized career services, supportive services, training, and AJCC partner services)?
- Are some models associated more with lighter touch interventions while others are associated more with the provision of more intensive (and possibly more expensive) services?
- What are the trade-offs and pros and cons of using the different models?

Objective 2 - To understand how investment decisions pertaining to AJCC infrastructure, staffing levels, and number of locations affect overall access to services and the mix of services provided to the client population served.

- Do Local Board decisions pertaining to AJCC investment in infrastructure, staffing levels, and number of AJCC locations affect access to services and the propensity to offer some types of services rather than other types of services (including basic and individualized career services, supportive services, training, and AJCC partner services)?
- Are some investment decisions associated more with lighter touch interventions while other investment decisions are associated more with the provision of more intensive (and possibly more expensive) services?
- What are the trade-offs and pros and cons of different kinds of investment decisions pertaining to AJCC infrastructure, staffing levels, and number of locations?

Objective 3 - To understand whether there is any relationship between participant program outcomes and the mix of services provided to the client population served. Are service delivery models and/or investment decisions pertaining to AJCCs systematically related to participant program outcomes?

Regional Plan Implementation Evaluation

California has utilized WIOA statewide funds to evaluate Regional Plan Implementation (RPI) efforts in the fourteen RPUs. The purpose of the evaluation is to help California assess and evaluate the RPI efforts and the lessons learned from that process by answering the following questions:

- How do Local Boards and their partners in a region work together to define problems, set goals, identify and implement solutions, and assess outcomes? What are those outcomes?
- How do regionalism and local operational authority co-exist? How has regional work impacted the service delivery systems at the local level?
- How have the regions evolved over time, and how can the state support regions in achieving and sustaining their goals in the future?

The RPI evaluation is designed to take a formative approach to the implementation of regional planning across the fourteen RPUs. The goal is to understand the ways each part of the state is approaching regional work and how their efforts to date align with California's overall vision. By understanding the implementation process of each region, California hopes to identify promising practices being used in various regions as well as gaps or challenges in implementing regional strategies and structures.

To standardize findings across the regions, the evaluation will use and build upon the Regional Coordination and Alignment Indicators which were developed as a framework for assessing regional implementation progress in achieving the objectives of the State Plan.

Distribution of Funds for Core Programs

Title I

The WIOA contains specific guidance that states must follow when allocating federal allotments of Title I Adult, Dislocated Worker, and Youth funds to Local Areas. For the distribution of Title I Adult and Youth funds, California uses the standard allocation method recommended in WIOA. For the distribution of Title I Dislocated Worker funds, California developed a state specific method in accordance with WIOA.

Youth Funds are allocated in accordance with WIOA Section 127 (b)(1)(C)(ii):

- One-third of funds will be distributed on the basis of the relative number of unemployed individuals in areas of substantial unemployment in each Local Area (at least 6.451 percent), compared to the total number of unemployed individuals in areas of substantial unemployment in all Local Areas.
- One-third of funds will be distributed on the basis of the relative share of excess unemployed individuals in each Local Area (at least 4.5 percent), compared to the total excess number of unemployed individuals in all Local Areas.

- One-third of funds will be distributed on the basis of the relative share of economically disadvantaged youth in each Local Area, compared to the total number of economically disadvantaged youth in all Local Areas.

Adult Funds are allocated in accordance with WIOA Section 132 (b)(1)(B)(ii):

- One-third of funds will be distributed on the basis of the relative number of unemployed individuals in areas of substantial unemployment in each Local Area (at least 6.451 percent), compared to the total number of unemployed individuals in areas of substantial unemployment in all Local Areas.
- One-third of funds will be distributed on the basis of the relative share of excess unemployed individuals in each Local Area (at least 4.5 percent), compared to the total excess number of unemployed individuals in all Local Areas.
- One-third of funds will be distributed on the basis of the relative share of economically disadvantaged adults in each Local Area, compared to the total number of economically disadvantaged adults in all Local Areas.

Dislocated Worker Funds are allocated in accordance with WIOA Section 133(b)(2):

- Ten percent will be distributed on the basis of the relative number of short-term unemployment insurance claimants in each Local Area, compared to the total number of short-term unemployment insurance claimants in all the Local Areas.
- Thirty percent will be distributed on the basis of the relative number of mid-term unemployment insurance claimants in each Local Area, compared to the total number of mid-term unemployment insurance claimants in all the Local Areas.
- Forty percent will be distributed on the basis of the relative number of long-term unemployment insurance claimants in each Local Area, compared to the total number of long-term unemployment insurance claimants in all the Local Areas.
- Twenty percent will be distributed on the basis of long-term unemployment, which is determined by the percentage of unemployment insurance claimants drawing fifteen weeks or more of benefits and multiplying this by the total number of unemployed civilians in the Local Area relative to the number in all Local Areas.

