



Unified Strategic Workforce Development Plan Modification

Operational Elements 2026-2027

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

III.a.1. Describe how the State board will implement its functions under section 101(d) of WIOA (i.e., provide a description of Board operational structures and decision-making processes to ensure such functions are carried out).

The California Workforce Development Board (CWDB) is responsible for the development, oversight, and continuous improvement of California’s workforce development system. The members of the CWDB, which primarily 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 reports to the Governor through the Chair of the CWDB, the Secretary of the Labor and Workforce Development Agency, and the Executive Director of the CWDB, and CWDB members and staff provide oversight to ensure that policy recommendations are consistent with the Governor’s vision for the state.

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 practitioners. 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 Workforce Innovation and Opportunity Act 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 resilience strategies into multiple sectors. Under this structure, the CWDB will continue to operate as a continuous improvement entity, by reviewing programs

and policies and working with partners to develop implementation strategies that foster the California Unified Strategic Workforce Development Plan policy objectives.

Implementation of State Strategy

Core Program Activities to Implement the State's Strategy

III.a.2.A. Describe the activities the entities carrying out the respective core programs will fund to implement the State's strategies. Also, describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies, as appropriate.

Strategic Co-Enrollment – Unified Plan Partners

On February 12, 2020, the California Workforce Development Board (CWDB) and the Employment Development Department (EDD) released Workforce Services Directive [\(WSD\) 19-09](#), *Strategic Co-enrollment – Unified Plan Partners*. This joint policy to promote strategic co-enrollment was developed in coordination with the following California state departments: California Department of Social Services, the Department of Rehabilitation, the Department of Education, and the California Community College's Chancellor's Office. This workgroup was formed in 2018 to develop guidance on how workforce system partners can collaborate, as the Workforce Innovation and Opportunity Act (WIOA) places a strong emphasis on planning and implementation across multiple partner programs to ensure alignment in service delivery. By supporting progressive skills development through education and training programs, and by using multiple entry and exit points, each level of skills development corresponds with labor market gains for those being trained or educated. Further, the policy promotes equitable access to services by widely and consistently communicating opportunities for internships and workforce investments with local and regional partnerships to leverage and maximize investment to create greater opportunities for all Californians.

Department of Rehabilitation (DOR)

The DOR works in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living, and equality for individuals with disabilities. As outlined in Workforce Services Information Notice [\(WSIN\) 05-03](#), the EDD, in coordination with the DOR, launched the DOR/America's Job Center of California (AJCC) Collaboration project in August of 2025. This initiative brings together Local Workforce Development Areas in partnership with their local DOR field offices to participate in a collaborative project that will enhance services to people with disabilities in AJCCs. Funded projects will work toward lasting systems change that results in increased collaboration between WIOA Titles I and IV programs, and increase employment and career advancement for individuals with disabilities.

California Work Opportunity and Responsibility to Kids (CalWORKs)

CalWORKs is a welfare program that gives cash aid and services to eligible California families in need. The program serves all 58 counties in the state and is operated locally by county welfare departments.

Adults participating in CalWORKs, unless exempt, are required to participate in the Welfare-to-Work (WTW) program as a condition of aid; requirements are 20, 30 or 35 weekly work hours, depending on the family configuration. CalWORKs offers a wide array of employment, training and barrier removal activities and supports to help families build resiliency and ultimately become self-sufficient. The 2025 California budget included a package of reforms to the CalWORKs program, known as “CalWORKs Reimagine,” that adopts a more participant directed approach to the provision of WTW services—investing not just in employment requirements, but also in services that strengthen family stability and overall well-being. These reforms represent a dramatic shift in the caseworker-participant relationship that provides families more agency to design a WTW intervention that suits their needs and goals. CalWORKs has a robust subsidized employment program and has substantial flexibility in the types of services it can provide. CalWORKs has an existing relationship with community colleges to provide support for CalWORKs recipients enrolled in academic and career pathway programs. While maintaining the work-first policies of the federal Temporary Assistance for Needy Families (TANF) program, recent changes in CalWORKs have increased the emphasis toward a work-focused, skills attainment, and barrier removal agenda to ensure that TANF recipients are positioned to achieve long-term successful outcomes and upward mobility.

CalFresh Employment & Training (E&T)

CalFresh E&T is state supervised and administered voluntarily by County Welfare Departments (CWD). Participation in CalFresh E&T is voluntary and does not impact CalFresh household benefits. Activities include case management, supervised job search, education, work experience (both subsidized and unsubsidized), and job retention. Supportive services are provided to participants when necessary and directly related to participation in the program. The program is supported by limited federal funds; however, providers are eligible to receive a 50 percent reimbursement on any non-federal funds used for program administration or provision of supportive services. Uniquely, tribal governments and organizations using non-federal funds are eligible for a 75 percent reimbursement of those funds.

To be eligible to participate in CalFresh E&T, an individual must be at least 16 years of age (note: a person aged 16 or 17 who is not the head of household, or who is attending school, or enrolled in an employment and training program on at least a half-time basis cannot participate); in receipt of federally funded CalFresh food assistance benefits; and not subject to any work requirement under Title IV of the Social Security Act (including CalWORKs). Participant eligibility is determined if they are at least 16 years of age, in receipt of federally funded CalFresh food assistance benefits and not subject to any work requirement under Title IV of the Social Security Act, such as through the CalWORKs program.

CWDs have the autonomy to design programs around CalFresh E&T components and activities, population characteristics, in-demand occupations, service providers, and available funding

sources. Services may be provided directly by the CWD or through partner entities with which they have an agreement. Populations typically provided services include Able Bodied Adults Without Dependents, some of which may be subject to work requirements and must engage in a work activity to maintain benefits, students, timed-out CalWORKs participants, English language learners, individuals experiencing homelessness, and justice-involved and formerly incarcerated individuals.

Program administrators have flexibility in the design of their respective CalFresh E&T program. Definitions and descriptions of program activities and services often align with WIOA language to facilitate program coordination. Non-federal funds spent on program administration or supportive services are eligible for a 50 percent reimbursement that can be reinvested into programs for further reimbursement. Local WIOA programs can offer California Department of Social Services programs access to workforce development best practices, service provider networks, and partnership and service delivery models. Programs can differ widely between counties which can cause a lack of consistency in service quality and program reach. Through localized efforts and partner program integration, resources such as funding, infrastructure, and supportive services can be maximized and raise the standard of workforce development resources consistently across local areas.

Department of Child Support Services (DCSS)

Local Workforce Development Boards (Local Boards) and Local Child Support Agencies (LCSA) work together to provide supportive services to person ordered to pay support (PPS) to support job retention by braiding resources and utilizing cross-sector services and funding. DCSS created Workforce Development Queries (Q-1490 and Q-1506) that are available on the LCSA secure website. These queries can be utilized by LCSAs to locate participants that will benefit from this partnership.

- Q-1490: Contains information regarding unemployed and underemployed PPS.
- Q-1506: Contains an active PPS count, this query was requested to capture data for California's Unified Strategic Workforce Development Plan.

California Department of Aging

The Senior Community Services Employment Program (SCSEP) provides eligible individuals part-time, subsidized job training through community service assignments at non-profit organizations or governmental entities. SCSEP aims to foster individual economic self-sufficiency and increase the number of persons who may benefit from unsubsidized employment in both public and private sectors, as well as strengthen self-sufficiency and provide support to organizations that benefit from increased civic engagement. As the only federally mandated job training program targeted toward serving low-income workers ages 55 years and older, SCSEP serves a dual purpose – as a training program for low-income older workers and a source of subsidized staff trainees for community-based organizations. California's Master Plan for Aging outlines five bold goals and 23 strategies to build a California for All Ages and Abilities: for older Californians currently living through the many different stages of the second half of life; for younger generations who can expect to live longer lives than their elders; for communities of all ages – family, friends, neighbors, coworkers, and caregivers – surrounding older adults and people with disabilities. These goals include housing

for all ages and stages, health reimagined, inclusion and equitable access to services, isolation avoidance, caregiving that works, and affordable aging.

Service Delivery

Included below are a few examples of how activities are aligned among the entities administering the programs, including using co-enrollment and other strategies:

Foothill Workforce Development Board (WDB): Foothill WDB participates in an automated system, Unite Us, to capture and manage co-enrollments. Unite Us is a virtual intuitive technology Community Engagement Manager that facilitates trackable social referrals, generates real-time service delivery metrics, and integrates with Foothill WDB's existing tools and workflows, helping to provide connections to social services and track and measure outcomes. Unite Us also allows Foothill WDB to remotely connect individuals with health and social care providers with access to referrals for people struggling with housing, food insecurity, employment, and more.

- *Fresno WDB:* Fresno County Department of Social Services (DSS) representatives and America's Job Center of California (AJCC) staff are co-located at the West Shaw Workforce Connection center and, for many years, have successfully validated WTW, CalWORKs, and CalFresh recipients' eligibility for co-enrollment in the WIOA program. DSS and AJCC staff continuously look for ways to improve the coordination of referrals to avoid duplication of services and to expedite co-enrollment for individuals enrolled in DSS programs to ensure they are receiving proper assistance with job search activities, soft skills development, and work-based learning opportunities.
- *Long Beach Workforce Innovation Network (LBWIN):* Strategic partnerships are underpinned by LBWIN's ongoing commitment to co-enrollment and coordinated case management, ensuring seamless integration of services that holistically address the unique needs of underserved and high-priority populations. Utilizing collaborative frameworks, including co-location models, and centralized digital platforms like Unite Us, or 211, a community social and human service data management system, LBWIN streamlines coordinated referrals, facilitates co-enrollment, and provides standard case management. Additionally, by partnering with entities like Long Beach Unified School District, Long Beach City College, the DOR, and various community-based organizations, LBWIN offers tailored workforce and education services alongside essential supportive services, including transportation, childcare, language assistance, and housing support.
- *Merced County WDB:* During Program Year (PY) 2024-25, the Merced County WDB collaborated closely with their AJCC partners to develop an electronic referral form. This tool enables both partners and customers to request services efficiently. Upon submission, an automated email is sent to the appropriate service provider, who can then access the referral online and monitor its status. In addition, the Merced County WDB has developed a comprehensive partner director that facilitates direct communication with agencies, supporting seamless, warm handoffs to ensure customers are connected to the services they need. In PY 2025-26, the Merced County

WDB plans to expand the referral system so partners and other local community-based organizations are able to refer community members to the AJCC system of partners, which will allow both partners to enter case notes to follow up on the referral.

- *Riverside County WDB:* The Riverside County WDB is extending their Integrated Service Delivery (ISD) model to its AJCC system, beginning with its Affiliate AJCC located in Blythe, CA. This Affiliate AJCC is co-located at an Employment Development Department office and has two career coaches dedicated to serving the region’s target populations. The Riverside County WDB intends to implement an ISD-type AJCC System that integrates and leverages its partners to provide a seamless, coordinated, and comprehensive service system. This will embody a “no wrong door” approach, including closed-loop referrals and warm connections between AJCC system partners, allowing for an increase in co-enrollments and more cohesive case management.

Alignment with Activities Outside the Plan

III.a.2.B. Describe how the activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

Master Plan for Career Education

The [Master Plan for Career Education](#) will prepare all learners for the workforce of tomorrow by guiding California in its efforts to strengthen career pathways, prioritize hands-on learning and real-life skills, and advance access and affordability through streamlined collaboration and partnerships so that all Californians can navigate toward career-sustaining jobs.

In the 1960’s, California’s Master Plan for Higher Education created a strong foundation for learning by delineating roles across various postsecondary education segments, including the California Community College, California State University, and University of California systems. This plan was predicated on a labor market that predominately featured jobs requiring minimal formal education. Yet, as the 21st century unfolds, California’s economy and workforce have transformed. Schools, colleges, and workforce training providers need to create new strategies that allow systems to evolve and be more responsive to rapidly changing workforce needs, particularly with the advent of artificial intelligence and the recognition that learners should have the ability to upskill throughout their careers.

California has responded to this need by funding learning opportunities through a broad range of mechanisms, including Transitional Kindergarten through 12th Grade and postsecondary education, workforce training provided by Local Workforce Development Boards, adult schools, apprenticeships, and programs focused on specific populations such as students who are

English Language Learners, people with disabilities, or people who are incarcerated. For example, the Governor and state legislature invested \$7.3 billion in efforts ranging from apprenticeships, strengthening education workforce pathways, to climate innovation.

However, these education and training programs are resourced through numerous agencies, different base funding streams, and various specialized grant programs. Although these programs may have similar goals, they often require separate plans, applications, and implementation components. As a result, efforts are splintered, educators must scramble to secure the resources they need to sustain their work, and potential learners struggle to find the right training and job options to meet their goals.

Therefore, in August of 2023, the Governor called for a new Master Plan for Career Education through the Freedom to Success Executive Order. The Master Plan for Career Education provides a framework for responding to the complex, multifaceted challenges confronting California's labor market and educational landscape. This plan, which builds on the 1960 Higher Education plan, acknowledges the shifting demographics of college attendees and the changing nature of work – with automation and artificial intelligence reshaping job categories and skill requirements – and provides flexibility to address new challenges that will emerge in the future. In addition to identifying priority areas for future action, it provides examples of work already underway that could be scaled and replicated to attain shared goals.

To support the development of the Master Plan for Career Education, representatives from state agencies and higher education provided initial strategies, regional partners convened community members to design solutions, and interest holders provided direct input on how to address persistent barriers to opportunity. Across all these forums, agencies and community members highlighted two central themes: Enhance coordination and address structural barriers that make it difficult for Californians to navigate education, workforce training, and public benefit systems.

The call to enhance coordination has focused on the need for spaces at the state and regional levels where educators, workforce training providers, employers, and community members can collaboratively forge career pathways tailored to the evolving economic landscape and the state's strategic sectors. A coordinated effort is crucial for capitalizing on programmatic funding opportunities and adapting to the demands of a workforce increasingly shaped by artificial intelligence and climate imperatives. Through collective action, resources can be optimized, enabling a more effective delivery of services statewide while ensuring that education and training programs provide stronger hands-on learning that is aligned with employment opportunities.

The Master Plan for Career Education calls for a coordinated, universal design approach through six primary areas of action:

1. Create a state planning and coordinating body.
2. Strengthen regional coordination.
3. Support skills-based hiring through a Career Passport.

4. Develop career pathways for high school and college students.
5. Strengthen workforce training for young adults.
6. Increase access to affordability of education and workforce training.

The plan’s comprehensive approach – emphasizing state and regional coordination, the implementation of universal design principles, and the integration of innovative strategies – holds the promise of transforming the state’s educational and workforce training systems. By fostering collaboration and simplifying access, the plan is poised to create inclusive pathways to prosperity that resonate with California’s diverse communities. It not only seeks to dismantle the structural barriers that hinder economic mobility but also serves as a model for ensuring that education and training adapt to the demands of a dynamic workforce.

California Jobs First

In 2021, the Governor and legislature created the California Jobs First Regional Investment Initiative (RII), a first-of-its-kind, large-scale, and participatory economic development initiative, bringing together a diverse set of community members to build the economic vision for their region. Through RII, strategic investments were made into regional planning capacity that culminate in the creation of 13 inclusive regional economic plans. Each region convened representatives from local governments, employers, labor groups, community-based organizations, tribal entities, and more, and instituted shared decision making processes that ensured historically underserved groups and worker voices were represented. These governance structures were charged with defining strategies for their regional plans that aligned with job quality and access, equity, sustainability, and economic competitiveness and resilience.

In March of 2024, California launched the California Jobs First Council, bringing together nine state agencies to develop a comprehensive approach to advancing California’s economy. The Council developed a 10-year economic development strategy for California that builds on regional priorities and harnesses the state’s greatest strengths.

In February of 2025, the [California Jobs First State Economic Blueprint](#) was released. The Blueprint sets a direction for the state by aligning resources towards a subset of sectors and projects that will chart the economic future for California, as well as help mobilize capital in support of the economic vision.

