



Unified Strategic Workforce Development Plan

Operational Planning Elements

2024-2027

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

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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 Workforce Innovation and Opportunity Act (WIOA) core program partners including the California Labor and Workforce Development Agency, 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 subgroup 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 the WIOA implementation strategies and to build a comprehensive workforce and education system; this comprehensive system aims to align core and non-core program services across the various employment, training, workforce, education, and human service programs through a shared mission to help all Californians obtain economic self-sufficiency and security through quality jobs and wages.

The operational structure has been strengthened to build upon existing partnerships, establish new partnerships, and expand high road strategies into multiple sectors. Under this structure, the CWDB will continue to operate as a “think and do” tank, review programs and policies, and work 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 six months, the CWDB facilitated over twenty separate coordination meetings with WIOA core, required, and strategic state partners. The meetings served as a working forum to discuss the partnership work over the last four-year State Plan cycle, as well

as discuss achievable, concrete goals to increase partnership and 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 the CWDB's foundational framework and includes specific 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 therein will continue to be critically examined 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 IV

With the goal of providing effective Vocational Rehabilitation (VR) services with quality Individualized Plan for Employment (IPE) developments consistent with in-demand workforce needs that lead to a career track offering sustainable living wages, each Department of Rehabilitation (DOR) district will develop a plan for increasing the number of IPEs in high-demand, high-wage occupations in their local planning regions. This plan shall include, at a minimum, the following: staff and manager annual training on labor market information; a provision to all counselors and managers, no less than quarterly, of a list of high-demand, high-wage occupations in their region; and a report on the number of IPEs they have developed with a goal consistent with the top 25 high wage, in-demand occupations. This plan will be used to provide informed choice to consumers and to gauge progress in implementing their district plans.

Additionally, DOR shall include unconscious bias, customer service, and diversity training as part of new staff and counselor training and into recurring training, including cultural affinity group activities and events, as applicable.

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 work with other relevant state agency partners and statewide organizations, to sustain and scale previously piloted in-facility state civil service examination and employment hiring events by increasing the number of facility locations and the number of state and local civil service hiring partners, while utilizing the latest in hiring practices and technologies.

Department of Child Support Services

The CWDB and the DCSS will create a partnership contact list matching representatives from Local Boards with their counterparts at Local Child Support Agencies (LCSA). When appropriate, and/or as needed, CWDB will step in to bridge that communication.

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

To support increased work-based learning, including intermediate employment, career technical education and training, and post-secondary education for all DOR participants receiving VR services, VR service delivery team staff will receive annual training on career technical education, apprenticeships, and degree programs to support the development of IPEs for career and advanced training and education. The training will include components on the development of training and education plans for individuals with intellectual and developmental disabilities, individuals from unserved and underserved communities, and

individuals with psychological or psychiatric disabilities.

Additionally, DOR districts will review their district's consumers' certificate and degree attainment progress and work with individual units and staff to ensure consumers are provided with education and training options to include certificate, degree attainment and advancement in employment.

Corrections Workforce Partnership

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 those individuals received pre-release.

CalFresh and CalWORKs

The CDSS will facilitate ongoing discussions around high-priority industry sectors. This includes potential education, apprenticeship/pre-apprenticeship, training, and recruitment for opportunities within the growing care economy, including the health care, childcare and in-home supportive service sectors in alignment with current investments and anticipated growth over the next several years.

Career Technical Education

The CWDB will support the State Plan for Career and Technical Education (CTE) efforts, which are under development by the California Workforce Pathways Joint Advisory Committee (CWPJAC). The CTE will leverage opportunities to advance career pathways at the local and regional level with the implementation of the State Plan for CTE.

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.

Title I

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

Title II

The California Department of Education (CDE) and CWDB will share information about their respective program(s) at conferences, meetings, and other informational opportunities to educate practitioners and policymakers of services available to shared populations. CDE and CWDB will calendar quarterly meetings to share conference schedules and discuss collaboration/presentation opportunities. When appropriate, CDE and CWDB will develop a

sub-workgroup to develop a strategy to address special projects, challenges or policy that may disproportionately impact underserved populations.

Title IV

The DOR has several strategies to support businesses in California to employ more individuals with disabilities. These strategies include increasing business engagement activities led by local and statewide DOR teams, working with the state and Local Boards to conduct outreach to businesses, engaging with businesses to provide disability etiquette training and information and resources on reasonable accommodations, providing direct services to businesses to include paid and unpaid work experiences including internships, apprenticeships, and on-the-job training, and developing specific business-informed, industry-based services supporting the employment of people with disabilities.

Additionally, to improve California state government employers' parity rate for hiring and promotion of people with disabilities, the DOR will work with California state departments and agencies to develop hiring strategies to employ people with disabilities, providing training, information, and resources on disability hiring and accommodations to California state departments, offices, and agencies, and implement DOR civil sector teams specializing in the hiring needs of the state and other public sector employers.

CalFresh and CalWORKs

The CWDB and CDSS will alternate hosting quarterly meetings to provide a forum for ongoing discussion, information sharing, and collaboration to meet State Plan objectives. The meetings may include participants from a variety of program areas within CDSS, including: CalFresh E&T, CalWORKs, Housing and Homelessness branch, Adult Programs Division, the Child Care Licensing Division, and the Office of Equity. Other invited partners may include: CWDB, California Workforce Association (CWA), Labor and Workforce Development Agency (LWDA) and others that support shared objectives. The Regional Workforce and Equity Partnership (RWEPP), formerly the Regional Workforce Partnership with Human Service Programs, will reconvene in 2024 and may establish project or policy specific sub-groups based on identified needs, capacity, and resources available to convene the sub-groups.

The CWDB and CDSS will also jointly develop and provide additional guidance and resources to establish a baseline for actionable, collaborative partnership activities that are human-centered and outcome-oriented. This will also include models and best practices for establishing a "gold standard" for partnership between local program administrators. State Partners will convene a sub-group of the RWEPP meetings to develop strategies around this to encompass a logic model for service delivery.

This is a continuation of existing efforts to identify and encourage the adoption of best practices and model partnerships for serving CalFresh E&T participants at the local and regional levels. This will help facilitate the implementation of WIOA program strategies.

For CalWORKs, highlighting and disseminating examples of long-standing, work-based "earn and learn" partnerships at the local level that utilize models such as apprenticeships, on-the-

job-training, and subsidized employment will promote coordinated delivery of CalWORKs, CalFresh E&T and WIOA services. Subsidized employment programs offer a range of placement opportunities via public and private partnerships, including long-standing collaborations between county welfare departments and local workforce agencies.

Career Technical Education

Utilize the community colleges regional and K-12 structures, as well as local and regional planning efforts (such as Strong Workforce Program and Perkins V planning efforts) to encourage greater alignment of a local institutions with their local and regional workforce ecosystems, which includes all required state and federal programs. Local entities shall include appropriate local boards as a stakeholder member of the local and regional planning groups.

Corrections Workforce Partnership

The Corrections Workforce Partnership will partner with local, regional, state and or national construction trades to identify and facilitate direct placement into construction apprenticeship of previously trained justice involved individuals before, upon, and/or after release.

Child Support Services

The 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.
- The Corrections Workforce Partnership will partner with local, regional, state and/or national construction trades to identify and facilitate direct placement into construction apprenticeship of previously trained justice involved individuals before, upon, and/or after 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.

Title II

CDE will use co-enrollment as a strategy to enable individuals and families to benefit fully from workforce and basic skills training. The Adult Education and Family Literacy Act (AEFL) activities position adult learners to better utilize other available WIOA funded programs. An exploration of best practices to increase collaboration may include highlighting examples of co-location, proposing limited system access, encouragement of co-case management, and/or other effective co-enrollment strategies. Participation across programs can occur concurrently, when appropriate, to ensure participants are receiving “real time” interventions.

CDE will also provide technical assistance to Local Areas to utilize co-enrollment as a strategy to assist underserved individuals in obtaining authorization to work documents.

CalFresh and CalWORKs

CDSS will provide training, education, and technical assistance around availability of supportive services, this may include programs and systems updates that can assist with eligibility verification, data sharing, and/or co-enrollment. Increasing program entry points by providing more access to supportive services through efforts like expanded housing programs, the launch of the CalWORKs Home Visiting Program, and CalWORKs Outreach to link families to critical supports and services that they are likely eligible for and/or entitled to. Additionally, to support broader, increased program access, CDSS will provide technical assistance on opportunities to inform our shared communities of various program entry points such as through the launch of BenefitsCal, an online web-portal that streamlines the application process across all of California's safety-net programs.

Creating Cross-System Data Capacity

This strategy includes using diagnostic labor market data to assess where to invest, and 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

Services to Veterans

The state provides services to veterans through the America's Job Center of California (AJCC). AJCC staff consists of WIOA Title I staff and partners, Title III/Wagner-Peyser staff and partners, and Jobs for Veterans State Grant staff.

Once the veteran is identified via Priority of Service procedures, a Veteran Service Navigator for the AJCC conducts an initial assessment. This initial assessment uses a customized intake questionnaire, the Veteran Intake Form, to help determine if the veteran has a significant barrier to employment or is a member of another special priority group. If after an initial assessment, the client qualifies as an eligible veteran who meets the significant barrier to employment priority group or other special criteria, they are referred to the Disabled Veterans Outreach Program specialist or Consolidated Veteran Representative for further assessment. This further assessment specifically includes an Objective Assessment of the individual's skill levels and service needs, the development of an Individualized Employment Plan to overcome the identified significant barriers to employment, and the provision of basic and Individualized Career Services as needed.

Veterans with a significant barrier to employment such as basic skills deficiency, lack of high

school diploma, experiencing homelessness, low-income, justice-involvement, or a disability, may be referred to AJCC or other partners to address the significant barrier to employment to help the veteran become job ready. Veterans determined not to possess a significant barrier to employment or who decline being case managed are provided individualized career services and training, as needed, by a Veterans Career Specialist or other AJCC staff on a priority of service basis.

For veterans evaluated as eligible for working with a Disabled Veterans Outreach Program specialist or Consolidated Veteran Representative, the Disabled Veterans Outreach Program specialist or Consolidated Veteran Representative will focus on providing basic and individualized career services through case management. Basic and individualized career services are provided both virtually and in person. Veterans in need of occupational skills training, work-based learning, supportive and other services are referred by Jobs for Veterans State Grants staff, Veterans Career Specialists, or Wagner-Peyser staff to WIOA Title I services provided by Local Workforce Development Areas in the AJCCs. Jobs for Veterans State Grants staff, Veterans Career Specialists, and Wagner-Peyser staff stay connected to the WIOA Title I case manager to coordinate ongoing case management.