Hold Harmless - Adult, Dislocated Worker, and Youth Funds

Effective at the end of the second full fiscal year after the date a Local Area is designated, the Local Area must 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 Local Area to comply with the preceding sentence must be obtained by reducing the allocations to be made to Local Areas whose formula allotment percentage exceeds 90 percent of the prior two year average.

Title II

For grant years July 1 2020–June 30, 2023, an open competitive application process will be executed that adheres to the considerations outlined in WIOA Section 231(e). Grant applicants will be required to establish that they have demonstrated effectiveness through performance

data on its record of improving the skills of eligible individuals, particularly those who have low levels of literacy. This must be demonstrated in the following content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the state's application for funds. Grant applicants will also be required to provide information regarding outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

Successful applicants in the screening process are allowed to apply online via the RFA process. Agencies must provide narrative detail to the prompts associated with the considerations as specified in the WIOA Section 231(e).

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:

- Populations with greatest need and hardest to serve, which includes adult learners who are performing below the eighth grade level.
- Populations performing at or above the eighth grade level, but who do not have a high school diploma or its equivalent.
- 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:

- Data and accountability
- Technology and distance learning
- Professional development

The CDE uses the considerations specified in WIOA Section 231(e) to fund eligible providers. Through an RFA process, agencies must provide narrative detail to demonstrate how they will meet each consideration. The CDE monitors successful applicants through a system of reviewing online deliverables and onsite visits for the following:

1. Needs Assessment: The degree to which the provider is responsive to (A) regional needs as identified in the Local Plan under WIOA Section 108; and (B) serving individuals in the community who are identified in such Local 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 (ELL).

2. Serving 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 WIOA Section 116, especially with respect to eligible individuals who have low levels of literacy.

4. Alignment with AJCC 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 WIOA Section 108, as well as the activities and services of the one-stop partners.

5. Flexible Scheduling: 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. Evidence-Based Instructional Practices and Reading Instruction: 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 and Distance Learning: 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. Facilitate Learning in Context: 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 Instructors and 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 Support Services for 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.

11. High Quality Information and Data Collection System: 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 WIOA Section 116) and to monitor program performance.

12. Integrated English Literacy 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 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 WIOA Section 203(5). In addition to the general distribution of WIOA Sections 225, 231, and/or 243 application notifications, CDE will post a notice of the availability of funding on the website maintained by the Outreach and Technical Assistance Network. In addition, the CDE provides application information at conferences, workshops, and other activities attended by potential providers.

The CDE requires all eligible providers for WIOA 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, DDS, and the California Youth Authority 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 WIOA Title II and is satisfied that every effort is made to ensure direct and equitable access.

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.

Data Alignment and Integration

Due to the size and complexity of California's workforce and education systems, the state does not utilize a one-size fits all tool for achieving data alignment and integration. Rather California utilizes a dual approach of front-end integration through the common intake form and back end

integration through CAAL-Skills. Both of which work by pooling data from the Title I, Title II, Title III, and Title IV case management and reporting mechanisms - CalJOBS, TOPSpro Enterprise, and AWARE.

Common Intake Form

A statewide co-enrollment workgroup comprised of WIOA core partners, strategic State Plan partners, and regional and local service providers was established to develop strategies to improve alignment for intake, referral, and case management across programs. One of the strategies identified included gathering and assessing various partner programs' intake forms and other sample forms to identify common data elements. The intent was to work jointly to identify the common elements to create tools that would assist WIOA program participants by: streamlining service delivery; maximizing the benefit of multiple support systems; and curbing redundant administrative processes. Partners established a common understanding that in order to advance a whole-person approach to service delivery, it was important to take stock of each respective partners' internal processes. Following an assessment of dozens of program intake forms, a sample document was created by Hanover Research identifying the most common data elements across all sample forms. The co-enrollment workgroup adopted this document as the starting point for developing a statewide workforce common intake form.