The defined goals and strategic themes that will advance California Jobs First, as outlined in the Blueprint, are:

Goal 1: Support sustainable and equitable growth across regions and populations.

Strategic Themes –

- Continue to empower regions to advance their strategic priorities through the Regional Investment Initiative.

- Mobilize broader state resources to support community-vetted regional strategies.
- Goal 2: Invest in the workforce for the sectors of the future.
Strategic Themes –
- Design skills-based pathways into in-demand occupations for strategic sectors.
 - Lower barriers to accessing job opportunities in partnership with the Master Plan for Career Education.
 - Streamline workforce programs across the state.
- Goal 3: Create an attractive environment for and with job creators.
Strategic Themes –
- Improve, align, and simplify the incentive toolkit.
 - Streamline and expedite the process for siting industrial operations while maintaining California’s strong environmental protections.
- Goal 4: Strengthen California’s innovation economy and entrepreneurial culture.
Strategic Themes –
- Partner with the educational systems to foster and expand innovation.
 - Develop support systems to drive access to federal innovation programs.
 - Support advancements of strategic sectors in California’s innovation ecosystem.

On August 29, 2025, the Governor and California Jobs First announced \$80 million in funding to support eleven projects across California. Projects are aligned with the state’s strategic sectors, including aerospace and defense, ag-tech and farm equipment, bioeconomy, and life sciences, and are located in seven economic regions and 18 counties. This award is part of a two-phased approach to distribute a total of \$125 million in implementation funding.

Registered Apprenticeship

California aims to serve 500,000 apprentices by 2029 – an ambitious goal that could transform how Californians access career training and economic mobility. While building and fire trades remain the backbone of California’s apprenticeship system, significant growth in apprenticeship programs for the care economy – including healthcare, education, and public sector roles – are on the horizon. This new expansion strategy aligns closely with the Governor’s California Jobs First Initiative, targeting growth sectors including aerospace, robotics, artificial intelligence, and advanced manufacturing. By developing apprenticeships in these emerging fields, California is preparing workers for tomorrow’s economy while meeting today’s employer needs.

The California Division of Apprenticeship Standards has already seen momentum in advanced manufacturing, transportation, healthcare, and education sectors, with employers and educational institutions collaborating to develop and scale new programs.

For Californians seeking career advancement without traditional four-year degree paths, this apprenticeship expansion represents a significant opportunity. By creating “earn and learn” pathways across diverse sectors, the state is working to ensure that economic mobility isn’t limited by a person’s ability to afford unpaid training. As California works toward its 2029 goal, the focus remains on building a comprehensive system that serves both workers seeking meaningful careers and employers needing skilled talent across the state’s evolving economy.

CalFresh and California Work Opportunity and Responsibility to Kids (CalWORKs)

The California Department of Social Services (CDSS) and the California Workforce Development Board (CWDB) 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 health care, childcare and in-home supportive service sectors in alignment with current investments and anticipated growth over the next several years. These efforts continue to align with the three policy objectives outlined in California’s Unified Strategic Workforce Development State Plan, including fostering demand-driven skills attainment, enabling upward mobility for all Californians, and aligning, coordinating, and integrating programs and services.

CDSS will provide training, education, and technical assistance around availability of supportive services, which may include programs and systems updates that can assist with eligibility verification, data sharing, and/or co-enrollment. CDSS will also increase 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 support and services that they are likely eligible and/or entitled to. CDSS will support the broader increased program access concept, provide technical assistance for 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. DCSS will also provide ancillary services such as childcare, transportation, and counseling to facilitate program completion by those enrolled in training and education courses, as well as specialized supportive services to address mental and physical health issues, including those resulting from domestic violence and trauma. Lastly, CDSS braids resources and coordinating services at the local level to meet client needs. In 2021, the CalFresh Employment and Training (E&T) program launched the CalFresh Confirm tool. This tool allows partners and service providers’ ability to confirm an individual’s CalFresh receipt, as well as CalFresh E&T eligibility, for the current and previous twelve months. CalFresh Confirm streamlines the CalFresh E&T eligibility confirmation process to allow partner service providers to coordinate service strategies and maximize funding resources.

Coordination, Alignment, and Provision of Services to Individuals

III.a.2.C. Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality,

customer-centered services, including supportive services (e.g. transportation), to individuals, including those populations identified in section II(a)(1)(B), and individuals in remote areas. The activities described shall conform to the statutory requirements of each program.

Department of Rehabilitation (DOR)

The DOR assists Californians with disabilities in obtaining and retaining employment and maximizing their ability to live independently. Vocational rehabilitation teams work closely with job seekers to establish the best combination of services and resources necessary to prepare for, find, retain, and advance in employment. Services are tailored to each individual's strengths and challenges to ensure the greatest chance of success. Services offered include, but are not limited to, evaluation of physical and mental impairments, counseling and guidance, information referral and career counseling, pre-employment transition services for students and youth, job readiness skills, post-employment services, rehabilitation assistive technology services and devices, supported employment services, and vehicle modification service.

CalFresh and California Work Opportunity and Responsibility to Kids (CalWORKs)

The California Department of Social Services (CDSS) believes in building career pathway programs that are established through coordination and a community approach including:

- Ensuring services are accessible to all clients, particularly populations with barriers to employment and low-income populations receiving services from health and human services programs.
- Delivery of programs through a lens of equitable access, using culturally responsive, research-based model practices.
- Providing stability and supportive services to help participating individuals engage and complete employment and training programs.
- Providing services through partnership and collaboration across multiple safety-net and workforce development services, including models that foster strategic co-enrollment.
- Building career pathway programs and partnerships that include education partners, such as the California Community Colleges and Adult Education providers.
- Providing support and technical assistance to local and regional areas to develop sector-based programs.
- Facilitating the implementation of programs by highlighting and disseminating best practices and model partnerships.
- Working at the state level to leverage and blend funding to implement model practices.
- Partnering with employers, workforce, and growing industry sectors.
- Integrating English language acquisition and basic skills remediation with promotion to career pathways.
- Promoting integrated education and training with opportunities to leverage and support creation of pre-apprenticeship and apprenticeship opportunities.

The CalFresh Employment and Training (E&T) program provides supportive services to assist with barrier removal and may include any service(s) or supplies that are deemed by the county as reasonable and necessary for the participant to engage in allowable CalFresh E&T activities. Supportive services may include, but are not limited to, childcare, temporary housing (up to two months), transportation assistance, textbooks, tools, uniforms, and interview clothing. The CalWORKs program also offers various employment services ranging from vocational training to subsidized employment. Supportive services, often referred to as ancillary services, are available to participants to ensure access and engagement in employment service activities. Supportive services include, but are not limited to, child care, education materials, work supplies/equipment, transportation, and other reimbursements. These supportive services are available to CalWORKs counties for the duration of their enrollment in the CalWORKs program. In addition to various supports that are intended to ensure engagement in various activities, CalWORKs recipients may be eligible for additional CalWORKs related programs such as the Cal-Learn program, the CalWORKs Housing Support Program, and the CalWORKs Home Visiting Program.

- Cal-Learn: This is a statewide program for pregnant and parenting teens in the CalWORKs program. It is designed to encourage pregnant and parenting teens to graduate from high school or its equivalent, become independent, and form healthy families. Coordinated services include intensive case management, supportive services such as childcare, transportation, and educational assistance, and bonuses and sanctions to encourage school attendance and good grades.
- CalWORKs Housing Support Program: This program was established in 2014 to foster housing stability for families experiencing, or at risk of, homelessness in the CalWORKs program. It offers financial assistance and housing-related wraparound supportive services including, but not limited to, rental assistance, housing navigation, case management, security deposits, utility payments, moving costs, interim shelter assistance, legal services, and credit repair.
- CalWORKs Home Visiting Program: This is a voluntary program administered by participating California counties to support positive health development and well-being outcomes for pregnant and parenting people, families, and infants born into poverty to expand educational, economic, and financial capability opportunities. Families may be eligible to receive home visiting services for zero to 24 months or until the child's second birthday, whichever is later.

These services offer additional access to navigation support, education support, housing stability, and other services through various whole-family, human-centered designed programming.

Department of Aging

The Senior Community Service Employment Program (SCSEP) is the only federally mandated job training program serving low-income workers aged 55 years and older. SCSEP is authorized under the Older Americans Act (OAA) and administered by the U.S. Department of Labor, Employee and Training Administration (USDOL/ETA). The Government Accountability Office

has identified SCSEP as one of only three federal workforce programs with no overlap or duplication. SCSEP’s 50-year success record stems from its dual purpose as a training program for low-income older workers and a source of subsidized staff trainees for community-based organizations.

Program-eligible older workers must be residents of California, 55 years of age or older, unemployed, and have total annual family income that does not exceed 125 percent of the federal poverty guidelines, which is currently \$18,225 for an individual. Service priority is given to individuals meeting one or more of the following criteria:

- Is a veteran or a spouse of a veteran
- Is 65 years of age or older
- Has a disability
- Has limited English proficiency
- Has low literacy skills
- Resides in a rural area
- Has low employment prospects
- Has failed to find employment after utilizing services provided under Title I of the Workforce Innovation and Opportunities Act (WIOA)
- Is homeless or at risk for homelessness

Eligible individuals receive part-time, subsidized job training through community service assignments at non-profit organizations or governmental entities. This population overlaps with the population served by the America’s Job Center of CaliforniaSM (AJCC) locations in Local Workforce Development Areas throughout California. With SCSEP’s limited funding and resources, Local Workforce Development Boards can supplement services for overlapping populations of low-income older adults who need access to job training and skill building assistance.

Service Delivery

Included below are a few examples of how entities coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services, to individuals, including those in remote areas:

- *Riverside County Workforce Development Board (WDB):* The Riverside County WDB and AJCC partners have developed multiple strategies to ensure job seekers have access to one-stop services, such as creating a “systems map”, which helps job seekers locate all Workforce Development Centers, Youth Opportunity Centers, and Access Points. To reach remote areas, the Riverside County WDB’s Affiliate and Specialized AJCCs are implementing the “no wrong door” approach, which gives any individuals access to all locations. Additionally, the Community Career Services Team, which consists of three career coaches, provides outreach services to communities that are not in proximity to designated Workforce Development Centers. To more broadly provide services, the

team uses county offices, libraries, senior centers, community centers, schools, and other physical, public locales.

- *Mother Lode WDB*: The Mother Lode Job Training Center (MLJT) “boots on the ground” approach ensures that individuals have access to training and employment opportunities by utilizing public facilities and local organizations to promote awareness of workforce development services. Providing these resources aims to increase participation and target populations that have limited access to designated workforce facilities. Technology strategies include the use of social media platforms, the MLJT workforce website, and partner referrals through technology for the exchange of information. Lastly, collaboration with partners and external entities has expanded broadband and technology tool access.
- *Humboldt WDB*: The Humboldt WDB and partners have provided and continue to provide virtual job fairs since the COVID-19 pandemic, which reaches individuals that may not have access to workforce services facilities. Collaboration efforts with local family resource centers and community-based organizations ensure remote and rural regions also have access to these services.
- *Monterey County WDB*: The Monterey County WDB has adopted a supportive services policy that sets forth appropriation levels for WIOA Title I Adult, Dislocated Worker, and Youth program participants. This policy outlines detailed requirements for supportive services, including the development, documentation, and retention of records demonstrating the need for and provision of such services.

Coordination, Alignment, and Provision of Services to Employers

III.a.2.D. Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.

Department of Rehabilitation (DOR)

The DOR is California’s number one provider for staffing solutions involving individuals with disabilities. They build strong partnerships with California’s state departments by providing access to the most qualified applicants with disabilities for vacancies in many civil classifications and they strive to improve a wide variety of accessibility features. Additionally, “Schedule A appointment” refers to a special hiring authority that gives federal agencies an optional and potentially quicker way to hire individuals with disabilities.

Thanks to DOR’s long-standing partnership with privately-owned business partners, many different tools have been created to use in personal businesses. DOR continues to develop

integrated hiring practices designed to locate candidates with disabilities using the most effective talent pools, and several training programs have been created to assist in making businesses more disability-friendly and accessible. With disability awareness trainings, information on tax incentives and credits, and a dedicated Work Force Development staff looking to build strategies for each unique business, DOR assists in making businesses more integrated.

California Department of Aging

The Senior Community Service Employment Program (SCSEP) is a community service and work-based job training program for older Americans. SCSEP-eligible older workers must be residents of California, 55 years of age or older, unemployed, and have total annual family income that does not exceed 125 percent of the federal poverty guidelines, currently \$18,225 for an individual. Service priority is given to individuals meeting one or more of the following criteria:

- Is a veteran or a spouse of a veteran
- Is 65 years of age or older
- Has a disability
- Has limited English proficiency
- Has low literacy skills
- Resides in a rural area
- Has low employment prospects
- Has failed to find employment after utilizing services provided under Title I of the Workforce Innovation and Opportunities Act (WIOA)
- Is homeless or at risk for homelessness

Eligible individuals receive part-time, subsidized job training through community service assignments (CSA) at non-profit organizations or governmental entities. SCSEP participants gain work experience in a variety of community services activities at non-profit and public facilities, including schools, hospitals, day-care centers, and senior centers.

CalFresh Employment and Training (E&T)

CalFresh E&T hosts Partnership Forums with representatives from County Welfare Departments, Tribal Organizations, state partners, non-profit service providers, community colleges, policy advocates, and more. These forums highlight opportunities, resources, trends, and other issues with programmatic impact for CalFresh E&T participants across human service, education, workforce development, and other organizations serving similar populations.

California Work Opportunity and Responsibility to Kids (CalWORKs)

Adults who get CalWORKs cash aid can participate in the Welfare-to-Work (WTW) program. WTW includes activities such as education related to a specific occupation, job, or job offer and training that will help participants gain job skills that prepare participants for work or to

advance in the workplace. Other activities to help participants find work or advance in a career include unsubsidized employment, self-employment, subsidized employment, grant-based on-the-job training, on-the-job training, supported work or transitional employment, work study, work experience, and community services.

Workforce Innovation and Opportunity Act (WIOA) Regional Plans

As outlined under WIOA Section 106, Regional Plans provide a roadmap for aligning resources and investments to meet specific outcomes within the 15 Regional Planning Units (RPU) in California. They articulate how RPUs will intentionally build industry sector engagement, drive workforce development outcomes across multiple jurisdictions, and expand on-ramps to career pathways for individuals with barriers to employment.

Regional Plans also serve as a blueprint to advance job quality efforts with employers who offer jobs with good wages and benefits, champion the worker's voice, provide good working conditions (including paid sick days, paid family leave, and paid medical or short-term disability leave), and provide adequate hours with predictable schedules that enable employees to meet their family caregiving commitments. These efforts also include strategies that address upskilling uncertain jobs, skill standards, apprenticeship/career pathways, and support ongoing training and employee development, which benefits industry efficiency and productivity.

Examples of the processes or strategies the RPUs use to communicate effectively and cohesively with regional employers, and how Regional Plans promote job quality and commit to working with employers to improve job quality and access to jobs:

- *Bay-Peninsula Regional Planning Unit* – The Bay-Peninsula Regional Planning Unit fosters collaborative partnerships with employers to ensure workforce development efforts are both responsive and closely aligned with evolving industry needs. The region conducts various employer engagement strategies to build trust and meet their needs through online surveys, targeted outreach, in-person canvassing, networking events, and cold calls. In addition, the region leverages regional intermediaries, such as trade associations, economic development agencies, local chambers, and business advocacy groups, to broaden its employer network and establish partnerships with employers with strong growth prospects. Through these partnerships, the region collaborates directly with employers to promote job quality and upward mobility by assessing workforce needs, co-designing targeted training programs, and defining job quality standards.
- *Capital Regional Planning Unit* – The Capital Regional Planning Unit actively engages regional employers in economic development activities and facilitates dialogue about labor market trends and workforce priorities. Through direct outreach, employer surveys, forums, and sector groups, the region ensures its workforce strategies align closely with industry needs. This open communication builds strong partnerships, providing real-time insights into workforce demands, skill gaps, and challenges that guide the creation of tailored training programs and services while expanding the

employer network. The region also works directly with community partners and associations to broaden its network and coordinate approach to workforce solutions. Additionally, the region collaborates with community partners and associations to broaden its reach and coordinate workforce solutions. Together with their employer partners, the region is committed to enhancing job quality and increasing access to meaningful employment by establishing job quality standards and promoting inclusive hiring practices and workforce development programs.