Business Services Teams

Local Veterans Employment Representatives and Consolidated Veterans Representatives are active members of the Business Services Teams. Local Veterans Employment Representatives advocate for all veterans and will work with the AJCC Business Services Teams to promote the hiring of veterans. Local Veterans Employment Representatives conduct job development activities in their local community that assist the AJCC in connecting employers with qualified veterans. They meet regularly with AJCC partners and the Business Services Teams to determine how and what services they provide; providing recommendations to the veterans' services team and partners to improve services to veterans and to minimize duplication of effort; and advocating for the hiring of veterans.

As a part of the Business Services Teams, Local Veterans Employment Representatives and Consolidated Veterans Representatives perform a wide range of duties on behalf of veterans, including outreach to the local employer community, promoting the advantages of hiring veterans to employers, employer associations, and business groups through group presentations highlighting the benefits of hiring veterans, and creating job development contacts. As part of the Business Services Team, Local Veterans Employment Representatives and Consolidated Veterans Representatives work closely with employers, unions, trade organizations, apprenticeship programs, and other business and community-based organizations to promote veterans' hiring, training, development, and career advancement. Local Veterans Employment Representatives and Consolidated Veterans Representatives also coordinate with AJCC to hold veteran-focused hiring events and standdowns.

In addition to their work with employers as part of the Business Services Team, Local Veterans Employment Representatives play an important role in developing veteran service delivery

strategies and capacity building in the state workforce system, educating all AJCC staff with current veterans' employment initiatives and programs, and providing regular updates on veteran services and 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.

An "industry-recognized credential" represents the buy-in of an industry or significant portion of employers in that industry to accept the credential as certifying valued skills that merit hire, retention, and/or a wage premium. When skill certifications are required or expected as a prerequisite for certain occupations or major tasks, this may provide a signal to the training and education community about what skills are needed and valued in the labor market. In addition to signifying competence in the tasks needed for performance, skill standards include proficiency in consumer and occupational safety protocols.¹

Therefore, part of CWDB's work around credentials is on the demand side, through fostering High Road partnerships that involve employers and workers in the design of training curricula and credentials, ultimately expanding recognition of credentials in sectors and occupations that have previously lacked them. In High Road projects, skill standards often certify knowledge of environmentally protective or climate impact mitigating skills as the source of the "value add" to consumers and employers, or formalize skills (e.g., emergency response training for home health workers) workers may already receive training in yet not receive credit for. This skill formalization and certification provides benefits to employers, workers, and consumers. California's strategy for improving credential attainment throughout the state is to require the regional planning units (RPU) 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

¹ [Putting California on the High Road: A Jobs and Climate Action Plan for 2030 \(berkeley.edu\)](#), Chapter 2, "Demand Side Workforce Policy Levers," p. 71.

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 15 RPU's 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 nondegree 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.

Executive Order: N-11-23 Freedom to Succeed

On August 31, 2023, Governor Newsom signed [Executive Order N-11-23](#), *Freedom to Succeed*, which launched a new career education effort to prepare students and adults for the ever-changing workforce, as the economy evolves, and unmet need grows for various types of skilled labor in the trades, green energy, and healthcare sectors. *Freedom to Succeed* directs additional steps to reduce employment barriers for California jobs, including college degree requirements unnecessary to job duties, and works to align and integrate the implementation of programs supported by billions of dollars in funding to prepare students and workers for high-paying careers.

The Governor's Executive Order directs state leaders in education, workforce development, and economic development to work collaboratively with leaders of the state's public education systems and employers, along with legislative partners and stakeholders representing diverse students, parents, education professionals, labor, business, and community groups, to develop a Master Plan on Career Education. The Master Plan on Career Education will guide the state in its efforts to strengthen career pathways, prioritize hands-on learning and real-life skills, and advance universal access and affordability for all Californians through streamlined collaboration and partnership across government and the private sector.

The Master Plan on Career Education will work to:

- Break down silos.
- Strengthen career pathways.
- Prioritize hands-on learning and real-life skills.
- Advance universal access and affordability.

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 was composed of leaders from technology, labor, business, education, and venture capital, amongst others. The Commission was jointly led by the Director of GO-Biz and the Secretary of Labor and Workforce Development, which established a meaningful and ongoing link between the workforce and economic development systems.

The overarching goal of the Future of Work Commission was to develop a new framework for California workers, based on an expansive vision for economic equity, which started with work and jobs as the platform. The Commission's primary mission was 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 was charged with looking at California's state of jobs and work, what factors created these conditions, the vision for work and jobs in the future, and how we could chart a path to reach that vision. The Commission was 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, the California Labor and Workforce Development Agency, the Governor’s Office of Planning and Research, and GO-Biz jointly administer the Community Economic Resilience Fund (CERF), now called California Jobs First. California Jobs First is a new approach to economic development with the goal to ensure that as California’s economy grows and adapts to climate change and other challenges, that good-paying jobs and prosperous communities are created for the benefit of all Californians. Key to the program is empowering the state’s diverse regions and residents to meaningfully participate as leaders in this process.

As part of the California Jobs First initial planning phase, 13 economic development entities known as High Road Transition Collaboratives developed roadmaps, including a strategy and recommended series of investments, for their region. The High Road Transition Collaboratives represent California’s distinct regional economies and bring together diverse community, labor, industry, and business interests.

Now in the implementation phase, California Jobs First has begun awarding funds to projects identified by the High Road Transition Collaboratives. These awards will help build industries that sustainably leverage the state’s natural resources, create good-paying jobs, and catalyze innovation and entrepreneurship.

Lastly, the 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 Labor Market Information, 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.

WIOA Core Program Coordination

At the state level, WIOA core program partners are also involved in several economic development initiatives to help ensure that any new investments create or support high-quality, accessible jobs for a variety of target populations. The CWDB’s High Road Climate Agency Partnership (HRCAP) initiative, provides guidance, recommendations, and technical assistance to state agencies committed to advancing economic equity through policies and

public investments in designing procurement and contracting labor and workforce standards. The intent is to leverage the opportunity of historic state and federal climate and infrastructure investments to ensure the transition to low-carbon economy is grounded in high-quality jobs, greater access to good jobs for priority populations, and economic equity for all Californians.

The work of the High Road Climate Action Partnerships assists the following state agencies in an economic workforce development with a high road approach development in the following areas:

- Assist the California Air Resources Board (CARB) with implementation of AB680 (Chapter 746, Statutes of 2021) workforce standards in Greenhouse Gas Reduction Fund (GGRF) grants.
- Assist the California Energy Commission (CEC) and Lithium Valley Commission (LVC) to ensure high-quality job creation, employment and associated workforce development and labor standards of local area residents, sustainable community development of geothermal power and lithium recovery efforts in the Salton Sea region.
- Assist the California Public Utilities Commission (CPUC) in ensuring transportation electrification (TE) programs and policies deliver equitable labor market outcomes.
- Assist the California Department of Transportation (Caltrans) and the California Energy Commission (CEC) who leads California's National Electric Vehicle Infrastructure (NEVI) program in preparing the workforce to meet the demand for Electric Vehicle Infrastructure Training Program-certified electricians to build out a network of modern, high powered Direct Current fast chargers throughout California.
- Assist the Governor's Office of Business and Economic Development to further develop a robust and equitable zero-emission vehicle (ZEV) industry in California by building a High Road Workforce Development Infrastructure, maximize economic equity benefits of public investments in ZEVs, and inform the local workforce system about supporting ZEV Market Development.
- Lastly, AB 639 (Chapter 639, Statutes of 2020) legislation mandated the HRCAP work includes overseeing a stakeholder process to development recommendations on how to mitigate the employment impacts of automation at the Port of Los Angeles and the Port of Long Beach and convene an industry panel form in the California Environmental Protection Agency (CalEPA).

The approach of the High Road Climate Action Partnerships is to apply high road labor and workforce standards in state contracting and procurement for the construction and manufacturing. Examples include:

- Compliance with all applicable labor and employment laws.
- Family health benefits and childcare; predictable scheduling; worker voice and agency.
- Establishing standards through investment on training, upskilling, and mobility (preferably across multiple employers); targeted or local hiring from low income, underrepresented, climate impacted groups and directly impacted communities through deploying standards through Project Labor Agreements (PLA) with social benefits,

Community Benefit Agreements (CBA), skilled and trained requirements (essentially apprenticeship utilization).

- Technical assistance on the application of standards and tools on various climate spending programs and on specific contracts or procurement (for example utilizing pre-qualification, mandating certain standards or tools, targeted or local hiring from low-income, underrepresented, climate impacted groups and communities through scoring criteria).
- Implementation or the actualization of the standards in program work on the ground, including through High Road Training Partnerships (HRTPs), High Road Construction Careers (HRCCs), and Division of Apprenticeship Standards (DAS) approved apprenticeship aligned with workforce standards to improve hiring, retention, and career advancement practices and policies that are transparent and inclusive.
- Technical assistance on tracking and evaluating effectiveness on how state and federal investments are impacting economic equity, creating high-quality jobs, and job training.

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 (ETPL) 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's General Fund are the Prison to Employment Initiative and the Breaking Barriers to Employment Initiative.

State Operating Systems and Policies

Labor Market Information System

The Employment Development Department'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 [CalJOBSSM](#) 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

Title I and Title III

In addition to its job bank and labor exchange roles, CalJOBSSM provides a unified and streamlined intake and case management system that enables co-enrollment across programs, while reducing the duplication of services provided to America's Job Center of California (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

CalJOBSSM 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 CalJOBSSM homepage.

Additionally, the CalJOBSSM 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

Title II

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 of competencies mastered).

The data collected consists of measurable skill gains in the following programs areas: English Language Acquisition (ELA), Adult Secondary Education (ASE), and Adult Basic Education (ABE). The data collection process begins with program staff at agencies funded by the Adult Education Family Literacy Act (AEFLA) inputting the data daily 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

Though the pandemic has shifted the focus, California continues to encourage planning across multiple partner programs to ensure alignment in service delivery and leveraging of resources for maximum benefit to WIOA participants. A byproduct of aligning efforts by California is the development of the [Workforce Services Directive \(WSD\) 19-09](#), Strategic Co-Enrollment –

Unified Plan Partners. The directive introduces co-enrollment as 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. 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.

Upon gaining momentum and interest, all partners had to shift priorities to address the COVID-19 pandemic. The plan to incorporate co-enrollment strategies at the state level and the WIOA Regional and Local Plans were stalled under the weight of the global health crisis. Despite the detour in promoting greater alignment, co-enrollment became one of the strategies to address challenges and increase access to WIOA services. As a result, CWDB has been re-engaging partners to assess the needs of those most impacted by the pandemic to re-introduce best practices on co-enrolling participants across WIOA core programs and state educational, workforce, and social programs.

