CALIFORNIA'S UNIFIED STRATEGIC WORKFORCE DEVELOPMENT PLAN

Skills Attainment for Upward Mobility; Aligned Services for Shared Prosperity:

California's Workforce Development Plan

Under the
Workforce Innovation and Opportunity Act (WIOA) for
Program Years 2016-2020

Table of Contents

Preface **5**

A Brief Note on Process 6

Note on the Organization of the State Plan 9

Executive Summary Including Statement Pertaining to Vision and Goals (Corresponding to Strategic Planning Elements Required Under WIOA Sec. 102(b)(1)(D) **10**

Policy Objectives 10

State Plan Goals 12

Framework for Program Assessment 13

General Policy Framework for Program Alignment 14

Chapter 1: Background on California's Economy, Labor Market, and Workforce (Corresponding to Strategic Planning Elements Required Under WIOA Sec. 102(b)(1)(A) **19**

California's Economy is Big and Growing 19

The Great Recession and Its Aftermath 19

Economic Recovery in the Aggregate 21

Demand and Growth Industries in the Recovery 22

California's Regional Labor Markets during the Recovery 25

Projected Future Growth by Industry and Occupation 26

Middle-Skill Occupations 32

Unemployment and Labor Force Data Post-Recession 32

While California's Economy is Big and Growing, It is Still Characterized by Inequality 36

Demographic Data and Data on Target Populations 45

Other Relevant Features of the Labor Market: Churn and the Need for Skills 51

Policy Implications of Labor Market Analysis 52

Chapter 2: Overview of Workforce Development Activities in the State and Background On Client Populations Served (Corresponding to Strategic Planning Elements Required Under WIOA Sec. 102(b)(1)(B)), WIOA Sec. 102 (b)(1)(C), Sec. 102(b)(2)(C)(iii) **54**

The Labor and Workforce Development Agency 54

The California Workforce Development Board (State Board) 54

Local Workforce Development Boards and Areas 55

Employment Development Department 56
California Community Colleges 58
State Board of Education, California Department of Education, and Local Educational Programs 61
Governor's Office of Business and Economic Development 64
Health and Human Services Agency 65
Department of Rehabilitation 65
Department of Social Services 68
Department of Industrial Relations – Division of Apprenticeship Standards 69
WIOA Section I66 Indian/Native American Programs 69
Section 167 Farmworker Service Programs 70
Job Corps 71

Chapter 3: Comprehensive Overview of Policy Strategies (Corresponding to Strategic Planning Elements Required Under WIOA Sec. 102(b)(1)(D-E)) 73

Policy Strategies (WIOA Sec. 102 (b)(1)(D) 73
Sector Strategies: A Demand-Driven Workforce Investment Strategy 74
Career Pathways 76
Utilizing Earn and Learn Strategies 77
Organizing Regionally 78
Providing Supportive Services 80
Building Cross System Data Capacity 81
Integrating Services and Braiding Resources 83

Chapter 4: The California Workforce Development Board, Its Role, and Functions (corresponding to the Operational Planning Elements of the State Plan related to the State Board's Functions, WIOA Secs. 101(d), 102b(2)(A)), and 102 b(2)(C)(i). 85

The State Board: Role, Functions, and Operational Structure 85
The State Board and Its Composition 86
State Board Committees 87
State Board and State Plan Development (102(b)(2)(A); 101(d)(1)) 88
Staff Structure and Active Ongoing Policy Direction, Technical Assistance, and Capacity Building 102(b)(2)(A); 101(d)(2); 101(d)(3)(A-B)(F); 101(d)(3); 101(d)(5)(A-C); 101(d)(3); 101(d)(10) 89
Executive Director 90
Chief Deputy Director 90
The Administrative Branch 90
The Policy, Legislation, and Research Branch 91
Project SlingShot 93

Workforce Accelerator Fund Grants 93

The Role of the State Board and Performance Accountability (101)(d)(4) 95

The Role of the State Board in One-Stop Design 101(d)(6)(A-C); 101(d)(5)(A); 101(d)(7)(A-D);101(d)(8) 95

The Role of the State Board and Labor Market Information 101(d)(11) 99

The Role of the State Board and Formula Allocation (101)(d)(9) 100

Chapter 5: Implementing The Seven Policy Strategies: Organizational Roles, and Operational Alignment Under the Plan (corresponding to the Operational Planning Elements of the State Plan, and the Operating Systems and Policies required under WIOA Sec. 102 (b)(1)(C) and b(2)(B) 101

Regional Plans and "Regional Sector Pathways": The Pivot of the State Plan 102

WIOA Regional Planning Units Identified 104

The Roles and Functions of Core Partners Including Specific Activities That Will Be Undertaken to Implement "Regional Sector Pathways" 106

The Roles and Functions of Non-Core Partners, Including Activities That Will Be Undertaken to Implement the Program Strategy and Coordinate Efforts with Other Partners 110

Local Workforce Plans and American Job Centers of California 114

The Roles and Functions of Core Partners Including Specific Activities That Will Be Undertaken to Implement State Plan Strategies Pertaining to Integrated Services, Braided Resources, and "Earn and Learn" 114

The Roles and Functions of Non-Core Partners 121

Chapter 6: Creating Cross-System Data-Capacity (Corresponding to Strategic Planning Elements Required Under WIOA Sec. 102(b)(1)(E) as well as Operational Planning Elements and Operating Systems 102(b)(2)(C)(ii)-(iii), and (v) 123

Catalog of Operating Systems, Data-Collection, and Reporting Processes to Implement State Strategies (Corresponding to Section III (b)(1) of the planning guidance) 124

Labor Market Information Systems 124
Policy Statement on the Use of Labor Market Data under WIOA 126
Communication Systems 126
Job Banks 127

The State' Approach to Assessment for Core Programs (Corresponding to Section III (b)(4) of the planning guidance with some overlap with Section III(b)(6)) 128

State Level Assessment and Performance 128

Regional and Local Assessment and Performance 129

Data Systems and Program Data and Processes Used for Assessments, Performance, Case Management 130

The State's Approach to Assessment for One-Stop Mandatory Partners 134
Previous Assessment Results of Core Partners and One-Stop Partner Programs 134
The State's Approach to using Program Data Integration and Interoperability (Corresponding to Section III (b)(6) of the planning guidance)..... 137

Chapter 7: State Policies and Organizational Charts (Corresponding to Operating Systems and Polices plan requirements delineated in WIOA Section 102(b)(2)(C)(i), (vi), (vii) and corresponding DOL Planning Guidance Sections III (b)(2)-(3) and (7)-(8) 142

State Policies that support State Plan Strategies..... 142
State Legislation 143
Other Policies and Mechanisms for Achieving State Policy Objectives and Implementing Policy Strategies..... 145

Relevant Organizational Information and Organizational Charts..... 146
State Board Membership..... 160
Priority of Service for Veterans..... 163
Access for the Disabled..... 164

Chapter 8: Distribution of Funds for Core Programs (Corresponding to Operating Systems and Polices plan requirements delineated in WIOA Section 102(b)(2)(C)(iv) and corresponding DOL Planning Guidance Sections III (b)(5) 167

Distribution of Funds for Title I..... 167
Distribution of Funds for Title II..... 174
Distribution of Funds for Title IV..... 177

Chapter 9: Summary and Concluding Remarks 178
Regional Plans and "Regional Sector Pathways" 180
Local Plans and American Job Centers of California 181
In Conclusion 181

Preface

The Labor and Workforce Development Agency and the California Workforce Development Board (State Board) are pleased to present California's Strategic Workforce Development Plan: *Skills Attainment for Upward Mobility; Aligned Services for Shared Prosperity*. This plan combines both federal and state planning mandates into a single document:

- The federal Workforce Investment Innovation and Opportunity Act (WIOA) requires the Governor, via the California Workforce Development Board (State Board), and in coordination with WIOA core programs operated by the California Department of Education (CDE), the Employment Development Department (EDD), and the Department of Rehabilitation (DOR), to submit a unified state plan to the United States Department of Labor (DOL) and the United States Education Department (ED).

    - This Unified Plan outlines a comprehensive four-year strategy for the investment of federal workforce training and employment services dollars in a manner that aligns, coordinates, and when appropriate, integrates service delivery for the six core programs funded under WIOA. These programs include Title I Adult, Dislocated Worker, and Youth programs, Title II Adult Basic Education and Basic Skills programs, Title III Wagner-Peyser Employment Services programs, and Title IV Vocational Rehabilitation services.
    - This plan also provides a framework for aligning other relevant state and federally funded workforce, education, and human services programs, and in this manner, lays the groundwork for moving the State of California toward the policy objectives of a WIOA combined plan. To this end, the plan initiates the expansion of partnership beyond core programs to other relevant programs such as Temporary Assistance to Needy Families (TANF), Carl Perkins K-14 Career and Technical Education (CTE) programs, California's Employment Training Panel (ETP) incumbent worker training services, as well as state general-funded Adult Basic Education Block Grant programs administered by regional consortia under state statutes, and, as appropriate, state funded Career Technical Education (CTE) programs delivered through both the K-12 educational system and California's community colleges. The goals of the plan, discussed below, are intended to be met collectively by the partners to the plan.
    - While this plan aspires to the policy objectives of a combined plan, it is not a combined plan and is not being submitted in lieu of other plans required by the federal government of state plan partners under a combined plan. For purposes of federal compliance, this State Plan should be treated as a unified plan.

- California state law requires the State Board to collaborate with the ~~Chancellor of the~~ California Community College Chancellor's Office (CCCCO)~~s~~, CDE, the State Board of Education (SBE) which sets policy for various education programs in the state, other appropriate state agencies, and local workforce development boards (Local Boards) to develop a comprehensive state plan that serves as a framework for public policy, fiscal investment, and the operation of all state labor exchange, workforce education, and training programs.
    - State law specifically directs the State Board to develop a plan that fosters the building of regional alliances between workforce and education professionals and employers to develop programs that meet industry's workforce needs.
    - State planning requirements anticipate and are consistent with the policy direction prescribed in WIOA. This State Plan meets state requirements pertaining to coordination of services and investment in training in a manner that aligns with regional industry needs by making regional organizing efforts around career pathways aligned with regional labor market trends and industry needs, a key focus of the regional workforce plans required under WIOA Section 106. By doing so, this State Plan is designed to meet both state and federal planning requirements while also providing a comprehensive framework for partnership between private industry sector leaders and the state's publically-funded workforce and education systems.

The chapters that follow lay out the Governor's vision, goals, and strategic policy orientation for the State Plan. Early chapters provide background and an overview of the general policy orientation informing the plan. Later chapters provide more concrete consideration of service delivery and program coordination strategies that will inform day to day operations at the state, local, and regional levels. In line with the principle of subsidiarity and the belief that government is most responsive to public needs when operating closer to the people it serves, the state intends to provide flexibility to Local Boards and regional partnerships to design programs that best meet the needs of local and regional economies, provided that they adhere to the policy vision of the State Plan in a manner that produces results.

A Brief Note on Process

Thi~~s~~se ~~original draft of the~~ State Plan was collaboratively developed and thoroughly vetted by a range of stakeholders.

Beginning in December of 2014, state partner departments, and stakeholders representing Local Boards, business, and labor, publically me~~e~~t periodically under the auspices of the WIOA Implementation Committee Workgroup (WIOA Workgroup) of the State Board. This group

worked collaboratively to develop the vision, programmatic strategy, and shared goals for the State Plan.

Between bimonthly WIOA Workgroup meetings, staff workgroups comprised of high level policy staff assigned by state partner departments and agencies met together and with stakeholders to help develop the content of the plan. Participants included staff from the State Board, ~~the State Board of Education~~ SBE, CDE, ~~the Community College Chancellor's Office (~~CCCCO~~)~~, EDD, DOR, the Department of Social Services (DSS), ETP, the California Workforce Association (CWA), the California Welfare Directors Association, and designated representatives of Local Boards.

Initially, three multiagency staff and stakeholder workgroups were formed to discuss the State Plan. These included a "Mapping the Field" workgroup, a "Data-Sharing and Performance Accountability" workgroup, and a "Local and Regional Service Coordination" workgroup.

Over the course of March and April 2015, these three staff workgroups each met twice. During these six meetings, workgroups discussed the requirements of WIOA, assessed and shared information about each other's programs (including the specific ~~special~~ needs of client populations), identified cross-system common program elements, identified program core competencies, discussed performance accountability systems by program type, engaged in a process of needs assessment, and discussed resource and regulatory constraints and their potential impacts on coordination efforts. The purpose of these meetings was to identify areas for potential collaboration under a comprehensive state plan, particularly at the regional and local levels where programs could be better coordinated and aligned "on the ground" at the point of contact.

Following this series of meetings between staff workgroups, a series of high level "bilateral" meetings were initiated by the State Board to develop more specific input into the State Plan from the leadership of the various state planning partners (the State Board, SBE, CDE, CCCCO, EDD, DOR, DSS and ETP) and other stakeholders (the~~The~~ California Welfare Directors Association ~~(CWDA)~~ and the California Workforce Association).

During bilateral meetings, baseline information developed by staff workgroups was used to frame conversations, and identify what partners could and could not do at the state, regional, and local levels, to align and coordinate services across the programs participating in the planning process.

Following these bilateral conversations, seven issue, operations, and program specific workgroups continued to develop content for the State Plan. These workgroups included each of the following: CDE-CCCCO-State Board workgroup on adult education, basic skills, and Carl Perkins programs; a DOR-State Board workgroup on vocational rehabilitation services; a DSS-

CWDA-State Board workgroup on TANF programs; a State Board and CWA workgroup on youth services; an EDD-State Board-DOR-DSS-CCCCO-Local Board workgroup on American Job Centers of California (AJCC)(the One-Stop Design Workgroup); an EDD-State Board workgroup on labor market information; and the Data-Sharing and Performance Accountability workgroup. In addition, State Board staff met with representatives of the Section 166 Indian/Native American grantees and the Section 167 Migrant/Seasonal Farmworker grantees to solicit input into the state planning process.

All State Board workgroup efforts were overseen by the Labor and Workforce Development Agency (LWDA) which met with the State Board and EDD periodically over the course of the planning process to ensure timely adoption of a s~~S~~tate P~~p~~lan.

~~The content of this draft State Plan reflects the collective thinking of agencies and partners involved in the planning process. This is a draft plan and is now being provided to the public for comment. Based on public comment, the plan will be revised in January 2016 and submitted to the federal government in March of 2016.~~

In November 2015, a draft of the State Plan was provided to LWDA and partner departments who were given an opportunity to make comments and revisions before submitting the plan to the public for comment. Following these initial revisions, a public presentation of plan content was made to the State Board's WIOA Workgroup, and on December 2nd, the draft State Plan was made public and an initial 30 day public comment period was opened. This public comment period was extended to January 15, 2016 at the request of the ~~California Workforce Association~~CWA.

In December 2015, State Board staff, in partnership with local ~~workforce development~~ boards and the ~~California Workforce Association~~CWA, conducted a six-event regional "WIOA Roadshow~~."~~". The local ~~workforce~~ boards and WIOA Workgroup members ensured strong and diverse turnout at each event. The intent of the briefings was to achieve buy-in across the state for the common vision and framework represented in the State Plan and adopted by each of the ~~S~~state ~~P~~plan partners. The other goal was to start to build momentum for regional alignment and leadership for the development and implementation of regional and local plans. Over 600 people participated in the Roadshow events, representing workforce boards, community colleges, local schools, businesses, labor, and community organizations.

In January 2016, the Executive Committee of the State ~~Workforce Development~~ Board, the full State ~~Workforce Development~~ Board, and ~~the State Board of Education~~SBE all unanimously approved the State Plan with the understanding that the State Plan would undergo minor revision following a review of public comment. This document is the final draft of the State Plan and contains post public comment revisions necessary to strengthen the content of the plan.