- *East Bay Regional Planning Unit* – The East Bay Regional Planning Unit employs a unified and coordinated approach to employer engagement, streamlining communication and improving access to workforce resources across the region. By operating under the shared brand, EASTBAYWorks, the region presents a consistent identity that reduces confusion for employers and reinforces trust. This integrated model enables the region to leverage shared tools, such as centralized outreach platforms and common messaging strategies, while maintaining strong, collaborative relationships with regional employers. Through strategic partnerships with industry associations, chambers of commerce, and economic development agencies, the region stays responsive to shifting business needs and labor market trends. Additionally, the region invests workforce resources in employers who are focused on creating meaningful, long-term employment opportunities, this includes but is not limited to programs such as on-the-job training, incumbent worker training, and work-based learning. By working as a unified system, the region has strengthened its capacity to respond to employer needs, improve the delivery of services, and promote equitable access to quality jobs.
- *Inland Empire Regional Planning Unit* – The Inland Empire Regional Planning Unit recognizes that many businesses and workers move fluidly across counties. Therefore, the region has intentionally aligned its communication and service delivery to ensure employers experience consistent support and access to resources for business operations. The region implements various strategic communications to maintain strong collaboration, which includes, but is not limited to, facilitating quarterly meetings with in-demand sectors, participating/creating cross-sector workgroups, sharing information through media channels, and serving as an intermediary between employers and community partners. The region has also incorporated employer recognition into its effort to support and celebrate employers advancing innovation and equitable access to quality jobs.
- *North State Regional Planning Unit* – The North State Regional Planning Unit’s approach to employer engagement in improving job quality and equitable access focus on integrating employer input and labor market data. Their regional plan outlines a sector-focused strategy and facilitations of industry sector partnerships, including but not limited to, natural resources, agriculture, tourism, and health. This establishes a direct connection between employers and the region’s Business Services team, enabling the exchange of critical workforce information and access to a range of supports, including

business consulting, human resources assistance, recruitment and training services, layoff response, and referrals to local community partners and resources.

San Joaquin Valley and Associated Counties (SJVAC) Regional Planning Unit – The SJVAC region coordinates employer engagement across eight Local Boards to ensure seamless and effective communication. While outreach typically occurs at the local level through Business Services Representatives and sector partnerships, regional coordination is key to supporting employers and industry initiatives. To support employers, the region partnered with the California Employers Association to provide no-cost human resources (HR) support, including a live HR Hotline and monthly HR-focused webinars. Employer relationships are further cultivated through sector partnerships and a centralized portal, Valley Work. The platform includes resources such as business support services, successful workforce strategies, local points of contact, job fair announcements, tax credit guidance, and sector strategy highlights. In addition, the region targets its workforce resources to employers in priority industries that offer meaningful career opportunities, this includes but is not limited to on-the-job training, youth work experiences, and union-affiliated hiring models.

Local Service Delivery

Included below are a few examples of how activities and resources are coordinated at the Local Board level to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs:

- *Alameda County Workforce Development Board (WDB)* – The Alameda County WDB has supported assets-based recruitment and hiring by making adjustments to service planning the delivery of career services by identifying and summarizing customers’ work-related assets and developing resumes that effectively communicate them to prospective employers. Assets-based hiring may provide new opportunities for workforce system staff to promote non-traditional workers as job candidates, which may include formerly incarcerated and justice-involved individuals, persons with disabilities, English Language Learners, older workers, and disconnected youth.
- *Anaheim, Orange, Santa Ana Counties WDBs* – Business engagement remains a key priority in service coordination, with the Anaheim, Orange, and Santa Ana Counties WDBs and America’s Job Centers of CaliforniaSM partners collaborating to design customized business solutions, engage employers in sector strategies, and provide recruitment support. Employer engagement efforts focus on expanding work-based learning opportunities, such as on-the-job training, apprenticeships, and incumbent worker training programs, ensuring that businesses can build skilled, competitive workforces while offering career advancement opportunities to job seekers.
- *Workforce Alliance of the North Bay* – In the months of October, November, and December of 2024, the Workforce Alliance of the North Bay made significant progress in business partnership development, particularly in planning for the expansion of apprenticeship training models. These efforts aim to provide unemployed individuals with more paid on-the-job training opportunities, helping to build a skills workforce

across key industries. As part of these broader workforce development efforts, the Workforce Alliance of the North Bay focused on tackling the healthcare worker shortage in Lake County through the Lake County Healthcare Simulation Training Center. This initiative, which stemmed from the Lake County Healthcare Education and Workforce Summit held in April of 2024, served as a launch point for a healthcare sector partnership, bringing together education, workforce development, and industry stakeholders to identify priorities and develop long-term solutions.

- *Kern Inyo Mono WDB* – The Kern Inyo Mono WDB is investing in workforce training and upskilling, which aims to provide workers with the skills needed to eventually compete for higher-level positions within their priority sectors, including energy and natural resources/renewables, healthcare service, aerospace and defense, transportation, logistics and advanced manufacturing, value-add agriculture, and tourism recreation. These programs will be designed through partnerships among employers and local educational institutions to offer training and certification courses tailored to the specific occupational needs of advanced manufacturing employers. For example, the Kern Economic Development Center’s Manufacturers’ Alliance of Kern, which brings together 400+ manufacturers, could partner and support workforce development programs, providing staff to help direct training and collaborate with educational institutions to ensure they stay on top of the latest job market needs.
- *Santa Barbara County WDB* – The Santa Barbara County WDB leads efforts to support job quality in specific industries. They collaborated with the San Luis Obispo and Ventura Counties WDBs to expand the skilled construction workforce through the High Roads Construction Careers Resilient Workforce Fund, where over 100 program participants completed training in 2024, and through collaborations with unions, facilitated permanent placements with employers for some completers. Additionally, the Santa Barbara County WDB has the Farmworker Advancement Program, with aims to support farmworkers, children of farmworkers, and agricultural employers with paid work experience, upskilling, and supportive and wraparound services.
- *Sonoma County Workforce Investment Board (WIB)* – In alignment with the North Bay Regional Plan and in coordination across the North Bay Region, the Sonoma County WIB actively engages industries that provide good jobs with career pathways in in-demand priority sectors, while keeping up with emerging industries. One sample strategy includes partnering with employers operating in one or more priority industry, as identified by the WIB Industry Sectors Ad Hoc, to provide in-demand occupational pathways and the skills required to move up the career ladder. Business Services facilitates connections and networking opportunities between education and training providers, job seekers, and employers. Job Links seeks commitments from the employers to hire and support job seekers in targeted, priority populations to utilize paid on-the-job training funding.

Partner Engagement with Educational Institutions and other Education and Training Partners

III.a.2.E. Describe how the State’s strategies will engage the State’s community colleges, adult education providers, area career and technical education schools, providers on the State’s eligible training provider list, and other education and training providers, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv). Include how the State’s strategies will enable the State to leverage other Federal, State, and local investments to enhance access to workforce development programs at these institutions.

The California Workforce Development Board (CWDB) aims to build a cohesive workforce development ecosystem tailored to the evolving needs of the state’s economy. To achieve this, embedding education partners within every facet of workforce strategy is essential. This integration enables the creation of clear career pathways, the expansion and support of integrated education and training (work-based learning) opportunities, and the effective leveraging of resources to maximize impact and ensure seamless alignment of investment. The CWDB has concentrated on the following strategic areas, which have been instrumental in fostering effective engagement and advancing shared objectives:

Master Plan for Career Education

The Master Plan for Career Education provides a framework on enhancing career-focused education by emphasizing skill development in alignment with labor market needs and opportunities to economic mobility and quality jobs. Ultimately, while several key education agencies and departments will work collectively to implement the Master Plan for Career Education, the CWDB is proactively positioning itself to strategically support the plan’s implementation. The CWDB recognizes opportunities to provide strategic guidance that ensures the work advances effectively and efficiently to minimize duplication of efforts.

CA Department of Education (CDE)

As part of California’s effort to strengthen coordination between education and workforce development systems, the CWDB, in partnership with CDE, plays a key role in facilitating the local review process for Workforce Innovation and Opportunity Act (WIOA) Title II – Adult Education and Family Literacy Act (AEFLA) grant applications. Local Workforce Development Boards (Local Board) are responsible for reviewing applications submitted by adult education providers to ensure alignment with local priorities. With two years remaining in the current grant cycle, the CWDB continues to promote and reinforce meaningful engagement between Local Boards and their adult education partners. This engagement is reflected through ongoing collaboration in the planning and implementation of Local Workforce Development Plans, coordinated service delivery, and joint efforts that respond to workforce needs. This collaboration is further demonstrated at the state level through a series of planned actions focused on promoting effective strategies on forums, aligning goals and communicating joint commitment, and developing tools to enhance capacity and integrated service delivery. The CWDB has an ongoing partnership agreement with CDE to ensure that our systems are working collaboratively together.

California Community Colleges Chancellor's Office: Local Workforce Development Board (Local Board) Participation in Strong Workforce Program Regional Plans

The CWDB prioritizes bridging gaps between workforce development and educational partners to foster a more coordinated and strategic response to evolving industry demands. This collaboration enhances the effectiveness of workforce initiatives by supporting the design of training programs that are both relevant and adaptive to prepare job seekers for meaningful employment opportunities. Such alignment not only strengthens economic development efforts but also ensures that public resources are used effectively to generate maximum impact for communities, employers, and the broader regional economy.

To advance this goal, the CWDB actively promotes and supports participation in the California Community Colleges Chancellor's Office regional planning meetings for the Strong Workforce Program. These sessions provide a valuable forum for aligning priorities, sector-based strategies, and outcome metrics. Recognizing that community college regional consortia do not always align with workforce development regions, the CWDB encourages Local Boards to participate and offer critical employer insights and local labor market perspectives. This inclusive approach fosters deeper partnerships between workforce and education systems and ensures that planning efforts are grounded in the realities of the regional economy and its workforce needs.

Regional Equity and Recovery Partnerships (RERP)

There is a continued commitment to enhance and strengthen cross-system alignment to support the state's workforce development priorities. The CWDB, in collaboration with the California Community Colleges Chancellor's Office, is actively focused on identifying and advancing opportunities for intentional coordination in regional alignment, data sharing, employer engagement, and the development of meaningful, demand-driven career pathways.

As a result of these efforts, the CWDB and the California Community Colleges Chancellor's Office launched the RERP program. The initiative focuses on improving/building an infrastructure that supports long-term collaboration between the community colleges and Local Boards. A key factor in supporting continuous learning and strengthening collective impact is through the Quarterly Learning Labs, which serves as a platform for sharing lessons learned, fostering alignment, promoting collaboration, and advancing strategic coordination among RERP partners. Creating intentional space for RERP partners has enabled them to address system-level challenges that often hinder effective collaboration. RERP partners recognize the value of intentional collaboration and are proactively creating their own forums to sustain ongoing dialogue and partnership.

This initiative provided an opportunity for entities that hadn't partnered in this capacity before to collaborate, fostering intentional partnerships and defining roles to effectively leverage each other's strengths. The joint navigation of the Eligible Training Provider List (ETPL) process serves as a prime example, demonstrating how partnership and sharing expertise can help overcome challenges and better understand complexities to create a system that can work effectively for all partners involved. In parallel, the CWDB and the California Community Colleges Chancellor's

Office continue to ensure alignment at the state level to streamline efforts and reduce barriers for regional and local implementation. In addition, the CWDB is collaborating with organizations associated with community colleges to emphasize the importance of deeper collaboration between the workforce development and education systems. These efforts aim to expand shared capacity, foster system integration, and reinforce the critical role both sectors play in building a more equitable and responsive workforce ecosystem.

To ensure the initiative’s effectiveness, the CWDB selected Corporation for a Skilled Workforce to evaluate RERP. The evaluation, which began in the winter of 2023 and will conclude in October of 2025, focuses on assessing key RERP strategies related to the following:

1. Stronger Regional Industry Partnerships
2. Equitable Economic Mobility and Recovery
3. Training for Target Populations: Training for target populations that achieve higher employment rates in jobs with career and income mobility.
4. Community College and Workforce Development Collaboration
- 5.

Specific evaluation questions were developed to assess outcomes, partnerships, and impact related to the areas of focus above:

- How do the RERP initiative (overall) and individual programs improve outcomes for the target populations and/or by the grantees?
- Do RERP grant initiatives improve the job prospects of the target population?
- Does the RERP initiative help participants improve their satisfaction with and benefit from Local Board and community college programs?
- How do data systems (existing or created for RERP) and coordination contribute to the development of partnership and improved outcomes for the target population clients?
- How does CWDB’s regionalism policy of “one size does not fit all” influence the development, implementation, and outcomes of RERP programs and partnerships?
- What are the characteristics, activities, and structures of the RERP partnerships, and how do they impact outcomes for the target population?
- Do the partnerships and coordination between Local Boards and community colleges, created through RERP, enhance the client/student experience and lead to positive outcomes?

An interim report was prepared in December of 2024, providing preliminary findings from qualitative and quantitative data analysis. Data sharing efforts are underway with the California Community College Chancellor’s Office, to ensure that data in the final report will reflect a comprehensive picture of program success. The cost of the evaluation is \$300,000.

Partnership Agreements

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 two years of the 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 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 two 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.

Additionally, the CWDB partners with the CDE to encourage partnerships between Local Educational Agencies (LEA) and Local Boards, as well as help encourage Local Boards' participation in the Title II application reviews and help new LEAs become more familiar with services that we offer.

State Plan Strategy 1: 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.

Implementation:

- Title I: The CWDB will continue to issue Workforce Services Directive ([WSD 24-09](#)), *Regional and Local Planning Guidance*, that requires 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. A key objective for each Regional Plan may include the establishment of objective metrics associated with the deployment of shared and/or pooled resources to provide services, training, and education to meet the target population's needs.
- Title II: The CDE, the state education agency for Title II, will support sub-recipients' applications to the ETPL and require sub-recipients to participate on Local Boards.

- 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.

State Plan Strategy 2: 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.

Implementation:

- Title II: The CDE will develop an Integrated Education and Training (IET) toolkit, which will include strategies for partnering with Local Boards and local industry. The toolkit will include strategies for workforce preparation and training.
- 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: The California Department of Corrections and Rehabilitation (CDCR) and the California Prison Industry Authority (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 the California Work Opportunity and Responsibility to Kids (CalWORKs) Program: The California Department of Social Services (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 (CTE): The CWDB will support the Master Plan for Career Education efforts, which was published in 2025. The CTE will leverage opportunities to advance career pathways at the local and regional level with the implementation of the Master Plan for Career Education.
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State Plan Strategy 3: 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.

Implementation:

- Title II: The CDE and the 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. The CDE and the CWDB will schedule quarterly meetings to share conference schedules and discuss collaboration/presentation opportunities. When appropriate, the CDE and the CWDB

will develop a sub-workgroup to develop a strategy to address special projects, challenges or policies 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: The CTE will 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.

State Strategy 4: 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 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.

Implementation:

- Title I: 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.
- Title IV: 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.
- 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. CalFresh and CalWORKs will explore training and potential apprenticeship opportunities for in demand Early Learning and Care positions.
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State Plan Strategy 5: 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.

Implementation:

Title II: The CDE will use co-enrollment as a strategy to enable individuals and families to benefit fully from workforce and basic skills training. The AEFLA 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.

The CDE will also provide technical assistance as part of the IET Toolkit to encourage Local Areas to utilize co-enrollment as a strategy to assist underserved individuals in obtaining authorization to work documents. Additionally, the CWDB will work with the CDE to provide coordination and technical assistance to Local Boards to ensure AEFLA applications have strong partnerships and relevant alignment strategies and activities in place, which can inform training and development for others.