CWDB will utilize bilateral partnership agreements to improve and implement co-enrollment strategies at 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 America's Job Center of California (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

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 is responsible for designing a statewide plan and establishing appropriate program policy. To effectively implement this plan the State workforce structure includes 15 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 that of 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

Name	Position/Company/Affiliation	Membership Category
Dr. I Angelov Farooq, Chair	Owner – AVM Innovation Consulting, LLC	Business (i)
Kamyar Amiri-Davani	Vice President – Outclick Media	Business (i)
Hon. Anna Caballero	California State Senator, District 12	Legislature (B)
Sonya Christian, PhD	Chancellor – California Community Colleges	Government (iii) *WIOA Title II
Hon. Damon Connolly	California State Assembly Member, District 12	Legislature (B)
Jamil Dada	Senior Financial Manager – Provident Bank-Riverside County Branches	Business (i)

Lee Ann Eager	President/CEO – Fresno County Economic Development Corporation	Business (i)
Diane Factor	Director – Worker Education and Resource Center (SEIU 721)	Labor (ii)
Nancy Farias	Director – Employment Development Department	Government (iii) *WIOA Title I Representative
Dean Fealk	Partner & Co-Chair – International Labor and Employment Practice, DLA Piper	Business (i)
Larry Frank	Capital Campaign Director– UCLA Labor Center	Government (iii)
Michael Gallo	President and CEO – Kelly Space and Technology, Inc.	Business (i)
Mark Ghaly, M.D., M.P.H.	Secretary – California Health and Human Services Agency	Government (iii)
Leonard Gonzalez	Executive Director – Laborers’ Training and Retraining Trust Fund	Labor (ii)
Jason Haider	Founder – Xenco Medical	Business (i)
Stewart Knox	Secretary – Labor and Workforce Development Agency	Government (iii) *Governor’s proxy
Hilary D. Lentini	President and CEO – Lentini Design and Marketing, Inc.	Business (i)
Stephen Levy	Director and Senior Economist – Center for Continuing Study of the California Economy	Business (i)
James Mangia	President and CEO – St. John’s Well Child and Family Center	Business (i)
Rebecca Miller	Workforce Director – SEIU United Healthcare Workers-West (UHW)	Labor (ii)
Stephen Monteros	Vice President of Operations and Strategic Initiatives – SIGMAnet	Business (i)
Robert Redlo	Consultant – Doctors Medical Center	Business (i)
Nicole Rice	President – California Natural Gas Vehicle Coalition	Business (i)
Charles Riojas	Secretary-Treasurer – Fresno, Madera, Tulare, Kings Building Trades Council	Labor (ii)
Fabrizio Sasso	Executive Director – Sacramento Labor Council	Labor (ii)

Hon. Pilar Schiavo	California State Assembly Member, District 40	Legislature (B)
Avin Sharma	Director of Labor Relations and Workforce Development – Port of Los Angeles	Local Elected (iii)
Hon. Lola Smallwood-Cuevas	California State Senator, District 28	Legislature (B)
Jeremy Smith	Deputy Legislative Director – State Building and Construction Trades of California	Labor (ii)
Anette Smith	Director of Diversity, Equity, and Inclusion – Roth Staffing Companies	Business (i)
Bruce Stenslie	President and CEO – Economic Development Collaborative, Ventura County	Business (i)
Hon. Tony Thurmond*	State Superintendent of Public Instruction – California Department of Education	Government (iii) *WIOA Title II
Floyd Trammell	Executive Director – West Bay Local Development Corporation	Community Based Organization (ii)
Joe Xavier	Director – Department of Rehabilitation	Government (iii)
Gloria Young	President & CEO – Young and Lamay Associates	Business (i)

Vacancies: Local government representatives (2) and business representatives (3). Vacancies are anticipated to be filled by August 2024.

** Carolyn Zachry has been designated to serve as the Adult Education State Director (Title II) 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 education 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 report to the Chief Deputy Director.

The Operations and Policy Implementation Branch

The Operations and Policy Implementation Branch is responsible for providing administrative support for the CWDB, ensuring compliance on all federal reporting and state reporting fiscal requirements, CWDB budget development and oversight, administrative matters pertaining to employment, procurement of goods and services, and grant solicitation administrative activity.

Specific responsibilities include the following:

Fiscal Operations:

- Maintenance of the CWDB's WIOA operating funds.
- Managing budget authority and total dollars allocated.
- Tracking of all CWDB grant and initiative funds.
- Managing monthly invoices for all business expenses outside of grants.
- Providing a detailed monthly encumbrance and expenditure report to accurately project expenditures.

Business Services

- Procuring goods and services through contract, requisitions, and Cal-Card processes.
- Managing booking and reimbursement for CWDB staff and board travel.
- Facilities management.

Human Resources

- Managing hiring, staff tracking, and separation activities.
- Managing training and staff development processes with management and leadership.
- Providing organizational support for staff management and personnel matters.

Communications

- Reviewing and editing all CWDB documents.
- Managing the development and execution of marketing, newsletter, and social media materials.
- Managing logistical needs and support for CWDB member meetings, committee, and workgroup.
- Drafting of annual reports, publication, and audit responses.

Grant Operations

- Development of CWDB grant solicitations.
- Solicitation management for federal and state funding opportunities.
- Development of scoring Criteria for grant application review and selections.
- Award list development and approval management.
- Grant agreement development and execution.

Information Technology

- Maintenance of IT hardware and software, email systems, telecommunications equipment, network printers and copiers, and CWDB website as well as other online platforms.

The Policy, Research, and Legislation Branch

The Policy, Research, and Legislation 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 Directives to provide policy guidance to Local Workforce Development Boards.
- Developing best practices and model partnerships.
- Serving as the primary point of contact for recently completed, and currently ongoing third-party contracted evaluations.
- Serving as the primary point of contact for grantees for resolving any data reporting issues.
- Conducting background research on job quality, equity, and climate resiliency with the intention of producing internal white papers.
- Serving as subject matter experts for the participant data module in the new CAL-E-Grants system.
- Convening State Plan partners in accordance with the requirements of WIOA; building collaborative relationships around workforce development issues; and developing strategic partnerships, specifically with climate related agencies, for incorporating the high road standards.
- 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 to, 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 Equity, Climate, and Jobs (ECJ) Field Branch

The ECJ Field Branch convenes, engages, and connects partners to administer, promote, and expand an integrated approach to labor, workforce, and economic policy using a set of economic and workforce development strategies. This approach, legally defined as High Road, 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. Partnerships are intentional, have defined roles, and may be regional, industry, or sector based. Partners may include employers, workers, and their representatives including organized labor, community-based organizations, education, training, and social services providers, and labor market intermediaries.

The work of the ECJ Field Branch includes the following areas:

- Fostering development and expansion of industry-based, worker-focused training partnerships.
- Developing the CWDB’s high road sector strategy as an effective, clear, transferrable, and teachable field of practice.
- Supporting and scaling up existing High Road Training Partnerships (H RTP) and High Road Construction Careers (HRCC) projects.
- Convening partners to develop new H RTPs 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.
- Coaching, mentoring, and supporting new high road sector practitioners to increase alignment with the workforce and education system partners.
- Integrating the high road vision in regional field capacity building and Regional Plan implementation.
- Engaging public agencies, elected officials, board members, community groups and community-based organizations, 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

CalJOBSSM 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 WSD20-02](#), which provides performance guidance related for all programs using the CalJOBSSM system.

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

To ensure the quarterly and annual participant data submitted to the U.S. Department of Labor (DOL) is accurate, the EDD issued [Workforce Services Directive WSD18-02](#), which outlines the process AJCC staff must take to correct data in the CalJOBSSM 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).

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 daily 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

Under WIOA, the establishment of regions is intended to align workforce development activities and resources with regional economic development areas and available resources. While the vision and policy objectives laid out in the State Plan were used to guide the development of the criteria below, RPU's have significant discretion to determine how these

approaches will be best actualized within their regions. The CWDB issued Workforce Services Directive [WSD22-05](#) which provides and established the policy guidance and procedures regarding the two-year modification of the Regional and Local Plans for Program Years 2021-2024.

Regional Indicators

A key objective of regional planning efforts is to connect AJCC services to a regional skills infrastructure that aligns with regional labor market needs. Previous regional planning cycles utilized ten regional indicators to assess coordination and measure progress within the RPUs. The indicators provided a useful measure of processes and activities utilized by RPU partners to establish a foundation for driving a regional approach and aligning the needs of regional industry sectors and employers.

In an effort to further refine how progress is evaluated, the number of indicators that will be used to assess progress in the regions has been narrowed to focus on the following:

- The region has a process to communicate industry workforce needs to supply-side partners.
- The region has policies supporting equity and strives to improve job quality.
- The region has shared target populations of emphasis.
- The region deploys shared/pooled resources to provide services, training, and education to meet the target population's needs.

As part of Regional Plan Implementation (RPI) 4.0, RPUs were asked to work with the RPI 4.0 Evaluation and Technical Assistance Teams over 18 months to establish objective metrics associated with at least one of the four Regional Indicators.

The CWDB does not view this as a one-size-fits-all exercise that resulted in one set of uniform metrics across the state. Rather, it was an opportunity for each RPU to jointly agree upon data points that would take into account their region's unique needs and demonstrate the impact regional work has on their residents. The modified Regional Plan allows each RPU to outline the progress that has been made by documenting the impact over the last 18 months and communicating what is anticipated for the next two years.

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 California 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 for Department of Social Services (Napa, Monterey, Stanislaus)

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 participant characteristics, including:
 - Demographic Information (e.g., age, gender, race, ethnicity)
 - Barriers to Employment (e.g., disabilities, cultural or language barriers, literacy, 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)

Currently, the CAAL-Skills team is primarily focused on modernization efforts to migrate data to a secure, cloud-based environment and strengthen analysis and reporting through development of an interactive public dashboard.

Past Assessments of Core and One-Stop Partner Programs

California undertakes assessments in two different ways. First, California assesses the effectiveness of the core WIOA programs through annual performance reporting to DOL. Second, over and above performance reporting, the CWDB has conducted several evaluations, some of which are complete, and others are ongoing.

WIOA Performance Reporting

Information provided below is taken from the Program Year (PY) 2022 WIOA Annual Report submitted by CWDB and EDD. For Title II, the information was provided by CDE.

<i>PY 2022</i>	<i>Employment Rate 2nd Quarter</i>	<i>Employment Rate 4th Quarter</i>	<i>Median Earnings 2nd Quarter</i>	<i>Credential Attainment</i>	<i>Measurable Skill Gains</i>
Title I Adult	71.0%	69.1%	\$8,307	70.5%	67.4%

PY 2022	Employment Rate 2nd Quarter	Employment Rate 4th Quarter	Median Earnings 2nd Quarter	Credential Attainment	Measurable Skill Gains
Title I Dislocated Worker	75.3%	74.8%	\$9,782	74.4%	63.6%
Title I Youth	72.8%	73.6%	\$4,971	58.7%	65.7%
Title II	29.37%	26.22%	\$6,000	8.66%	41.08%
Title III	61.0%	60.6%	\$8,744	N/A	N/A

California exceeded the negotiated goals for WIOA Title III and Title I programs except for the Youth Credential Attainment Rate. The following table and narrative provide information regarding deficiencies in this measure.