Following this initial step, partners agreed to begin exploring how to share common data elements electronically. California is in the process of exploring ways to effectively share common elements and trigger referrals between CalJOBS^{SM}, a data exchange, and other data exchange systems used by program partners. The intent of this electronic data exchange would assist job seekers by reducing the burden of providing the same common items to multiple agencies and allow case managers to identify early opportunities to initiate strategic co-enrollment. For Title II and Title IV partners this effort requires an internal assessment of the viability of establishing a data exchange interface within their systems. The California Department of Education utilizes the TOPSpro Enterprise and the Department of Rehabilitation uses the Accessible Web-Based Activity Reporting Environment (AWARE). CWDB is exploring how this electronic data exchange could create efficiencies across partner programs.

The co-enrollment workgroup continues to meet on a regular basis and is actively developing shared technical assistance tools, including accessible training videos, to expand strategic linkages across programs. CWDB is creating a webpage to host all the shared technical assistance tools and a link will be provided to partners to circulate within each of their respective programs. A detailed and coordinated communication strategy, including a staggered roll-out of the various technical assistance tools, is currently being developed by the workgroup.

Title I and Title III

The CalJOBS^{SM} system serves as the official system of record for federally required data for the following programs:

- Title I Adult.
- Title I Dislocated Worker.
- Title I Youth.
- Title III Wagner-Peyser.
- Jobs for Veterans State Grant.
- Trade Adjustment Assistance.
- National Dislocated Worker Grant.

To ensure compliance with the performance accountability measures outlined in WIOA Section 116, the EDD issued Workforce Services Directive WSD19-03, which provides performance guidance related for all programs using the CalJOBS℠ system.

To ensure the quarterly and annual participant data submitted to the DOL is accurate, the EDD issued Workforce Services Directive WSD18-02 to outline the process AJCC staff must take to correct data in the CalJOBS℠ system. The EDD informs all AJCC staff of the year-end reporting schedule to ensure all supplemental data is entered, and that performance data is reviewed prior to the annual report submission.

Title II

Assessment and accountability services for the Title II program are provided through TOPSpro Enterprise. TOPSpro Enterprise 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. 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 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 is submitted quarterly and annually to the California Department of Education 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 check competencies mastered).

The data collected consists of measurable skill gains in the following programs areas: English Language Acquisition, Adult Secondary Education, and Adult Basic Education. The data collection process begins with program staff at agencies funded by the AEFLA 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 annually, by October 1st.

Title IV

DOR utilizes a case management system known as the 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 inputted in-house by vocational rehabilitation staff located statewide in 13 geographic districts. DOR continues to train staff on the current processes, and new processes as needed, and use AWARE to collect WIOA data. DOR collects and reports summary data in a federally mandated format called the Rehabilitation Services Administration Case Service Report. The RSA-911 report is submitted quarterly for the preceding quarter of the fiscal year by each state's vocational rehabilitation agency.

DOR continues to engage with workforce partners to determine how to unite data and share it across programs. DOR will continue to engage in conversations on data sharing and efforts currently underway to improve data sharing efforts.

CAAL-Skills

California has continued to work on the CAAL-Skills Program. The purpose of CAAL-Skills is to unite workforce system partners in a program that enables a holistic yet statistically rigorous assessment of California's workforce system. CAAL-Skills enables the evaluation of workforce programs individually and collectively at the regional level through the assessment of outcomes (e.g., employment, wages and education/training attainment).

The California Policy Lab, comprised of research and data science experts from UCLA and UC Berkeley, has been engaged by the CWDB to evaluate the data provided by CAAL-Skills partners in fulfillment of the federal requirements outlined in WIOA Section 116.

Current data sharing partners include:

- Department of Industrial Relations-Division of Apprenticeship Standards
- Community Colleges Chancellor's Office
- Employment Training Panel
- Department of Social Services
- Employment Development Department
- Department of Education

- Department of Corrections and Rehabilitation
- Department of Rehabilitation
- Pilot counties

Although CAAL-Skills provides the ability to collect, store and analyze workforce-related information, it does not include a user-friendly interface or web-portal to help individuals identify those workforce development, training and related-education program that best suits their needs. CAAL-Skills also does not include an electronic interface with other longitudinal data systems at this time. Therefore, the CWDB received federal grant funding from DOL to create:

- A user-friendly public interface (via a web portal), including an interactive dashboard and query tool, that will help workforce system customers and potential customers select the workforce development, training and related education programs that best suit their needs; and,
- A technical interface that will facilitate the exchange of information with other longitudinal systems. The interface proposed, will establish the technical infrastructure that will provide interface options allowing the transfer of data between CAAL-Skills and other systems.