State Plan Strategy 6: Creating Cross-System Data Capacity

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

Implementation:

California will continue to build upon the Cross-Systems Analytics and Assessment for Learning and Skills Attainment (CAAL-Skills) data system. 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). In addition to the CWDB, current data sharing partners include:

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

CAAL-Skills data collection, research design, and outcome specifications involve several required and voluntary WIOA partners and other agencies responsible for administering workforce programs. These programs include: WIOA Title I Adult, WIOA Title I Dislocated Worker, WIOA Title I Youth, WIOA Title II, WIOA Title III, WIOA Title IV, CalWORKs, CalFresh E&T, Trade Adjustment Assistance, Incumbent Worker Training administered through the California's Employment Training Panel program, Department of Industrial Relations – Division of Apprenticeship Standards-approved apprenticeship programs, Career Technical Education programs administered through the California Community Colleges, rehabilitative programs administered through the California Department of Corrections and Rehabilitation and the Prison Industry Authority, and grant programs administered through CWDB.

Service Delivery

Included below are a few examples of engagement between the State's community colleges, adult education providers, area career and technical education schools, providers on the State's eligible training provider list, and other education and training providers:

- *Contra Costa County Workforce Development Board:* Across several sites and programs, the Contra Costa County Workforce Development Board has implemented the Emergency Medical Technician (EMT) Paramedic Apprenticeship Program, and is averaging around 30 new EMTs a year. Additionally, the program is helping

approximately 75 EMTs annually to train to become Paramedics. Nearly all of the EMT program participants are people of color from underserved communities with little to no medical work experience or education past the high school level. Most of the EMT training occurs through Mt. Diablo Adult Education.

- *Construction Trades Workforce Initiative:* The East Bay Regional Trades Program, led by the Construction Trades Workforce Initiative (CTWI), in partnership with the Alameda County Building Trades Council, provides underrepresented community members – particularly women, youth, ethnic minorities, and those impacted by the justice system – with pathways into the building trades. The program offers targeted outreach, preapprenticeship training, supportive services, and advocates for local hire ordinances to facilitate expedited entry for graduates into the building trades. Continuous improvement of the program is ensured through an advisory committee comprised of Joint Apprenticeship Training Committee member from various building trades apprenticeship program.
- *Fresno Area Workforce Investment Corporation:* The ValleyBuild program, led by the Fresno Regional Workforce Development Board, in partnership with the Fresno-Madera-Tulare-Kings Building Trades Council, was established to prepare individuals for careers in the construction industry. ValleyBuild offers a comprehensive four-week Construction Bootcamp that includes the “Bridge to MC3” (multi-craft core curriculum), safety and tools training, and soft skills development through the “Thinking for a Change” program.
- *Working Partnerships USA:* The Apprenticeship Readiness Partnership (ARP) is a collaborative initiative aimed at creating structured pathways for underrepresented communities into skilled construction careers in Silicon Valley. ARP operates two MC3 pre-apprenticeship programs in Santa Clara and San Mateo counties. Key partners include local building trades councils, Joint Apprenticeship Training Committees, community-based organizations, and educational institutions including the South Bay Consortium for Adult Education and the San Jose Evergreen Community College District.
- *Chef Ann Foundation:* Through its federally-registered Health School Food Pathway Fellowship apprenticeship program, the Chef Ann Foundation (CAF) has supported school districts across the state with professional development and technical assistance to increase their school food professionals’ capacities to service more scratch-cooked meals. The apprenticeship includes classroom learning with UC Los Angeles Extension, on-site work and learning at school district as employer partners, site visits with local growers where fellows source their school food ingredients, and a self-led capstone project. CAF continues to expand on its apprenticeship work with support from California Community Colleges to develop a preapprenticeship and the Powered by School Food Professionals communications campaign.
- *Early Childhood Education Pathways to Success:* Early Childhood Education Pathways to Success (ECEPTS) is California’s sector intermediary and apprenticeship sponsor for the

field of early care and education, launching 21 apprenticeship programs in 11 counties and engaging more than 325 workers. ECEPTS has received support from the Department of Industrial Relations – Division of Apprenticeship Standards and other agencies to develop new apprenticeship curriculum and register new early care and education occupations.

- *Jewish Vocational Service:* Jewish Vocational Service (JVS) has built on its Bay Area allied healthcare training program to expand to new employers across California, addressing both regional workforce needs and community health needs. New employers have included additional University of California campuses’ healthcare systems, where participants have trained for occupations such as medical administrative assistant and sterile processing technician. JVS’s other partners include Southwestern College as an education provider and San Francisco Human Services Agency as a provider of on-the-job subsidies for employment.

Improving access to Postsecondary Credentials

III.a.2.F. Describe how the State’s strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses, or certifications, and that are portable and stackable.

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 California Workforce Development Board (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 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 resilience 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 the Workforce Innovation and Opportunity Act. Working with their planning partners, Local Workforce Development Boards (Local Boards) are required to identify, develop, prioritize, service, and feed “regional sector pathway” programs in their RPUs. These programs should result in the attainment of industry-valued and recognized post-secondary credentials that are portable and aligned with regional workforce needs.

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

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

California plans to identify ways to track and evaluate how many industry recognized credentials are being produced in each of the 15 RPUs and how these credentials relate to regional labor market needs, as well as regional sector priorities outlined in the Regional Plans.

In addition, DOR will inform its counselors and consumers of local opportunities to obtain 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 continues to emphasize and support increased earn-and-learn opportunities for consumers including on-the-job training, paid work experiences, internships, and apprenticeships with businesses.

[\[1\]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.

Coordinating with Economic Development Strategies

III.a.2.G. Describe how the activities identified in (A) will be coordinated with economic development entities, strategies, and activities in the State.

A state as large and diverse as California needs community-informed, regionally nuanced strategies to achieve sustainable, people-centered economic growth. In partnership with the Legislature, the Governor created the California Jobs First Regional Investment Initiative, a first-of-its-kind, large-scale, and participatory economic development initiative, bringing together a diverse set of community members to build the economic vision of their region. Through RII, California made strategic investments into regional planning capacity that culminated in the creation of thirteen inclusive regional economic plans.

California Jobs First Regional Investment Initiative

To date, California has invested \$268 million to empower regions to advance their economies through the California Jobs First Regional Investment Initiative.

The creation of California’s thirteen economic regions marks a strategic, data-driven approach to advancing resilient economic growth across the state. These regions were identified to maximize the potential for collaboration, economic diversity, and job creation. Guided by California’s Labor Market Information Division at the California Labor and Workforce Development Agency (LWDA), each region was defined based on unique local factors—like commute patterns, labor market characteristics, and industry strengths— alongside critical elements such as population size, geographic scale, and economic linkages.

By grouping counties with shared economic ties and local connections, California has created an ecosystem of regions that can drive both local and cross-regional initiatives. This approach breaks down geographic and economic silos, encouraging regions to work together on transformational projects that transcend boundaries, from developing good-paying jobs to building sustainable industries. The California Jobs First Regional Investment Initiative has empowered these regions with tools and funding to build the local partnerships needed to collectively create regionally-tailored solutions, ensuring that economic resilience is woven into the fabric of communities statewide.

For the first time in California’s history, every part of the state has research-backed and community-led strategies for how to grow their economy in a way that benefits all residents. California Jobs First Regional Investment Initiative has continued to build from this intensive planning process. In March 2024, the Governor launched the California Jobs First Council (Council), bringing together nine different state agencies in a shared mission to streamline our economic, business, and workforce development programs to create more jobs, faster. The Council will help direct a coordinated and comprehensive approach to economic development by channeling the efforts of our agencies, regional and local partners, and communities towards a shared vision for the future—the California Jobs First State Economic Blueprint (Blueprint). With the creation of the Blueprint, California is setting a comprehensive yet flexible economic agenda for the next ten years that can be updated to reflect evolving regional needs and context. The Blueprint aims to align state and regional efforts to accelerate job creation and innovation across California, bringing a whole-of-government approach to advance sectors that

will shape California’s economic future and build skills-based pathways for Californians to access economic opportunities.

Ultimately, California’s vision will be best realized locally. Each region has already received strategic investments to help turn these ideas into tangible projects. California will continue to empower regions with tools to execute the strategies defined in their plans, from working to align the state’s economic development-related funding toward the Blueprint’s goals and objectives, to identifying which programs might be most relevant to building funding stacks for projects that advance regional strategic sectors.

Going Forward

The California Jobs First Regional Investment Initiative is implemented through a partnership between the Governor’s Office of Economic and Business Development (GO-Biz) and the LWDA. Under the leadership of the Secretary of Labor and Workforce Development, the California Workforce Development Board (CWDB) is executing a Regional Tour across the thirteen Jobs First regions. Both CWDB staff and Board Members are visiting every California Jobs First region in the state to launch an ongoing two-way communication effort between local workforce practitioners and their industry partners. Staff and board members will develop relationships that will identify 1) specific local barriers to creating and filling good jobs, 2) successful practices that can be shared and replicated throughout the state, and 3) the ways in which the CWDB can assist the efforts of the regions through state-level partnerships, policy, and program development.

The CWDB will continue its partnership and coordination with GO-Biz and the implementation of the Blueprint. The CWDB has identified that further alignment between CWDB policy and the Blueprint is necessary for Local Workforce Development Boards, their service providers, and their communities; therefore, there will be an increased effort to align California’s fifteen Workforce Innovation and Opportunity Act Regional Planning Units, which are statutorily required to produce Regional Plans, and the thirteen Jobs First Regions.

State Operating Systems and Policies

III.b.1. The State operating systems that will support coordinated implementation of State strategies (e.g., labor market information systems, data systems, communication systems, case management systems, job banks, etc.)

Labor Market Information 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 1.8 million employers and a civilian labor force of more than 19.8 million persons.

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 Regional Planning Unit.

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 CalJOBS account and post a resume.

The system enables job seekers to:

- Create and upload multiple versions of their resume and cover letters tailored to specific jobs or careers paths.

- Customize and conduct job searches.
- Set up alerts for job openings.
- Apply for job openings.
- Research employers and learn about the job market.
- Make customized resumes viewable to employers.
- Find education and training programs.
- Find information about Unemployment Insurance and other services.
- 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.
- View labor market information.

Case Management, Data Collection, and Reporting Systems

Title I and Title III

In addition to its job bank and labor exchange roles, CalJOBS 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 federal 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, including for some grants provided directly from the U.S. Department of Labor to Local Workforce Development Boards.
- Select National Farmworker Jobs Program; usage of CalJOBS is optional so grantees vary based on grant awards and their interest in using the system.

CalJOBS also houses California’s Eligible Training Provider List (ETPL), which helps adults and people who have lost their jobs find training programs. The ETPL includes approved places that offer different types of training, including classes, online courses, and apprenticeships.

Individuals interested in training opportunities can search the California ETPL through the link available on the CalJOBS homepage.

Title II

The California Department of Education (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. 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, Adult Secondary Education, and Adult Basic Education. 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 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.

TOPSpro Enterprise (TE) Portals are easy-to-use web-based applications designed for teachers, counselors, and administrators using the TE database. Their intuitive interface provides student, class, and agency-level data with customizable views and reports. Portal features and capabilities allow the user to quickly view National Reporting Systems tables 1-11, including downloadable visualization graphs. There is a data collection scorecard showing performance targets and progress in quartiles at the Regional and agency levels.

In addition to all of the strong data system. The CDE communicates with the adult education field through statewide networking meetings, regional networking meetings, and regular email communications. Education Programs Consultant staff in the Adult Education Office at the CDE oversee subgrantees in assigned regions in the state. They communicate regularly with their assigned subgrantees and provide on-going technical assistance to these agencies.

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 12 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 (RSA-911). 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.

III.b.2. The State policies that will support the implementation of the State’s strategies (for example, co-enrollment policies and universal intake processes where appropriate). In addition, provide the State’s guidelines for State-administered one-stop partner programs’ contributions to a one-stop delivery system and any additional guidance for one-stop partner contributions.

California continues to encourage planning across multiple partner programs to ensure alignment in service delivery and leveraging of resources for maximum benefit to Workforce Innovation and Opportunity Act (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](#). This 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, California Unified Strategic Workforce Development 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 Workforce Development 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, the California Workforce Development Board (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 Workforce Development Plans will be the mechanism for operationalizing regional coordination and aligning service delivery at the local level. Each Local Workforce Development Board (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 [WSD18-12](#), *WIOA Memorandums of Understanding (MOU)*, each America's Job Center of CaliforniaSM (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 Areas (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.

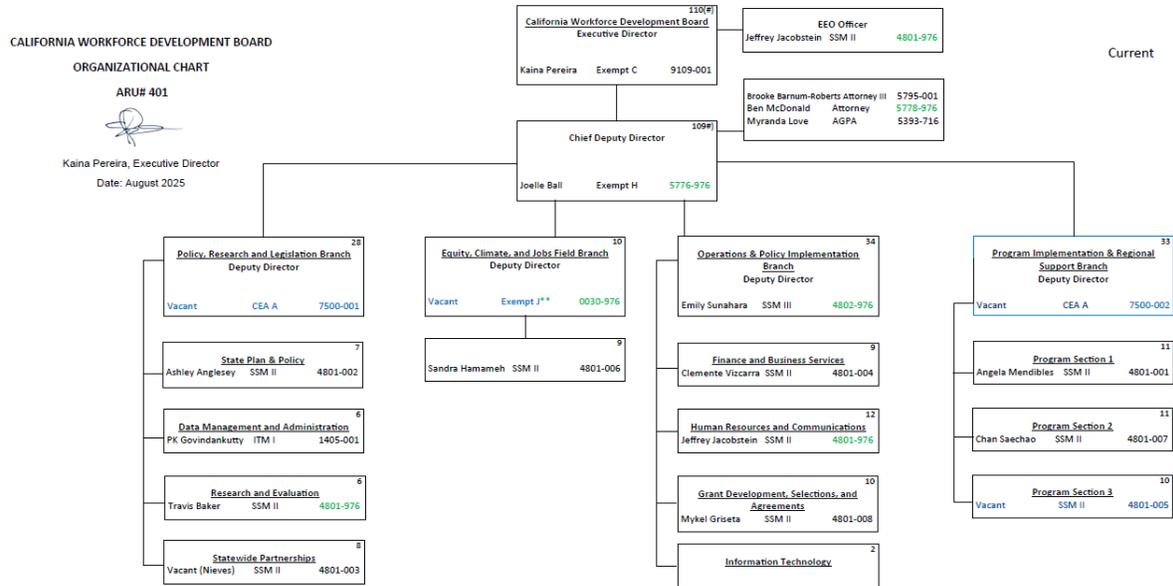
State Program and State Board Overview

State Agency Organization

III.b.3.A. Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

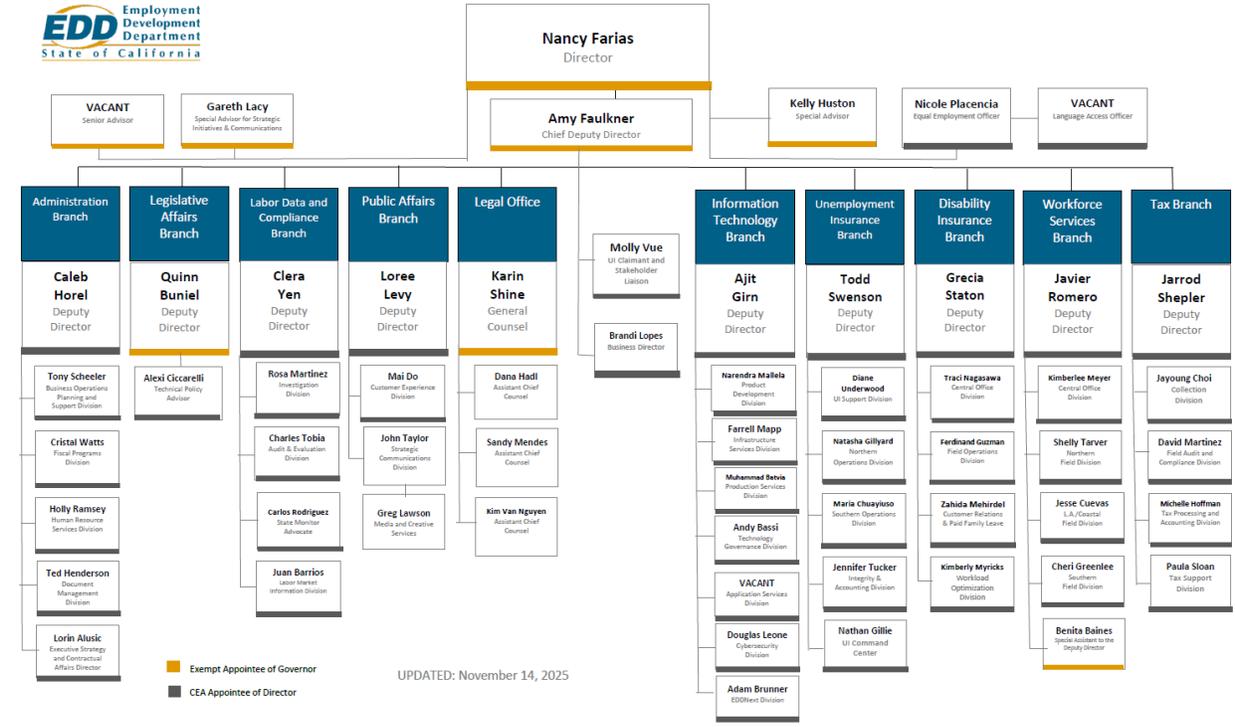
California Workforce Development Board

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 members of the CWDB, which consist primarily 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 reports to the Governor through the Chair of the CWDB, Secretary of the Labor and Workforce Development Agency, and the CWDB Executive Director who provide oversight of the CWDB members and staff to ensure that policy recommendations are consistent with the Governor’s vision for the state.