Credential Attainment Rate

	Negotiated	PY 2022 Quarter 1	PY 2022 Quarter 2	PY 2022 Quarter 3	PY 2022 Quarter 4	PY Total
Youth	60.4%	47.2%	55.4%	66.8%	60.9%	58.7%

For PY 2022, the Credential Attainment Rate looked at program participants who exited between January 1, 2021 – December 31, 2021. The Title I Youth's negotiated goal for the Credential Attainment Rate was 60.4%, and the actual result achieved was 58.7%.

One of the most significant impediments to success in this measure was youth participants' lack of responsiveness and engagement, especially after exiting the program. A significant number of youth become disengaged and unresponsive, making it difficult to obtain credential information. Another factor was the lingering impact of the pandemic, which disrupted the state's educational systems and led to unprecedented challenges for students and educational institutions. As shown in the Credential Attainment Rate table above, the rate increases in the second and third quarters and then drops but maintains just above the negotiated goal in the fourth quarter. This improvement aligns with the start of reopening public schools for in-person instruction (spring) and then the reopening of the state (summer). Ultimately, the lockdowns, restrictions, and the shift to remote learning profoundly affected student engagement and success.

In PY 2023, the state will continue to provide technical assistance to Local Workforce Development Areas (Local Area) on the Credential Attainment measure to increase performance outcomes.

The California Department of Education (CDE) requires that WIOA, Title II subrecipients complete an annual Program Implementation Survey. Among the numerous questions in the survey several are focused on collaboration with WIOA partners, specifically the America's Job Centers of California (AJCC). In the 2022-23 year, 82.3% of the subrecipients indicated they had interacted with their local AJCC. The number one type of interaction is receiving or providing student referrals. There was a significant increase from 2021-22 at 66.1% to 74.2% in 2022-23. The survey also asks about the effectiveness of the subrecipient's interaction with the local AJCC. There has been a steady increase of subrecipient's responding that their interactions are Very Effective & Some Effective. In 2020-21 the rate was 44.4% to a 2022-23 rate of 54.6%. The steady increase in effective interaction has meant a decrease in Somewhat or Very Ineffective ratings. Per WIOA requirements, Title II, subrecipient's are required to work with their Local Workforce Development Board (LWDB). 70.8% of the subrecipient's were able to work or communicate with their LWDB to understand the regional economic impacts of COVID-19 and the changes that may come to their regional plan. 58.8% of the subrecipient's rated their interactions with the LWDB as Very or Somewhat Effective. An area for growth in California would be to focus on co-enrollment in more than one core program. In 2022-23 only five percent of the WIOA Title II participants enrolled in more than one core program.

Overall Approach to Assessment Activities

CWDB uses third-party evaluators to assess all its funded programs. The following are the completed third-party evaluations (Breaking Barriers 1.0, AJCC, RPI, and CAAL-Skills 1.0). These evaluations used as source material provided by participating grantees in each of the programs the following: (a) background documents (b) narrative reports (c) surveys (d) interviews and (e) administrative data. The research questions focused on an analysis of (i) grantee programs' service delivery and design; (ii) participant outcomes; and (iii) system outcomes. The findings were discussed at four levels: enrollments and participation in the program; provision of services; partnership development; and participant and program level outcomes.

While each of these evaluations have specific conclusions and implications, the general observations to be made here is that there was need to standardize program elements, refine technical assistance particularly around data collection and reporting, and develop a common research design framework. Going forward, all state-funded grant program data will be entered into a single data warehouse (the CAL-E-Grants system) with common data elements and specifications. CWDB Research and Evaluation Staff are developing a variety of supporting documents for use by grantees for data collection, reporting, and validation.

While each evaluation will have its own focus, CWDB Research and Evaluation Staff have asked third-party evaluators, at a minimum, to indicate up front in their submitted research design the following. First, to clearly identify in the proposal the type of evaluation (process, output and outcome, and impact) they would be undertaking realizing that all three can be potentially

possible given a sufficient timeframe. Second, clearly indicate which data elements from the standardized list would be included in the evaluation and indicate those that are over and above what is typically collected in the CWDB warehouse. Third, a description of the methodological approach (qualitative, quantitative, mixed methods) the third-party evaluator would undertake. Lastly, and maybe the most important, include in the research design, a discussion of lessons learned that implications for future workforce development policy as well as suggestions for improving future evaluations.

The next round of third-party evaluations will focus on the HRTP/HRCC, P2E 2.0, Breaking Barriers 2.0, and RERP. Of these, only the HRTP/HRCC has been underway for a year with the rest either just beginning or yet to begin. Also, the evaluation for P2E 1.0 is nearing completion with a report due Fall 2024.

Results of the High Road evaluation will provide evidence for the efficacy of CWDB's overall High Road approach, which has been summarized in the preceding. Specifically, the evaluation will focus on efficacy of a partnership approach that brings together industry, worker representatives, educational providers, and community organizations to collaboratively address the skill needs of employers in tandem with the training and job quality needs of individual workforce participants. An interim report based on qualitative analysis will be forthcoming in late spring or early summer 2024, with final report including quantitative analysis to be finalized in 2025.

The evaluation focuses on developing a theoretical framework and attendant measures that are able to fully account for the partnership-focused workforce development approach that is summarized in California's "four-intervention" model. Doing so necessitates developing both a clear conceptualization of all posited outcomes, both participant-level and system-level (e.g. impacts on climate resilience) and attendant qualitative and quantitative metrics. For example, developing a way to measure the positive impact on local communities & student learning of a workforce training project that trains school food workers in preparing nutritious meals.

Findings are expected, in particular, to inform the development and use of system metrics (climate impacts of workforce investments; benefits to participating employers) that can in future be included in RFAs and applied to measure the efficacy of High Road programs.

Other ongoing evaluations address CWDB's targeting of interventions to specific underserved populations. These include a 2.0 evaluation of the Prison to Employment program, currently in-process. The P2E 2.0 evaluation is investigating new research questions, including identifying why program effects vary across individuals, that emerged from the P2E 1.0 evaluation. It will also extend the P2E 1.0 analysis using the latest longitudinal data as it becomes available through the course of the contract. Additionally, a 2.0 evaluation of the Breaking Barriers program will describe the following characteristics of the cohort of Breaking Barriers grantees funded under AB 628 (the second cohort): 1) organizational features (e.g., geographic areas served, location within local workforce areas, funding levels, history, staffing levels, etc.); 2) the numbers and types of individuals with high barriers to employment grantees plan to and actually do serve (i.e., target populations) under their Breaking Barriers grants; 3) the

composition of staff, including whether staff are representative of the target populations they seek to serve; and 4) the service delivery models and strategies grantees plan to use and actually implement under their grants. The evaluators also plan to compare what the grantees provide versus what was planned, and these features in comparison to grantees from the AB 1111-funded first cohort. These evaluations will yield more fine-grained insights regarding the performance of the fourth intervention type, Lifting All Workers to the High Road by removing employability barriers for the most underserved workers.

The 2.0 evaluation of CAAL-Skills workforce system data will evaluate the California workforce system as a whole. In particular, the refined and expanded research design (improved comparison groups, expanded outcome measures) is expected to provide greater insights into efficacy of those programs which could not be effectively evaluated in the 1.0 report because of their divergence from an assumed adult-unemployed-jobseeker model. A learnings memo was developed by the Labor and Workforce Development Agency to guide evaluators toward this expanded evaluation agenda. In addition, work is underway to create an interactive dashboard that will enable members of the public as well as policymakers to make informed choices about training program enrollment based on available information.

Complementary to this endeavor is work to develop data standards so that participant outcomes can be tracked and assessed with consistency across all of California's workforce development programs, as well as to ensure that demographic data (e.g., sex and gender) are reported in accordance with current scholarship and standards. Work in this area, stimulated by the SB 755 legislation that expands the data collected on workforce participants, has been ongoing since early 2023. The ultimate goal from the lessons learned from all past and current third-party evaluations is to continue refining and adjusting policy and program based on data-driven insights and establishing the CWDB approach to third-party evaluations as evidence-based practice.

Rates of labor force participation (21.6%, at least 45.3 percentage points lower than that of persons who did not have a disability) remained lower and rates of unemployment higher (10.4% compared with 4.3% in the population as a whole) for Californians with disabilities. The state's disability population is a target of numerous CWDB grant initiatives, including High Road Training Partnerships and in particular, [Breaking Barriers](#) which focuses on providing individuals with barriers to employment the services they need to enter, participate in, and complete boarder workforce preparation, training, and education programs aligned with regional labor market need.

Assessments conducted by the CWDB usually take one or both of two forms: (1) a descriptive analysis of the efficacy of the implementation of the different grants and programs; and (2) an evaluation of the impacts different grants and programs have on the workforce development system. Typically, the program assessment is either conducted by external third-party evaluators or CWDB research specialists. Whether the assessment is conducted by third-party evaluators or by CWDB research specialists, the general approach taken to answer the above questions is to undertake both quantitative and qualitative analyses, applying the most appropriate research

design using a mixed-methods statistical approach that involves a combination of in-depth interviews, surveys, document analysis, and inferential statistics.

Additionally, the CWDB research team has had in-depth and ongoing conversations with the LWDA regarding the common evaluation framework, including incorporating the Learning, Evaluation, Analysis, and Data (LEAD) principles as a framework for all the CWDB grant program evaluations. The LEAD coordination between CWDB and LWDA has produced promising results, clarifying, and streamlining a shared effort towards new and improved data reporting systems. Also, the CWDB research team has been working diligently to improve internal policies surrounding data collection and reporting procedures for all CWDB grant programs work.

The CWDB is in the process of transitioning to a Salesforce platform (Cal E-Grants) for the data capture system for all state-funded grant programs. In the past, Grantees were able to use CalJOBS to provide participant data for research and monitoring purposes. Since CalJOBS is built for reporting WIOA funded activity to the Department of Labor, it was a challenge for both CWDB staff and many of its Grantees to use for state-funded data collection. While the Cal E-Grants data modules are being built, a State Grant Data Solution (SGDS) workbook was developed as a temporary option for state-funded grants. The CalJOBS platform is to remain an option during this transitional period for state-funded grants, and a requirement for WIOA funded projects by statute.

The SGDS is in an Excel workbook format that closely resembles the CalJOBS platform and collects much of the same data. The SGDS workbook is submitted to a Secure Automated File Exchange (SAFE) platform to satisfy reporting requirements outlined by each grant. The SAFE platform can only be accessed by those that have received credentials from the CWDB. Data is entered cumulatively (to date) for each participant in the SGDS workbook and resubmitted to the SAFE platform per reporting requirements.

The decision was made to offer an interim option for grantees to transition to SGDS to provide streamlined data collection system for various CWDB departments and grantees. Since it debuted, SGDS has been a valuable tool for grantees to continuously improve their programs and services by providing a clearer picture of aggregate participant data and project outcomes. The SGDS format also allowed the CWDB to implement needed improvements within SGDS and respond directly to grantee inquiries regarding data change requests or technical issues. SGDS has been the preferred method of data collection by the CWDB until the transition to Cal E-Grants is final.