California recently invested $10 million toward planning efforts for the creation of a statewide education data system that will follow children from infancy through the workplace. This includes establishing a Cradle to Career Data Systems Working Group to recommend data system structural components, processes, and options as well as advise ongoing efforts to develop, administer, and enhance the data system. CWDB staff are participating in these discussions for the purpose of exploring potential interface with the CAAL-Skills program.

Assessment of Participants' Post-Program Success

In addition to existing the performance measures outlined in WIOA, California will be exploring the creation of new performance measures that look at medium- and long-term outcomes for participants in an effort to further incentivize the placement of participants in long term career pathways rather short term employment. The new measures could potentially involve the tracking of wages, employment, and credential attainment further down the road than the 2nd and 4th quarter post-exit.

Use of UI Wage Record Data

As part of the administration of the Unemployment Insurance program, the EDD is responsible for gathering and maintaining information in the Base Wage File, which is the repository for the wage data submitted by employers. The wage data is comprised of the Social Security Numbers (SSN) and names, which employers receive from their employees, and the quarterly wages and withholdings attributed to those SSNs. The California Unemployment Insurance Code (CUIC) stipulates that information obtained in the administration of the CUIC must remain confidential

and is not open to public disclosure, unless there is an exception in state law. Most of the exceptions are listed under CUIC Section 1095 and have been narrowly crafted to ensure confidential information is made available only when a strong justification has been demonstrated.

Local Boards and WIOA core program partner agencies are listed as a formal exception under CUIC Section 1095 and therefore have ongoing access to base wage file data of their participants in order to monitor the performance outcomes required under WIOA Section 116. This access allows Local Boards and partners to understand their performance at both a program and participant level, which enables them to make adjustments, as necessary, to improve their overall program performance.

California is also participating in the State Wage Interchange System (SWIS), the new WIOA-based data exchange for states to obtain and provide base wage information to each other. This will allow California to exchange interstate quarterly wage records with any other state participating in the SWIS in accordance with WIOA Section 116.

Privacy Safeguards

California maintains strict adherence to all federal confidentiality requirements, including those related to sharing student data under the Family Educational Rights and Privacy Act (FERPA) and sharing wage data under the Federal Unemployment Tax Act (FUTA).

FERPA

The FERPA protects the privacy of student education records and applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Generally, schools must have written permission from the parent in order to release any information from a student's education record. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

When conducting data driven evaluations of the workforce and education systems, California utilizes the legal exemption that allows for disclosure of personally identifiable information when it's to an authorized representative of a state educational authority for the purpose of audit or evaluation of federal or state education programs.

FUTA

Under FUTA, information obtained in the administration of a state's UI law, such as employer, claim, and wage information, is not subject to public disclosure, with some exceptions. These exceptions include, but are not limited to, information in the public domain, appeals records, appeals decisions, and precedential determinations on the coverage of employers, employment, and wages.

California law states information obtained in the administration of the CUIC must remain confidential and is not open to public disclosure, unless there is a statutory exception in state law. Most of the exceptions are listed under CUIC Section 1095 and have been narrowly crafted

to ensure confidential information is made available only when a strong justification has been demonstrated. Local Boards and WIOA core program partner agencies are listed as a formal exception under CUIC Section 1095 and therefore have ongoing access to base wage file data for their participants in order to monitor the performance outcomes required under WIOA Section 116.

<u>CAAL-Skills</u>

Since the CAAL-Skills project involves data from multiple government partners, along with crafting data sharing agreements that adhere to all federal and state confidentially law, additional privacy measures were put in place to protect participant data. This includes, but is not limited to, the following:

- Data is personally transferred between partner locations on a password protected USB drive with a 256 bit encryption.
- While at the CWDB, physical security is provided via a controlled access to the server that is locked in place through the use of a security cable.
- CAAL-Skills is located within its own environment, where the data is encrypted and not connected to an outside network.
- Those with access to the sections of CAAL-Skills that contain personally identifiable information do so through the use of privacy screens on their computers and have gone through a series of background checks, have signed confidentiality agreements and are required to complete annual information security and privacy training.