Employment Development Department

The Employment Development Department (EDD) administers WIOA Title I, Wagner Peyser, Labor Market Information Division, Disability Insurance, Paid Family Leave, Unemployment Insurance (UI), Trade Adjustment Assistance, and the Jobs for Veterans State Grant, among other programs. EDD is also California’s major tax collection agency, administering the audit and collection of payroll taxes and maintaining the employment records for more than 17 million California workers. One of the largest departments in state government, handling over \$90 billion annually, EDD has nearly 7,300 employees providing services at more than 200 locations throughout the state.

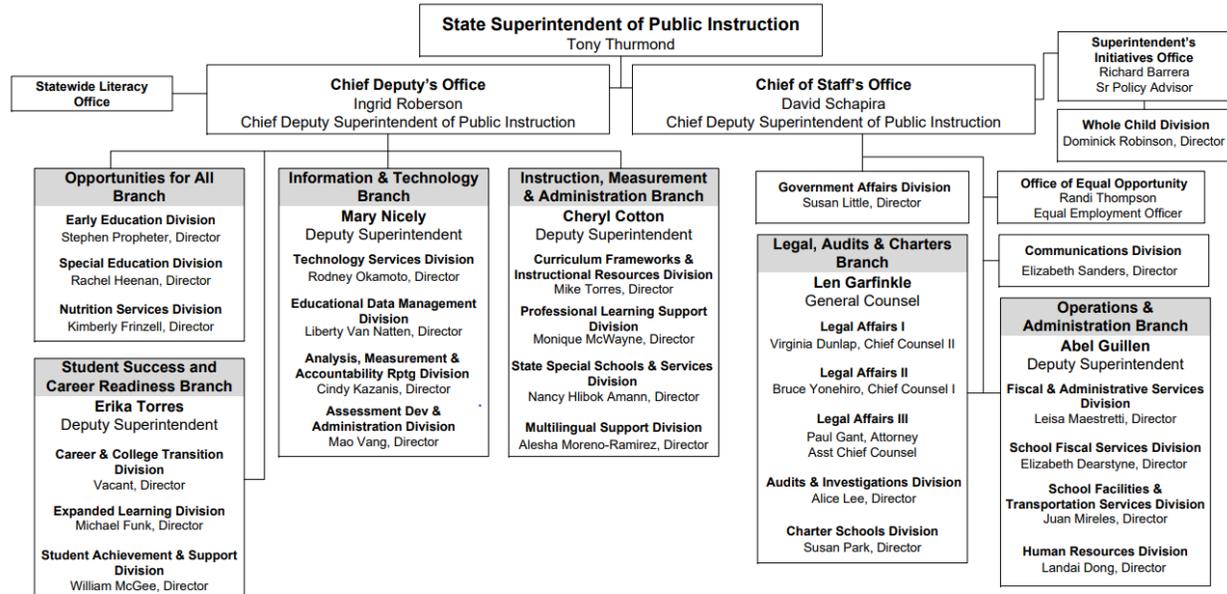


Department of Education

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

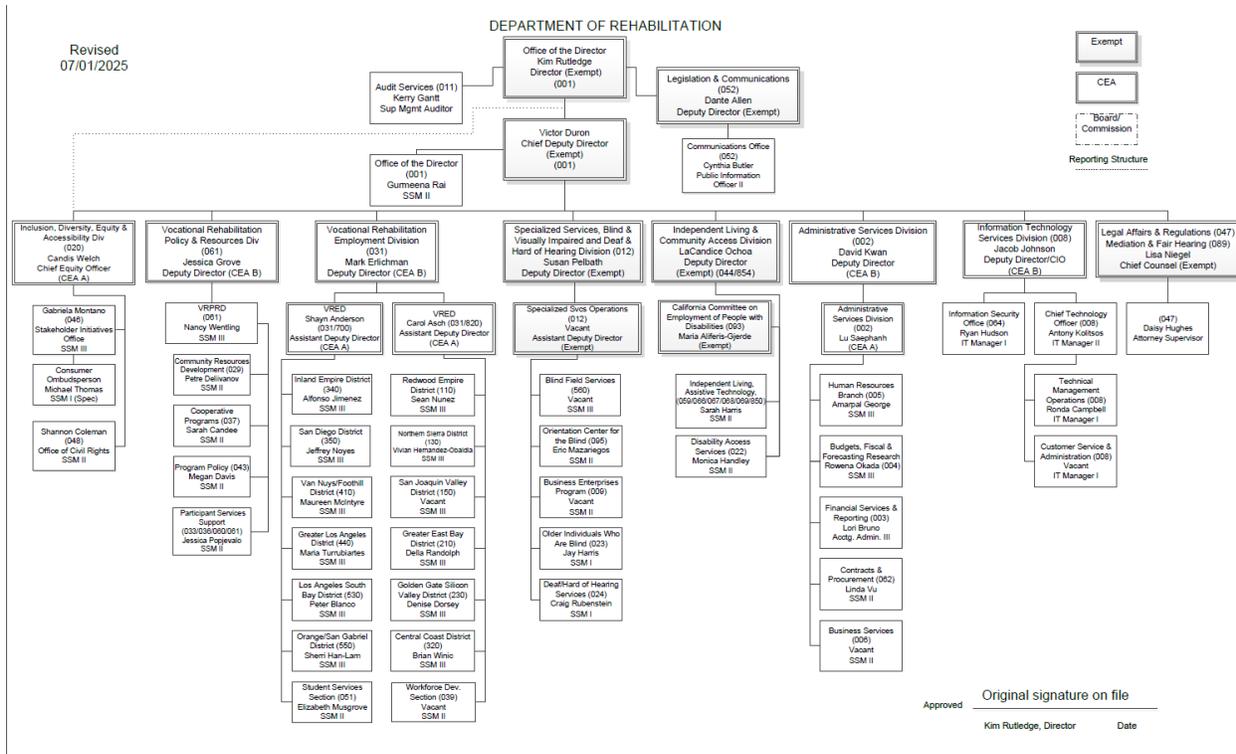
California Department of Education Org Chart Overview

(Printable Version)



Department of Rehabilitation

The mission of Department of Rehabilitation (DOR) works in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living, and equality for individuals with disabilities in California. The DOR administers the largest vocational rehabilitation (VR) program in the country and delivers VR services to persons with disabilities in offices throughout the state so that persons with disabilities may prepare for and engage in competitive integrated employment and achieve economic self-sufficiency. In addition, DOR has cooperative agreements with state and local agencies (secondary and postsecondary education, mental health, and welfare) to provide services to consumers.



State Board

III.b.3.B. Provide a description of the State Board activities that will assist State Board members and staff in carrying out State Board functions effectively. Also, provide a membership roster for the State Board consistent with 20 CFR 679.110-120, including members’ organizational affiliations and position titles.

The Governor appoints California Workforce Development Board (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 Regional Planning Units and 45 Local Workforce Development Areas (Local Areas).

Each of the state’s 45 Local Areas are designated by the Governor and administer Workforce Innovation and Opportunity Act (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 Workforce Development Board (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 America's Job Center of CaliforniaSM (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.

Name	Position/Company/Affiliation	Membership Category
Joanna Rees, Chair	Chairman – West Global	Business (i)
Angelo Farooq	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)
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)
Kim Johnson	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)
Jennifer Haley	President and CEO – Kern Energy	Business (i)
Hala Hijazi	Founder and COO – Impact Strategies	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)
Stephen Monteros	Vice President of Operations and Strategic Initiatives – SIGMANet	Business (i)
Janus Norman	President and CEO – California Broadband and Video Association	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)
Angel Sanchez	President – Phenix Gateway	Business (i)
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
*Carolyn Zachry - Designee	State Director and Education Administrator for the Adult Education Office in the Career and College Transition Division (CCTD) at the California Department of Education	AEFLA
Floyd Trammell	Executive Director – West Bay Local Development Corporation	Community Based Organization (ii)
Amelia Tyagi	Managing Director – Sellside Group	Business (i)
Kimberly Rutledge	Director – Department of Rehabilitation	Government (iii)
Gloria Young	President & CEO – Young and Lamay Associates	Business (i)
Alysia Bell	President – Unite-LA	Labor (ii)
Magda Menendez	Founding Member – Latina Leaders of Kern County	Business (i)
Rex Richardson	Mayor – City of Long Beach	Government (iii)

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 the Labor and Workforce Development Agency, 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.

Legal Branch

The Legal Branch ensures compliance, enables programs to operate within statutory and regulatory frameworks, and protects the state board from legal risk.

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 Information Technology hardware and software, email systems, telecommunications equipment, network printers and copiers, and CWDB website, as well as other online platforms.

Policy, Research, and Legislation Branch

The Policy, Research, and Legislation Branch is responsible for conducting policy and program review for the CWDB 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 Workforce Services Directives to provide policy guidance to Local 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 equitable access to quality jobs and climate resiliency with the intention of producing internal white papers.
- Serving as subject matter experts for the participant data module in the Cal-E-Grants system.
- Convening California Unified Strategic Workforce Development 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 resilience standards.
- Providing state and federal legislative analysis and government affairs support.
- Operating the CAAL-Skills Project.
- Administering the Corrections Workforce Partnership and Prison to Employment program.

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.

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 includes a commitment to resilience 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 resilience 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 resilience sector field practitioners.
- Coaching, mentoring, and supporting new resilience sector practitioners to increase alignment with the workforce and education system partners.
- Integrating resilient 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 resilience sector strategy underlying the CWDB’s economic mobility goals.

Assessment and Evaluation of Programs and One-Stop Program Partners

Assessment of Core and One-Stop Program Partner Programs

III.b.4.A. Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. Describe how the other one-stop delivery system partner program services and the Combined State Plan partner programs included in the plan will be assessed each year. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

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 America’s Job Centers of CaliforniaSM (AJCC) clients. The system currently serves as California’s case management system and official system of record for federally required data for the

following federal 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, including for some grants provided directly from U.S. Department of Labor to Local Workforce Development Areas
- Select National Farmworkers Jobs Program; usage of CalJOBS is optional so grantees vary based on grant awards and their interest in using the systems.

To ensure compliance with the performance accountability measures outlined in Workforce Innovation and Opportunity Act (WIOA) Section 116, the Employment Development Department (EDD) issued Workforce Services Directive ([WSD\)20-02](#), *Calculating Local Area Performance and Nonperformance*, which provides performance guidance related for all programs using the CalJOBSSM system.

Additionally, [WSD24-05](#), *CalJOBS Activity Codes*, 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 is accurate, the EDD issued [WSD18-02](#), *Data Change Request Form Procedure*, 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 California Department of Education (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. 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:

- 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 Adult Education and 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, which are 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.

TOPSpro Enterprise Portals are easy-to-use web-based applications designed for teachers, counselors, and administrators using the TOPSpro database. Their intuitive interface provides student, class, and agency-level data with customizable views and reports. Portal features and capabilities allow the user to quickly view National Reporting Systems tables 1-11, including downloadable visualization graphs. There is a data collection scorecard showing performance targets and progress in quartiles at the regional and agency levels.

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 12 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 (RSA-911). 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.

Assessment of One-Stop Partner Programs

The Cross-Systems Analytics and Assessment for Learning and Skills Attainment (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 CAAL-Skills data in fulfillment of requirements outlined in WIOA Section 116 and is currently working on a follow-up to the 2022 impact evaluation, “[CAAL-Skills: Study of Workforce Training Programs in California.](#)”

In addition to the California Workforce Development Board (CWDB), current data sharing partners include:

- Community Colleges Chancellor’s Office

- Department of Corrections and Rehabilitation
- Department of Education
- Department of Industrial Relations – Division of Apprenticeship Standards
- Department of Rehabilitation
- Department of Social Services
- Employment Development Department
- Employment Training Panel

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 leveraging the modernized, secure, and cloud-based data system to strengthen analysis and reporting through development of an interactive public dashboard.

AJCC Certification

As outlined in [WSD23-05](#), *Comprehensive, Affiliate, and Specialized AJCC Certification*, WIOA establishes a framework under which Local Workforce Development Boards (Local Board) are responsible for maintaining a network of high-quality, effective America’s Job Centers of California (AJCC). 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 Workforce Development Area (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.

Baseline AJCC Certification

The baseline AJCC certification process ensure that every comprehensive, specialized and affiliate AJCC is following key WIOA statutory and regulatory requirements. As certification is an individualized process; it will *not* be used to compare or rank one AJCC or Local Board against another AJCC or Local Board.

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

- 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* ([WSD18-12](#)) directive.
- The AJCC has implemented the board-defined the 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* ([WSD22-13](#)).
- The AJCC complies with equal opportunity for individuals with disabilities in accordance with ADA, WIOA Section 188, Title 29 Code of Federal Regulation (CFR) Part 38, WIOA Joint Final Rule Section 678.800, and all other applicable federal and state guidance.
- The AJCC meets all regulatory requirements to be considered a comprehensive AJCC as identified in the WIOA Joint Final Rule Section 678.305.

AJCC Affiliate/Specialized

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

- 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](#)).
- The AJCC complies with equal opportunity for individuals with disabilities in accordance with the ADA, WIOA Section 188m Title 29 CFR Part 38, WIOA Joint Final Rule Section 678.800, and all other applicable federal and state guidance.
- 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:

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

The AJCC Certification Indicator Assessment describes each certification indicator and along with examples of criteria. The assessment requires a complete explanation for each certification indicator provided. The Local Board may establish additional criteria or set higher standards for continuous improvement than those suggested by the state criteria above.

Continuous Improvement Plan

Once the AJCC Certification Indicator Assessment is complete, 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 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.

Since the goal is for Local Boards to work with each of their comprehensive and affiliate/specialized AJCCs to continually improve and progress within each AJCC Certification Indicator, all Local Boards must attest to developing the AJCC Continuous Improvement Plan with target dates with the AJCC.