While the data collected in SGDS closely resembled the data collected in CalJOBS, using SGDS dramatically decreased the amount of time required to review multiple reports and resolve any data change requests. The CWDB provided guidance regarding how to use and submit the SGDS workbook for reporting requirements. A recorded walkthrough tutorial of the SGDS workbook and documented questions asked during live Question and Answer sessions with the research team were made available to all grantees. Also, individual meetings with the research team were

scheduled upon request after the walkthrough tutorial and the Question-and-Answer sessions had taken place.

Participant data is now expected to be reported on a quarterly basis for most of CWDB's grant programs. The CWDB has made several changes to its data collection and evaluation processes; the goal in changing these processes is to increase grantee support and quicker turnaround time on data to inform what interventions are working best for different groups. One change that has been made to CWDB reporting practices involves Quarterly Narrative Reports (QNRs), which are no longer collected. Instead, CWDB is currently piloting a new approach to QNR reporting, in which grantees meet virtually with the Program, Research, and Field teams quarterly to check-in on overall progress being made on their project and any challenges that grantees may be facing. In addition to the quarterly check-in meetings, progress reports are now required to be submitted semi-annually as a way of documenting how the project has progressed, barriers that have been encountered, lessons learned, etc. Progress reports are more similar in format to what was previously considered a QNR. Supplemental reports may also be required to be submitted for grantees using CalJOBS as their data capture system. A supplemental report captures grant-specific data that is not collected in CalJOBS in an Excel spreadsheet for reporting purposes.

The SGDS data capture system is now available for users to opt into and the CWDB recommended grantees transition into the new system. However, once a data collection system has been selected, grantees were not permitted to switch platforms during the grant term. Grantees were able to choose the CalJOBS system for data collection, with the clear understanding that inquiries and technical assistance may take longer to resolve. Once the Cal E-Grants data module becomes available, all state-funded grantees will be expected to make the transition to that data capture system. The CWDB will provide updates to grantees as they become available, and training will be provided once the Cal E-Grants data module is live. The Cal E-Grants system is anticipated to rollout in 2024.

CWDB integrates robust technical assistance into its data systems. This ensures that data-reporting stakeholders have the opportunity and support to understand reporting requirements, navigate the data systems, and troubleshoot errors or ameliorate confusions. A dedicated email inbox has been made available where stakeholders can submit their questions or concerns. Queries are then triaged and responded to by the CWDB team, generally within 24 hours of being received. Webinars and office hours are hosted at the start of each grant term and on an as-needed basis to provide additional opportunities for stakeholders to receive technical assistance.

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.

Overview of Assessment Activities July 1, 2020, through June 30, 2022

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, 2020 and June 30, 2022:

- 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 way findings and recommendations have impacted state policy and strategy is summarized in narrative that follows the assessment summaries.

Summaries of Contract Evaluation Activities

The following provides a list of ongoing program evaluation and assessment activities initiated, developed, or partially completed by the CWDB to meet state and federal legislative requirements.

Evaluation of High Road Training Partnerships (H RTP)/High Road Construction Careers (HRCC)

The CWDB contracted the University of California, Los Angeles (UCLA) Labor Center to develop an iterative research and evaluation framework that will be amended and adapted by the Research and Evaluation Team. The proposed framework is a mixed-methods, multi-sited case study of the High Road Initiative. The proposed methodological approach will entail a combination of in-depth interviews, surveys, document analysis, and inferential statistics. UCLA will formulate an H RTP/HRCC performance index based on the High Road model and develop a data strategy to ensure we have the appropriate data needed for the metrics. The evaluation began in Fall 2022 and runs through December 2025. The cost of the evaluation is \$1.4 million.

Education Stabilization Fund-Reimagine Workforce Preparation (ESF-RWP)

The CWDB applied for and received a grant from the U.S. Department of Education for further development and implementation of H RTP and HRCC. Five partnerships at the local or regional levels were awarded grants. As part of the assessment, grantees must make information available on all credentials (including badges, certificates, certifications, licenses, and degrees of all levels and types) and competencies (knowledge, skills, and abilities) achieved as a result of funding under this program publicly accessible through the use of linked open data formats that support full transparency and interoperability. The grant is expected to end March 2024. The CWDB Research team is preparing close out documents for submission to the US Department of Education, as individual grant recipients are expected to complete their work by September 2023.

Evaluation of Regional Plan Implementation

The evaluation of RPI 4.0 was completed by the [Corporation for a Skilled Workforce \(CSW\)](#) in Spring 2023. For RPI 4.0, the evaluation was conducted by using a synthesis and analysis of the qualitative data collected through a mixed method approach to develop recommendations on how to support regions and ensure connection between regional strategic thinking and local service delivery. One focus of RPI 4.0 was to ask each of the State's 15 RPUs to demonstrate measurable progress on one or more of the following four specific regional indicators:

- A process to communicate industry workforce needs to supply-side partners.
- Policies supporting equity and job quality.
- Shared target populations of emphasis.
- Shared/pooled resources to provide services, training, and education to meet target population needs.

RPUs

The associated counties of the San Joaquin Valley and the Inland Empire received more intensive technical assistance and assessment of regionally based workforce development activities. The evaluation's findings suggest that existing longstanding tensions within RPUs provided opportunities for innovation and improvement of staff capacity.

CWDB views the overall RPI evaluation process as a continuum, focusing on how the regions have evolved in their approaches to regionalism, with an eye on the eventual shift to measuring outcomes rather than processes.

This evolution can be seen through the results of the RPI 4.0 evaluation when compared to those of the RPI 3.0 evaluation. The RPI 3.0 evaluation, also conducted by CSW, outlined the initiative's progress towards standardizing and streamlining processes at the regional level. The prime example is how RPUs made efforts to coordinate their multiple local business services teams' approaches to major employers. In contrast, RPI 4.0 leveraged these process improvements to evolve the initiative's focus more towards measuring outcomes. The RPI 3.0 report is located on the [CWDB website](#).

Prison to Employment (P2E) Initiative 1.0 and 2.0

The P2E 1.0 evaluation, conducted by The University of California, Riverside (UCR) Presley Center of Crime and Justice Studies will investigate four research questions:

1. Do individuals who participate in P2E have better labor market outcomes?
2. Do individuals who participate in P2E have lower recidivism rates?
3. Does P2E promote increased equity for historically marginalized populations?
4. How well did P2E coordinate pre-release reentry services and post-release workforce services?

The first three questions will be investigated primarily through a quantitative approach, analyzing administrative data from multiple agencies to gain leverage on the causal impacts of participation in the initiative. Qualitative analysis, primarily interviews, will provide context around the first three research questions and serve as the primary method for investigating the fourth research question. The P2E 1.0 evaluation began in January 2021 and will be forthcoming in 2024. The cost of the evaluation is \$500,000.

CWDB selected UCR to conduct an evaluation of P2E 2.0. The cost of the evaluation is \$500,000, and the contract is currently in-process. The P2E 2.0 evaluation will investigate new research questions, including identifying why program effects vary across individuals, that emerged from the P2E 1.0 evaluation. It will also extend the P2E 1.0 analysis using the latest longitudinal data as it becomes available through the course of the contract.

Workforce Accelerator Fund (WAF)

In Fall 2022, CWDB Research staff completed an Implementation Report that summarized WAF grantee activities and preliminary participant outcomes. Given WAF's emphasis on innovation and creativity, the report focused on lessons learned from the earliest rounds of WAF in 2014 until the present. The report also included quantitative analysis on the latest rounds of WAF, finding strong evidence of an association between supportive services and better labor market outcomes.

Evaluation of AB 1111 State Funded Grant Program

Evaluation of the first round of the Breaking Barriers to Employment initiative was conducted by Corporation for a Skilled Workforce and Social Policy Research Associates. The study team found that, overall, grantees accomplished much of what they had set out to do, despite having started just before the onset of the COVID-19 pandemic. These programs collectively exceeded their enrollment goals, served the barriered populations intended, offered a wide range of services, met most of their self-identified program implementation goals, developed plans to sustain their programs, and identified important strategies for meeting participant needs.

Furthermore, about 50 percent of participants were employed at about six months after leaving the program, and about one-third showed measurable skill gains. That said, these early outcomes reflect only a small portion of all program participants. Also, the strength of Community Based Organization (CBO) and Local Board partnerships increased for only a small number of grantees, with co-enrollment into other workforce programs reported infrequently and primarily for programs with WDB grantees. The evaluation began in early 2020 and was completed in April 2022. The cost was \$299,990.23. The report can be found on the [CWDB website](#).

Evaluation of Prison to Employment and other reentry State-Funded Grant Program Initiatives Building on the external evaluation of the Round 1 Prison to Employment (P2E) reentry initiative, for CWDB to contact evaluation on any new reentry initiative to build upon previous evaluation efforts. To share, follow, evaluate trends emerging into new initiatives, based on baseline hypotheses research questions.

To spearhead California's efforts to promote equity and create economic opportunity for formerly incarcerated and justice-involved individuals, the Governor's 2018-19 Proposed Budget included \$37 million over three years for the P2E. P2E funds the integration of workforce and reentry services in all of California's labor regions, or RPUs. In 2019, funds were awarded to RPUs, with the greatest amounts going to where the highest numbers of formerly incarcerated and justice-involved individuals reside. The Initiative is designed to support regional planning efforts, fund RPI, and provide resources for direct services to the formerly incarcerated and other justice-involved individuals. It also sets aside specific resources for both supportive services and earn and learn activities, which were identified as a major gap by previous grantees and local service providers. P2E enrolled its first participants in October 2019, and services wrapped in March 2022. P2E also sets aside funds for an external evaluation of the program. CWDB has contracted with the Presley Center of Crime and Justice Studies at the University of California, Riverside to conduct the evaluation.

The evaluation will investigate the following research questions:

- Which programs and types of programs led to higher employment rates and higher wages for participants?
- Which programs and types of programs led to reduced inequities for historically marginalized populations?
- How well did grantees coordinate pre-release reentry services and post-release workforce services from multiple service providers? What best practices can be learned?
- What causal mechanisms may help explain answers to the above questions?

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 P2E participants; interviews and surveys of Local Workforce Development Board staff; interviews and surveys of CBO staff; quantitative analysis of related administrative and performance data. The evaluation

report will conclude after all necessary employment and wage data reaches CWDB in 2023. In September 2021, CWDB authored an Interim Report to the California Legislature on the progress of the program. The Report found that grantees had made excellent progress recruiting justice-involved and formerly incarcerated individuals into the program, with several grantees exceeding their enrollment targets a year ahead of schedule. Additionally, early indicators on co-enrollments, credential attainment, and employment and wages are promising.