Formatted: Space After: 0 pt, Line spacing: single, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

Note on the Organization of the State Plan

The content and organization of the State Plan is designed to provide a comprehensive overview of the Governor's policy focus while also serving as a federal compliance document. Due to redundancies in planning guidance and the need to ensure compliance with federal planning requirements, some content contained in this plan appears in multiple chapters as well as the plan's Appendices. Such duplication was minimized as much as possible.

In general, the language contained in the Executive Summary and chapters 1-5 provide background and a broad overview on the policy objectives and strategies that guide the plan. These chapters have been developed with readability in mind. Beginning in chapter 6, the language necessarily becomes more technical as a consequence of plan requirements issued by the federal government.

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

Policy Objectives

Consistent with WIOA, the State Board has developed its State Plan with three policy objectives in mind.~~:~~ These objectives affect both state-level policy and administrative practices across programs as well as local policy and service delivery:

- Fostering "demand-driven skills attainment". Workforce and education programs need to align program content with the state's industry sector needs so as to provide California's employers and businesses with the skilled workforce necessary~~it needs~~ to compete in the global economy.
- Enabling upward mobility for all Californians, including populations with barriers to employment. Workforce and education programs need to be accessible for all Californians and ensure that everyone has access to a marketable set of skills, ~~-~~and is able to access the level of education necessary to get a good job that ensures both long-term economic self-sufficiency and economic security.
- Aligning, coordinating, and integrating programs and services to economize limited resources to achieve scale and impact, while also providing the right services to clients, based on each client's particular and potentially unique needs, ~~so as to facilitate~~ including any needs for skills-~~development~~ development~~attainment~~.

Industry Engagement

Formatted: Underline

This State Plan adopts a dual-customer focus and is intended to provide policy direction for a system that serves both employers and job seekers. The State Plan attempts to do this by laying out a policy framework for aligning education, training, and employment services with regional labor market needs through a process of regional industry sector engagement. By organizing currently fragmented employment and training programs to meet the skill demands of employers in industry sectors that are driving regional employment, the system helps create opportunities to move workers up a career ladder using targeted incumbent worker training while also moving new hires into jobs using strong employer engagement practices, relevant training investments, supportive services, and basic skills remediation where necessary.

Serving Individuals with Barriers to Employment

Formatted: Underline

Both federal and state law mandate that services be provided to individuals with barriers to employment.[1] As noted above, the State Board believes the best way to serve both employers and job seekers, including those with barriers to employment, is to align training, education, and employment services with industry needs, including the skills and training needs of California's employers. This will mean, in many instances, providing access to training and education programs that align with regional labor market trends. For some individuals, this will also require the provision of remedial education services, including services designed to improve literacy and numeracy, English language literacy, as well as programming that facilitates ~~H~~high ~~S~~school dropout recovery, to better position these individuals to participate in training and education programs that are calibrated to employers' needs.

Job Placement in Quality Jobs

The ultimate goal of the workforce system is to help people get a good job, and for those who don't have the requisite skills to immediately get a good job, the goal is to ensure access to the employment services, supportive services, training, and education programming that will help these individuals eventually get a good job.

State law directs the State Board to develop strategies that help people enter and retain employment and emphasizes the development of policies that lead to -"placement in a job providing economic security or job placement in an entry-level job that has a well-articulated career pathway or career ladder to a job providing economic security."[2] State law defines these jobs as those that provide, "a wage sufficient to support a family adequately, and, over time, to save for emergency expenses and adequate retirement income, based on factors such as household size, the cost of living in the worker's community, and other factors that may vary by region."[3]

The State Board recognizes that not all jobs are good jobs and that education and training alone will not solve the problem of poverty. There is a hidden cost to low wage work that is ultimately borne by communities, particularly communities of color and immigrant populations. The State Board is committed to developing a workforce system that enables economic growth and

[1] WIOA section 134 requires that priority of service be given to recipients of public assistance, other low-income individuals, and individuals that are basic skills deficient for any expenditure of WIOA Adult program funds spent on individualized career services and training. Similarly, California Unemployment Insurance Code section 14000 (b) (6) requires that programs and services be accessible to "individuals with employment barriers, such as persons with economic, physical, or other barriers to employment." California Unemployment Insurance Code section 14013(d)(2) further directs the State Board to develop "strategies to support the use of career pathways for the purpose of providing individuals, including low-skilled adults, youth, and individuals with barriers to employment, and including individuals with disabilities, with workforce investment activities, education, and supportive services to enter or retain employment."

[2] UIC 14013.

[3] UIC 14005

Formatted: Underline

Formatted: Font color: Gray-80%, Border: : (No border)

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: +Body (Calibri)

Formatted: Font: 10 pt

Formatted: Font: +Body (Calibri)

shared prosperity on the basis of innovation, quality, and skills attainment rather than low wages, contingent employment, and low or no benefits. As such, ~~S~~state ~~P~~plan partners and providers covered by the plan should make it a priority to work with employers who offer jobs with good wages and benefits, support for ongoing skill training and employee advancement, good working conditions (including paid sick days, paid family leave, and paid medical or short-term disability leave), and adequate hours with predictable schedules that enable employees to meet their family caregiving commitments.

Customer-Centered Services

The State Board recognizes that services provided will vary on the basis of customer need. For some, these services will necessarily involve enrollment in remedial basic skills programming prior to, or concurrently with, enrollment in career technical education or job training. For other individuals, participation in job readiness training may be necessary prior to labor market entry. It is important to recognize that individuals with significant barriers to employment may need multiple interventions and access to a menu of services provided over an extended period of time before they will be able to find and enter a good job. However, for other individuals served by the workforce system, especially dislocated workers with an in-demand skillset, finding a good job may require only access to information about which employers are hiring in their local area or region.

~~In furtherance of these policy objectives, the Secretary of Labor and Workforce Development, the State Board Chair, and the Community College Chancellor have agreed to quantitative goals which the state will use to measure the state's progress towards obtaining its policy objectives.~~

State Plan Goals

Between 2017 and 2027, the state will produce a million "middle-skill" industry-valued and recognized postsecondary credentials broadly defined here as sub-baccalaureate credentials with demonstrable labor market value, including industry-recognized certificates, or certifications, or certificates of completion of apprenticeship, or professional licenses, recognized by California or the federal government, as well as industry-valued associate degrees that facilitate movement into either the labor market or longer term educational programs aligned with the state's workforce needs. During this time the state will also double the number of people enrolled in apprenticeship programs.

These goals are aspirational in nature and are based on the need for workforce and education programs to calibrate the production of credentials to labor market trends. The actual number and type of credentials awarded will be determined regionally on the basis of systematic industry engagement. This requires that employers and other industry sector leaders be engaged to help lead the assessment and, where necessary, work with training and education

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Underline

Formatted: Font: 12 pt

providers to redesign relevant training and education programs. In this regard, regional partnerships between industry and labor, training and education providers, and Local Boards will be vitally important to the success of the State Plan.

Additionally, any and all efforts to align training and education programs with regional labor market trends should be validated by the labor market. This will be done by examining the employment and wage rates of those who participate in and complete relevant programs. The real test of whether programs are serving the needs of both employers and workers is whether those who are receiving services are getting good jobs that put them on a path to upward mobility.

Framework for Program Assessment

The state will measure performance of the core programs using WIOA performance metrics and will *further* assess the overall effectiveness of the workforce system and those educational programs that support and work with it on the basis of these programs'~~ir~~ collective ability to produce industry-valued, recognized postsecondary credentials and the apprenticeship enrollments discussed~~as defined~~ above. As such, State Plan credential and apprenticeship goals should be understood to be supplemental performance measures, and are not intended to supplant the measurement of WIOA performance outcomes for the core programs. The State Board will also work with non-core programs to align performance measurement for state-funded workforce and education programs for which the California Legislature has mandated performance reporting.

Formatted: Font: Italic

Specifically, the state will emphasize "demand-driven skills-attainment" in the policies it sets pertaining to local and regional workforce planning goals and program performance goals will be consistent with this policy direction. For example, in setting performance standards for Local Boards, the state will give great weight to WIOA performance measures related to skills attainment, program completion, and credential attainment (including, when relevant, ~~H~~high ~~S~~school diplomas), and will validate the labor market value of relevant programs by examining the employment and wage outcomes of the individuals served using relevant WIOA performance metrics.

The purpose of this overall approach to program assessment is to facilitate the attainment of marketable skills that ultimately will improve the labor market outcomes (employment rates and wages) of the individuals being served. The focus on labor market relevant skills attainment (as measured by the production and receipt of industry-valued credentials) is intended to work in tandem with and reinforce the performance assessment system required by WIOA, so as to increase the performance outcomes of local service providers by requiring

investments that actually develop the workforce skills of the individuals they serve. If local providers make training-related investments calibrated to the needs of their local and regional labor markets, their performance numbers should benefit.

The State Board will also work with regionally organized Local Boards and other S~~s~~tate P~~p~~lan partners to determine the extent to which persons receiving training and education services aligned with regional industry needs are actually obtaining employment in occupations and sectors directly related to their programs of study.

Developing this~~e~~ capacity ~~for tracking employment related to training and education programs of study~~ will require creativity ~~the study~~ and the development of an operational plan for collecting ~~the~~ relevant information. The State Board will work with EDD, ~~and~~ Local Boards, and ~~S~~state ~~P~~plan partners to build this capacity and will consider alternative approaches to measuring how well local providers are calibrating training and education offerings to regional labor market trends. Given the current limits of occupation and industry sector information contained in relevant wage records, developing this capacity could prove challenging, though ultimately, worth the effort.

Finally, the State Board will work with ~~S~~state ~~P~~plan partners and relevant stakeholders to conduct program evaluation and research that examines program impacts on wages and employment, using rigorous statistical methodology to compare the labor market outcomes of individuals who participate and complete relevant programs with similar individuals who do not participate and complete these programs.

General Policy Framework for Program Alignment

State Plan Policies

The state will employ and will require state plan partners to adopt or participate in (to the extent appropriate for each program), seven policy strategies that frame, align, and guide program coordination at the state, local, and regional levels. These policies (discussed in further detail in chapter ~~3~~ 3~~the section on strategies, tactics, and resources~~) will include the following:

- Sector strategies: aligning workforce and education programs with leading and emergent industry sectors' skills needs. The success of these efforts will depend on the depth of industry engagement.
- Career pathways: enabling of progressive skills development through education and training programs, using multiple entry and exit points, so that each level of skills development corresponds with ~~a~~ labor market gains ~~payoff~~ for those being trained or educated. These pathways should be flexibly designed and include, where necessary,

remedial programming, and English as a Second Language training, so as to allow those with basic skills deficiencies ~~an~~the ability to participate.

- Regional partnerships: building partnerships between industry leaders, including organized labor, workforce professionals, education and training providers, and economic development leaders to develop workforce and education policies that support regional economic growth. The success of these efforts will depend on the depth of industry engagement.
- "Earn and learn"—using training and education best practices that combine applied learning opportunities with material compensation while facilitating skills development in the context of actual labor market participation. The success of earn and learn programs depends on sustained employer engagement, and where appropriate, the involvement of organized labor, especially as this pertains to the development of partnerships with labor-management apprenticeship, pre-apprenticeship, and non-traditional apprenticeship programs.
- Supportive services: providing ancillary services like childcare, transportation, and counseling to facilitate program completion by those enrolled in training and education courses.
- Creating cross-system data capacity: using diagnostic labor market data to assess where to invest, and also, the use performance data to assess the value of those investments.
- Integrated service delivery: braiding resources and coordinating services at the local level to meet client needs.

This State Plan provides the policy framework and direction for day-to-day operations of ~~WIOA~~ WIOA-funded programs, while also laying out a vision for collaboration with non-WIOA programs that provide relevant programs and services. Across California, regional partnerships have developed to address the state's workforce challenges. The role of state agency and state department plan partners under this plan is to ~~provide~~ ~~to~~ help develop regional leadership and local and regional program alignment and scale by means of coordinated policy direction, program oversight, program support, ~~support,~~ and technical assistance for and to local and regional service providers covered by the plan. State P~~p~~lan, state agency and departmental partners include the following:

- Labor and Workforce Development Agency (LWDA)
- California Workforce Development Board (CWDB)
- California Community Colleges' Chancellor's Office (CCCO)
- California Department of Education (CDE)
- California Board of Education
- Employment Development Department (EDD)

- Employment Training Panel (ETP)
- Department of Rehabilitation (DOR)
- Department of Social Services (DSS)
- Health and Human Services Agency (HHS)
- Employment Training Panel (ETP)
- Governor's Office of Business and Economic Development (GO~~o~~-Biz)

While the foregoing ~~S~~state ~~P~~plan partners have the responsibility for providing relevant policy direction to the operators of relevant programs, a primary focus of this policy is to facilitate coordinated and seamless service delivery at the local and regional level to improve employment outcomes for students, workers, and job seekers. As such, ~~S~~state ~~P~~plan partners will work to identify and remove policies, administrative practices and implementation practices that result in the fragmentation of services delivered locally or regionally. The success of the State Plan depends on the administrative and operational efforts of Local Boards and other local providers of training, education, and employment services, including local educational agencies (such as ~~C~~county ~~O~~offices of ~~E~~education, K-12 schools, and ~~A~~adult ~~S~~schools), local ~~C~~community ~~C~~colleges, ~~C~~county ~~W~~welfare ~~D~~departments, and any relevant ~~C~~community ~~B~~-based ~~O~~organizations, non-profits, or labor unions who participate in the local and regional partnerships developed under this plan. The state recognizes the critical importance of partnership with and between these entities and values their efforts to bring local and regional perspectives to any and all WIOA implementation efforts.

Regional Plans and "Regional Sector Pathways"

~~Regional plans and partnership required by WIOA will function under this State Plan as the primary mechanism for aligning educational and training provider services with regional industry sector needs~~. California's ~~s~~State Workforce Innovation and Opportunity Act requirements pertaining to coordination between the K-12, ~~C~~community ~~C~~college, and WIOA systems, as well as state mandated efforts to implement sector strategies as the operational framework for the state's workforce system are met under this State Plan by making federally required WIOA regional plans the primary mechanism for achieving the state's mandated alignment of educational and training programs with regional industry sector needs~~.~~

Alignment at the regional level will be accomplished through the regional implementation of three of the seven policy strategies ~~emphasized by the State Plan~~discussed in the preceding ~~section:. These include sector~~section: sector strategies, career pathways, and organized regional partnerships. All three of these policies will be required under the regional planning guidance issued by the State Board to Local Boards organized into the regional planning units required under WIOA Section 106.

A primary objective and requirement of regional plans will be to work with community colleges and other training and education providers, including the state's Adult Education Block Grant regional consortia and other providers on the state's eligible training provider list to build "regional sector pathway" programs, by which we mean, career pathway programs that result in the attainment of industry-valued and recognized postsecondary credentials aligned to regional industry workforce needs. "Regional Sector Pathway" programs should be flexibly designed and include, as appropriate, remedial programming, so as to allow those with limited basic skills, including limited language skills, an ability to work their way along these pathways.

The State Board, working alongside other state agencies such as CCCCO, CDE, EDD, and Go-Biz will provide technical assistance to regional partnerships, comprised of industry leaders, workforce professionals, and regional training and education providers to help align programs and services delivered with industry sector workforce needs.

Under the State Plan, the key regional partners involved with the development and implementation of regional plans will include the following:

- Industry sector leaders, associations, ~~and~~ business organizations, and organized labor (required under this State Plan)
- Regionally organized local workforce development boards (required under WIOA)
- Local economic development agencies (required under WIOA)
- Regional consortia of community colleges (required under this State Plan and pending state legislation)
- Regional consortia of adult basic education providers, ~~(~~including both WIOA Title II and other state-funded basic education programs ~~)~~(required under this State Plan)
- Representatives of K-12 CTE programs funded by either federal Perkins funds or various state-specific CTE funding streams, when relevant county offices of education and other local educational agencies determine that participation will benefit the students participating in their CTE programs (required under this State Plan)

Additional regional partners may also include ETP (California's state-funded incumbent worker training program); DOR; and County Welfare Agencies. These entities may wish to participate in regional plans and the regional planning process to leverage the employer engagement efforts required and made central to regional planning efforts.