AJCC Evaluation

California conducted an evaluation of the AJCC system by the Corporation for a Skilled Workforce and the Ray Marshall Center at the University of Texas, Austin. The purpose of the evaluation was to support the AJCC system's efforts to effectively and efficiently provide workforce and education services to those who need it most, while advancing the policy goals

of the State Plan. WIOA significantly changed the workforce system in California. As a result, the AJCC system needs to be evaluated to ensure it continues to meet the needs of its stakeholders and has the ability to support future workforce development service delivery models.

The AJCC Evaluation addressed three objectives through a mixed-methods approach:

- To understand how different service delivery models affect the overall access to services and the mix of services provided to the client population served.
- To understand how investment decisions pertaining to AJCC infrastructure, staffing levels, and number of locations affect overall access to services and the mix of services provided to the client population served.
- To understand whether there is any relationship between participant program outcomes and the mix of services provided to the client population served.

Evidence found for the efficacy of training on employment and earnings across all AJCC models included:

- For the period 2016-2020, across all contracting models, the unadjusted rate of employment in the quarter after exit for those who did not receive training was 60%, while those who received training found employment at a higher rate (72%), a difference of 12 percentage points.
- A positive, statistically significant ($p < 0.000$) impact of 7.1 percentage points on employment for individuals who received training compared to those who did not receive training, with a confidence interval between 6.4 and 7.9 percentage points.
- A positive, statistically significant ($p < 0.000$) impact of \$946.79 on earnings for individuals who received training and found employment compared to those who did not receive training but found employment.
- These benefits continue through the year after training, with an estimated impact of \$3,579.37 in the first year and a two-year earnings impact of \$5,531.78.

Results of the analysis of variation in outcomes by AJCC model (contracted vs. in-house career services) were mixed:

- No difference in receipt of training.
- No difference in completion of training for those who entered training.
- Contracted career services completers were more likely to find employment (1.21 percentage points) in their first quarter after exit than their in-house peers.
- Employed completers receiving contracted career services earned \$975.67 more in their first quarter after exit than their in-house peers.
- No difference in employment during the first quarter after exit for those who exited training without completing.
- No difference in earning during the first quarter after exit for those who exited training without completing and then found employment.
- Non-trained enrollees who received contracted career services were more likely to find employment (1.18 percentage points) in the first quarter after exit than their in-house

peers. Non-trained enrollees receiving contracted career services who found employment earned more (\$734.90) in their first quarter after exit than their in-house peers.

The AJCC evaluation began in November of 2020 and was completed in the spring of 2022. The cost of the evaluation was \$750,000. The report can be found on the [CWDB website](#).

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 California Strategic Unified Workforce Development Plan were used to guide the development of the criteria below, Regional Planning Units (RPU) have significant discretion to determine how these approaches will be best actualized within their regions. The CWDB issued [WSD24-09](#), *Regional and Local Planning Guidance*, which provides and established the policy guidance and procedures regarding the Regional and Local Plans for Program Years 2025-2028.

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 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.

The RPI 4.0 evaluation, completed in March of 2023, details the results of the implementation of these indicators.

Previous Assessment Results

III.b.4.B. For each four-year state plan and state plan modification, provide the results of assessments of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle), in accordance with methods described in 4(A). Describe how the State is adapting its strategies based on these assessments

Overall Approach to Assessment Activities

Assessments conducted by the California Workforce Development Board (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 Labor and Workforce Development Agency (LWDA) regarding the common evaluation framework for all the CWDB grant program evaluations. The 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 has transitioned 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 Workforce Innovation and Opportunity Act (WIOA) funded activity to the U.S. 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 were 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.

Participant data is expected to be reported in real time 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 CWDB Program, Research, and Field teams on a quarterly basis to check 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.

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 teams, 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.

In July of 2025, the CWDB began the implementation of a survey to employer partners on current High Road Training Partnership (H RTP) projects. H RTP was chosen as a setting for this survey due to the program's use of a partnership model. The goal of the survey is to collect evidence of the value of grant-funded training from the perspective of employers, and improve the ability of future grant funding to meet employer training needs. Employer contact information was collected from grantee leads in July. The survey was launched in August 2025. Finally, the CWDB combines and integrates data collected via CalJOBS, the now deprecated SGDS, and Cal-E-Grants into a single harmonized data file which is subsequently used to conduct data analysis and evaluation activities.

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.
- What benefits do employers see to their workforce and business goals from participating in a CWDB-funded grant program?

Overview of Assessment Activities July 1, 2021, through June 30, 2025

The following is a list of core and other one-stop partner program evaluation and assessment activities initiated, developed, and/or completed in the four year window between July 1, 2021 and June 30, 2025:

- Evaluations of Regional Plan Implementation Grants 2.0, 3.0, and 4.0 (Initiated February 2019, Completed March 2023)
- Evaluation of AB 1111 State Funded Grant Program (Initiated July 2019, Completed May 2022)
- Evaluation of America’s Job Centers of California (Initiated November 2020, Completed Spring 2022)
- Development of the CAAL-Skills Data Repository (initiated August 2016, continual ongoing development through the present)
- Development of the CAAL-Skills Workforce Metrics Dashboard 2022 Report (Initiated Summer 2019, Completed June 2022)
- California Policy Lab (UC Regents) analysis of CAAL-Skills workforce program data (Initiated Summer 2018, Completed June 2022)

Findings from completed evaluations that focus on core and one-stop partners 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.

Evaluation of Regional Plan Implementation (RPI)

The evaluation of RPI 4.0 was completed by the Corporation for a Skilled Workforce in the spring of 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 Regional Planning Units (RPU) 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 equitable access to quality jobs.
- Shared target populations of emphasis.
- Shared/pooled resources to provide services, training, and education to meet target population needs.

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.

The 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 Corporation for a Skilled Workforce, 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](#).

Evaluation of Breaking Barriers to Employment (Breaking Barriers) – AB 1111 State Funded Grant Program

Evaluation of the first round of the Breaking Barriers program 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 intended barriered populations, 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 organizations and Local Workforce Development Board (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 Local Board grantees. The evaluation began in

early 2020 and was completed in April of 2022. The cost was \$299,990.23. The report can be found on the [CWDB website](#).

Evaluation of America's Job Centers of CaliforniaSM (AJCC)

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 of 2020 and was completed in the spring of 2022. The cost of the evaluation was \$750,000. The report can be found on the [CWDB website](#).

Overview of the Cross –Systems Analytics and Assessment for Learning and Skills Attainment (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 program 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 Assembly Bill (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 program 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 the Employment Development Department (EDD)
- WIOA Title I Dislocated Worker at the EDD
- WIOA Title I Youth at the EDD
- WIOA Title II at the Department of Education
- WIOA Title III Wagner-Peyser at the EDD
- WIOA Title IV at the Department of Rehabilitation
- California Work Opportunity and Responsibility to Kids (CalWORKs) (California’s TANF program) at the Department of Social Services
- CalFresh (California’s Supplement Nutrition Assistance Program (SNAP) Employment and Training program) at the Department of Social Services
- Trade Adjustment Assistance at the EDD

CAAL-Skills Workforce Metric Dashboard Report 2022

The 2022 Workforce Metrics Dashboard Report presents descriptive information on enrollments and outcomes including credential attainment, employment, and wages for WIOA Core Programs, CalWORKs, the Trade Adjustment Assistance program, the Employment Training Panel’s State-Funded Incumbent Worker Training program, Department of Industrial Relations – Division of Apprenticeship Standards-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 demographic characteristics of participants. 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.

Adapting Strategies

Breaking Barriers to Employment (Breaking Barriers) 1.0

The Breaking Barriers evaluation examined whether and how grantees were able to work with partners across many systems to enroll individuals with high barriers to employment into services that prepared them for entry into the larger workforce and educational systems. More specifically, the evaluation was designed to answer questions organized into three lines of inquiry: 1) an analysis of grantee programs’ service delivery and design, intended to better

understand what Breaking Barriers programs looked like and how they operated; 2) an analysis of participant outcomes, including the rates at which participants achieved outcomes such as skill gains and employment; and 3) an analysis of program outcomes, designed to look at overall grant-level progress by grantees and their partners, including efforts made to sustain Breaking Barriers programs. Data used to address each line of inquiry included grantee background documents, quarterly narrative reports, a survey of all 26 grantees, phone interviews with a select group of 13 grantees, and administrative data involving two different datasets derived from CalJOBS, the state’s system of record for most workforce programs.

Key findings:

Enrollment and Program Participants

- Breaking Barriers grantees exceeded their collective enrollment goal. By January of 2022, with two months still left to enroll and serve participants, grantees had enrolled 2,510 participants, which exceeded their collective goal of 2,301 participants.
- Individual grantees were split on their ability to meet enrollment goals. Twelve grantees exceeded their individual enrollment goals, while the other 14 had yet to reach theirs.
- Grantees enjoyed relatively steady enrollment over the course of the grant.
- Enrollment by the target population was both better and more complicated than anticipated. Overall, grantees enrolled participants in all 21 target populations outlined by the initiative, and for most populations, more grantees provided services to these populations than planned. At the same time, many more participants (83 percent) were included in the largest of these groups as compared to the smallest (0.5 percent), so the distribution of participants across populations was uneven.

Program Services

- Grantees provided a wide range of services to all participants. Most participants (84 percent) received basic career services, such as job search assistance and labor market information. More than a third received training services (36 percent), followed by supportive services (32 percent).
- Grantees found several service delivery strategies particularly useful for addressing participants’ barriers to employment. These included work-based learning, job placement services, English Language Learning services, and case management services.
- COVID-19 disrupted the delivery of Breaking Barriers services in several ways.

Partnerships

The strength of community-based organizations and workforce development board partnerships increased for only a small number of grantees over the course of the initiative.

Early Participant- and Program-Level Outcomes

- About 50 percent of Breaking Barriers participants were employed in the second calendar quarter after the quarter in which they left the program. This percentage is somewhat lower than what is found in other WIOA programs but reasonable given the substantial barriers these populations face. Importantly, at the time of this evaluation, only a small subset of Breaking Barriers participants had left the program long enough for the evaluation to measure their employment. Therefore, this preliminary look at employment rates includes only about 20 percent of all Breaking Barriers participants.
- As of 22 months into the 24-month Breaking Barriers grant, about one-third of participants in training had accomplished a measurable skill gain.
- Grantees made considerable progress toward meeting their self-defined goals. With three to four months left in their grants, 92 percent of grantees had completed most or all of their program activities, and 44 percent had met most or all of their goals or outcomes.
- Despite not being a stated goal of the program, nearly two-thirds (16) of grantees reported they were planning to sustain their Breaking Barriers programs. Most of the others were still determining whether to do so.

Complementing evaluation of Breaking Barriers 2.0 (see Ongoing Evaluations section below), a final evaluation for the 1.0 cohort will be submitted in December of 2025, which will cover updated information on enrollment, service delivery, and outcomes and the results of an impact study comparing Cohort 1 and Wagner-Peyser program participants’ employment and earnings.

Core and One-Stop Performance Data

In addition to the impact evaluations described above, California also utilizes information on descriptive outcomes for core and one-stop partner programs generated for required performance reporting.

Unlike the findings of impact evaluations, which use comparison groups to isolate the impact of services on individual outcomes, performance data provides only a description of the wage and employment outcomes participants, in the aggregate, received. Still, these data provide a useful snapshot of the aggregate outcomes experienced by participants in these programs.

WIOA Performance Reporting

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

PY 2022	Employment Rate 2nd Quarter	Employment Rate 4th Quarter	Median Earnings 2nd Quarter	Credential Attainment	Measurable Skill Gains
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	30.9%	28.9%	\$6,000	9.2%	44.4%
Title III	61.0%	60.6%	\$8,744	N/A	N/A

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

	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 and 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 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 year 2024-25, 79% of the subrecipients indicated they had interacted with their local AJCC. The number one type of interaction is receiving or providing student referrals.

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. Nearly 50% of the respondents shared that they had a very effective or somewhat effective interaction with their AJCC. Per WIOA requirements, Title II, subrecipient's are required to work with their Local Workforce Development Board (Local Board). Fifty-three percent of the subrecipient's rated their interactions with the Local Board as Very or Somewhat Effective. An area for growth in California would be to focus on co-enrollment in more than one core program.

Completed Assessments of Non-WIOA Programs

CWDB Programs Overview Report

In October of 2024, the CWDB completed the first annual [Programs Overview Report](#). The report provides information about the size, scope, participant demographics, services, and descriptive outcomes for 415 grants totaling \$540 million and serving over 28,000 Californians between July 1, 2019 and June 30, 2024.

Prison to Employment (P2E) 1.0

In 2018, the California budget appropriated \$37 million for the P2E program. Administered by the CWDB, P2E is an integrated service delivery program that aims to improve reentry and labor market outcomes among justice-involved Californians. Justice-involved individuals generally struggle with heightened barriers to employment, and this program supports regional planning efforts to implement wraparound service delivery, with the goal of creating a pipeline away from recidivism and towards successful employment. In 2021, the CWDB contracted with the UC Riverside Presley Center of Crime and Justice Studies (Presley Center) to evaluate the P2E program, including an evaluation of P2E's effect on participant income, employment, and recidivism. In December of 2024, evaluators presented a preliminary report.

The research addressed four questions:

- What is P2E's effect on participant income and employment?
- What is P2E's effect on participant recidivism?
- What, if anything, explains variation in these effects?
- What key themes emerge with respect to service delivery and participant experience?

Findings informed four key recommendations:

- Expand training that leads to a credential and supportive services: Training that results in a credential, as well as supportive services, are the most consistent predictor of

employment and increased income. P2E service providers should strive to expand these services with the financial support of the CWDB (or similar funding agencies).

- Strive to promote early labor market integration: Early entry into the labor market has a significant impact on subsequent employment and income. Services that are designed explicitly to promote rapid attachment to the labor market should be expanded, as this early success and yields benefits—such as job tenure growth, new social networks, and human capital formation—that reinforce ongoing labor market participation. To the extent this is difficult given employers’ ongoing reluctance to hire formerly incarcerated individuals, it is recommended that strategies to establish a pipeline to local employment be prioritized.
- Improve referral systems and linkages between criminal justice agencies and service providers: A majority of P2E participants report a fragmented referral process to P2E, with many participants only becoming aware of the services available to them after they had been released for some time. While some of this may be an artifact of service provision during the COVID-19 pandemic, it is recommended that linkages, especially those between the criminal justice agencies engaged in carceral supervision and P2E service providers, be improved and that the referral process be streamlined to expedite the enrollment of eligible participants.
- Extend support past the active provision of P2E services: Participants and P2E staff both report a desire for continued participant support after they complete their initial P2E services. In particular, P2E participants report the emotional and psychological support they receive from their P2E service provider as a key source of strength and accountability as they reenter the labor market, with some going so far as to cite this soft support as a significant contributor to their success. Allowing for longer durations or follow-up periods after active service provision may serve to reinforce further P2E’s impact on long-term employment, income, and recidivism outcomes.

Pending availability of all necessary administrative data, remaining research questions will be addressed in analyses to be appended to the 2024 report.

Key Recommendations of Completed Evaluations and Strategic Approach:

Efficacy of Training – Both the CAAL-Skills 1.0 Evaluation and the AJCC Evaluation provided evidence of the efficacy of training under the Title I program. The state will continue to emphasize the role of training services. Other key recommendations stemming from the AJCC Evaluation included data system integration.

Value of Supportive Services – The final evaluation report of the P2E 1.0 program provided evidence that training resulting in a credential as well as supportive services are the most consistent predictors of employment and increased income for P2E participants. Additionally, the report strongly recommended extending supportive services past the provision of the initial training services based on the observations that participants viewed supportive services as a key source of strength and accountability and a contributor to their success in their reentry into the labor market. The state will include consistent and continued supportive services provision

as a consideration in designing future program within and outside the reentry workforce development domain.

General Strategic Approach – In general, based on the findings and recommendations from the other assessments, California will:

- Emphasize partnerships and alignment across programs and funding streams, including partnerships between community-based organizations and programs operating through the AJCCs.
- Emphasize industry engagement in the development of HRTPs, on-the-job 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 technical assistance 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 periods 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.