Breaking Barriers to Employment 2.0 (AB 628 (Chapter 323, Statutes of 2021))

The third-party evaluation, conducted by Corporation for a Skilled Workforce and Social Policy Research Associates, will describe the following characteristics of the cohort of Breaking Barriers grantees funded under AB 628 (the **second cohort**): 1) organizational features (e.g., geographic areas served, location within local workforce areas, funding levels, history, staffing levels, etc.); 2) the numbers and types of individuals with high barriers to employment grantees plan to and actually do serve (i.e., target populations) under their Breaking Barriers grants; 3) the composition of staff, including whether staff are representative of the target populations they seek to serve; and 4) the service delivery models and strategies grantees plan to use and actually implement under their grants. The evaluators also plan to compare what the grantees provide versus what was planned, and these features in comparison to grantees from the AB 1111-funded **first cohort**. The cost of the evaluation is \$500,000.

Regional Equity and Recovery Partnerships (RERP)

CWDB selected Corporation for a Skilled Workforce to evaluate RERP. The evaluators are currently drafting their research design memo, which will focus on how the RERP initiative overall and its individual programs improve outcomes for the target populations mentioned in the solicitation and/or by the grantees, whether the partnerships and coordination between local boards and community colleges created through RERP enhance the participant experience and lead to positive outcomes, and how data systems (existing or created for RERP) and coordination contribute to the development of partnerships and improved outcomes for the target population. The evaluation is set to begin in Winter 2023 and runs through October 2025. The cost of the evaluation is \$300,000.

Most of the assessments covered in this document involve obtaining quantitative and qualitative data from core programs, state agencies, RPUs and Local Boards as well as CBOs. For RPI, P2E, and RERP, the grantees include RPUs; and for AB 1111, the grantees are a partnership between CBOs and Local Boards, with CBOs being the lead grantees. On the AJCC assessment, the CWDB and its third-party program evaluators worked with the California Workforce Association to collect qualitative data from a select group of Local Boards and quantitative data from all 45 Local Boards.

For CAAL-Skills, the data collection, research design, and outcome specifications involve several WIOA required partners and other agencies. These partners are: 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 version of the federal Temporary Assistance for Needy Families Program); CalFresh E&T (California's version of the Supplemental Nutrition Assistance Program,

Employment and Training Program); Trade Adjustment Assistance; Incumbent Worker Training accessed through the California’s Employment Training Panel program; California Division of Apprenticeship Standards (DAS)-approved apprenticeship programs; Career Technical Education programs at the California Community Colleges; and rehabilitative programs at the California Department of Corrections and Rehabilitation and the Prison Industry Authority.

Based on preliminary unpublished findings from the assessments, California will do the following:

- To perform research and evaluation more effectively and efficiently, the CWDB has put in place an internal Research and Evaluation Team, who are Ph.D. trained social scientists and well-versed in the techniques and tools to conduct full-scale evaluations. Prior to hiring these researchers, the CWDB either worked with third-party evaluators, or at a minimum, provided technical assistance regarding data collection for compliance purposes. Therefore, the state will separate technical assistance tasks from assessment and evaluation, which will be critical for developing and implementing evidence-based research designs.
- To promote public transparency of workforce data, the CWDB is developing a user-friendly public web portal. The web portal will be a .Net web application that communicates initially with the CAAL-Skills databases and then more broadly with other state and federally funded grants, which should enable the public to access the CWDB’s reporting information without any latency. The CAAL-Skills version of the public web portal is a federally mandated high priority and requires the environment and the existing data to be migrated to cloud.
- The CWDB will continue to refine its role as the point agency for facilitating multi-departmental, interagency data sharing designed to display the analysis of labor market outcome data for workforce, education, and related human service program participants, thus serving as a prime repository for forthcoming education and workforce development projects.

Evaluation of America’s Job Centers of California

The AJCC evaluation is a mixed-methods evaluation of the statewide AJCC system, focused on identifying determinants of success for participants in the Title I Adults and Dislocated Workers Program. The evaluation was conducted by Corporation for a Skilled Workforce and the Ray Marshall Center at the University of Texas, Austin. The quantitative evaluation utilizes participant service data from 2016 to 2020, while the qualitative evaluation relies on in-depth case studies (interviews and focus groups with staff, local leaders, and participants) based on a sample of Local Boards that has been selected for diversity of service approaches, economic and geographic conditions, and outcomes. Both the quantitative and qualitative evaluation address different aspects of the same question: “which interventions in AJCC design and service approach produce greatest benefits for participants?” The set of interventions considered includes: AJCC service delivery model type; the political jurisdiction in which a Local Board sits; relative expenditures on service and non-service costs; and the mix of services offered. The AJCC evaluation began in November 2020 and was completed in Spring 2022. The cost of the evaluation was \$750,000. The report can be found on the [CWDB website](#).

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

As part of its efforts to facilitate comprehensive program evaluation, the CWDB launched the CAAL-Skills workforce data initiative in August of 2016. Development and implementation of the initiative is continuously ongoing and aims to fulfill the following objectives:

- Compliance with the WIOA which requires that the state’s workforce system be data-driven and evidence-based.
- Compliance with AB 2148 (K. Mullin, Chapter 385, Statutes of 2014) and AB 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 at Employment Development Department
- WIOA Title I Dislocated Worker at Employment Development Department
- WIOA Title I Youth at Employment Development Department
- WIOA Title II at Department of Education
- WIOA Title III Wagner-Peyser at Employment Development Department
- WIOA Title IV at Department of Rehabilitation
- CalWORKs (California’s TANF program) at Department of Social Services
- CalFresh (California’s SNAP E&T program) at Department of Social Services
- Trade Adjustment Assistance at Employment Development Department

CAAL-Skills Workforce Metrics Dashboard Report 2022The 2022 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, DAS-approved apprenticeship programs, and the California Community College system’s Career Technical Education programs.

The dashboard report provides 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 is displayed using a standard set of tables and graphs that organizes credential attainment and labor market outcome data by race, ethnicity, sex / gender, age group, veteran status, 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.

CAAL-Skills Workforce Metrics Dashboard Report 2025

The 2025 Workforce Metrics Dashboard Report will summarize and graphically display credential attainment, employment, and wage data for WIOA Core Programs, CalWORKs, CalFresh, the Trade Adjustment Assistance program, the Employment Training Panel's State-Funded Incumbent Worker Training program, DAS-approved apprenticeship programs, 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.

The 2025 Workforce Metrics Dashboard Report will be the second Workforce Metrics Dashboard Report to utilize CAAL-Skills data. Once complete the dashboard report will provide descriptive statistics on aggregate outcomes for individuals who exited participating programs in State Fiscal Years 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23 (which run from July 1 to June 30 each year). CAAL-Skills will publish subsequent Workforce Metrics Dashboard Reports annually.

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 race, ethnicity, sex / gender, age group, veteran status, 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.

Draft tables and accompanying narratives for the 2025 Workforce Metrics Dashboard Report have yet to be developed as the CAAL-Skills technical team is currently focused on system modernization efforts and has yet to request, receive, merge, cleanse, and prepare the relevant source data of participating programs. Once completed, these modernization efforts will facilitate the creation and publication of subsequent Workforce Metrics Dashboard Reports annually.

CAAL-Skills 1.0 Evaluation

Proper program evaluation requires the use of sophisticated statistical methods to control for factors other than participant services when explaining individual labor market outcomes. Accordingly, California has partnered 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. The CWDB awarded the California Policy Lab 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 evaluation employed a non-experimental design where training recipients were “matched” with similar-at-entry individuals drawn, in most cases, from the recipients of minimal services under the *Title III Wagner-Peyser* program. Comparison groups were created at a sophisticated level of precision, using state-of-the-art techniques to match individuals based on demographic (race, ethnicity, gender) criteria as well as the local labor markets into which they enter. This approach enabled researchers to isolate the impacts from training on labor market outcomes, which is typically challenging in the absence of an experimental model.

Programs included in the study are as follows: the WIOA Core Programs, CalWORKs (California’s TANF program), the Trade Adjustment Assistance program, the Employment Training Panel’s State-Funded Incumbent Worker Training program, DAS-approved apprenticeship programs, and the California Community College system’s Career Technical Education programs.

Highlighted results include strong findings that training under the *Title I Adult and Dislocated Worker* programs produces statistically significant and economically meaningful positive impacts upon the likelihood of becoming employed and individuals’ earnings. In the Title I Adult program, receiving training services increased the likelihood of employment by nearly 10 percent. Training recipients in this program earned close to 30 percent (+\$1,351) more per quarter compared with members of the untrained comparison group. Both male and female trainees experienced similar advantages.

In the *Title I Dislocated Worker* program, training increased employment by nearly 12 percent. Trainees saw an earnings advantage of 20 percent higher wages compared with the non-trainees group.

Training under DAS-approved apprenticeship programs was also found to produce large increases in quarterly employment and earnings for participants relative to the comparison group of non-trainees. Trainees were about 6 percent more likely to be employed, and experienced positive wage gains of nearly 33 percent compared with non-trainees.

Positive impacts on employment and/or earnings were found for several other programs in the evaluation, at either a conclusive or suggestive level of evidence.

These findings are consistent with an expanding body of literature that links social stratification to human capital development, levels and educational attainment 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 on-the-job training 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. It also suggests that investment in appropriate training programs (directly related to regional labor market dynamics) and the provision of supportive services to ensure participants complete their training and earn an industry recognized credential are important means for fighting poverty.

An initial draft of the evaluation report (“CAAL-Skills: Study of Workforce Programs in California”) was produced in July 2021 and submitted to the CWDB and data-sharing partners in early August. Between August and early September 2021, researchers from the California Policy Lab presented findings to the CAAL-Skills data-sharing partners. The final report was published in 2022 along with a policy brief version of findings for a generalist audience.

The State is hesitant to draw firm and 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, as it was the first of its kind and was seen primarily as a prototype for evaluating workforce developments across several different state agencies. California will continue partnering with the California Policy Lab to build out a more robust CAAL-Skills 2.0 evaluation.

Summary Findings from Other Evaluations

Beyond CAAL-Skills, and based on the findings and recommendations from the other assessments, California will:

- 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 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.
- 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 increase grant periods for services, so as to encourage more attention to the medium- and longer-term upward mobility of program participants post-exit.

The next round of third-party evaluations will focus on the HRTP/HRCC, P2E 2.0, Breaking Barriers 2.0, and RERP. Of these, only the HRTP/HRCC has been underway for a year with the rest either just beginning or yet to begin. Also, the evaluation for P2E 1.0 is nearing completion with a report due Fall 2024.

Description of Substantive Findings and Policy Strategy

Results of the High Road evaluation will provide evidence for the efficacy of CWDB's overall High Road approach, which has been summarized in the preceding. Specifically, the evaluation will focus on efficacy of a partnership approach that brings together industry, worker representatives, educational providers, and community organizations to collaboratively address the skill needs of employers in tandem with the training and job quality needs of individual workforce participants. An interim report based on qualitative analysis will be forthcoming in late spring or early summer 2024, with final report including quantitative analysis to be finalized in 2025.