The State Board will encourage and recommend broad ~~and inclusive~~ partnerships~~,~~ that include ~~C~~community ~~B~~-based ~~O~~organizations (CBOs) and non-profits, but the State Board will grant considerable flexibility for Local Boards and their partners to determine the nature, scope, and depth of these partnerships based on local and regional needs and priorities as long as regional plans and partnerships are consistent with the policy direction and goals of this State Plan.

Regional efforts under WIOA are expected to build upon the State Board's regional SlingShot initiative discussed later in the State Plan.

Local Plans and American Job Centers of California

Under the State Plan, the purpose of local workforce plans and partnerships is to facilitate access to workforce services at the local level.

Local workforce development plans will ensure a baseline level of WIOA core program alignment compliant with federal regulations at the local level, in and through the American Job Centers of California ~~(~~, the state's One-Stop system, so that program services are coordinated, and when appropriate, integrated to make accessible a menu of customizable services available to clients on the basis of client needs.

Under this State Plan and all relevant policies issued by the state concerning One-Stop design, operations, and partnerships, locals will be directed to operate One-Stops as an access point for programs that provide for "demand-driven skills attainment." From this perspective, One-Stops will be operated as an "on ramp" or "gateway" to the "Regional Sector Pathways" programs either built-out or identified through the regional planning process described above.

One-Stops will continue to provide the full menu of One-Stop services, now known under WIOA as "career services", they have historically provided and One-Stops will continue to function as labor exchanges, especially for those dislocated workers who do not need further training to reenter the labor market ~~;but~~ however, there will be much greater emphasis on treating AJCCs as an access point for education and training services for those who want and need it.

Further detail on One-Stop design and the operation of the AJCC is provided in the body of the State Plan.

Chapter 1: Background on California's Economy, Labor Market, and Workforce (Corresponding to Strategic Planning Elements Required Under WIOA Sec. 102(b)(1)(A)

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

A more thorough analysis is found in Appendix F which provides much more information for the all the areas mentioned above, including information on the state's nascent research pertaining to skills gaps analysis and information on the knowledge skills and abilities needed by employers in select occupations. Appendix G provides regional economic and workforce profiles for areas of the state that will be engaged in regional planning efforts under the policy direction of this State Plan.

California's Economy is Big and Growing

With a gross domestic product (GDP) of over $2.1 trillion in 2014, a labor market with more than 19 million participants, and a nonfarm economy with over 16 million jobs, California has the largest economy of any state in the nation. Between 2009 and 2014, the economy grew by $198 billion, growing 1.1. percent in 2010, 1.2 percent in 2011, 2.5 percent in 2012, 2.3 percent in 2013, and 2.4 percent in 2014. Between February 2010 and February 2014, California recovered the 1.3 million jobs it lost during the Great Recession and the state is currently enjoying sustained economic growth, both in terms of GDP and jobs.

This chapter contains information on the state and regional economy through July 2015. Since then, the economy has continued to grow in terms of jobs, reduced unemployment and gross state product. More recent data and ongoing analyses are provided by the Labor Market Information Division (LMID) of EDD and the State Department of Finance on their websites.

The Great Recession and Its Aftermath

U.S. economic business cycles are officially arbitrated and dated by the National Bureau of Economic Research (NBER) based on their analysis of a basket of economic indicators, including real GDP, real income, employment, industrial production, and wholesale-retail sales. According to NBER, the U.S. Great Recession began December 2007 and ended in June 2009. California's economy, however, entered recession in July 2007 and emerged from recession later than the

nation as a whole, beginning its recovery seven months later in February 2010.[4] Relevant details pertaining to the recession include the following:

- California lost 1,333,000 nonfarm jobs from July 2007 through February 2010, a decline of 8.6 percent, and about one of every twelve of the state's nonfarm jobs.
- By the time the recession ended, all of California industry sectors had experienced substantial job losses with one notable exception.
    - Educational and health services added 117,800 jobs over the period.
    - Construction (335,900) experienced the largest job loss in number over the period, followed by trade, transportation, and utilities (311,000).
    - Three additional industry sectors lost more than 100,000 jobs: manufacturing (226,100), professional and business services (222,500), and financial activities (137,700).
- Additionally, all regional labor markets in the state experienced substantial job losses during the recession.[5]
    - The Southern regional labor market, which includes Los Angeles, Ventura, Orange, Riverside, and San Bernardino Counties, lost 689,900 jobs.
    - Nonfarm job losses in the state's seven remaining regional labor markets ranged from a high of 251,000 in the San Francisco Bay Area to a low of 5,300 jobs in the Eastern Sierra, the state's smallest regional labor market (which includes Amador, Calaveras, Inyo, Mono, Mariposa, and Tuolumne Counties).
- Overall unemployment in California skyrocketed during the Great Recession. From its pre-recession low of 4.9 percent during the months of March 2006 through December 2006, California's seasonally adjusted unemployment rate rose by 7.3 percentage points to a peak of 12.2 percent in the months of February through April and September and October of 2010.
- The number of unemployed rose from a pre-recession low of 859,000 persons in August and September 2006 to a peak of 2,231,000 in October 2010, an increase of nearly 1.4 million persons (160 percent).

[4] By convention, economists date state business cycles by the peaks and troughs in total nonfarm payroll employment. Based on this criterion, California's economy entered recession earlier than the nation in July 2007 and emerged from recession later, in February 2010.

[5] July 2007 through July 2010 is the period of time that best approximates the July 2007 to February 2010 recession when using unadjusted data. Seasonal adjustment is a statistical technique that models and filters out normal and predictable seasonal patterns of employment that are associated with recurring events during the calendar year such as the beginning and end of the school year or the holiday season. Once seasonality is removed from a data series, observed changes between any two points in time are presumed to reflect economic factors. Although seasonally adjusted total nonfarm employment data are available for most California metropolitan divisions and statistical areas, several areas of the state are uncovered. As such, a thorough analysis of regional and area job growth trends requires the use of not seasonally adjusted jobs data. The most effective way to filter seasonality out of not seasonally adjusted data is to compare like months in a year.

- All of California's regional labor markets experienced steep increases in unemployment during the Great Recession.
    - Unemployment rate increases in California's regional labor markets over this same period ranged from a low of 5.9 percentage points in the San Francisco Bay Area and Coastal regional labor markets to a high of 8.8 percentage points in San Joaquin Valley.
    - The unemployment rate in each of California's 58 counties rose by 4.0 percentage points or more.
- All demographic groups experienced rising unemployment:
    - The unemployment rate among California men rose by 8.1 percentage points compared to 6.4 percent among women.
    - Unemployment rates rose among all of California's major racial and ethnic groups between March 2007 and December 2010, with the largest increase occurring among African Americans (9.8 percentage points) and Latinos (9.2 percentage points) and the smallest increases occurring among Asians (6.0 percentage points) and Whites (7.3 percentage points).
- Unemployment was strongly correlated with age (work experience) and education (skill level), with inexperienced youths and less educated or unskilled workers suffering most.
    - The unemployment rate among youths age 16 to 24 increased from 10.8 percent in March 2007 to 22.8 percent in December 2010. In contrast, the unemployment rate among prime working age Californians age 25 to 54 increased from 3.9 percent in March 2007 to 10.9 percent in December 2010.
    - The unemployment rate among California workers who attained less than a high school diploma shot up from 9.3 percent in March 2007 to 19.1 percent in December 2010, an increase of 9.9 percentage points.
    - High school diploma holders and workers who had attended some college but hadn't received a degree fared little better, experiencing unemployment rate increases of 9.7 and 9.3 percentage points, respectively.
    - In contrast, the unemployment rate among associate degree holders and those with a bachelor's degree or higher increased by 6.5 and 4.0 percentage points over the same period. The unemployment rate among workers with a Bachelor's degree or higher stood at just 6.7 percent in December 2010.
- In real terms, California GDP fell from $2.0 trillion in 2008 to $1.9 trillion in 2009, a decrease of 4.4 percent. The state lost $88 billion in economic activity in a single year.

Economic Recovery in the Aggregate

California total nonfarm employment finally bottomed out in February 2010 and the economy has been expanding ever since. However, the recovery from the recession was initially a slow and arduous process. It took until February 2014 for California to recover the 1,333,000 nonfarm jobs it lost during the 31-month period from July 2007 to February 2010. Fortunately, California's economic and employment growth since February 2014 has been strong:

- California total nonfarm payrolls grew by 2,027,700 jobs from February 2010 through July 2015, an increase of 14.4 percent over this 65-month period.
- Over the first 22 months of the expansion, or from February 2010 through December 2010, the California economy added 342,200 jobs, growing 15,600 nonfarm jobs per month or 1.3 percent.
- Beginning in 2012, California's economic expansion took off. The state gained 1,685,500 jobs from December 2011 through July 2015, growing at a remarkably consistent pace of 39,200 jobs per month, or 3.3 percent annually.
- Ten of California's eleven industry sectors gained jobs including the following:
    - Professional and business services added 412,000 jobs, the most of any sector over this period.
    - Educational and health services added 391,100 jobs.
    - Leisure and hospitality added 274,400 jobs.
    - Trade, transportation, and utilities added 253,500 jobs.
- In percentage terms, construction enjoyed the fastest job growth, growing at an annualized pace of 7.3 percent.
- Looking at the entire February 2010 to July 2015 expansion, professional and business services gained the most jobs, 541,200 with half, or about 273,000 jobs, occurring in the professional, scientific, and technical services subsector. Educational and health services had the second largest job gain with 454,500, four-fifths of which occurred in the health care and social assistance subsector.

In July 2015, California total nonfarm employment exceeded its pre-recession peak in July 2007 by 694,700 jobs. In this same month, employment increased in six industry sectors: educational and health services; professional and business services; leisure and hospitality; other services; trade, transportation, and utilities; and mining and logging. However, as of July 2015, employment in five industry sectors had yet to return to their July 2007 levels. These included the following: manufacturing, construction, financial activities, government, and information.

Demand and Growth Industries in the Recovery

Four industry sectors have driven the expansion: professional and business services; educational and health services; leisure and hospitality; and construction (even though employment still has not returned to July 2007 levels in construction). Within these sectors are a range of high, middle, and low paying industries. However, the drivers of California's economy have been in the high technology and information services subsectors (including social media), international trade, and in the recovering housing market. table 1, on the next page, details the

California industry subsectors that experienced the largest job gains and grew at the fastest rate over the three years ending in July 2015.[6]

- Several information technology industries are among California's fastest growing industries, including: other information services; data processing, hosting, and related services; computer systems design and related services; management, scientific, and technical consulting services; electronic computer manufacturing; and specialized design services. These tend to be high paying industries that demand highly skilled workers.
- California's fastest growing industries also include several industries associated with California's rebounding housing and construction sector, including but not limited to: building material and garden equipment and supply dealers; building finishing contractors; residential and nonresidential building construction; building foundation and exterior contractors; lumber and other construction materials merchant wholesalers; and offices of real estate agents and brokers. These industries tend to employ middle-skilled workers and pay middle-level wages.

[6] Because industry data are not seasonally adjusted, this time interval best approximates industry job growth trends at the height of the current economic expansion.

Table 1: California's Fastest Growing Industries Over the Last Three Years of the Economic Expansion
(July 2012 - July 2015; Not Seasonally Adjusted Data)

Largest Job Gains (Three-Year Change in in Number)		Fastest Job Growth (Three-Year Change in Percent)	
Individual and Family Services	188,900	Other Information Services	55.7%
Limited-Service Eating Places	98,800	Motor Vehicle Manufacturing	50.0%
Employment Services	91,900	Individual and Family Services	49.3%
Full-Service Restaurants	72,300	Building Material and Garden Equip.and Suppliers	34.6%
Computer Systems Design and Related Services	59,100	Data Processing, Hosting and Related Services	33.6%
Management, Scientific and Technical Consulting Svcs.	45,300	Building Finishing Contractors	30.4%
Building Equipment Contractors	40,500	Electronic Shopping and Mail-Order	30.3%
Other Information Services	29,600	Used Merchandise Stores	28.3%
Building Finishing Contractors	29,100	Amusement Parks and Arcades	26.8%
Offices of Physicians	27,200	Computer Systems Design and Related Services	25.7%
Grocery Stores	22,300	Building Equipment Contractors	25.0%
Management of Companies and Enterprises	20,400	Employment Services	24.5%
Investigation and Security Services	20,300	Management, Scientific and Technical Consulting Svcs.	24.1%
Residential Building Construction	19,100	Lessors of Nonfinancial Intangible Assets	24.1%
Architectural, Engineering and Related Services	18,700	Residential Building Construction	23.5%
State Government Education	18,400	Lumber and Other Const Materials Merchant Wholesalers	22.9%
Building Foundation and Exterior Contractors	17,300	Building Foundation and Exterior Contractors	22.3%
Automobile Dealers	17,300	Offices of Real Estate Agents and Brokers	21.7%
Services to Buildings and Dwellings	17,000	Nonresidential Building Construction	20.5%
Accounting, Tax Preparation and Bookkeeping Services	15,700	Other Personal Services	20.4%
Outpatient Care Centers	15,400	Electronic Computer Manufacturing	20.0%
Accommodation	15,200	Apparel, Piece Goods and Notions Merchant Wholesalers	19.6%
Nursing Care Facilities	14,700	Performing Arts, Spectator Sports, and Related	19.4%
Elementary and Secondary Schools	13,700	Limited-Service Eating Places	19.3%
Other Amusement and Recreation Industries	12,900	Special Food Services	18.7%
Amusement Parks and Arcades	12,500	Specialized Design Services	18.6%
Warehousing and Storage	12,200	Facilities Support Services	18.3%
Nonresidential Building Construction	12,100	Offices of Other Health Practitioners	18.0%
Offices of Other Health Practitioners	12,100	Other Financial Investment Activities	17.7%
Community Care Facilities for the Elderly	11,800	Other Specialty Trade Contractors	17.5%
Scientific Research and Development Services	11,500	Elementary and Secondary Schools	17.4%
Other General Merchandise Stores	11,000	Warehousing and Storage	17.2%
Agencies, Broker and Other Insurance Related Activities	10,500	Advertising and Related Services	17.0%
Advertising and Related Services	10,200	Investigation and Security Services	16.7%
Special Districts	10,200	Other Schools and Instruction	16.3%
County Government	10,000	Drinking Places (Alcoholic Beverages)	16.2%
Electronic Computer Manufacturing	9,600	Motor Vehicle and Parts Merchant Wholesalers	16.0%
General Freight Trucking	9,600	Commercial and Industrial Machinery Rental and Leasing	16.0%
Special Food Services	9,500	Automobile Dealers	15.9%
Wholesalers Electronic Markets Agents and Brokers	9,200	Independent Artists, Writers and Performers	15.9%
Other Specialty Trade Contractors	9,100	Land Subdivision	15.6%
Electronic Shopping and Mail-Order	9,100	Nonmetallic Mineral Product Manufacturing	15.4%
Colleges, Universities and Professional Schools	9,000	Community Care Facilities for the Elderly	15.2%
		Nondepository Credit Intermediation	14.8%

- Several of California's fastest growing industries are in the educational and health services sector, including but not limited to: individual family services; offices of other health practitioners; (private) elementary and secondary schools, and community care

facilities for the elderly. These industries employ a mix of middle- and low-skill workers and pay middle-to-low wages.

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

California's Regional Labor Markets during the Recovery

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

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

and Tuolumne counties) to 6.8 percent in Northern California (Butte, Colusa, Glenn, Lassen, Modoc, Plumas, Shasta, Sierra, Siskiyou, Tehama, Trinity, Del Norte, Humboldt, and Mendocino counties), and 7.6 percent gain in the Coastal regional labor market (Monterey, Santa Cruz, San Benito, Santa Barbara, and San Luis Obispo counties).