Evaluation

III.b.4.C. Describe how the State will conduct evaluations and research projects of activities carried out in the State under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA (WIOA Section 116(e)).

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

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

The CWDB contracted with 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 CWDB Research and Evaluation team. The proposed framework is a mixed-methods, multi-sited case study of the High Road programs. 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 the fall of 2022 and runs through December of 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 concluded in March of 2024. The CWDB Research and Evaluation team provided close out documents to the US Department of Education in July of 2024.

Regional Evaluation

Under the Workforce Innovation and Opportunity Act, 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 California Unified Strategic Workforce Development Plan were used to guide the development of the criteria, Regional Planning Units (RPU) have significant discretion to determine how these approaches will be best actualized within their regions. The CWDB issued Workforce Services Directive [\(WSD\)24-09](#), *Regional and Local Planning Guidance for PY 2025-28*, which established the policy guidance and procedures regarding the development of the regional and local plans for Program Years (PY) 2025-2028.

Prison to Employment (P2E) Initiative 2.0

CWDB selected the University of California, Riverside 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 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.

Helping Justice-Involved Reenter Employment (HIRE)

HIRE program grantees began providing services in March of 2025 and are expected to continue service provision until March of 2027. CWDB has retained the RAND Corporation as an independent third-party evaluator for the HIRE program. Through this collaboration, CWDB plans to produce an interim report in 2026 and a final report in 2027. The evaluation will use a mixed-methods approach utilizing quantitative data from administrative datasets such as Cal-E-Grants and qualitative data from surveys and interviews. The overall goal of the evaluation is to understand the effects of the HIRE program and its various service models on participant outcomes and to examine the unique benefits of the Hub and Spoke granting strategy. HIRE networks will consist of a single large community-based organization as the lead applicant, or Hub, and one or more large or small community-based organizations as partner applicants, or Spoke(s). To attain this goal, the evaluators will:

- Rigorously test the overall effects of the HIRE program on participants and mechanisms that facilitated these outcomes.
- Compare the effectiveness of different service models.
- Examine whether the Hub-and-Spoke grant structure indeed led to more efficient, more equitable, and, on the whole, more satisfactory program. The evaluation will measure program impact on employment, recidivism, quality of life, reentry confidence, program efficiency, equity, and participant experiences.

Breaking Barriers 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.

In July of 2025, evaluators submitted an interim report, An Implementation and Early Outcomes Evaluation of the Breaking Barriers to Employment Initiative, for the AB 628-funded programs. Key findings include evidence that cohorts 2a and 2b surpassed their enrollment goals (collectively serving 5,999 participants, exceeding their goal of 5,732 participants, achieving 105 percent of their target enrollment); and that they reached their intended 21 eligible priority

populations. Evaluators also found that participants faced complex and overlapping barriers to employment (46 percent faced three or more barriers). Most Breaking Barriers participants received training services (74 percent in Cohort 2A and 73 percent of Cohort 2b), while frequency of career and support services varied between the two cohorts. Results also stress the value of partnership, with a majority of surveyed grantees reporting that strong relationships with their community-based organization or Local Board partners enhanced program implementation; evaluators also found evidence of importance of outside partnerships.

A final evaluation report on Cohort 2a and 2b participants, with updated information on enrollment and service delivery and a presentation of participant outcomes, will be completed in December of 2025.

Regional Equity and Recovery Partnerships Grant (RERP)

The CWDB and the California Community Colleges Chancellor's Office produced a statutorily mandated interim report of the RERP program in January of 2024. The report included pre-outcome statistics related to the 12 target populations and 15 RERP implementation grants awarded to Local Boards. The report highlighted that the CWDB awardees are poised to serve 2,781 participants, with an average cost of \$8,720 per participant. Additionally, the community colleges plan to support 3,183 students at an average cost of \$2,984 per student. A subset of these participants will be co-enrolled by the Local Boards and community colleges.

Corporation for a Skilled Workforce (CSW) has been retained to conduct an independent third-party evaluation of the program and are expected to deliver a final report in 2027.

Distribution of Funds for Core Programs

For Title I Programs

III.b.5.A.i. Youth Activities in Accordance with WIOA Section 128(b)(2) or (b)(3)

The Workforce Innovation and Opportunity Act (WIOA) contains specific guidance that states must follow when allocating federal allotments of Title I Adult, Dislocated Worker, and Youth funds to Local Workforce Development Areas (Local Area). For the distribution of Title I Adult and Youth funds, California uses the standard allocation method recommended in 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.

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.

III.b.5.A.ii. Adult and Training Activities in Accordance with WIOA Section 133(b)(2) or (b)(3)

The Workforce Innovation and Opportunity Act (WIOA) contains specific guidance that states must follow when allocating federal allotments of Title I Adult, Dislocated Worker, and Youth funds to Local Workforce Development Areas (Local Area). For the distribution of Title I Adult and Youth funds, California uses the standard allocation method recommended in WIOA.

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.

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.

III.b.5.A.iii. Dislocated Worker Employment and Training Activities in Accordance with WIOA Section 133(b)(2) and Based on Data and Weights Assigned

The Workforce Innovation and Opportunity Act (WIOA) contains specific guidance that states must follow when allocating federal allotments of Title I Adult, Dislocated Worker, and Youth funds to Local Workforce Development Areas (Local Area). For the distribution of Title I Dislocated Worker funds, California developed a state specific method in accordance with WIOA.

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.

For Title II Programs

III.b.5.B.i. Describe the methods and factors the eligible agency will use to distribute Title II funds.

For grant years July 1, 2027–June 30, 2031, an open competitive application process will be executed that adheres to the considerations outlined in Workforce Innovation and Opportunity

Act (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 California Department of Education (CDE) uses at least 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 no more than 12.5 percent to provide support for:

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

The CDE uses five percent for administrative costs including salaries, monitoring of programs, technical assistance to programs, and travel.

The CDE uses the considerations specified in WIOA Section 231(e) to fund eligible providers. Through a Request for Application 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 Workforce Development Plan (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 America’s Job Centers of CaliforniaSM 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 Workforce Development 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.

III.b.5.B.ii. Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds, and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.

The California Department of Education (CDE) has established systematic processes to ensure direct and fair access to grant funding opportunities for all eligible providers under Workforce Innovation and Opportunity Act (WIOA) Title II. The CDE employs a multi-faceted notification approach that includes:

- **Direct Electronic Communication:** All currently funded providers, public adult schools listed in the California Public School Directory and identified eligible agencies receive grant or contract application notifications via email. This comprehensive distribution encompasses community-based organizations, community colleges, libraries, literacy councils, public housing authorities, and any other entities eligible under WIOA Section 203(5).
- **Public Notice and Web-Based Access:** Beyond direct notifications, CDE posts funding availability notices on the Outreach and Technical Assistance Network website, ensuring broader accessibility for potential applicants who may not be included in existing distribution lists.
- **Professional Development and Information Dissemination:** The CDE actively provides application information through conferences, workshops, and professional development activities attended by potential service providers, facilitating awareness and understanding of funding opportunities.

To ensure fairness and consistency across all applicants, CDE mandates that all eligible providers for WIOA Sections 225, 231, and/or 243 utilize identical application procedures. This standardized approach includes:

- **Uniform Application Materials:** All providers receive the same grant or contract announcement and application documentation.
- **Consistent Evaluation Criteria:** Applications are assessed using identical rubrics and scoring criteria, eliminating potential bias in the selection process.
- **Equal Access to Information:** During the initial submission period, any eligible agency expressing interest receives comprehensive application guidance and support.

The CDE maintains strategic partnerships to serve specialized populations through:

- **Contracted Statewide Leadership Activities:** Professional service providers deliver statewide leadership activities in full compliance with state contracting requirements, ensuring quality and accountability.

- **Interagency Collaboration:** CDE has established formal interagency agreements with the California Department of Corrections and Rehabilitation (CDCR), the Department of Developmental Services (DDS), and the California Youth Authority to provide appropriate educational services for institutionalized adults.

The CDE's comprehensive approach demonstrates unwavering commitment to WIOA Title II requirements by:

- Maintaining open communication channels for prospective applicants
- Providing equal access to funding opportunities regardless of organization type or size
- Implementing transparent and consistent evaluation processes
- Ensuring specialized populations receive appropriate educational services

In years when the Request for Applications is open to new applicants, CDE proactively notifies all potential adult education providers, reinforcing its dedication to expanding access to quality adult education services throughout California.

This systematic approach ensures that every eligible provider has meaningful opportunity to compete for funding while maintaining the integrity and fairness of the selection process, fully aligning with WIOA Title II mandates for direct and fair access.

Vocational Rehabilitation Program

III.b.5.C. In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

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 Department of Rehabilitation is designated as a combined agency and, therefore, does administer its vocational rehabilitation program and does not disburse its funds to separate agencies.

Program Data

Data Alignment and Integration

III.b.6.A.i. Describe the State's plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation.

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 the Cross-System Analytics and Assessment for Learning and Skills Attainment (CAAL-Skills) web portal, which works by pooling data from the Title I, Title II, Title III, and Title IV case management and reporting mechanisms - CalJOBS, TOPSpro Enterprise, and the Accessible Web-Based Activity Reporting Environment (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, including for some grants provided directly from the U.S. Department of Labor to Local Workforce Development Areas
- Select National Farmworker Jobs Program; usage of CalJOBS is optional so grantees vary based on select grant awards and their interest in using the system.

To ensure compliance with the performance accountability measures outlined in Workforce Innovation and Opportunity Act (WIOA) Section 116, the Employment Development Department (EDD) issued Workforce Services Directive ([WSD\)24-07](#), *Performance Guidance*, which provides performance guidance related for all programs using the CalJOBSSM system. To ensure the quarterly and annual participant data submitted to the Department of Labor is accurate, the EDD issued [WSD18-02](#), *Data Change Request Form Procedure*, to outline the process America's Job Centers of CaliforniaSM (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 California Department of Education (CDE) Adult Education Office 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 Adult Education and 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 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.

TOPSpro Enterprise (TE) Portals are easy-to-use web-based applications designed for teachers, counselors, and administrators. Their intuitive interface provides student, class, and agency-level data with customizable views and reports. Portal features and capabilities allow the user to quickly view National Reporting Systems tables 1-11, including downloadable visualization graphs. There is a data collection scorecard showing performance targets and progress in quartiles at the Regional and agency levels.

Title IV

The Department of Rehabilitation (DOR) utilizes a case management system known as Accessible Web-Based Activity Reporting Environment (AWARE). In addition to WIOA data reporting, the AWARE system has a financial component utilized for federal reporting requirements. The system contains consumer data, case notes, and information regarding goods/services for consumers.

Data are collected and inputted in-house by vocational rehabilitation staff located statewide in 12 geographic districts. The DOR continues to train staff on the current processes, and new

processes as needed, and use AWARE to collect WIOA data. The DOR collects and reports summary data in a federally mandated format called the Rehabilitation Services Administration (RSA) Case Service Report (RSA-911). The RSA-911 report is submitted quarterly for the preceding quarter of the fiscal year by each state's vocational rehabilitation agency. The 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 data system. 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 UC Los Angeles and UC Berkeley, has been engaged by the California Workforce Development Board (CWDB) to evaluate the data provided by CAAL-Skills partners in fulfillment of the federal requirements outlined in WIOA Section 116 and is currently working on a follow-up to the 2022 impact evaluation, [CAAL-Skills: Study of Workforce Training Programs in California](#).

To establish the CAAL-Skills data system, CWDB established data sharing agreements, including an overarching CAAL-Skills memorandum of understanding, 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 California Unemployment Insurance Code Section 14013, which established CAAL-Skills, and ensure data sharing and matching of confidential participant and wage data. This allows for analysis and reporting of the impact of workforce programs on short-, medium-, and long-term employment and earnings.

In addition to the CWDB, current data sharing partners include:

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

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 various levels of aggregation, including program, year, participant characteristic, and region.

Currently, the CAAL-Skills team is primarily focused on leveraging the modernized, secure, and cloud-based data system to strengthen analysis and reporting through development of an interactive public dashboard.

III.b.6.A.ii. Describe the State’s plans to integrate data systems to facilitate streamlined intake and service delivery, to track participation across all programs included in this plan.

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, including for some grants provided directly from the U.S. Department of Labor to Local Workforce Development Areas
- Select National Farmworker Jobs Program; usage of CalJOBS is optional so grantees vary based on grant awards and their interest in using the system

To ensure compliance with the performance accountability measures outlined in Workforce Innovation and Opportunity Act (WIOA) Section 116, the Employment Development Department (EDD) issued Workforce Services Directive [\(WSD\)24-07](#), which provides performance guidance related for all programs using the CalJOBSSM system.

To ensure the quarterly and annual participant data submitted to the Department of Labor is accurate, the EDD issued [WSD18-02](#) to outline the process America’s Job Centers of CaliforniaSM (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 statewide database designed to accurately measure student progress, mastery of skills, and attainment of competencies needed to both complete and advance one or more Educational Functioning Levels. The system automates scoring, collects student demographic data, tracks agency and individual student performance, generates reports, and aggregates data for state and federal year-end reports.

Core functions of TOPSpro Enterprise:

- Collects and reports all student progress and outcome measures, including measurable skills gains for federal and state annual reporting.
- Provides real-time student, class, and program reports that enable local providers to target instruction for continuous program improvement.
- Monitors agency deliverables quarterly and annually and provides to the California Department of Education (CDE) agency performance and aggregated state and federal reports.
- Records student goals upon enrollment in a class, student barriers to employment, short term services received, and employment and educational outcomes.
- Identified co-enrollment with Workforce Innovation and Opportunity Act (WIOA) Title I, III, and IV partners to support shared accountability across programs.
- Accepts both formal assessments (standardized tests) and informal measures (teacher observation of competencies) as evidence of learning.

Data Collection and Reporting

The data collected consists of measurable skills gains in the following program areas: English Language Acquisition, Adult Secondary Education, and Adult Basic Education.

- Daily: Local Adult Education and Family Literacy Act-funded agencies input data at each instructional site.
- Weekly: Data is aggregated at the statewide level to provide continuous monitoring.
- Quarterly/Annually: Local data is submitted to the CDE for validation, monitoring, and aggregation into statewide WIOA and federal reports.
- Annually (binning August 1): Data undergoes aggregation and validation for submission in required state and federal reports by October 1.

Integration with Statewide Data Systems

California is committed to aligned and integrating TOPSpro Enterprise with other workforce and education data systems to ensure seamless service delivery and comprehensive reporting:

- Cross-Agency Alignment: Title II data is linked with Title I (Workforce Services), Title III (Wagner-Peyser), and Title IV (Vocational Rehabilitation) data through the state's WIOA performance accountability system.
- Unemployment Insurance (UI) and Postsecondary Data: Employment and wage outcomes are matched through UI wage records, while postsecondary outcomes are aligned with community college and university data systems.
- One-Stop Reporting: Title II providers report co-enrollment and shared services data for individuals served in one-stop centers, ensuring participants are tracked across all core and partner programs.

- California Workforce Development Board (CWDB) Oversight: The CWDB, in partnership with the CDE and other core program leads, oversees the development of integrated data dashboards to monitor participation, performance, and equity outcomes across programs.

Progress and Future Goals

- Progress to Date: Co-enrollment data exchange between Title II and regional workforce partners is already operational, enabling agencies to identify participants engaged in multiple programs.
- Near-Term Goals: Develop improved data dashboards that unify reporting across WIOA Title I-IV and partner programs; strengthen interoperability between TOPSpro Enterprise, UI wage record systems, and postsecondary databases; expand the automation of co-enrollment tracking to reduce reporting burden on local providers.
- Long-Term Goals: Establish a fully integrated, participant-level data system that provides a single view of services and outcomes across all WIOA core programs and partner programs, supporting both accountability and continuous program improvement.