Priority of Service for Veterans

As outlined in [Workforce Services Directive WSD19-04](), program operators are required to provide priority of service to veterans and eligible spouses for all WIOA and Wagner-Peyser funded activities, including technology–assisted activities. Priority of service means that veterans and eligible spouses are entitled to take precedence over non-covered persons in obtaining employment, training, and placement services.

In implementing priority of service, program operators must ensure veterans and eligible spouses receive basic career services and individualized career services before other non-covered individuals. Additionally, they must ensure veterans and eligible spouses receive first priority on waiting lists for training slots, and are enrolled in training prior to non-covered persons. However, once a non-covered participant is enrolled in a workshop or training class, priority of service is not intended to allow a veteran or eligible spouse to bump the non-covered participant from that class or service.

Program operators must ensure that all sub recipients of DOL funds apply priority of service. This means that pertinent language should be included in contracts, sub grants, solicitations for proposals, memorandums of understanding, and other service provision agreements.

The state conducts annual monitoring of Local Boards to ensure they are in compliance with WIOA eligibility requirements, this includes implementation of veteran's priority of service

policies. Local Boards are also required to monitor their service providers to ensure compliance with veteran's priority of services requirements. Veteran Program Managers, JVSG staff, and USDOL-VETS are available to provide technical assistance when requested.

Applying Priority of Service

The application of priority of service varies depending on the eligibility requirements of the particular program. There are four basic categories of DOL-funded programs: universal access programs, programs that require participants to meet specified eligibility criteria, programs with statutory priorities, and programs with discretionary priorities. A detailed description of how priority of service applies to these basic types of programs is outlined in Workforce Services Directive WSD19-04.

Local Policy and Procedures

Program Operators must establish policy and procedures for implementing priority of service for veterans and eligible spouses within existing service delivery strategies. Local policies must ensure that veteran and eligible spouses are identified at the point of entry and given an opportunity to take full advantage of priority of service. These policies must ensure that veterans and eligible spouses are aware of their entitlement to priority of service, the full array of employment, training, and placement services available under priority of service, and any applicable eligibility requirements for those programs and/or services. Additionally, program operators must ensure that written copies of local priority of service policies are maintained at all service delivery points and, to the extent practicable, posted in a way that makes it possible for members of the general public to easily access them.

Referral Process

Disabled Veteran Outreach Program (DVOP) specialists are integrated into the AJCC service delivery model. In this model, veterans are initially identified through self-attestation during registration for service. On a priority of service basis, an AJCC staff member determines the eligible person's purpose for registering.

Once the veteran or other eligible person is identified, the Veteran Service Navigator conducts an initial assessment. This initial assessment uses a customized intake questionnaire to help determine if the veteran or other eligible person has a significant barrier to employment (SBE) or if they are a member of another special priority group. If a determination is made that the client is a veteran with a SBE or other special criteria, they are referred to the DVOP specialist for further assessment and individualized career services. Those veterans determined not to possess a SBE are provided career services and training as needed by the AJCC staff on a priority of service basis.

Additional Services for Veterans

Veteran Services Navigator
Throughout the state, many AJCCs have Wagner-Peyser staff who serve as Veteran Service Navigators (VSN). Upon entering an AJCC℠, a VSN will conduct a Needs Based Determination (NBD) to identify the employment needs of a veteran. The purpose of the NBD is for the VSN to identify any potential barriers to employment and determine what services the veteran may require to improve their employability. Based on their needs, a veteran can then be referred to general employment services or more individualized career services, such as those provided through the Jobs for Veterans State Grant (JVSG) program.

Jobs for Veterans State Grant
The JSVG program allows California to provide services to veterans by funding three principal staff positions:

- Disabled veterans' outreach program specialists (DVOP)

- Local veterans' employment representatives (LVER)

- Consolidate veterans' representative

The DVOP and LVER staff at the local AJCC coordinate, along with partner agencies, a wide array of services including, employment services, job training, vocational education, supportive services, and participation in community college programs.

The DVOP specialists focus their efforts on those economically or educationally disadvantaged veterans who can reasonably be expected to benefit as a result of the receipt of individualized career services. These veterans will receive priority of service within the AJCC system including:

- Objective assessment of education, skills, and abilities.

- Individual Employment Plan to identify employment goals, interim objectives, and appropriate services that will enable the veteran to meet his or her employment goals.

- In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals.

- Group and individual career coaching.

- Short-term pre-vocational services that may include the development of learning and communication, interviewing, and personal maintenance skills; and professional conduct to prepare individuals for career goals.