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

Change in Number		Change in Percent	
California	1,905,900	California	13.5%
Largest Markets		Largest Markets	
Southern	818,000	San Francisco Bay Area	18.9%
San Francisco Bay Area	592,160	Southern Border	12.4%
Southern Border	159,300	Southern	12.4%
San Joaquin Valley	128,400	San Joaquin Valley	11.9%
Sacramento	94,960	Sacramento	10.7%
Smaller Markets		Smaller Markets	
Coastal	36,900	Coastal	7.6%
Northern	18,300	Northern	6.8%
Eastern Sierra	1,670	Eastern Sierra	3.0%

Notes:
1) The sum of economic markets does not equal the California total because of statewide reporters whose jobs can't be assigned to a specific area.
2) Dates only approximate the recession because not seasonally adjusted data require that like months in the year be compared to control for seasonal patterns of employment.

Projected Future Growth by Industry and Occupation

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

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

One finding from the new BLS projections is that there will be almost 4 job openings from the need to replace existing workers for every 1 job opening from job growth—9.8 million added jobs between 2014 and 2024 in the nation versus 35.3 million replacement job openings. The ratio of new to replacement job openings will vary by occupation and geographical area, which is another reason why robust regional partnerships with employer input are critical for correctly identifying future labor market needs and opportunities.

Total industry employment in California, which includes self-employment, unpaid family workers, private household workers, farm employment, and nonfarm employment, is expected to reach 18,708,600 by 2022, an increase of 14.9 percent during the 10-year projection period. Total nonfarm employment is projected to add 2,296,700 jobs during the period. Seventy-two percent of projected nonfarm growth is concentrated in four sectors: educational services, health care, and social assistance; professional and business services; leisure and hospitality; and retail trade.

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

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

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

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

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

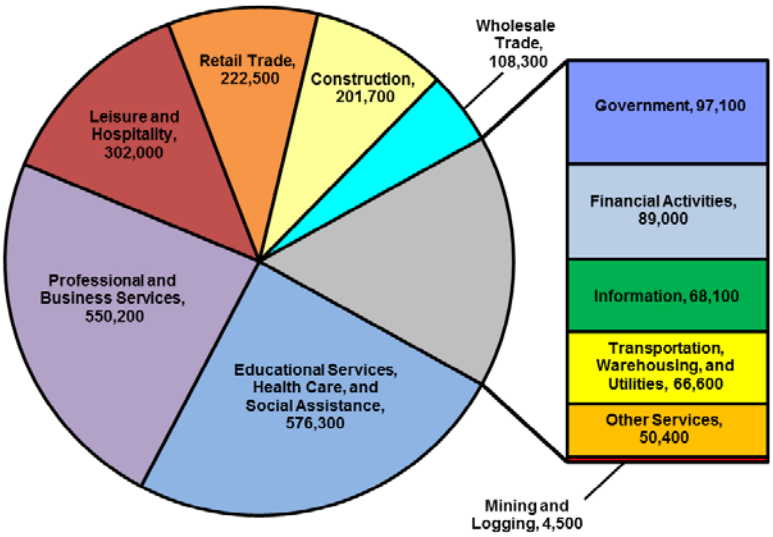
- Seven of the top twenty-five industry groups generating the most employment are within the health care and social assistance subsector. They are expected to generate 439,100 jobs during the 10-year projection period.

- Individual and family services tops the list with a projected employment growth of 197,300 jobs during the 10-year projection period.

The top 25 industry groups by percentage growth are expected to grow a combined 40.4 percent (1,038,900 jobs) during the 10-year projection period.

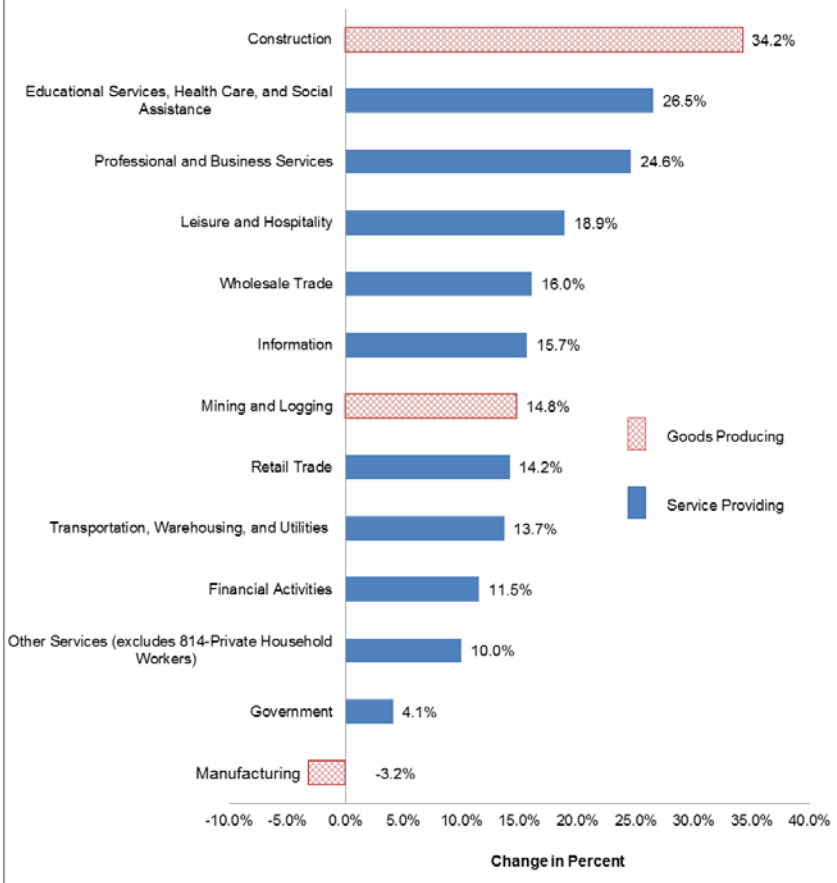
- Six of the top 25 fastest growing industry groups are within the health care and social assistance subsector.
- Management, scientific, and technical consulting services top the list with an expected growth rate of 69.2 percent during the 10-year projection period.

Chart 1: Projected Job Growth by Industry Sector Between 2012-2022



Source: California Employment Development Department, Labor Market Information Division

Table 3: Projected Employment Percent Change by Major Industry Sectors Between 2012-2022



Source: California Employment Development Department, Labor Market Information Division

Table 4: California Industry Groups With the Largest Projected Job Gains from 2012-2022

Industry Title	Projected Gain in Number 2012-2022
Individual and Family Services	197,300
Full-Service Restaurants	132,100
Management, Scientific, and Technical Consulting Services	129,800
Employment Services	117,100
Limited-Service Eating Places	106,400
Computer Systems Design and Related Services	74,900
Offices of Physicians	54,900
Other General Merchandise Stores	54,200
Local Government Education	50,500
Other Local Government	46,500
Building Equipment Contractors	46,100
General Medical and Surgical Hospitals	40,000
Outpatient Care Centers	39,800
Building Finishing Contractors	38,900
Assisted Living Facilities for the Elderly	38,100
Nursing Care Facilities (Skilled Nursing Facilities)	36,800
Residential Building Construction	35,700
Management of Companies and Enterprises	35,000
Services to Buildings and Dwellings	34,600
Colleges, Universities, and Professional Schools	33,600
Foundation, Structure, and Building Exterior Contractors	32,500
Home Health Care Services	32,200
Wholesale Electronic Markets and Agents and Brokers	31,600
Scientific Research and Development Services	31,300
Automobile Dealers	28,600

Industry Title	Projected Gain in Percent (%) 2012-2022
Management, Scientific, and Technical Consulting Services	69.2%
Electronic Shopping and Mail-Order Houses	65.1%
Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	49.2%
Other Information Services	49.0%
Individual and Family Services	48.4%
Home Health Care Services	45.7%
Residential Building Construction	44.6%
Foundation, Structure, and Building Exterior Contractors	43.2%
Building Finishing Contractors	42.0%
Other General Merchandise Stores	40.5%
Outpatient Care Centers	37.1%
Other Specialty Trade Contractors	35.4%
Nondepository Credit Intermediation	34.3%
Office Administrative Services	34.0%
Computer Systems Design and Related Services	32.8%
Other Motor Vehicle Dealers	31.8%
Wholesale Electronic Markets and Agents and Brokers	31.2%
Employment Services	30.9%
Software Publishers	30.4%
Facilities Support Services	30.4%
Utility System Construction	30.1%
Nursing Care Facilities (Skilled Nursing Facilities)	30.0%
Other Schools and Instruction	30.0%
Data Processing, Hosting, and Related Services	29.5%
Offices of Other Health Practitioners	29.4%

Middle-Skill Occupations

Middle-skilled occupations are those that require more than a high school education but less than a four-year degree. The top twenty-five middle-skilled occupations (see table 5) that are expected to generate the most middle-skill job openings are projected to account for nearly 497,000 job openings during the 2012-2022 period. These openings include approximately 225,000 openings due to job growth and 272,000 due to replacement needs.[7]

- Registered nurses top the list with 92,300 openings during the period.
- Ten of the top twenty-five occupations are in a health care related field and are expected to generate 256,000 openings during the ten-year period.
- Annual salaries range from $19,115 for manicurists and pedicurists to $100,312 for dental hygienists.
- An analysis of the knowledge, skills, and abilities required by these jobs is in Appendix F.

As noted in the previous section the new BLS national projections indicate that nearly 4 job openings will come from replacement for every 1 opening caused by job growth. So the 2012-2022 projections shown below will be revised to ~~1)~~ account for the substantial job growth that occurred between 2012 and 2014, as well as the growing retirements that will occur between 2022 and 2024, tipping the balance of job openings strongly toward replacing existing workers.

The State Plan recognizes and encourages regional partners to be aware of the importance of understanding replacement job openings for employers, workers and students.

The projections below are in the process of being updated by LMID.

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Normal, No bullets or numbering

Unemployment and Labor Force Data Post-Recession

Unemployment has decreased steadily over the current expansion. California's seasonally adjusted unemployment rate stood at 6.2 percent in July 2015, which was the lowest rate since February 2008. California's unemployment rate fell by 6.0 percentage points from its most recent peak of 12.2 percent in October 2010 through July 2015.

- There were 1,179,000 unemployed Californians in July 2015, fewer than in any month since March 2008.
- The number of unemployed Californians fell by 1,052,000 from its recessionary high in October 2010 through July 2015. California civilian unemployment fell at a remarkably consistent pace over this period and as of July 2015, has fallen in 56 out 57 months.

[7] Replacement needs estimate the number of openings created when workers retire or permanently leave an occupation and need to be replaced.

Despite improvement, 320,000 more Californians were unemployed in July 2015 than in September 2006, which was the pre-recession low.

- The unemployment situation has improved across age, racial and ethnic, and educational attainment groups during the current expansion. According to a 12-month average of Current Population Survey data, California's unemployment rate peaked at 12.2 percent in December 2010 and fell to 6.7 percent in July 2015. Over this period:
    - The unemployment rate among youths age 16 to 24 decreased from 22.8 percent in December 2010 to 13.8 percent in July 2015.
    - The unemployment rate of California men fell by 6.3 percentage points to 6.6 percent and the rate among women fell 4.4 percentage points to 6.9 percent.

Table 5: CA's Top 25 Middle-Skilled Occupations with Replacement Needs (2012-2022)

For the table below, middle-skilled occupations are defined as occupations that require some college, a postsecondary non-degree award, or an ~~A~~associate's ~~D~~degree as defined by education levels provided by the U.S. Department of Labor's Bureau of Labor Statistics in 2012.

Formatted: Font: +Body (Calibri), 12 pt, Not Bold

Formatted: Left

Formatted: Font: +Body (Calibri), 12 pt, Not Bold

Formatted: Font: +Body (Calibri), 12 pt, Not Bold

SOC Code*	Occupational Title	Average Annual Job Openings			2014 First Quarter Wages [4]	
		New Jobs [1]	Replacement Needs [2]	Total Jobs [3]	Median Hourly**	Median Annual**
29-1141	Registered Nurses	4,300	4,930	9,230	$45.87	$95,415
25-9041	Teacher Assistants	1,190	3,280	4,470	[5]	$29,623
53-3032	Heavy and Tractor-Trailer Truck Drivers	2,240	2,180	4,410	$19.77	$41,117
31-1014	Nursing Assistants	2,310	1,870	4,180	$13.66	$28,426
31-9092	Medical Assistants	1,890	1,560	3,450	$15.83	$32,940
29-2061	Licensed Practical and Licensed Vocational Nurses	1,560	1,480	3,040	$25.11	$52,225
15-1151	Computer User Support Specialists	1,530	960	2,490	$26.24	$54,582
25-2011	Preschool Teachers, Except Special Education	250	1,570	1,820	$15.26	$31,727
39-5012	Hairdressers, Hairstylists, and Cosmetologists	810	950	1,750	$11.07	$23,045
31-9091	Dental Assistants	700	940	1,640	$17.71	$36,850
27-2011	Actors	400	1,100	1,500	$40.83	N/A
29-2021	Dental Hygienists	510	560	1,060	$48.23	$100,312
15-1134	Web Developers	680	340	1,020	$35.04	$72,874
23-2011	Paralegals and Legal Assistants	530	490	1,020	$27.44	$57,081
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	600	380	980	$30.72	$63,897
33-2011	Firefighters	180	780	970	$33.49	$69,659
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	460	510	970	$25.34	$52,702
29-2012	Medical and Clinical Laboratory Technicians	450	420	870	$20.48	$42,593
29-2041	Emergency Medical Technicians and Paramedics	390	460	850	$14.40	$29,947
51-1011	First-Line Supervisors of Production and Operating Workers	60	740	800	$26.70	$55,539
29-2071	Medical Records and Health Information Technicians	340	440	780	$19.61	$40,782
39-5092	Manicurists and Pedicurists	550	190	740	$9.19	$19,115
25-4031	Library Technicians	90	550	640	$19.89	$41,359
31-9011	Massage Therapists	310	180	500	$17.09	$35,540
15-1152	Computer Network Support Specialists	190	290	470	$35.44	$73,724

Source: U.S. Bureau of Labor Statistics' Current Employment Statistics (CES) March 2013 benchmark, Quarterly Census of Employment and Wages (QCEW) industry employment, and Occupational Employment Statistics (OES) data.

Notes:

*The Standard Occupational Classification (SOC) system is used by government agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.

**Cells highlighted in green are at or above the median hourly and median annual wage for all occupations in California. Cells highlighted in red are below the median hourly and median annual wage for all occupations in California. The median hourly wage for all occupations in California was $18.90 and the median annual wage for all occupations in California was $39,315 for the first quarter of 2014.

[1] New jobs are only openings due to growth and do not include job declines. If an occupation's employment change is negative, there is no job growth and new jobs are set to zero. New jobs may not equal numerical change.
[2] Replacement needs estimate the number of job openings created when workers retire or permanently leave an occupation and need to be replaced.
[3] Total jobs are the sum of new jobs and replacement needs.
[4] Median hourly and annual wages are the estimated 50th percentile of the distribution of wages; 50 percent of workers in an occupation earn wages below, and 50 percent earn wages above the median wage. The wages are from 2014 first quarter and do not include self-employed or unpaid family workers.
[5] In occupations where workers do not work full-time all year-round, it is not possible to calculate an hourly wage.

- Unemployment rates among each of California's major racial and ethnic groups decreased substantially, with the largest decrease occurring among Latinos (6.9 percentage points) and the smallest decrease occurring among Asians (4.7 percentage points).
- Unemployment rates also fell across the educational attainment spectrum. The largest unemployment rate decrease occurred among those who had not completed high school (8.6 percentage points) and the smallest decrease occurred among persons holding at least a bachelor's degree (2.9 percent).[8]

The labor force includes all persons classified as employed or unemployed.[9]

- The state's civilian labor force was made up of 17.9 million employed and 1.1 unemployed persons in July 2015.
- California's labor force represented 12.1 percent of the U.S. labor force in July 2015.
- California has held a 12 percent share of the U.S. labor force since March 2013; the largest share held by any state.
- Since the start of California's economic expansion in February 2010 to July 2015, the state's civilian labor force increased by 801,000 persons. During this period, the number of employed persons increased by 1.8 million people and the number of unemployed persons declined by 1.0 million people.
- The state increased its labor force by 4.4 percent over the course of the current expansion, growing at twice the pace set by the nation (2.2 percent) during this period.