Title IV

The Department of Rehabilitation (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 12 geographic districts. The DOR continues to train staff on the current processes, and new processes as needed, and use AWARE to collect WIOA data. The DOR collects and reports summary data in a federally mandated format called the Rehabilitation Services Administration (RSA) Case Service Report (RSA-911). The RSA-911 report is submitted quarterly for the preceding quarter of the fiscal year by each state’s vocational rehabilitation agency.

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

Common Intake

The CWDB utilizes 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.

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, Trade Adjustment Assistance, 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.

III.b.6.A.iii. Explain how the State board will assist the governor in aligning technology and data systems across required one-stop partner programs (including design and implementation of common intake, data collection, etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals.

The California Workforce Development Board (CWDB) has completed transition 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 Workforce Innovation and Opportunity Act (WIOA)-funded activity to the U.S. 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.

Participant data is now expected to be reported on a quarterly basis for most of the 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 the CWDB reporting practices involves Quarterly Narrative Reports (QNRs), which are no longer collected. Instead, the CWDB is currently piloting a new approach to QNR reporting, in which grantees meet virtually with the CWDB 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 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 teams, 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?
- What benefits do employers see to their workforce and business goals from participating in a CWDB-funded grant program?
- 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 the Cross-Systems Analytics and Assessment for Learning and Skills Attainment (CAAL-Skills) Data System

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 WIOA, which requires that the state’s workforce system be data-driven and evidence-based.
- Compliance with California Assembly Bills 2148 (K. Mullin, Chapter 385, Statutes of 2014) and 1336 (K. Mullin, Chapter 211, Statutes of 2017) which require:
 - 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 Section 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 merges administrative data from participating data-sharing partners, including both core and other one-stop delivery system partners, and enables a holistic yet statistically rigorous assessment of California’s workforce system. Participating programs are party to data-sharing agreements that identify how participating program data may be used. In addition to the CWDB, current data sharing partners include:

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

CAAL-Skills Evaluation

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 by the CWDB to evaluate the data provided by CAAL-Skills partners in fulfillment of the federal requirements outlined in WIOA Section 116 and is currently working on a follow-up to the 2022 impact evaluation, [CAAL-Skills: Study of Workforce Training Programs in California](#).

III.b.6.A.iv. Describe the State’s data systems and procedures to produce the reports required under section 116, performance accountability system. (WIOA section 166(d)(2)).

Cross-Systems Analytics and Assessment for Learning and Skills Attainment Program (CAAL-Skills)

California has continued to work on the CAAL-Skills Program. 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 Workforce Innovation and Opportunity Act (WIOA) Section 116.

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 America's Job Centers of CaliforniaSM (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, including for some grants provided directly from the U.S. Department of Labor to Local Workforce Development Areas.
- Select National Farmworker Jobs Program; usage of CalJOBS is optional so grantees vary based on grant awards and their interest in using the system

To ensure compliance with the performance accountability measures outlined in WIOA Section 116, the Employment Development Department (EDD) issued Workforce Services Directive [\(WSD\)20-02](#), *Calculating Local Area Performance and Nonperformance*, which provides performance guidance related for all programs using the CalJOBSSM system. Additionally, [WSD24-05](#), *CalJOBS Activity Code*, provides AJCC staff with information regarding how to track services provided to individuals and employers in the CalJOBS system, and provides a link to the data element(s) each CalJOBS 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 [WSD18-02](#), *Data Change Request Form Procedure*, which outlines the process AJCC staff must take to correct data in the CalJOBS system. The EDD

informs all AJCC staff of the year-end reporting schedule to ensure all supplemental data is entered, and that performance data is reviewed prior to the annual report submission.

Use of Unemployment Insurance (UI) Wage Record Data

As part of the administration of the UI 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 Workforce Development Boards (Local Board) 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.

Title II

Statewide student and program accountability data is collected and reported using TOPSpro® Enterprise, a learner management and accountability software. The web-based software collects student demographics, records assessment results, tracks student attendance, and monitors and tracks student and program learning outcomes and goal-attainment data. The software offers more than 80 data reports, including the National Reporting System and Joint Statewide tables required for federal data reporting and the California payment points and California Adult Education Program reports for California statewide data results.

The California Department of Education uses a standardized automated follow-up survey in the TOPSpro Enterprise management information system to collect follow-up outcomes. This process includes an automated survey notification feature sent via email and text messages sent by agencies to students who have exited the program. When the student completes the survey online, TOPSpro Enterprise automatically receives the results. Agencies are able to customize the survey invitation by adding agency logo and name, a survey greeting, and a thank-you note. Survey invitations and the survey itself are available in eight languages. All agencies conduct the Employment and Earnings Survey each quarter.

Title IV

The Department of Rehabilitation (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 12 geographic districts. The DOR continues to train staff in 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 (RSA-911).

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. 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.

Assessment of Participants' Post-program Success

III.b.6.B. Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

CAAL-Skills data collection, research design, and outcome specifications involve several required and voluntary WIOA partners and other agencies responsible for administering

workforce programs. These programs include: WIOA Title I Adult, WIOA Title I Dislocated Worker, WIOA Title I Youth, WIOA Title II, WIOA Title III, 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 administered through the California’s Employment Training Panel program, California Division of Apprenticeship Standards (DAS)-approved apprenticeship programs, Career Technical Education programs administered through the California Community Colleges, rehabilitative programs administered through the California Department of Corrections and Rehabilitation and the Prison Industry Authority, and grant programs administered through CWDB.

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. These partnerships extend well beyond those programs specifically mandated by California Unemployment Insurance Code § 14013, which established CAAL-Skills, and ensure data sharing and matching of confidential participant and wage data. This allows for analysis and reporting of the impacts on short-, medium-, and long-term employment and earnings. 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 California Assembly Bills 2148 (K. Mullin, Chapter 385, Statutes of 2014) and 1336 (K. Mullin, Chapter 211, Statutes of 2017) which require:
 - 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 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 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 and is currently working on a follow-up to the 2022 impact evaluation, “[CAAL-Skills: Study of Workforce Training Programs in California.](#)”

Use of Unemployment Insurance (UI) Wage Record Data

III.b.6.C. Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

As part of the administration of the Unemployment Insurance program, the Employment Development Department (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 Workforce Development Boards (Local Boards) and Workforce Innovation and Opportunity Act (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 to understand their performance at both a program and participant level, which enables them to adjust as necessary to improve their overall program performance. This access also allows the EDD to include base wage data for the programs it administers in the quarterly Participant Individual Record Layout submitted to the U.S. Department of Labor, Employment and Training Administration.

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 allows California to exchange interstate quarterly wage records with any other state participating in the SWIS in accordance with WIOA Section 116.

Privacy Safeguards

III.b.6.D. Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

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 U.S. 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 California Unemployment Insurance Code (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 Workforce Development Boards and the Workforce Innovation and Opportunity Act (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.

Cross-Systems Analytics and Assessment for Learning and Skills Attainment (CAAL-Skills)

The California Workforce Development Board (CWDB) follows security controls as specified in National Institute of Standards and Technology Special Publication 800 and Federal Information Processing Standards Publication 199 to encrypt, secure, and provide access to the CAAL-Skills data, which is housed in a tier 2 data center on the Amazon Web Services cloud.

Those with access to the sections of CAAL-Skills that contain personally identifiable information have gone through a series of background checks, have signed confidentiality agreements, and are required to complete annual information security and privacy training.

In summary, the CWDB has legal authority to access records protected by FERPA and FUTA, and the CAAL-Skills data system includes confidentiality safeguards to protect personal data.

Priority of Service for Veterans

III.b.7. Describe how the State will implement the priority of service provisions for covered persons in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor.

Describe how the State will monitor priority of service provisions for veterans.

Describe the triage and referral process for eligible veterans and other populations determined eligible to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist/Consolidated Position.

As outlined in Workforce Services Directive [\(WSD\)24-15](#), *Priority of Service for Veterans and Eligible Spouses*, program operators are required to provide priority of service to veterans and eligible spouses for all Workforce Innovation and Opportunity Act (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 U.S. Department of Labor funds apply priority of service. This means that pertinent language should be included in contracts, sub grants, solicitations for proposals, memoranda of understand, and other service provision agreements.

The state conducts annual monitoring of Local Workforce Development Boards (Local Board) 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 U.S. Department of Labor Veterans' Employment and Training Service (VETS) staff are available to provide technical assistance when requested.

Applying Priority of Service

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

There are two basic categories of U.S. Department of Labor-funded programs:

- Universal access programs
- Programs that require participants to meet specific eligibility criteria

In addition to eligibility criteria, some programs may also have priorities that establish a rank order of priority, including programs with statutory priorities and programs with discretionary priorities.

As detailed description of how priority of service applies to these basic types of programs is outlined in WSD24-15.

Local Policies and Procedures

Program Operators must establish policies 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 America's Job Center of CaliforniaSM (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), Wagner-Peyser staff person, or WIOA Title I partner conducts an initial assessment. This initial assessment uses a customized intake questionnaire to help determine if the veteran or other eligible person has a Qualifying Employment Barrier (QEB) or if they are a member of another special priority group. If a determination is made that the client is a veteran with a QEB or other special criteria, they are referred to a DVOP specialist for further assessment and individualized career services. Those veterans determined not to possess a QEB are provided career services and training as needed by the AJCC staff on a priority of service basis.

Staff Training on Veterans Priority of Service

The Employment Development Department (EDD) provides training to AJCC staff and partners of Veterans Priority of Service and California’s Veterans Priority of Service policy. The virtual training is available on-demand to all Wagner-Peyser staff through EDD’s Learning Management System, and available to WIOA Title I operators and partners through CalJOBSSM in the staff resources portal. The EDD periodically provides in-person training to AJCC staff and partners as well. The training includes an overview of the federal requirements, the state policy, and real world application of Veterans Priority of Service in the AJCCs and other WIOA-funded programs.

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

III.b.8. Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State’s one-stop center certification policy, particularly the accessibility criteria.

As outlined in Workforce Services Directive ([WSD](#)17-01, *Nondiscrimination and Equal Opportunity Procedures*, all Workforce Innovation and Opportunity Act (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 Workforce Development Areas (Local Area) for nondiscrimination and equal opportunity is the responsibility of the Local Equal Opportunity (EO) Officers. Since the Department of Rehabilitation (DOR) is a required partner at the comprehensive America’s Job Centers of California’s (AJCC), the Local Areas also can utilize their partnership as a resource. The Employment Development Department’s (EDD) 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 Regional Planning Unit (RPU) funds to implement capacity building and professional development for front line staff. Local Workforce Development Boards (Local Board) within each RPU worked collaboratively to hire/designate a Regional Organizer to coordinate the implementation of the RPU’s Regional Training Plan.

Service Delivery

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

- *San Diego Workforce Partnership*: The San Diego Workforce Partnership applies an Individual Placement and Support model that provide person centered career coaching, job placement, and supportive services for individuals with disabilities, who frequently face barriers to employment due to lack of accommodation and limited training and employment opportunities. Partnerships through the DOR have supported the Individual Placement and Support model by co-enrolling individuals into programs and providing access to assistive technologies and universal design principles at career center. Another service strategy is Project Inspire, which engages social enterprises and schools to support transitional youth with disabilities.
- *San Francisco Workforce Development Board (WDB)*: The San Francisco WDB incorporates a disabilities coordinator and utilizes Disability Specialized Job Centers (SJC) to leverage workforce opportunities. Both the disabilities coordinator and the SJs work in conjunction with the DOR, community-based organizations, and other service providers to coordinate workforce needs. The SJs provide services like the Ticket to Work program, which assists individuals with disabilities towards financial independence.
- *San Joaquin County Worknet*: The San Joaquin County Worknet conducts assessment needs and evaluation of assistive technology resources through collaboration with the DOR. The San Joaquin County Worknet supports individuals, such as the visually impaired, by staffing individuals to increase document accessibility and collaborating with the Disability Resource Agency for Independent Living to advise on client needs and available resources.
- *Stanislaus County WDB*: The Stanislaus County WDB enhances accommodation by providing equitable access to individuals with disabilities that include language barriers. They have contracted with a sign language translation service for presentations and individualized appointments and offer accommodations for specialized appointments for languages other than Spanish (e.g. Farsi and Assyrian).
- *Solano County WDB*: The Solano County WDB employs a Disability Resource Specialist that provides access to training and employment services. Workforce partners then coordinate efforts to immerse approaches, such as Competitive Integrated Employment. These strategies optimize efforts in employer engagement, earn-and-learn opportunities, educational transition services, disability benefits counseling, and improved service coordination.

In addition, the 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.

The DOR has 81 offices located throughout the state that provide and arrange for services for the DOR's consumers, including consumers located in remote or rural areas. The 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. Following a successful pilot, the DOR has made the Community Resource Navigator a permanent position to ensure community services are provided to all consumers, including consumers in rural 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 Equal Employment Opportunity (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 (CAP)

If areas of non-compliance are found, a 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.

AJCC Certification

[WSD23-05](#), *Comprehensive, Affiliate, and Specialized AJCC Certification*, provides guidance and establishes the procedures regarding certification of comprehensive, affiliate, and specialized AJCC 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 had to 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 had to 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 had to submit the Baseline Criteria Matrix and the AJCC Certification Indicator Assessment by November 1, 2024, to their EDD Regional Advisor. The CWDB reviewed 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.

Addressing the Accessibility of the One-Stop Delivery System for Individuals who are English Language Learners

III.b.9. Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials. Describe how English language learners will be made aware of the opportunity to enroll and/or co-enroll in all the core programs for which they are eligible.

As outlined in Workforce Services Directive [WSD17-03](#), in providing any aid, benefit, service, or training under a Workforce Innovation and Opportunity Act (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 Workforce Development Areas (Local Area) 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.

Additionally, 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. In 2024, California 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.

WSD18-03 provides guidance on verification of authorization to work documents, including which services require verification, when to ask, and where to refer individuals for additional services. It 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).

California also has the Dymally-Alatorre Bilingual Services Act, which 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.

Service Delivery

Local Boards are actively coordinating with community-based organizations and other local partners who serve individuals who are English Language Learners (ELL). Included below are a few examples of strategies that have been developed and are being implemented throughout the state:

- *Fresno Workforce Development Board*: Nearly 55 percent of Fresno County’s population is Hispanic and more than 10 percent are Asian. Approximately 20 percent are foreign born. Fresno WDB continues to increase programs and services for this population through coordination with WIOA Title I service providers to have Spanish-speaking staff and promotional materials available in multiple languages. Additionally, the marketing team utilizes Spanish language radio and television stations to expand awareness of workforce development programs.
- *Sacramento Employment and Training Agency (SETA)*: Through various initiatives, such as the ELL Workforce Navigator pilot program, SETA expanded access points for ELLs within the workforce system. The ELL Workforce Navigator pilot helps identify best partnership practices in aligning policies, program reporting, and establishing common performance outcomes. Metrics were used to measure system and services changes and requisite funding alignment. System changes included improved coordination of intake, assessment, and referral processes among partners, alongside enhanced integration of job training, counseling, and support services. These changes created seamless pathways to postsecondary credentials and employment for ELLs.
- *Workforce Investment Board of Tulare County*: Approximately two-thirds of Tulare County residents are Latino with a significant number of this population being immigrants. Frequent and regular communication among agencies serving ELLs and immigrants is crucial to the coordination of services. AJCC staff attend various local and regional meetings where many community-based organizations and their partners convene to share information about resources and services available to this target group. The Workforce Investment Board of Tulare County has collected and summarized the resources of an extensive network of partners within the Employment Connection Partner Guide, which was developed to support a seamless referral process among partners and system stakeholders.
- *Southeast Los Angeles County Workforce Development Board (SELACO)*: Of the more than 500,000 people living in the eight-city area serviced by SELACO, nearly 60 percent are Hispanic or Latino and one-third are foreign born. Over the last two four-year planning cycles, SELACO has worked internally and with system partners to develop and promote an array of services to support the career goals of ELL customers, including English language skills training, resume building and interview preparation, job search assistance, work-based learning opportunities, access to supportive services, and integrated education and training.