LVER staff conduct outreach to employers, assist veterans in job development contacts, in conjunction with employers conduct job search workshops, and establish job search groups. They also facilitate employment, training, and placement services to promote the hiring of veterans. The LVER concentrates on individualized job development services for veterans,

especially those determined to be job-ready after receipt of individualized career services from a DVOP specialist.

Consolidated veteran representatives are responsible for performing both DVOP and LVER roles in the rural areas of California.

Veterans Employment Related Assistance Program
The Veterans' Employment-Related Assistance Program (VEAP) is a competitive grant program that promotes the use of regional industry-sector strategies as the framework to help unemployed and underemployed veterans with significant barriers to employment transition from military careers to rewarding civilian employment. Eligible applicants include public and private non-profit organizations, private for-profit organizations, Local Areas, education and training providers, non-local areas, and faith-based organizations. Each application requires a formal partnership/collaboration between Local Area staff, Wagner–Peyser staff, and JVSG staff.

Accessibility of the One-Stop Delivery System for Individuals with Disabilities

As outlined in [Workforce Services Directive WSD17-01](#), all WIOA Title I-financially assisted programs and activities must be programmatically accessible. This includes providing reasonable accommodations for individuals with disabilities, making reasonable modifications to policies, practices, and procedures, administering programs in the most integrated setting appropriate, communicating with persons with disabilities as effectively as with others, and providing appropriate auxiliary aids or services, including assistive technology devices and services, where necessary to afford individuals with disabilities an equal opportunity to participate in, and enjoy the benefits of, the program or activity.

AJCC Certification Policy

The CWDB, in consultation with an AJCC Certification Workgroup comprised of state-level partners and Local Board representatives, developed objective criteria and procedures for Local Boards to use when certifying the AJCCs within their Local Area.

The WIOA outlines three key requirements for AJCC certification: effectiveness of the AJCC, physical and programmatic accessibility for individuals with disabilities, and continuous improvement. California's certification process is centered on these key requirements and sets a statewide standard of service delivery that ensures all customers consistently receive a high-quality level of service.

California established two levels of AJCC certification: Baseline and Hallmarks of Excellence. In order to receive Baseline AJCC Certification an AJCC must ensure equal opportunity for individuals with disabilities in accordance with the ADA, WIOA Section 188, and all other applicable federal and state guidance. In order to receive the Hallmarks of Excellence AJCC Certification, AJCC's must ensure universal access to services, with an emphasis on individuals with barriers to employment such as people with disabilities.

Staff Training and Capacity Building

At the local level, staff training in the Local Areas for nondiscrimination and equal opportunity is the responsibility of the Local Equal Opportunity (EO) Officers. Since the Department of Rehabilitation is a required partner at the comprehensive AJCCs, the Local Areas also can utilize their partnership as a resource. The EDD's Equal Employment Office (EEO) also provides technical assistance for the Local Areas regarding questions of physical and programmatic accessibility.

At the state level, California utilized a portion of WIOA statewide funds to support the development of a California Training Model to build the capacity of the workforce system statewide. Local Boards within each RPU worked collaboratively to hire/designate a Regional Training Coordinator (RTC) to coordinate the implementation of the RPU's Regional Training Plan. Each RPU participated in needs assessment for regional capacity building requirements and a comprehensive list of trainings, facilitations, and consulting services was developed as a result of the assessment.

In June 2018, California worked with each RTC to develop and begin to implement their Regional Training Plans. As part of the Regional Training Plans, the following disability related trainings were delivered throughout California:

- Disability Awareness and Sensitivity Training (e.g. disability etiquette and diversity training)
- Program Services (e.g. Americans with Disabilities Act of 1990 (ADA) basics, serving customers with disabilities)
- Employment (e.g. consumer self-disclosure of disability and related barriers, working with individuals with hidden disabilities)
- Digital/Electronic Access and Physical Access (e.g. principles of accessible documents, creating accessible forms)

Service Delivery

Local Boards, AJCCs, service providers, and local partners are actively engaged in improving and innovating their service delivery models to ensure they are improving service delivery models and outcomes for individuals with disabilities. Included below are a few examples of strategies that have been recently developed and implemented throughout the state:

- East Bay: utilizes an Employer Situational Assessment, which is a working interview led by a Job Coach, where both parties can assess the fit of the employer with the participant without making a commitment until they are satisfied with their placement. This practice has led to a strong retention rate of individuals with disabilities at the Local Board.