The labor force participation rate (LFPR) refers to the share of the working age population that is actively participating in the labor force (i.e., is employed or is unemployed). Historically, LFPR increases when the economy is in expansion but dips when it is in recession, but has expanded over time. This appears to have changed in both California and the nation during the Great Recession.

[8] However, July 2015 unemployment rates remained highest among workers who had not completed high school (10.5 percent) and lowest among workers who had obtained at least a Bachelor's Degree (3.8 percent).
[9] The "employed" are persons 16 years and over in the civilian non-institutional population that worked at least one hour as a paid employee during a reference week, that includes the 12th day of the month. The "unemployed" are persons 16 years and older who had no employment, but were available for work and made efforts to find employment within the previous four weeks.

- The seasonally adjusted California LFPR peaked at 66.1 percent in the months of August through October 2008 and began to fall precipitously thereafter.
- By January 2012, which was previously identified as the point in time that job growth in California began to expand robustly, the LFPR had fallen 3.1 percentage points to 63.0 percent.
- LFPR continued to fall even as the labor market strengthened until it bottomed out at 62.3 percent in October 2013. This was the state's lowest LFPR since April 1976. From October 2013 through July 2015, the California LFPR was stable, increasing by 0.1 percentage point only.

It is not immediately clear why the LFPR has not increased even after five years of economic expansion. The aging and retiring baby boom population has dampened labor force participation. Labor force participation rates typically begin to decrease when workers turn 55 and fall at an increased pace thereafter.

According to the Current Population Survey of households, the LFPR among Californians age 54 was 76.3 percent in 2014. In contrast, the LFPR of persons aged 60 was 63.4 percent, the LFPR of persons age 63 was 52.3, the LFPR of persons age 65 was 50.0 percent, and that of persons age 70 was 21.5 percent. The oldest baby boomers that were born in 1946 would have turned 60 in 2006 and 65 in 2011. Thus, waves of aging baby boomers will have a dampening effect on the overall California LFPR. However, this tells only part of the story because the wave of retiring baby boomers has really only just begun.

The unprecedented decrease in the California LFPR since late 2008 also suggests that large numbers Californians responded to employment losses and bleak prospects to finding a job during the Great Recession by exiting the labor force, and even after over five years of economic expansion and employment growth, many have yet to be drawn into the labor force.

While California's Economy is Big and Growing, It is Still Characterized by Inequality

While the economy has entered a period of sustained expansion and unemployment has dropped for all demographic groups and in all the state's regional labor markets, California's economy continues to be marked by demographic and regional inequality. Some of this inequality stems from differences in educational attainment, differences in demand by industry and occupation, and the sectoral composition of varying regional labor markets.

<u>Demographic Inequality</u>

Unemployment rates continue to be stratified by race, ethnicity and age (See table 6).

- In July 2015, the 12 month average unemployment rate for blacks was 12.9 percent, twice that of whites (6.4). The rate for Asians was 4.7 percent, and for Latinos/Hispanics it was 7.8 percent.
- Members of the civilian labor force between the ages of 16 and 19 had the highest unemployment rate of any group in July 2015, with a rate of 21.7 percent.
- Persons between the ages of 20 and 24 had an unemployment rate that was twice (11.4 percent) as high as individuals that were 35 years or older. Those in the labor force between the ages of 45 and 54 had the lowest unemployment rate (4.8 percent) in July. The unemployed between the ages of 35 and 44 (5.1 percent); and 55 years and older (5.4 percent) had unemployment rates that were just over 5.0 percent.

California youths face a particularly challenging labor market after the events of the business cycle these last eight years. In fact, the labor force participation rates among California youths, and particularly teens, have steadily eroded over time.

- The LFPR among California teens peaked at 46.9 percent in March 2001.
- By the December 2005, the teen LFPR had fallen to 38.6, and by December 2010 it had fallen to 28.1 percent.
- It was only in the months of October and November 2014 that the teen LFPR appears to have bottomed out at 24.5 percent, after which it increased to 27.3 percent by July 2015.

The LFPR of California youths age 20 to 24 peaked at 76.4 percent in April 2002. By December 2005, it had fallen to 73.0 percent and by December 2010, it had fallen to 67.5 percent. In July 2015, the youth LFPR stood at 66.3 percent.

In contrast, the LFPR of prime working age Californians held constant at around 80 percent from the beginning of 2000 through the middle of 2015, give or take a percentage point or two. In contrast, older workers have been staying in the labor force longer:

- In January 2000, only 12.1 percent of Californians age 65 and over participated in the labor force. The 65 and over LFPR rose to 15.6 percent by December 2005 and to 16.8 percent by December 2010.
- The trend of rising LFPR among Californians age 65 and over has accelerated thereafter, rising to 20.0 percent in July 2015.

Regional Inequality

Unemployment rates in California's eight economic markets ranged from a low of 4.5 percent in the San Francisco Bay Area to a high of 9.9 percent in the San Joaquin Valley in July 2015 (see table 7). Regional disparity in unemployment rates is consistent with regional disparities experienced during both the recession and recovery.

- Overall, inland areas of California experienced deeper job losses than coastal areas during the Great Recession. From July 2007 through July 2010, which is the period of time that best captures the Great Recession using not seasonally adjusted data, total nonfarm payrolls in inland areas fell by a total of 387,800 jobs, or by 10.1 percent. This compares to an 8.0 percent (1,414,200 jobs) job loss in coastal areas. Generally speaking, job losses in construction and manufacturing were deeper in inland areas than in coastal areas, although the difference is mostly one of degree.
- In contrast, coastal areas of California have experienced stronger job growth than inland areas during the current expansion. Total nonfarm payrolls in coastal areas grew by 1,414,200 jobs from July 2010 through July 2015, an increase of 13.7 percent. This bettered the 13.0 percent (448,200 jobs) increase in nonfarm payrolls that occurred in inland areas over the same period.

Table 6: Unemployment Rates by Age, Gender, Race/Ethnicity, and Educational Attainment at Key Points of California's Business Cycle

(Unemployed as a Percent of the Labor Force; 12-Month Average of Current Population Survey Data)

	Mar 07	Dec 10	Jul 15	Change: Mar 07-Dec 10	Change: Dec 10-Jul 15
Total (All Groups)	4.8	12.2	6.7	7.4	-5.5
Age					
Age 16-19	17.9	34.4	22.5	16.5	-11.9
Age 20-24	7.8	19.0	11.3	11.2	-7.7
Age 25-34	4.4	12.0	7.0	7.6	-5.0
Age 35-44	3.9	10.7	5.0	6.8	-5.7
Age 45-54	3.5	9.9	4.8	6.4	-5.1
Age 55-64	3.5	9.5	5.3	6.0	-4.2
Age 65+	3.0	9.0	5.8	6.0	-3.2
Gender					
Men	4.8	12.9	6.6	8.1	-6.3
Women	4.9	11.3	6.9	6.4	-4.4
Race/Ethnicity					
White	4.6	11.9	6.4	7.3	-5.5
Black	9.7	19.5	12.9	9.8	-6.6
Asian	3.4	9.4	4.7	6	-4.7
Hispanic/Latino	5.5	14.7	7.8	9.2	-6.9
Educational Attainment					
Did not complete high school	9.3	19.1	10.5	9.9	-8.6
High school graduates, no college	5.6	15.3	8.5	9.7	-6.7
Some college, no degree	4.4	13.7	7.5	9.3	-6.2
Associate degree	3.1	9.6	6.3	6.5	-3.3
Bachelor's degree or higher	2.7	6.7	3.8	4.0	-2.9

- Closer inspection reveals that job growth in coastal areas was stronger than in inland areas early in the expansion, but has been slightly weaker later in the expansion. Whereas total nonfarm payrolls in coastal areas grew by 4.0 percent from July 2010 through July 2012, they grew by 2.6 percent in inland areas. In contrast, total nonfarm payrolls grew by 9.4 percent in coastal areas from July 2012 through July 2015, compared to 10.1 percent in inland areas.

Here it is important to note that inequalities between coastal and inland areas of California do not simply emanate from the business cycle, but instead reflect differences in the structure of coastal and inland area economies, and the way the sector composition of these disparate areas interact with the business cycle. (Some of the fastest growing sectors during the recovery have a greater presence on the coast).

- In July 2015, a much higher percentage of total industry jobs were in the following industries in inland areas than in coastal areas: total farm employment (7.0 percent of jobs in inland areas, but only 1.4 percent of jobs in coastal areas); government (19.0 percent inland v. 12.7 percent coastal); trade, transportation, and utilities (19.2 percent inland v. 17.0 percent coastal).
- In contrast, the following industries made up a much larger proportion of total industry jobs in coastal areas than in inland areas: professional and business services (16.7 percent coastal jobs v. just 10 percent inland); information (3.5 percent coastal v. 1.0 inland); manufacturing (8.5 percent coastal v. 6.6 percent inland); financial activities (5.2 percent coastal v. 3.6 percent inland); and leisure and hospitality (11.9 percent coastal v.10.3 percent) inland. As discussed earlier, these industries have been some of the fastest growing in the state.

Table 7: July Unemployment Rates in California Economic Markets: 2005 - 2015
(Unemployed as a Percent of the Labor Force: Not Seasonally Adjusted Data)

	Jul 05	Jul 06	Jul 07	Jul 08	Jul 09	Jul 10	Jul 11	Jul 12	Jul 13	Jul 14	Jul 15
CALIFORNIA	5.5	5.2	5.7	7.6	11.7	12.6	12.2	10.9	9.3	7.9	6.5
Coastal	4.9	4.7	5.0	6.3	9.4	10.6	10.5	9.6	8.2	6.9	5.7
Eastern Sierra	5.7	5.4	5.8	7.6	11.4	12.9	12.8	11.8	9.5	8.0	6.5
Northern	6.9	6.5	7.1	8.8	12.7	14.1	14.2	13.0	10.7	9.1	7.4
Sacramento	5.2	5.1	5.7	7.5	11.5	12.9	12.5	11.1	9.2	7.7	6.2
San Francisco Bay Area	5.2	4.6	4.9	6.2	10.3	10.5	9.8	8.6	7.0	5.8	4.5
San Joaquin Valley	8.2	7.8	8.4	10.3	14.6	16.6	16.3	14.8	12.6	11.1	9.9
Southern	5.3	5.0	5.5	7.8	12.0	12.8	12.5	11.2	9.8	8.3	6.8
Southern Border	5.1	4.9	5.6	7.3	10.9	12.1	11.9	10.7	9.1	7.9	6.3

Regional inequality is also related to the differences in wages earned in different sectors and the way these relate to the structural composition of different labor markets.

- Categorizing industries by wage levels reveals that high-wage industry sectors represent a much larger share of total coastal economy jobs (34.0 percent) than inland economy jobs (21.5 percent).
- In contrast, middle wage industry sector jobs comprise 57.9 percent of inland area jobs and low wage industries account for 20.4 percent of inland jobs.
- The share of middle- and low-wage industry sector jobs in coastal areas was 49.2 and 16.8 percent, respectively.

The different wage structure of coastal and inland area economies is magnified if the trade, transportation, and utilities sectors are broken into wholesale trade; retail trade; and transportation, warehousing, and utilities, because the low wage retail trade subsector represents a larger share of inland area employment than coastal employment. While this change does not affect the share of high wage industry jobs in either the inland or coastal economies, it does increase the share of low wage industry jobs in inland economies to 31.8 percent from 20.8 percent and the share of low wage industry jobs in coastal economies to 26.6 percent from 16.8 percent in coastal economies.

The concentration of high wage industry jobs in coastal areas is magnified upon review of the component parts of professional and business services sector in coastal and inland areas. An analysis of fourth quarter 2014 data indicated that over three-fifths (61.3 percent) of professional and business services jobs in coastal areas were in the high wage professional, scientific, and technical services and management of companies and enterprises subsectors compared to just two-fifths (42.2 percent) in inland areas. In other words, professional and business services jobs are more likely to be high wage jobs in coastal areas but low wage jobs in inland areas.

Because of the differences in the industry structure of coastal and inland areas, unemployment rates in inland areas tend to be higher than in coastal areas. In July 2015, the unemployment rate in inland areas of California was 8.1 percent but just 5.9 percent in coastal areas.

Comparative Unemployment by Sector and Occupation

When the state's eleven major industry sectors are compared, the leisure and hospitality (7.3 percent), and the construction (7.0 percent) sectors had the highest unemployment rates in July 2015. Each sector's unemployment rate tends to be higher than other sectors, due to the seasonal nature of each sector. The demand for workers within an industry such as financial services tends to be throughout the year while workers in the leisure and hospitality sector tend to be in the highest demand during the months in which tourism is highest. Other relevant data include the following:

- The trade, transportation, and utilities (6.5 percent), and other services (6.1 percent) sectors each had unemployment rates that hovered above 6.0 percent in July 2015.
- The sectors with the lowest unemployment rates were the government (3.3 percent) and financial activities (3.3 percent) sectors in July 2015.

Between July 2010 and July 2015, the construction sector's unemployment rate dropped by 16.5 percentage points, the highest decline of any industry sector over the past five years. The information (8.7 percentage points) and manufacturing (7.7 percentage points) sectors experienced declines in excess of 7 percentage points during this five-year period as well. The

industry sector with the smallest five-year decline was the educational and health services sector, whose rate dipped from 6.3 percent in July 2010 to 4.6 percent in July 2015. This sector's unemployment rate has been amongst the lowest of any of the state's industry sectors over the past five years.

Members of the workforce within farming, fishing, and forestry (17.3 percent); construction (8.7 percent); and transportation and material moving (8.4 percent) occupations had the highest unemployment rates in July 2015. Occupational groups with the lowest unemployment rates were the management, business, and financial (3.3 percent), and professional and related occupations (3.7 percent) groups.

Workers within personal service occupations such as gaming dealers, recreation workers, and ushers made up the largest share (237,000) of unemployed persons statewide. Furthermore, one out of every five unemployed persons (21.4 percent) was in a service occupation.

In July 2010, the unemployment rates of the farming, fishing, and forestry (27.0 percent), and the construction (26.9 percent) occupational groups exceeded 20.0 percent. In addition, the transportation and material moving (15.5), and production (15.5 percent) groups had unemployment rates that topped 15.0 percent as well. The only groups with unemployment rates below 10.0 percent were the management, business, and financial occupational groups (7.7 percent), and professional and related occupations (6.6 percent) groups.

Educational Attainment and the Labor Market

Among California's unemployed, the largest share (29.4 percent) of individuals was high school graduates with no college experience and their unemployment rate was 8.5 percent in July 2015.

The unemployed with an associate degree (8.0 percent share) or a bachelor's degree or higher (19.9 percent share) made up the smallest shares of the unemployed population.

The members of the unemployed with the highest unemployment rate (10.6 percent) were those with less than a high school diploma.

Unemployed persons with a bachelor's degree or higher had the lowest unemployment rate (3.8 percent).

Unemployed individuals of all education levels experienced declines in their respective unemployment rates over the past five years. The unemployment rate of those with less than a high school diploma dropped by the 8.8 percentage points between July 2010 and July 2015, the largest drop when compared to other education levels. The unemployment rates of

individuals with an associate degree (2.5 percent) or a bachelor's degree or higher (2.7 percent) declined by less than 3 percentage points over the past five years.

Immigrant workers in California have less educational attainment, where 37% of California's immigrants age 25 and older had not completed high school, compared to 9% of U.S.-born California residents.

A quarter of California's foreign-born residents had attained at least a bachelor's degree, compared to a third of U.S.-born residents.