The evaluation focuses on developing a theoretical framework and attendant measures that are able to fully account for the partnership-focused workforce development approach that is summarized in California's "four-intervention" model. Doing so necessitates developing both a clear conceptualization of all posited outcomes, both participant-level and system-level (e.g. impacts on climate resilience) and attendant qualitative and quantitative metrics. For example, developing a way to measure the positive impact on local communities & student learning of a workforce training project that trains school food workers in preparing nutritious meals.

Findings are expected to inform the development and use of system metrics (climate impacts of workforce investments; benefits to participating employers) that can in future be included in RFAs and applied to measure the efficacy of High Road programs.

Other ongoing evaluations address CWDB's targeting of interventions to specific underserved populations. These include a 2.0 evaluation of the Prison to Employment program, currently in-process. The P2E 2.0 evaluation is investigating new research questions, including identifying why program effects vary across individuals, that emerged from the P2E 1.0 evaluation. It will also extend the P2E 1.0 analysis using the latest longitudinal data as it becomes available through the course of the contract. Additionally, a 2.0 evaluation of the Breaking Barriers program will describe the following characteristics of the cohort of Breaking Barriers grantees funded under AB 628 (the second cohort): 1) organizational features (e.g., geographic areas served, location within local workforce areas, funding levels, history, staffing levels, etc.); 2) the numbers and types of individuals with high barriers to employment grantees plan to and actually do serve (i.e., target populations) under their Breaking Barriers grants; 3) the composition of staff, including whether staff are representative of the target populations they seek to serve; and 4) the service delivery models and strategies grantees plan to use and actually implement under their grants. The evaluators also plan to compare what the grantees provide versus what was planned, and these features in comparison to grantees from the AB 1111-funded first cohort. These evaluations will yield more fine-grained insights regarding the performance of the fourth intervention type, Lifting All Workers to the High Road by removing employability barriers for the most underserved workers.

The 2.0 evaluation of CAAL-Skills workforce system data will evaluate the California workforce system as a whole. In particular, the refined and expanded research design (improved comparison groups, expanded outcome measures) is expected to provide greater insights into efficacy of those programs which could not be effectively evaluated in the 1.0 report because of their divergence from an assumed adult-unemployed-jobseeker model. A learnings memo was developed by the Labor and Workforce Development Agency to guide evaluators toward this expanded evaluation agenda. In addition, work is underway to create an interactive dashboard that will enable members of the public as well as policymakers to make informed choices about training program enrollment based on available information.

While each of the completed and ongoing evaluations have specific conclusions and implications, the general observations to be made here is that there was need to standardize program elements, refine technical assistance particularly around data collection and reporting, and develop a common research design framework. Going forward, all state-funded grant program data will be entered into a single data warehouse (the CAL-E-Grants system) with common data elements and specifications. CWDB Research and Evaluation Staff are developing a variety of supporting documents for use by grantees for data collection, reporting, and validation.

CWDB Research and Evaluation Staff have asked third-party evaluators, at a minimum, to indicate up front in their submitted research design the following. First, to clearly identify in the proposal the type of evaluation (process, output and outcome, and impact) they would be undertaking realizing that all three can be potentially possible given a sufficient timeframe. Second, clearly indicate which data elements from the standardized list would be included in the evaluation and indicate those that are over and above what is typically collected in the CWDB warehouse. Third, a description of the methodological approach (qualitative, quantitative, mixed methods) the third-party evaluator would undertake. Fourth, and maybe the most important, include in the research design, a discussion of lessons learned that implications for future workforce development policy as well as suggestions for improving future evaluations.

Complementary to this endeavor is work to develop data standards so that participant outcomes can be tracked and assessed with consistency across all of California's workforce development programs, as well as to ensure that demographic data (e.g., sex and gender) are reported in accordance with current scholarship and standards. Work in this area, stimulated by the SB 755 legislation that expands the data collected on workforce participants, has been ongoing since early 2023. The ultimate goal from the lessons learned from all past and current third-party evaluations is to continue refining and adjusting policy and program based on data-driven insights and establishing the CWDB approach to third-party evaluations as evidence-based practice.

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. The State will also continue to invest in regional initiatives that build regional skills infrastructure while encouraging broad and inclusive local and regional partnerships focused on customer-centered service delivery.

In sum, it is important to note that completed and ongoing 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.

AJCC Certification

As outlined in [Workforce Services Directive WSD23-05](#), 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.

The WIOA outlines three key requirements for AJCC certification:

1. Effectiveness of the AJCC
2. Physical and programmatic accessibility for individuals with disabilities
3. 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 service.

[Workforce Services Directive WSD23-05](#) provides guidance and establishes the procedures regarding certification of comprehensive, affiliate, and specialized America's Job Center of California locations.

In accordance with WIOA Section 121(g), Local Boards must select an evaluation panel to perform an independent and objective evaluation of the AJCCs in their Local Areas once every three years using criteria and procedures established by the CWDB. The Local Board can add additional certification criteria tailored to the needs of their Local Area, but they may not remove or replace any of the federal or state criteria.

The certification process for comprehensive, affiliate, and specialized AJCCs will be conducted during Program Year (PY) 2024-25 and take effect January 1, 2025.

Baseline AJCC Certification Process

The baseline AJCC certification process ensures that every comprehensive, specialized, and affiliate AJCC complies with key WIOA statutory and regulatory requirements. It is important to note that this is an individualized process; it will not be used to compare or rank one AJCC or Local Board against another AJCC or Local Board.

Comprehensive AJCC Baseline Certification

The following requirements must be met to certify an AJCC as comprehensive:

1. Each Local Board and partner within the comprehensive AJCC have a signed and implemented Memorandum of Understanding (MOU) with the Local Board meeting the requirements in the WIOA Memorandums of Understanding directive (WSD18-12).
2. The AJCC has implemented the board-defined roles and responsibilities of the AJCC Operator and Title I Adult and Dislocated Worker Career Services Provider as indicated in the Selection of AJCC Operators and Career Services Providers directive (WSD22-13).
3. The AJCC complies with equal opportunity for individuals with disabilities in accordance with the ADA, WIOA Section 188, Title 29 CFR Part 38, WIOA Joint Final Rule Section 678.800, and all other applicable federal and state guidance.
4. The AJCC meets all regulatory requirements to be considered a comprehensive AJCC as identified in the WIOA Joint Final Rule Section 678.305.

Affiliate and Specialized AJCC Baseline Certification

The following requirements must be met to certify an AJCC as an affiliate or specialized:

1. Each Local Board and partner within an affiliate or specialized AJCC have a signed and implemented MOU with the Local Board meeting the requirements in the WIOA Memorandums of Understanding directive (WSD18-12).
2. The AJCC complies with equal opportunity for individuals with disabilities in accordance with the ADA, WIOA Section 188, Title 29 CFR Part 38, WIOA Joint Final Rule Section 678.800, and all other applicable federal and state guidance.
3. Meets all regulatory requirements to be considered an affiliate or specialized AJCC as identified in the WIOA Joint Final Rule Sections 678.300(d)(3), 678.310, and 678.320.

AJCC Certification Indicator Assessment

To highlight areas where AJCCs can continuously improve their service delivery, the AJCC Certification Workgroup identified seven AJCC Certification Indicators to measure continuous improvement for all AJCCs. These seven indicators will continue to be utilized to establish consistency throughout the Local Areas.

The AJCC Certification Indicators are as follows:

1. The AJCC ensures universal access, emphasizing individuals with barriers to employment.
2. The AJCC actively supports the One-Stop system through effective partnerships.
3. The AJCC provides integrated, customer-centered services.
4. The AJCC is an on-ramp for skill development and attaining industry-recognized credentials that meet the needs of targeted regional sectors and career pathways.

5. The AJCC actively engages industry and labor and supports regional sector strategies through an integrated business services strategy focusing on quality jobs.
6. The AJCC has high-quality, well-informed, and cross-trained staff.
7. The AJCC achieves business results through data-driven continuous improvement.

The AJCC Certification Indicator Assessment describes each certification indicator along with examples of criteria. The assessment requires a complete rationale for each certification indicator provided. The Local Board may establish additional criteria or set higher standards for continuous improvement than those listed above. The Local Boards must submit a completed AJCC Certification Indicator Assessment to their Regional Advisor by November 1, 2024.

AJCC Continuous Improvement Plan

Once the AJCC Certification Indicator Assessment is completed, the Local Board must use the recommendations and evaluations from the assessment to create a Continuous Improvement Plan for the AJCC. Since Local Boards oversee the AJCC system within the Local Workforce Development Area, the AJCC Continuous Improvement Plan should be developed locally in coordination with the Local Board AJCC Operator and in alignment with the agreed upon goals and objectives within the established Regional and Local Plans and MOUs to drive continuous improvement for the AJCC system. The continuous improvement plan does not need to be submitted with the Baseline Criteria Matrix and the AJCC Certification Indicator Assessment. Since the goal is for Local Boards to work with each of their comprehensive, affiliate, and specialized AJCCs to continually improve and progress within each AJCC Certification Indicator, all Local Boards must attest to developing the Continuous Improvement Plan with target dates with the AJCC. The Continuous Improvement Plan must be completed by December 31, 2024. Local Boards are encouraged to note the changes that have taken place in the form of virtual services due to COVID-19. Additionally, Local Boards may use the Continuous Improvement Plan to highlight key procedural changes that have occurred as a result of the pandemic and how those changes have been beneficial to the AJCC's continuous improvement.

Local Board Certification Process

The Local Boards may choose to use staff, the AJCC Operator (unless it's the Local Board), a subcommittee, or a neutral third-party to conduct the open, independent evaluation of each comprehensive, affiliate, and specialized AJCC. Based on those evaluations, the individual(s) or entity that conducts the independent review can provide recommendations to the Local Board regarding the certification status and continuous improvement strategies.

However, the Local Board must officially decide and submit the AJCC Baseline Criteria Matrix and accompanying AJCC Certification Indicator Assessment for each of the comprehensive, specialized, and affiliate AJCCs in the Local Area. To avoid potential conflicts of interest, the entity that conducts the evaluations cannot be an AJCC program partner or a Title I Adult and Dislocated Worker Career Services Provider. If a Local Board contracts with a provider to serve as both the AJCC Operator and the Title I Adult and Dislocated Worker Career Services provider, that entity is also not allowed to conduct the evaluation. However, if a Local Board has been approved by the Governor to also act as the Title I Adult and Dislocated Worker Career Services

Provider, Local Board staff may conduct the evaluation so long as there are clear and robust firewalls in place that separate the Local Board staff who work in the AJCCs from the Local Board staff who would be conducting the evaluations of those AJCCs. In this case, the CWDB may request additional information and documentation from the Local Board to verify that the firewalls are substantive enough to remove potential conflicts or biases.