- Golden Sierra: conducts comprehensive assessments and provides pre-vocational training prior to placing participants in a work-based learning opportunity, which has helped reduce the drop-out rate and improve overall reemployment retention.

Additionally, the Local Board facilitated in regular meeting with stakeholders to ensure a full range of employment services were available to eligible participants, and has dedicated a Business Engagement Team to help market participants to employers in high-growth industries.

- Humboldt: co-locates a WIOA Coordinator at Yuba Community College who conducts outreach to various departments at the college, and has a dedicated computer lab for the WIOA sponsored students to access. The WIOA Coordinator advocates for the student participants, and assists them in acquiring housing and transportation.

- Jewish Vocational Services (JVS) SoCal: partners with community colleges and non-profit agencies to place students and clients from other nonprofits into paid work experience, which helps to enhance the participant's skills, confidence, and employability, and further aligns the community colleges and JVS SoCal for seamless service delivery.

- Managed Career Solutions (MCS): hosts quarterly Employability Partnership meetings, which includes sixteen disability coordinators from AJCCs in Los Angeles. At each meeting, a disability expert brings current information and training to the group. Additionally, MCS hosts an annual National Disability Employment Awareness Job and Research Fair each October, which connect potential workers with career opportunities.

In addition, DOR is co-located at many AJCC's to ensure individuals with disabilities experience "no wrong door" and are able to access the services they need. DOR makes vocational rehabilitation services available to assist consumers to prepare for, secure, retain, or regain an employment outcome that is consistent with the individual's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. As part of a consumer's vocational journey, DOR may provide support services such as transportation, childcare, and personal assistance services to support a consumer while they are working to obtain, maintain, retain, or advance in employment.

DOR has 85 offices located throughout the State that provide and arrange for services for DOR's consumers, including consumers located in remote or rural areas. DOR is increasing the availability of remote services, including tele-counseling, to serve consumers who are unable to access DOR offices and provide enhanced customer service for consumers. DOR is also piloting a new position called Community Resource Navigator to ensure community services are provided to all consumers, including consumers in rural or disadvantaged areas.

Compliance Monitoring Review Process

In California, the EDD is responsible for the oversight and monitoring of all WIOA Title I financially assisted state programs, including the compliance with nondiscrimination and equal opportunity requirements. Consequently, the EDD's EEO Office conducts annual onsite compliance monitoring reviews of all Local Areas following the process below.

The Compliance Monitoring Review Process includes the following six steps: notification, request for preliminary information, desk review, onsite compliance monitoring review, entrance conference, and exit conference.

1. Local Areas are notified approximately two to four weeks prior to EDD's EEO Office conducting onsite compliance review. Notifications are sent to the Local Area Director/Administrator and the Local EO Officer.
2. The notification will include a request for preliminary information and include the Compliance Monitoring Guide that EDD EEO Office staff will use to conduct the compliance monitoring review.
3. Preliminary information will be reviewed prior to the onsite visit to help identify potential items to be addressed during the onsite compliance monitoring review.
4. The onsite monitoring review will determine compliance with the WIOA nondiscrimination and equal opportunity requirements.
5. EDD EEO Office staff will meet with Local Area Directors/Administrators to discuss the scope of the review, make arrangements for client and staff interviews or file reviews, and discuss preliminary findings of the data analysis.
6. Immediately following the completion of the onsite compliance monitoring review, EDD EEO Office staff will conduct exit conference with Local Area Directors/Administrators and/or the Local Area EO Officer to discuss findings and clarify areas in question.

Corrective Action Plan

If areas of non-compliance are found, a Corrective Action Plan (CAP), which consists of a list of specific steps that the Local Area will take within a specific time period in order to attain compliance, must be instituted to rectify accessibility issues. The CAP includes the following steps:

1. The EDD EEO Office will issue an initial written report within 30 days of completion of the onsite compliance monitoring review to the Local Area Director/Administrator and to the Local EO Officer, and address areas of non-compliance and outline those areas that are found to be in compliance.
2. When areas of non-compliance are found, the EDD EEO Office will make recommendation(s) for corrective action(s) in the initial written report.
3. If the Local Area Director/Administrator or Local EO Officer agree with the recommendation(s) of the EDD EEO Office, a CAP must be forwarded to the EDD EEO Office within 30 days of the date the Local Area received the recommendation(s).
4. If the Local Area Director/Administrator or Local EO Officer disagree with the EDD EEO Office recommendation(s), they may contact the EDD EEO Office to attempt an informal resolution of the issue(s).
5. When an informal resolution is reached, a CAP must be forwarded to the EDD EEO Office within 30 days of the date the Local Area accepts the recommendation(s).
6. If an informal resolution is not reached, the State EO Officer will meet with the Local EO Officer and the appropriate management official for the Local Area to develop recommendations to bring the Local Area into full compliance.