Foreign-born residents accounted for 72% of all high school dropouts in the state and 31% of college-educated residents.[10]

Long Term Unemployment and Inequality

Persons defined as long-term unemployed are those that sought work and remained jobless for twenty-seven weeks or more. In July 2015, 2.6 million of the nation's unemployed were classified as long-term unemployed. During this month, 31.1 percent (395,000 unemployed) of California's 1.3 million unemployed were unemployed long-term.

At the start of the Great Recession, 16.8 percent of the state's unemployed population was unemployed for twenty-seven weeks or more. In March 2011, the share of long-term unemployed peaked at 46.8 percent, as just over 1 million people were unemployed for twenty-seven weeks or more.

Since the March 2011 peak, the share of long-term unemployed has steadily declined and by July 2015, roughly one out of every three unemployed persons (31.1. percent) was defined as long-term unemployed. Despite this decline, July's percent share was roughly twice as high as the share during the start of the U.S. recession (16.8 percent).

In terms of age groups, nearly one out of every four long-term unemployed people (23.1 percent) were between the ages of 24 and 34 years old, followed by persons aged 55 years and older (21.0 percent). The unemployed between the ages of 16 and 24 made up 18.2 percent of the long-term unemployed. The smallest shares (17.4 percent) of long-term unemployed were between the ages of 45 and 54.

The highest level of education for nearly 50 percent (47.1 percent) of the state's long-term unemployed was a high school diploma or less. Just over 29 percent of the long-term

[10] www.ppic.org/main/publication_show.asp?i=258.

unemployed had a high school diploma and no college experience (29.1 percent) and 18.0 percent of the state's long-term unemployed had less than a high school diploma.

Despite an improved economy, the share of long-term unemployed has remained relatively high when compared to its levels at the start of the most recent recession. Research suggests that business trends such as the increased use of a contingent workforce contributed to the slow, rather than rapid, decline in the number of long-term unemployed. Contingent workers are hired by firms to address seasonal and cyclical workloads and the labor demands of just-in-time production. Examples of contingent workers are as follows: independent contractors, part-time, seasonal, temporary, and leased workers.

Research conducted by Manpower and Staffing Industry Analysts suggest that businesses will continue to increase their use of this specialized workforce to meet their needs. In addition, the Bureau of Labor Statistics 2010-2020 forecast projects that the number of jobs in the employment services industry, which includes temporary help services, was expected to increase at an annual rate of 2.1 percent through 2020.

High Wage v. Low Wage Jobs

The Bureau of Labor Statistics identifies high wage jobs as those jobs that exceed the median earnings for jobs on the whole at the state or national level. The following wage analysis is based upon Occupational Employment Statistics (OES) wage data collected by EDD's Labor Market Information Division (LMID) for the state of California.

In California, the median hourly wage in 2015 was $19.20, which equates to $39,900 per year. Roughly, one out of every three jobs in the state of California could be classified as a high wage job in 2015. Just over 60 percent of the state's jobs were low wage jobs, jobs that did not exceed the state's median hourly wage of $19.20.

Major occupational groups were designed by the U.S. Office of Management and Budget as a means of bringing together detailed occupations, which have similar qualifications, skills, training, and experience. Generally speaking, the state's high wage jobs derived from the following occupational groups: management, business, computer, engineering, sciences, legal, education, design, healthcare practitioners and construction. According to the most recent estimates (May 2014), 5.4 million jobs or 35.4 percent of the state's workforce are associated these groups.

A majority of the state's low wage jobs are found in the following occupational groups: office and administrative support; sales; and food preparation. The total number of jobs found within these three groups (5.4 million) is comparable to the total number of high wage jobs (5.4 million) statewide.

Over 800,000 low wage jobs were found in the state's production occupations and transportation and material moving occupational groups. In terms of workforce size, the smallest low wage occupational groups were the state's community and social services (228,000 jobs), and farming, fishing, and forestry (211,000 jobs) occupational groups.

The management and legal occupational groups had the highest hourly wages earning $53.49 and $48.05, respectively. Within these groups, the occupations with the highest hourly wages were as follows: chief executives (>$90.00), judges ($83.85), architectural and engineering managers ($75.42), marketing managers ($72.90), and lawyers ($69.53).

The farming, fishing, and forestry ($9.25); food preparation ($9.85); and personal care and service ($11.06) occupational groups had the lowest hourly wages statewide. Among these groups, the occupations with the lowest wages included: forest and conservation workers ($8.19); animal product graders and sorters ($9.20); gaming dealers ($9.26); dining room attendants ($9.30); fast food cooks ($9.36); and manicurists ($9.36).

Demographic Data and Data on Target Populations

This section provides an overview of California's population, major demographic groups, and target populations that WIOA is intended to serve.

<u>Demography</u>

- California has the largest population in the nation with over 38 million people.
- Women made up the largest share of the state's population. Over 50 percent (51.1 percent) of the state's population was made up of women in July 2015.
- In July 2015, men made up 48.9 percent of the state's population.
- One out of every three (35.0 percent) Californians was Hispanic in July 2015. The overall population of Hispanics in the state increased from 9.5 million in July 2010 to 10.6 million in July 2015. Just over 40 percent of the state's Hispanic population were within the age groups of 16 and 24 (22.6 percent), and 25 and 34 (21.5 percent).
- Hispanics have grown at a faster rate than non-Hispanics over the past five years in California. Between July 2010 and July 2015, the state's Hispanic population has grown by 11.2 percent, outpacing the growth rate of non-Hispanics (4.7 percent) by 6.5 percentage points.
- In July 2015, whites made up 75.5 percent of the state's total population and year-over this demographic group increased by 76,700 people. This includes Hispanics who self-identify as white.
- Asians made up 15.6 percent of the state's population in July 2015. The percent share of Asians in California has increased from 14.8 percent in July 2014 to 15.6 percent in July 2015.

- The number of blacks in the state has increased and this group's percent share has held steady at 6.4 percent over the past two years.
- American Indian, Alaskan Native and Hawaiian/Pacific Islanders made up less than 2 percent of the state's total population in July 2015.

Educational Attainment

- More than one out of every three Californians had an associates or a bachelor's degree or higher in July 2015. Just over nine million people in California had a bachelor's degree or higher and 2.4 million people had an associate degree.
- The overall number~~s~~ of persons with either an associate or bachelor's degree or higher has increased over the past five years. Between July 2010 and July 2015, the number of persons with a bachelor's degree or higher increased by just over 1 million people.
- Over this same period, the number of individuals with an associate degree increased by 140,700 people.
- The number of persons over 18 with less than a high school diploma has been on the decline.
    - Roughly 5.8 million people had less than a high school diploma in 2010, but that number has steadily declined and hovered around 5.5 million people in 2015.
    - Over this five-year period, the percent share of persons with less than a high school diploma fell from 20.5 percent (July 2010) to 18.1 percent (July 2015).
    - The percent shares of high school graduates with no college experience and those with some college and no degree remained relatively unchanged over the past five years. High school graduates made up 23.4 percent of the state's population in July 2010 and 23.7 percent in July 2015, despite increasing by 564,900 people over that period of time.
- Tables 8~~-~~, 9~~,~~ and 11 provide information on ~~E~~educational ~~A~~attainment by ~~R~~race, ~~E~~ethnicity, and ~~N~~nativity.
    - Educational attainment levels for African American and Latinos tend to be lower than for Non-Latino ~~W~~whites.
    - California has a large population of foreign born residents with a lower level of educational attainment.

Formatted

Veterans

- In July 2015, California accounted for 8.6 percent of the nation's 21.3 million veterans. Over 1.8 million veterans resided in California in 2015. Year-over-year, the state experienced an increase of roughly 16,000 veterans between July 2014 and July 2015.

- Twenty-eight percent of the state's military veterans served during the Vietnam era (August 1964 to April 1975). During the Gulf War I (August 1990 to August 2001) and Gulf War II (September 2001 or later) eras, over 200,000 military veterans were involved in each military campaign.
- California's 188,400 women veterans made up 10.2 percent of the veterans' population statewide in July 2015.

Immigrant Workers

- In 2011, 27% of Californian's are foreign born; and make up about one-third of the workforce.
- Immigrants are more likely than U.S.-born residents to be employed but make less money.
- in 2011, 66% of immigrants were in the labor force, compared to 62% of the U.S-born.
- The median income for households with foreign-born householders in 2011 was 20.9% lower than that for households with U.S-born householders ($48,851 compared to $61,752). And foreign-born residents are more likely than the U.S.-born to live in poverty (18.9% compared to 15.7%).
- Foreign-born residents represent more than 30% of the population of seven California counties: Santa Clara, San Francisco, Los Angeles, San Mateo, Imperial, Alameda, and Orange.
- Half of the children in California have at least one immigrant parent.
- About eight of every ten immigrants (81%) in California are working-age adults (age 18 to 64), compared to four of every seven (57%) U.S.-born California residents. This means that more than a third (34%) of working-age adults in the state are immigrants.
- According to the Department of Homeland Security, almost half (47%) of California's immigrants are naturalized U.S. citizens, and another 26% have some other legal status (including green cards and visas.[11]

Given federal relief provided in 2012, the numbers of WIOA eligible immigrants are expected to rise given the clarity shed by Federal DOL regarding DACA recipients' eligibility for WIOA services.

[11] http://www.ppic.org/main/publication_show.asp?i=258

Californians with Disabilities

- In July 2015, there were 2.9 million people with a disability in California, nearly 10 percent of the state's general population.[12]
- The unemployment rate for disabled persons in the civilian labor force was 13.1 percent in July 2015, more than twice as high as the state unemployment rate (6.2 percent).
- In July 2014, nearly 40 percent of disabled persons within California's labor force had an associate degree or higher. Roughly, 30 percent (28.2 percent) of disabled persons had a bachelor's degree or higher and 10.4 percent had an associate degree.
- Disabled and non-disabled members of California's civilian labor force had comparable levels of educational attainment, with the largest difference being between shares with a bachelor's degree or higher. One-third of non-disabled persons (35.4 percent) had a bachelor's degree or higher, 7 percentage points more than the share for disabled persons (28.2 percent).
- The labor force participation rate for disabled persons was 19.7 percent in July 2014, 1.3 percentage points higher than its rate in July 2013 (18.4 percent).

Youth Employment Trends

- In July 2015, workers between the ages of 16 and 24 made up 13.1 percent of the state's workforce. Over the past five years, their percent share of the workforce has remained unchanged at 13.0 percent.
- The unemployment rate for 16 to 24 year olds was 13.8 percent in July 2015.
- Nearly two-thirds (63.6 percent) of all 16 to 24 year olds in California were employed in either the leisure and hospitality, or trade, transportation, and utilities sector in July 2015.
- In terms of occupations, 44 percent or roughly 1.2 million 16 to 24 year olds in California were employed in a sales (23.0 percent) or service (21.0 percent) occupation in July 2015.
- In July 2015, over 85 percent of the state's 16 to 24 year olds were not in the labor force because they were in school.

Role of In-Migration

Migration is defined as the movement of people from one location to another permanent place of residence. The reasons why people migrate are due to push and pull factors. Push factors

[12] The U.S. Department of Housing and Urban Development defines a person with a disability as any person who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such an impairment. Examples of major life activities include: walking, talking, hearing, seeing, breathing, performing manual tasks, or caring for oneself.

such as retirement, movement of a business, or lack of work often drive people from their current place of residence. A healthy economy and a pleasant climate are examples of pull factors.

- According to the latest figures from the American Community Survey, 485,500 people migrated out of California in 2013 and 581,700 migrated in from the nation's forty-nine states.
- In terms of global migration, one out of every four Californians was foreign born in 2014. Roughly 9.7 million California residents were either foreign-born citizens by naturalization or foreign-born non-citizens.
- The number of foreign-born non-citizens has been on a steady decline since 2010, as this group of foreign born went from 5.2 million in 2010 to 4.8 million in 2014. In contrast, the number of foreign-born citizens by naturalization has increased by 7.2 percent going from 4.5 million in 2010 to 4.8 million in 2014.
- Table 10 provides data on ~~N~~nativity by age for California and illustrates that over a quarter of the population is foreign born.

Ex-Offenders

- Data from the Bureau of Justice Statistics' Survey of State Criminal History Information Systems indicates that 27.8 percent or roughly 8 million Californians 18 years or older had a criminal record on file with the state in 2012.
- California's parole population has been on the decline since 2007 and this trend is forecasted to continue through 2015. Between 2007 and 2013, the state's parole population decreased from 126,000 to 51,000, a decline of 59.4 percent. From 2013 to 2015, parolee numbers are projected to decline by 22 percent, from 51,000 in 2013 to 40,000 in 2015.

Homeless

- California had 114,000 sheltered and unsheltered homeless people in 2014, roughly 20 percent of the nation's homeless population.
- Year-over-year, the state's homeless population declined by 4,600 persons (3.9 percent).
- Between 2007 and 2014, California's homeless population dropped by 25,000 persons.
- 30 percent of California's homeless population was located in Los Angeles in 2014.

Table 8: Educational Attainment by Race and Ethnicity for California

Educational Attainment by Race, 25 Years and Over	White Alone	Percent of White Alone, Total	Black or African American Alone	Percent of Black or African American Alone, Total	American Indian and Alaska Native Alone	Percent of American Indian and Alaska Native Alone, Total	Asian Alone	Percent of Asian Alone, Total	Native Hawaiian and Other Pacific Islander Alone	Percent of Native Hawaiian and Other Pacific Islander Alone, Total	Some Other Race Alone	Percent of Some Other Race Alone, Total	Two or More Races	Percent of Two or more races, Total
Less than high school diploma	2,550,370	16.1%	174,090	12.1%	45,634	25.2%	489,864	13.9%	14,726	16.1%	1,207,388	44.9%	105,209	15.2%
High school graduate (includes equivalency)	3,315,406	20.9%	349,007	24.2%	47,507	26.2%	510,061	14.5%	28,533	31.2%	679,329	25.2%	136,191	19.6%
Some college or associate's degree	4,966,709	31.4%	603,774	41.8%	63,147	34.8%	802,170	22.8%	34,437	37.6%	579,145	21.5%	251,278	36.2%
Bachelor's degree or higher	4,996,551	31.6%	316,210	21.9%	25,145	13.9%	1,721,431	48.9%	13,886	15.2%	226,124	8.4%	201,688	29.0%
Total	15,829,036	100.0%	1,443,081	100.0%	181,433	100.0%	3,523,526	100.0%	91,582	100.0%	2,691,986	100.0%	694,366	100.0%

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

Table 9

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

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

Formatted: Width: 11", Height: 8.5"

Table 10: Nativity by Age for California

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

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

Formatted Table

Table 11: Nativity by Educational Attainment for California, 25 Years and Older

Educational Attainment	Born in state of residence	Born in other state in the United States	Native; born outside the United States	Foreign born
Less than high school graduate	849,296	436,409	41,242	3,260,334
High school graduate (includes equivalency)	2,218,753	1,083,388	57,745	1,706,148
Some college or associate's degree	3,593,729	1,912,882	106,481	1,687,568
Bachelor's degree	1,822,974	1,411,730	74,100	1,444,642
Graduate of professional degree	873,403	985,770	41,360	847,056
TOTAL	9,358,155	5,830,179	320,928	8,945,748

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

Formatted Table

- ~~California had 114,000 sheltered and unsheltered homeless people in 2014, roughly 20 percent of the nation's homeless population.~~
- ~~Year-over-year, the state's homeless population declined by 4,600 persons (3.9 percent).~~
- ~~Between 2007 and 2014, California's homeless population dropped by 25,000 persons.~~
- ~~30 percent of California's homeless population was located in Los Angeles in 2014.~~

Other Relevant Features of the Labor Market: Churn and the Need for Skills

The labor market today is characterized by much greater volatility and puts more competitive pressure on workers to upskill than in the past. [13]

[13] Benner, Chris. "Opening the Black Box: Space, Time and the Geography of the Labor Process." September 2011.