The Local Board must also retain adequate supporting documentation of their certification determination for each AJCC. This includes, but is not limited to, ADA compliance monitoring reports, MOUs, procedure manuals, questionnaires, surveys, interview notes from customers, partners, or staff, and performance information used during the certification process. Certification documentation may be requested by the Department of Labor, the CWDB, or the EDD to substantiate a certification decision. Although not required, AJCC staff may want to conduct an initial self-assessment prior to the Local Board's evaluation. A self-assessment is a helpful tool that can assist the AJCC in addressing potential compliance issues or areas of improvement prior to the Local Board's certification decision. A self-assessment is not an independent and objective evaluation. It cannot be used in lieu of the Local Board's (or official designee's) evaluation.

CWDB Certification Process

As required by the WIOA Joint Final Rule Section 678.800, when the Governor approves a Local Board to serve as the AJCC Operator, the CWDB must certify the AJCC(s) where the Local Board is the AJCC's Operator. Prior to the CWDB's certification process, the Local Board must conduct an initial self-assessment for certification for all comprehensive, affiliate, and specialized AJCCs using the Baseline Criteria Matrix and complete an AJCC Certification Indicator Assessment. The Local Board must submit the Baseline Criteria Matrix and the AJCC Certification Indicator Assessment by November 1, 2024, to their Regional Advisor. The CWDB will review certification packets for the certification status of each comprehensive, affiliate, and specialized AJCC by December 15, 2024.

Submissions

Local Boards must electronically submit their Baseline Criteria Matrix and AJCC Certification Indicator Assessment via email to their Regional Advisor. The Local Board Director must sign the Baseline Criteria Matrix and AJCC Certification Indicator Assessment to attest to the Local Board's approval of each comprehensive and affiliate/specialized AJCC's certification level and agreement to develop a Continuous Improvement Plan with target dates with the AJCCs.

Evaluation of Regional Plan Implementation

The evaluation of RPI 4.0 was completed by the [Corporation for a Skilled Workforce \(CSW\)](#) in Spring 2023. For RPI 4.0, the evaluation was conducted by using a synthesis and analysis of the qualitative data collected through a mixed method approach to develop recommendations on how to support regions and ensure connection between regional strategic thinking and local service delivery. One focus of RPI 4.0 was to ask each of the State's 15 RPUs to demonstrate measurable progress on one or more of the following four specific regional indicators:

- A process to communicate industry workforce needs to supply-side partners.
- Policies supporting equity and job quality.
- Shared target populations of emphasis.
- Shared/pooled resources to provide services, training, and education to meet target population needs.

The RPUs were presented with the regional indicators and were asked to conduct a self-assessment on at least one of the indicators. Clarity around RPI 4.0 Indicators was the most prominent challenge to overcome. Additionally, two RPUs: the associated counties of the San Joaquin Valley and the Inland Empire received more intensive technical assistance and assessment of regionally-based workforce development activities. The evaluation’s findings suggest that existing longstanding tensions within RPUs provided opportunities for innovation and improvement of staff capacity.

CWDB views the overall RPI evaluation process as a continuum, focusing on how the regions have evolved in their approaches to regionalism, with an eye on the eventual shift to measuring outcomes rather than processes.

This evolution can be seen through the results of the RPI 4.0 evaluation when compared to those of the RPI 3.0 evaluation. The RPI 3.0 evaluation, also conducted by CSW, outlined the initiative’s progress towards standardizing and streamlining processes at the regional level. The prime example is how RPUs made efforts to coordinate their multiple local business services teams’ approaches to major employers. In contrast, RPI 4.0 leveraged these process improvements to evolve the initiative’s focus more towards measuring outcomes. The RPI 3.0 report can be found on the [CWDB website](#).

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 based on 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 based on 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 based on 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 based on 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 based on 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 based on 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 based on 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 based on 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 based on 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 based on 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 must 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 request for application 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.

Title I and Title III

The CalJOBSSM 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 CalJOBSSM 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 CalJOBSSM 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 of 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 daily 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.

To establish the CAAL-Skills data system, CWDB established data sharing agreements, including an overarching CAAL-Skills memorandum of understanding (MOU), associated approved business use case, data specification documents, and data processing contracts, with a wide variety of workforce training partners. These partnerships extend well beyond those programs specifically mandated by UIC § 14013 and ensure data sharing and matching between confidential participant and wage data. This allows for the performance analysis and reporting to examine impacts on medium- and longer-term employment and earnings.

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 for Department of Social Services (Napa, Monterey, Stanislaus)

The CAAL-Skills data system includes participant-level information used to systematically link individuals across the workforce system, between participating programs, and to outcome data, including employment, wage, and credential attainment information. This data system allows for analysis and reporting at the aggregate level and various disaggregation, including program, year, participant characteristic, and region.

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 currently include an electronic interface with other longitudinal data systems. 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.

CWDB is in the process of developing the CAAL-Skills web portal and establishing the infrastructure to facilitate the exchange of data securely with other systems using the DOL grant fund.

Currently, the CAAL-Skills team is primarily focused on modernization efforts to migrate data to a secure, cloud-based environment and strengthen analysis and reporting through development of an interactive public dashboard.

CAAL-Skills is in the process of migrating the project to a tier 2 data center on the Cloud. Amazon Web Services (AWS) Cloud will be utilized to migrate the data. All the security controls specified in the NIST-800 and FIPS-199 will be followed to encrypt, secure, and provide access to the CAAL-Skills data.

CWDB is in the process of developing the CAAL-Skills web portal and establishing the infrastructure to facilitate the intake of data securely from other systems using the DOL grant fund i.e. Workforce Development Quality Initiative (WDQI).

WDQI tremendously helped the CWDB to initiate the CAAL-Skills project, in response to federal and state legislative requirements, to provide data driven reporting on the effectiveness of the California workforce development system. The funding played a crucial role in supporting CAAL-Skills to successfully implement a very sophisticated baseline environment in the cloud

platform and to re-design the legacy CAAL-Skills database to implement a common data structure and accommodate uniform data elements from all data-sharing partners. It is important to note that CAAL-Skills is a data repository and reporting system rather than a data collection system. Central to the data sharing agreement structure that governs CAAL-Skills is the overarching principle that reporting data is only presented at an aggregate level. The nature of CAAL-Skills workforce data, which includes the PII details of Participants, and due to the legislative mandate constrains CAAL-Skills workforce data can be presented externally in its aggregate form and hence sharing of the data is not possible. In summary, the CAAL-Skills System itself is being completely reengineered to allow for increased consistency among partner data and more flexibility with respect to changes in partner data collection strategies. It is anticipated that this reengineering will move the entire system to the cloud and will be complete by December 2024.

Progress to Common Intake

The CWDB utilize Cal E Grants across multiple providers to collect participant data. The CWDB Cal E Grants system is still being built for case management purposes. Currently its capabilities for grantees include progress reporting, participant data collection, and invoicing. Once fully functional for case management, the CWDB will create a common intake form and process and procedures guidance for the field. The CWDB anticipates that both of these deliverables will be finalized by the Modification, and therefore this criterion will be built out at that time.

Current Common Exit Policy

The state currently has a common exit policy that includes the following programs: Title I Adult, Title I Dislocated Worker, Title I Youth, Title III Wagner-Peyser, National Dislocated Worker Grants, Jobs for Veterans State Grant (JVSG), Trade Adjustment Assistance (TAA), and the Section 167 National Farmworker Jobs Program grantees who use CalJOBSSM – Service Employment Redevelopment, West Hills Community College District, California Human Development and Employers Training Resource.

The state's case management system, CalJOBSSM, considers all these programs and automatically applies a common program exit when the participant has not received a qualifying service for 90 consecutive calendar days from any programs to which the common exit policy applies, and no future services are planned. When a common exit is applied, the system retroactively sets the program exit date to the date of the last qualifying service provided to the program participant. CalJOBSSM does not include self-service, information-only activities, or follow-up services when determining the common exit date.

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 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 second and fourth quarters 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 (SSNs) 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 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 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 adjust 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

FERPA protects the privacy of student education records and applies to all schools that receive funds under an applicable program of the United States Department of Education. Generally, schools must have written permission from the parent or legal guardian 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 unemployment insurance 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 to monitor the performance outcomes required under WIOA Section 116.

CAAL-Skills

Since the CAAL-Skills project involves data from multiple government partners, along with crafting data sharing agreements that adhere to all federal and state confidentiality 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 using 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 using 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.

CAAL-Skills is in the process of migrating the project to a tier 2 data center on the Cloud. Amazon Web Services (AWS) Cloud will be utilized to migrate the data. All the security controls specified in the NIST-800 and FIPS-199 will be followed to encrypt, secure, and provide access to the CAAL-Skills data.

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 comply with WIOA eligibility requirements including 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, Jobs for Veterans State Grants (JVSG) staff, and USDOL-VETS are available to provide technical assistance when requested.

Applying Priority of Service

Applying priority of service varies depending on the eligibility requirements of the program.

There are four basic categories of DOL-funded programs:

1. Universal access programs.
2. Programs that require participants to meet specified eligibility criteria.
3. Programs with statutory priorities.
4. 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 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 (VSN) 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 Disabled Veterans' Outreach Program (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 AJCCSM, 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 be required 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 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 because 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.

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 DOR 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 and awarded each RPU funds to implement capacity building and professional development for front line staff. Local Boards within each RPU worked collaboratively to hire/designate a Regional Organizer (RO) to coordinate the implementation of the RPU's Regional Training Plan.

At the State level, the Collaborative Statewide Training Team (CSTT) was established with membership from the CWDB, EDD, DOR, and CWA. This team meets bi-monthly to develop a shared calendar of professional development and training opportunities and coordinate efforts to train workforce staff and partners. As part of the CSTT efforts the following disability-related trainings were delivered by DOR throughout California:

- Disability Awareness and Sensitivity Training (e.g. disability etiquette and diversity training)
- Program Services (e.g. Americans with Disabilities Act (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)
- Accessible Microsoft Office Documents
- Accessible PDF Documents 2.1
- Working with Individuals with Hidden Disabilities
- Practical Solutions to Reasonable Accommodations

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 can 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.

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.

1. 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.
2. Preliminary information will be reviewed prior to the onsite visit to help identify potential items to be addressed during the onsite compliance monitoring review.
3. The onsite monitoring review will determine compliance with the WIOA nondiscrimination and equal opportunity requirements.
4. 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.
5. 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:

- Assessing 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.

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 recently updated its 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, justice-involved people, 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. California will continue to seek opportunities to reduce administrative barriers to WIOA and Wagner-Peyser services, as directed by the recent guidance issued by the Employment and Training Administration ([TEGL 10-23](#)).

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 board 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 administering 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.
5. (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.
6. 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.
7. 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).
8. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable.
9. 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.

10. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs.
11. The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA).
12. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate and
13. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.