7.   Six months after the recommendations are implemented, a follow-up review may be scheduled to assess the progress made by the Local Area resolving the identified areas of noncompliance.

Accessibility of the One-Stop Delivery System for English Language Learners

Limited English Proficiency Guidance

As outlined in [Workforce Services Directive WSD17-03](#), in providing any aid, benefit, service, or training under a WIOA Title I-financially assisted program or activity, a recipient must not, directly or through contractual, licensing, or other arrangements, discriminate on the basis of national origin, including Limited English Proficiency (LEP).

Local Areas are required to take reasonable steps to ensure that LEP individuals have meaningful access to their programs and activities. Reasonable steps may include, but are not limited to, the following:

- Conducting an assessment of an LEP individual to determine their language assistance needs.
- Providing oral interpretation or written translation of both hard copy and electronic materials, in the appropriate non-English languages, to LEP individuals.
- Conducting outreach to LEP communities to improve service delivery in needed languages.
- Reasonable steps for providing meaningful access to training programs may include, but are not limited to the following:
- Providing written training materials in appropriate non-English languages by written translation, or by oral interpretation, or summarization.
- Providing oral training content in appropriate non-English languages through in-person or telephone translation.

Furthermore, Local Areas should ensure that every program delivery method, whether it be in person, electronic, or by phone, conveys in the appropriate language how an LEP individual may effectively learn about, participate in, and/or access any aid, benefit, service, or training available to them. It should also be noted that as new methods for the delivery of information or assistance are developed, Local Areas are required to take reasonable steps to ensure that LEP individuals remain able to learn about, participate in, and/or access any aid, benefit, service, or training available to them.

In order to ensure that reasonable steps are taken to allow meaningful access for LEP individuals, California highly recommends that Local Areas develop a written LEP plan. For languages spoken by a significant portion of the population eligible to be served or likely to be encountered, Local Areas must translate vital information in written materials into these languages. These translations must in turn be readily available upon request in hard copy or electronically. Local Areas address these accessibility issues by taking reasonable steps to ensure meaningful access for LEP Individuals, providing language assistance services, and interpreter services.

Pathways to Services Guidance

As outlined in [Workforce Services Directive WSD18-03](#), California seeks to support economic growth by preparing a workforce for the state's employers, ensuring that the workforce system in California is inclusive of all populations, and promoting flexibility in how services are delivered across the state. The state issued guidance in an effort to assist Local Areas in collecting evidence of authorization to work and in providing important and valued services to all individuals, including but not limited to, individuals with limited English proficiency, homeless individuals, ex-offenders, transient youth, and those engaged in citizenship attainment.

The guidance addresses verification of authorization to work documents, including which services require verification, when to ask, and where to refer individuals for additional services. This Directive also provides a pathway to services for those individuals who do not possess authorization to work documents. California seeks to prohibit discrimination and make workforce services accessible to all populations.

Dymally-Alatorre Bilingual Services Act

California's Dymally-Alatorre Bilingual Services Act requires state and local agencies serving a substantial number of non-English speaking people, to employ a sufficient number of qualified bilingual staff in public contact positions and to translate documents explaining available services into their clients' languages.

California ELL Navigator Initiative

California also dedicated WIOA statewide funds to support an ELL Navigator Initiative, which included an ELL Navigator Pilot Program. These funds are intended to support projects that increase access for target populations, align WIOA programs, implement co-enrollment strategies, leverage other program funding, and provide supportive services for California's ELL population.

Common Assurances for All Core Programs

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.

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 membership and minutes.

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.

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.

5. The State has established, in accordance with WIOA Section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities.

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).

7. The State has taken the appropriate action to be in compliance with WIOA Section 188, as applicable.

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.

9. The State will pay an appropriate share (as defined by the State Board) of the costs of carrying out WIOA Section 116, from funds made available through each of the core programs.

10. The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with ADA.

11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment to DVOP services, when appropriate.

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 DOL.