- Firms, and even whole industries, now come and go with greater frequency, changing the kinds of occupations and skills in demand in regional labor markets.
- Globalization has placed many California workers in direct competition with workers in developing nations.
- New technologies have eliminated some jobs but also have raised the skills needed to perform others, especially in occupations that rely on science, technology, engineering, and math.
- Increasingly, workers need postsecondary education and training to keep-up as well as access middle-skill jobs in an ever-changing, technologically reliant economy.

Labor market churn is significant and puts low skill workers at the most risk.

- Every year, roughly 30-40 percent of U.S. workers are hired into a new job or leave their old job, and the state has very few institutions or programs designed to deal with this level of job transition experience. [14]
- Job turnover typically affects workers at different strata, with low skill and inexperienced workers, typically youth and adults that are basic skills deficient, less likely to sustain employment or access middle-skill occupational opportunities.
- While moving from job to job has benefits, parallel movement from one low skill job to another typically hurts workers.[15]

Policy Implications of Labor Market Analysis

While California is enjoying resurgent economic growth, the recovery has been uneven with some regions of the state and some populations faring significantly better than others. Typically workers with higher levels of training and education fare better in the labor market while those areas of the state that are experiencing more rapid growth and lower levels of unemployment have occupations and industry sectors that require a characteristically more skilled workforce.

As California continues to increase economic growth, the workforce and education system will need to address the conditions of the new labor market by adapting to employer needs and by building and maintaining career pathways embedded in growing industry sectors.

Much of the job growth in the next decade will be in middle-skill occupations particularly in jobs where replacement needs are significant as a result workforce retirements. These jobs require education beyond high school but not a four-year degree and provide opportunities for economic mobility. According to the National Skills Coalition's analysis of California's middle-

Formatted: Font: 12 pt

Formatted: Font: 12 pt

http://www.slideshare.net/ChrisBenner/opening-the-black-box-space-time-and-the-geography-of-the-labor-process.

[14] See Benner, September 2011.

[15] Stoker, R. & Wilson, L. (2006) *When Work Is Not Enough: State and Federal Policies to Support Needy Workers.* The Brookings Institute: Washington D.C.

skill job needs, the state is facing a substantial shortfall of middle-skill workers over the next ten years.

By focusing on these middle skills jobs the state can align its workforce and education programs to serve populations with barriers to employment as well as the business community. The chapters that follow outline the state's plan to achieve these complimentary objectives by making strategic investments in career pathway programs that serve regional industry sector needs.

Chapter 2: Overview of Workforce Development Activities in the State and Background On Client Populations Served (Corresponding to Strategic Planning Elements Required Under WIOA Sec. 102(b)(1)(B)), WIOA Sec. 102 (b)(1)(C), Sec. 102(b)(2)(C)(iii)

With over 38 million people, and about 12 percent of the nation's population, California's workforce and education systems are tasked with serving more people than any other state. These services are provided through largely decentralized service delivery structures that include 11,000 K-12 Schools, over 1,000 School Districts, over 51,000 Charter Schools, 113 Community Colleges (in 72 Community College Districts), 58 County Welfare Departments, 58 County Offices of Education, 47 Local Boards, and more than half a dozen state departments and agencies, including the LWDA, HHS, the State Board, EDD, the Department of Industrial Relations Division of Apprenticeship Standards (DIR-DAS), the State Board of Education (SBE), CDE, CCCO, DOR, the California DSS, and ETP.

This chapter provides an overview of workforce and education activities in the state, client populations served by state plan partners, and an assessment of the strengths and weaknesses of programs and departments that participated in the state planning process. Discussion of the strategic and operational roles and organizational structures of the various entities who are partner to this plan are discussed in later chapters.

The Labor and Workforce Development Agency

LWDA oversees the departments and boards responsible for issues related to workers and their employers. The LWDA is responsible for labor law enforcement, workforce development, and benefit and payment adjudication. Boards and departments under the LWDA that do work directly related to workforce development include the State Board, EDD, DIR-DAS and ETP. LWDA serves as the Governor's lead agency on WIOA implementation and has been actively involved overseeing the development of the State Plan.

The California Workforce Development Board (State Board)

As the Governor's agent for "the development, oversight, and continuous improvement of California's workforce investment system and the alignment of the education and workforce investment systems", the board and its staff provide active ongoing policy analysis, technical assistance, and program evaluation to inform and shape state policy on the design of state workforce policies and their coordination with other relevant programs, including education and human service programs.

As required by federal and state statutes, the State Board has a business majority, and 20 percent workforce representation, which includes 15 percent representation for organized

labor. State Board membership also includes representation for the state's core programs, as well as K-12 and community college representation to ensure coordination between the state's education and workforce systems (detail on board composition is provided in later chapters and appendices).

The State Board reports to the Governor through the chair of the State Board and the Secretary of Labor and Workforce Development, who both provide oversight of the State Board and its staff to ensure that policy recommendations are consistent with the Governor's vision for the state.

The State Board, in consultation with state plan partners, drafts the State Plan and serves as the broker, convener, facilitator, and matchmaker to bring the disparate elements of the state's workforce, education, human services, and economic development programs into alignment through coordinated partnership. In addition to playing this role, the State Board sets policy for WIOA Title I programs, including statewide policy pertaining to Local Board responsibilities, as well as policy directly relevant to the design and operations of the One-Stop system.

Clients/Service Population: The Board does not directly deliver services to a client population. The board's primary responsibility is to set policy for WIOA Title I programs and to work with WIOA core program and other state plan partners to align programs and services to build a comprehensive system. In this respect the State Board's clients are its state plan partners.

Strengths: The board has robust representation of businesses and leading workforce experts in the state, including members from strategic industry sectors such as health care, advanced manufacturing, and green energy.

Weaknesses: With greater emphasis in both state and federal statute on system alignment, sector engagement, skills attainment, and career pathways, the State Board will need to build greater capacity with two objectives in mind: (1) providing greater technical assistance to both Local Boards and other partners involved in ongoing regional organizing efforts, and (2) building capacity to improve policy coordination and program alignment with WIOA core programs and other state plan partners at the state level. As detailed in later chapters, this capacity-building is currently underway.

Local Workforce Development Boards and Areas

California's 47 Local Boards operate to ensure the provision and coordination of WIOA Title I services in the forty-seven Local Workforce Development Areas (Local Areas) designated as service areas by the Governor. Local Boards provide day to day administrative and policy oversight for the delivery of services to job seekers and businesses. The specific service strategies of a Local Board are designed to reflect regional labor market needs, economic and

social conditions, and demographics, and they must be consistent with the policy direction of the State Plan. Accordingly, Local Boards are the central partners in carrying out the State Workforce Development Plan.

The chief local elected official (CLEO) of each of the forty-seven Local Areas appoints a Local Board with a local membership similar to the State Board – including a business majority and 20 percent workforce representation, including 15 -percent organized labor. The Local Board develops and submits a local strategic plan to the Governor, appoints and provides oversight for AJCC operators, and selects eligible organizations to provide services for youth and adults. Local Boards in California have over 600 business representatives serving on their boards.

Clients/Service Population: Adult, dislocated worker, youth, and universal access clients number 1.7 million individuals, including about 60,000 clients who receive certificates through AJCCs. Incumbent workers are an emerging client of the Local Boards. Local Boards serve 65,000 businesses annually and partner in the AJCCs with California Work Opportunity and Responsibility to Kids (CalWORKs), community colleges, economic development agencies, DOR, adult education providers, and veteran's services providers.

Strengths: Local Boards have a lot of experience braiding resources and integrating service delivery through the One-Stop system. Local Boards have deep connections to their local communities, and are gaining greater experience working through state and local led regional initiatives, including sector and career pathway strategies as well as initiatives to provide services to target populations.

Weaknesses: Local Boards need to increase client access to training and education programs that align with regional labor market dynamics, including apprenticeship programs and career pathway programs that grant "stackable" credentials. Local Boards would like to see greater investment in the training of frontline staff who engage clients, more technical assistance from the state on how to adopt best practices and build model partnerships, and more coordination at the local and regional level.

Employment Development Department

EDD is the largest public workforce development institution in the country and a member of the State Board. Located within LWDA alongside the State Board, EDD administers the WIOA Title I, federal Wagner-Peyser Act (WPA, WIOA Title III), labor market information, Disability Insurance, Paid Family Leave, Unemployment Insurance (UI), Trade Adjustment Assistance (TAA), and youth, disability, and veterans programs. EDD is also California's major tax collection agency, administering the audit and collection of payroll taxes and maintaining the employment records for more than 17 million California workers. One of the largest departments in state government, handling over $100 billion annually, EDD has nearly 9,000 employees providing

services at more than 200 locations throughout the state. Those services most relevant to the workforce system include all of the following:

- job search and placement services to job seekers including counseling, testing, occupational and labor market information, assessment, and referral to employers;
- recruiting services and special technical services for employers;
- program evaluation;
- developing linkages between services funded under WPA and related federal or state legislation, including the provision of labor exchange services at educational sites;
- providing services for workers who have received notice of permanent layoff or impending layoff, or workers in occupations which are experiencing limited demand due to technological change, impact of imports, or plant closures;
- collecting and analyzing California's labor market information and employment data;
- developing a management information system and compiling and analyzing reports from the system; and
- administering the "work test" for the state unemployment compensation system and providing job finding and placement services for Unemployment Insurance claimants.

Complementary Roles of EDD and the State Board

The primary role of the State Board is policy development, while EDD is responsible for Wagner-Peyser job services, WIOA compliance, local technical assistance on compliance-related matters, administrative oversight, and the provision of labor market information. The State Board and EDD collaborate closely to implement the Governor's vision and the policy objectives of the State Plan.

Clients/Service Population: EDD processes over 1.5 million initial unemployment insurance claims per year, over half a million disability insurance claims, and provides job services to 1.5 million people through Wagner-Peyser programs. EDD also operates several programs for targeted populations including job services programs for veterans, the disabled, youth, and foster youth.

Strengths: EDD's online labor exchange system, The California Job Openings Browse System (CALJOBS) is accessible to both employers and job seekers throughout the state. CALJOBS contains over half a million job listings and is accessed by more than a million job seekers every year.

Weaknesses: Unemployment Insurance services and Wagner-Peyser job services have not been fully integrated into the AJCC system. EDD will be working to more fully integrate Wagner-

Peyser staff into the AJCC system and is developing a plan to comply with mandatory partnership requirements pertaining to Unemployment Insurance.

Employment Training Panel

ETP is a statewide business-labor incumbent worker training and economic development program. ETP supports economic development in California through strategic partnerships with business, labor, and government and through the provision of financial assistance to California businesses to support customized worker training programs that attract and retain businesses; provide workers with secure jobs that pay good wages and have opportunities for advancement; assist employers to successfully compete in the global economy; and promote the benefits and ongoing investment in employee training among employers.

Clients/Service Population: ETP serves over 400 employers a year and 60,000 incumbent workers who receive training.

Strengths: The pay for performance nature of ETP contracts helps facilitate 70 percent retention rate for trained employees, resulting in both layoff aversion and business expansion.

Weaknesses: ETP has tended to grant on the job training (OJT) contracts to single employers and will be looking to increase the use of multi-employer contracts as part of the state's move toward the use of sector strategies. ETP has traditionally not worked very closely with Local Boards and will enhance partnerships with Local Boards as part of regional organizing efforts around career pathways and sector engagement, as warranted by regional labor market needs.

California Community Colleges

The CCCCO participates on the State Board and on its WIOA Workgroup Committee. The Vice Chancellor for Workforce and Economic Development Division (WEDD) chairs the State Board's WIOA Workforce Committee while the Executive Director of the State Board recently co-chaired CCCCO's "Strong Workforce Taskforce" (Taskforce) an effort by the Chancellor's Office and the community college Board of Governors to improve career technical education programs delivered through the community college system. The WEDD operates using a "sector strategies" policy framework known as "Doing What Matters for Jobs and the Economy" (DWM). Critical programs operating under the DWM framework, other CCCCO divisions, and the 113 community college ~~system include~~system include the following:

Economic & Workforce Development Program

The Economic and Workforce Development (EWD) program helps community colleges become more responsive to regional labor markets. The CCCCO provides funding for ninety-nine grants totaling $22.8 million and supports the community colleges in their mission to advance and

improve career technical education and serve businesses to bolster regional economies. EWD's industry sectors ~~of ies~~ of focus include advanced manufacturing; advanced transportation and renewable energy; biotechnology and life science; allied health~~healthcare~~; ~~international~~global trade and logistics; agriculture, water and environmental technologies; energy efficiency and utilities; and informational communication technologies and digital media, retail, hospitality and tourism, and small business.

Apprenticeship Instruction

Apprenticeship programs offer both OJT and classroom training. To provide apprenticeship training for their employees, many employers partner with the California community colleges or with CDE's Regional Occupational Programs/Centers and Adult Schools. The community colleges have approximately 25,000 apprentices enrolled in over 160 apprenticeship programs comprised of a total of sixty-six trades/crafts titles located on thirty-nine campuses.

Carl D. Perkins Career Technical Education

WEDD administers Perkins Act funds to provide resources to seven ~~a~~ R~~r~~egional C~~c~~onsortium composed of representatives of CTE, workforce development, economic development, and contract education programs based at colleges within an economic region. These consortia partner with workforce professionals, educators and industry, to incubate, sustain, and spin off sector partnerships. Regional C~~c~~onsortia chairs participate with the region's larger workforce and economic development networks to help community colleges advance a region's prosperity. Additional Perkins Act funding is provided for local assistance to improve existing community college CTE programs.

Community College Career Technical Education programs

The state's major investment in CTE ($1.7 billion) comes from credit and non-credit course offerings at California's 113 community colleges, with over a quarter of all community college full time equivalent students (FTES) enrolled in CTE courses. Community college credit and non-credit occupational programs are generally locally designed and delivered. Courses are part of a pathway leading to a credential, certificate, or transfer to a four-year college or stand-alone classes that can enhance students' skills in a range of occupational fields.

Community College CalWORKS program

The community college CalWORKs program, partners with state and county human services offices, and state and local workforce development boards. Community college CalWORKs programs provide services including counseling, case management, child care, work study, and job development/job placement services to students on CalWORKs cash aid. At the colleges,

community college CalWORKs programs partner with career centers, financial aid, and other student services programs including Disabled Student Programs and Services (DSPS), CalWORKs, Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE) Program.
~~Many of the community colleges in California have developed partnerships between the on-campus students services/career centers and DSS's CalWORKS program to ensure supportive services, tutoring, career counseling and other retention services are available for students receiving CalWORKS.~~

Disabled Student Programs and Services (DSPS)

In the 2014-2015 FY, the ~~CCC~~California community college system served over 121,000 students who registered with their colleges DSPS program. The program provides support services, specialized instruction, and educational accommodations to students with disabilities, so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. A Student Educational Contract (SEC) is developed for each student which links student´s goals, curriculum program, and academic accommodations to his/her specific disability-related educational limitation. Examples of services available through DSPS are test-taking facilitation, assessment for learning disabilities, specialized counseling, interpreter services for hearing-impaired or deaf students, mobility assistance, note taker services, reader services, speech services, transcription services, transportation, specialized tutoring, access to adaptive equipment, job development/placement, registration assistance, special parking and specialized instruction. There are also five colleges in the ~~S~~state that partner with DOR on College to Career, or C2C, a cooperative program designed to meet the unique needs of students who are challenged with intellectual disabilities and/or autism in postsecondary education and the workforce.

Formatted: Line spacing: Multiple 1.15 li

Formatted: Font: (Default) Calibri

Clients/Service Population: California's 113 community colleges offer 350 different fields of study, 8000 certificate programs, and 4,500 associate degree programs. More than a quarter ~~Approximately one-third~~ of the state's 2.1 million community college students enroll in a community college CTE course.

Strengths: Community colleges offer low cost education programs that are accessible to the public, including populations with barriers to employment. Many community colleges have strong partnerships with Local Boards and locally administered TANF programs. Under SB 1402 (T. Lieu, Chapter 361, Statutes 2012), and "The Doing What Matters for Jobs and the Economy" program, regional consortia have been formed to respond programmatically to the needs of some of the state's leading and emerging industry sectors. Community colleges also have a variety of programs designed to serve populations with barriers to employment including

Disabled Student Programs and Services (DSPS), CalWORKs, Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE) Program, Foster and Kinship Care Education (FKCE) and Foster Youth Success Initiatives (FYSI) .

Weaknesses: Following a nine month taskforce process involving stakeholders, including CTE Deans, local college leadership, leadership from the Chancellor's Office, and faculty from throughout the system, the Strong Workforce Taskforce issued a report identifying policy recommendations to improve CTE programs by better aligning programs and curricula with regional labor markets, building stronger regional partnerships with K-12, workforce, and adult education providers; providing a more robust supportive services system to ensure student success; creating new and better data partnerships with other programs; improving professional development opportunities for faculty; and, adopting innovative funding strategies to ensure the sustainability of CTE programs.

State Board of Education, California Department of Education, and Local Educational Programs

The SBE is the K-12 policy-making body for academic standards, curriculum, instructional materials, assessments and accountability. The SBE adopts instructional materials for use in grades kindergarten through eight. The SBE also adopts regulations to implement a wide variety of programs created by the Legislature, such as charter schools, and special education. In addition, the SBE has the authority to grant local education agency requests for waivers of certain provisions of the state E~~e~~ducation C~~c~~ode, and acts on petitions to unify or reorganize school district boundaries. Finally, the SBE is officially the designated "State Education Agency" that is charged with providing policy guidance to the state and local education agencies regarding all federal education policies and programs such as the Elementary and Secondary Education Act, Carl D. Perkins Career Technical Education Improvement Act of 2006, WIOA, the Individuals with Disabilities Education Act, etc. The SBE has eleven members, all of whom are appointed by the Governor and serve four-year, staggered terms, with the exception of the student member, who serves a one-year term. The State Superintendent of Public Instruction, who heads the CDE, serves as the SBE's executive officer and secretary.

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

~~The CDE Career and College Transition Division includes programs for adult education and career technical education (CTE). Specifically, the adult education programs (AEP) in the state of~~

~~California provide adult basic and secondary education skills including English, math, and English as a second language foundational competencies needed to enter post-secondary education and training as well as citizenship training. Adult schools have historically been the largest AEP provider at the local level. CTE integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. The federal program to support CTE in California is the Carl D. Perkins Career and Technical Education Act of 2006 which the CDE jointly administers with the CCCCO.~~

~~The CDE English Learner Support Division oversees the Migrant Education program which serves migrant farmworkers, seasonal farmworkers, out of school youth, English learners, and immigrants.~~

The Career and College Transition Division includes programs for adult education, including CTE. Specifically, the adult education programs in the State of California provide adult basic and secondary education skills including English, math, and ESL foundational competencies needed to enter postsecondary education and citizenship preparation. In addition to the K–12 adult schools, the CDE, through the WIOA, Title II grant, also funds libraries, community-based organizations, correctional institutions, and several community colleges for these programs. CTE integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. The federal program to support CTE in California is the Carl D. Perkins Career and Technical Education Improvement Act of 2006 which the CDE jointly administers with the CCCCO.

The Special Education Division oversees programs operated by approximately 1,100 local educational agencies (LEAs) to provide students up to age 22, who receive services under an Individualized Education Program, with a free and appropriate public education. Students with disabilities age 16–22 must be provided transition services based on their assessed needs, strengths, preferences, and interests to facilitate movement from school to post school activities. These post school activities may include postsecondary education, training, competitive integrated employment, and independent living. Workability I is a state-funded grant program awarded to 280 LEAs to provide an array of transition services to middle and high school students, including work experience for high school students.

The English Learner Support Division oversees the federal Every Student Succeeds Act (ESSA), English Learner Title III, and Migrant Title I part C programs and funding for the state of California. The division coordinates K–12 state and federal efforts and programs to serve migrant farmworkers, seasonal farmworkers, out of school youth, English learners and immigrant students and their families. The goal of these programs is to provide students with access to the core academic content, and to overcome language barriers and other barriers caused by the migratory patterns of students. These programs are often supported through

partnerships with ~~A~~adult ~~E~~education and WIOA. The parents of the K–12 migrant students, English learner students, immigrant students, and out-of-school youth benefit from the partnerships with ~~A~~adult ~~E~~education and WIOA.

Coordinated Student Support Division oversees California's Educational Options programs which work with at-risk K–12 students, including those habitually truant or at risk of not graduating, students who have been expelled or have been placed in a juvenile court facility, those unable to attend school due to a medical problem, and foster youth. These students generally attend a county- or district-~~-~~administered school, structured to address the student's individual challenges. The most common educational ~~option~~ school types include county community and juvenile court schools administered by a county office of education, and continuation, community day, and opportunity schools operated by school districts. For students where a classroom setting is not possible or appropriate, schools have a variety of programs available to meet these special needs, including home and hospital instruction and independent study. For these schools and programs, the goal of providing students with the environment, curriculum, and supportive services they need to reach their full academic potential, graduating, and successfully transitioning to postsecondary education or employment, is often supported through partnerships with WIOA Title I Youth Programs and community based organizations.

Clients/Service Population: Transition services are provided to 137,000 Students with Disabilities (SWDs) statewide, including 94,000 served by Workability 1 programs; 23,000 at-risk students are served through county run juvenile justice facilities and county community schools; over half a million students are served under adult education, basic skills, and English as a Second Language programs, including federal WIOA Title II programs, and related state funded programs operated the state's seventy Adult Education Block Grant Consortia (jointly administered with ~~C~~community ~~C~~colleges); CDE also oversees CTE programs serving 970,000 secondary students and 59,000 adult CTE students.

Strengths: CDE, through the Career Pathways Trust, has distributed ~~invested~~ $500,000,000 over the past two years through a one-time appropriation to establish regional collaborative relationships and partnerships with business entities, community organizations, and local institutions of postsecondary education to develop and integrate standards-based academics with career-relevant, industry-themed pathways and work-based learning opportunities that are aligned to high-need, high-growth, or emerging regional economic sectors. Additionally, CDE is distributing $900,000,000 through the CTE Incentive Grant Program, which is a three-year (2016–2019) statewide grant with the goal of providing pupils in K–12 with the knowledge and skills necessary to transition to employment and postsecondary education. The CDE has also developed a strong community~~ies~~ of practice on secondary transitions and has integrated

Formatted: Font: +Body (Calibri)

Formatted: Font: 12 pt

Formatted: Font: +Body (Calibri)

work-based learning approaches for students with disabilities; ensured WIOA Title II grantees have the flexibility to match curriculum with the goals and objectives of other WIOA funded programs; and implemented an evaluation process for the Coordinated Student Support programs that utilizes information provided by program participants to help improve programs.

Weaknesses: Many students in CDE and ~~L~~local e~~E~~ducation a~~A~~gencies (LEA) programs need access to supportive services such as counseling, childcare, and transportation services which could be addressed by better coordination at the state, local, and regional level between programs overseen by CDE, human service programs, and other workforce and education programs; CDE also lacks common student identifiers across educational segments which creates obstacles to data matching and tracking individuals into the labor market.

Governor's Office of Business and Economic Development

GO-Biz was created to serve as California's single point of contact for economic development and job creation efforts. GO-Biz offers a range of services to business owners including: attraction, retention and expansion services, site selection, permit streamlining, clearing of regulatory hurdles, small business assistance, international trade development, and assistance in accessing state government programs.

The unified state plan focuses on both emerging and established industry sectors, as well as entrepreneurship and small business growth. GO-Biz will provide critical information on employer trends in all of these contexts, in conjunction with local and regional economic development organizations, including Innovation Hubs (iHubs), Small Business Development Centers (SBDCs), and Economic Development Corporations (EDCs). Through analysis of these trends, GO-Biz and other key public workforce development institutions will collaborate to align workforce policy with domestic and international trade and business development.

Clients/Service Population: GO-Biz works directly with businesses to help these organizations understand opportunities to start, maintain, and grow operations in California. This assistance includes, but is not limited to: site selection, permit assistance, international trade development, connectivity to strategic partnerships, information on incentive programs, and referrals to local and state business assistance resources. In addition to direct business assistance, GO-Biz also administers and supports programs led by regional business assistance and economic development organizations. The GO-Biz Innovation Hub (iHub) program stimulates partnerships, economic development, and job creation around specific research clusters by leveraging assets such as research parks, technology incubators, universities, and federal laboratories to provide an innovation platform for startup companies, economic development organizations, business groups, and venture capitalists. GO-Biz administered a capital infusion program for California's Small Business Development Center Network in both

Formatted: Font: +Body (Calibri)

2014 and 2015, supported by one-time funding from the state budget. In addition, GO-Biz began to administer the State Trade Export Promotion (STEP) program in 2015, in partnership with the California Community Colleges, California Department of Food and Agriculture, the Los Angeles Area Chamber of Commerce, and Los Angeles Biz Fed.~~In addition to direct business assistance, GO-Biz also administers programs led by regional business assistance and economic development organizations, including the Innovation Hub (iHub) program and a capital infusion program for California's Small Business Development Center Network.~~

Strengths: Through its direct interactions with California businesses of all sizes and industry sectors, GO-Biz helps California businesses communicate their workforce development needs to ETP, Local Boards, educational institutions and training providers. In conjunction with its local, regional and state partners, GO-Biz connects businesses with workforce needs to applicable resources. These partner organizations often possess unique knowledge of emerging economic sectors, entrepreneurial activity, strategic industry partnerships, and overlapping skills requirements across multiple industry sectors. In addition, GO-Biz provides businesses and workforce development partners with information on a variety of business incentive programs that encourage hiring and/or training.

Weaknesses: GO-Biz has the opportunity to increase its reach to a wider audience of business, education and training partners and to coordinate business assistance activities with state, regional and local partners. Under the state plan, GO-Biz will engage workforce development partners at the state and regional level to help align workforce development programs with employer needs. ~~In order to reach a wider audience of businesses, education, and local workforce partners, GO-Biz needs to better coordinate assistance with state, regional and local partners. Under the State Plan, GO-Biz will engage workforce development partners at the state and regional level to help align workforce development programs with employer needs.~~

Formatted: Font: +Body (Calibri)

Health and Human Services Agency

As one of California's key public workforce development institutions, HHSA represents the Department of Aging, DOR, DSS and the Office of Statewide Healthcare Planning and Development on the State Board and actively supports job placement and training services for: individuals with disabilities, socially and economically disadvantaged, at-risk youth and other traditionally underrepresented populations with high unemployment rates.

Department of Rehabilitation

The mission of DOR is to work in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living, and equality for individuals with disabilities in California. DOR administers the largest vocational rehabilitation (VR) program in the country. Employment services are provided annually by approximately 1,300

staff in over eighty-five offices in California over an extended period of time to approximately 100,000 individuals with significant physical and mental disabilities to assist them to prepare for and obtain competitive employment in integrated work settings at or above minimum wage.

Generally, the population provided services through the VR program are individuals with disabilities who are not employed, or who are not employed consistent with their potential (also known as "under-employed"). The distinct needs of DOR participants (also referred to as DOR consumers) vary greatly depending upon individual, disability-related impediment(s) to employment and the consumer's employment goal. In collaboration with the DOR Senior Vocational Rehabilitation Counselor-Qualified Rehabilitation Professional (SVRC-QRP), consumers engage in an interactive process to evaluate their individual disability-related functional limitations or needs and identify VR services required to prepare for, secure, retain or regain employment that is consistent with their unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

After determining eligibility, through a comprehensive assessment and planning process and in collaboration with the rehabilitation counselor, the consumer develops an Individualized Plan for Employment (IPE) that identifies the employment goal and required VR services to achieve that goal. VR plan services may include, but are not limited to:

- Counseling and guidance.
- Referrals and assistance to get services from other agencies.
- Job search and placement assistance.
- Vocational and other training services, including, but not limited to, pre-employment training and soft skills training.
- Evaluation of physical and mental impairments.
- On-the-job or personal assistance services.
- Interpreter services.
- Rehabilitation and orientation or mobility services for individuals who are deaf or hard of hearing and/or blind or low vision.
- Occupational licenses, tools, equipment, initial stocks, and supplies.
- Technical assistance for self-employment.
- Rehabilitation assistive technology services and devices.
- Supported employment services.
- Services to the family.
- Transportation as required, such as travel and related expenses, that is necessary to enable the consumer to participate in a VR service.
- Transition services for students.

- Work Incentive Planning, which includes providing information on potential employment earning impacts to Supplemental Security Income (SSI), Social Security Disability Income (SSDI), and Ticket to Work (TTW).
- Expansion of employment opportunities for individuals with disabilities, including, but are not limited to, professional employment and self-employment.
- Post-employment services.

Client/Service Population: In federal fiscal year 2014, DOR provided services to approximately 98,000 eligible individuals with disabilities, including 6,500 who were blind or visually impaired; 13,300 with cognitive disabilities; 18,200 with learning disabilities; 4,900 with intellectual or developmental disabilities; 6,500 deaf or hard of hearing individuals; 19,100 with physical disabilities; 26,100 with psychiatric disabilities; 1,200 with traumatic brain injury; and 2,200 individuals with other disabilities.

Strengths: DOR employs qualified SVRC-QRPs with master's degrees who are trained in assessment, career planning, job placement, and assistive technology services to meet the employment needs of eligible individuals with disabilities. DOR utilizes a consumer-centered approach to service delivery through a team that includes SVRC-QRPs, service coordinators, employment coordinators, and other support staff to deliver effective and timely consumer services throughout the state. The employment coordinators provide labor market analysis, employer engagement, disability sensitivity training, and other supportive services to assist clients in achieving an employment outcome. Coupled with the direct services provided by the team, DOR maintains a network of partnerships with community based disability organizations and other public agencies, including high schools, community colleges, universities, and county mental health agencies to provide a greater range of employment services and opportunities to DOR consumers than would be otherwise available through any single agency. Lastly, given its focus and expertise, DOR has positioned itself to be California's leadership voice in state government and administers other programs, including the Disability Access Services, to assist in removing barriers to full inclusion of individuals with disabilities in the workforce, in state government, and in community life.

Weaknesses: The VR program is not an entitlement program. Lacking sufficient funding to serve all eligible consumers in the VR program, DOR is currently operating under an Order of Selection (OOS) process. Federal regulations stipulate that whenever a state has insufficient funds to serve all eligible applicants for VR services, an OOS system must be developed and implemented that will ensure individuals with the most significant disabilities are provided services first. DOR has been operating under an OOS process since September 1995. Currently, DOR is providing services to all eligible individuals with the most significant disabilities (category I) and eligible applicants with significant disabilities (category II). For individuals with disabilities

who do not meet the OOS (category III), there is insufficient number of service providers and community resources, especially in rural areas, that are physically and/or programmatically accessible to support their employment and independence needs.

Department of Social Services

DSS oversees the operation of California's Temporary Assistance to Needy Families (TANF) program, known as CalWORKs, and the programs operated under Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T), known as CalFresh E&T. These programs are administered directly by California's counties.

CalWORKs operates in all fifty-eight counties providing temporary cash assistance to meet family basic needs and welfare-to-work services to help families become self-sufficient. CalWORKs programs are able to provide a wide array of services, including education and training, ancillary supportive services such as childcare and transportation support, and help with domestic violence and substance abuse issues.

CalFresh E&T is currently offering employment and training services for non-assistance CalFresh participants, including individuals who are required to be work registrants, volunteers, and able-bodied without dependents in twenty-four California counties.

Clients/Service Population: CalFresh E&T serves over 70,000 Californians. The CalWORKs caseload is approximately 530,000 cases, which equates to about 1.2 million Californians. Approximately 270,000 of these cases are eligible for welfare-to-work programs

Strengths: CalFresh E&T has strong relationships with Local Boards in the counties where it operates and the program is good at ensuring access to mental health and substance abuse services. CalWORKs has a robust subsidized employment program and has a lot of flexibility in the types of services it can provide. CalWORKs has an existing relationship with community colleges to provide support for CalWORKS recipients enrolled in academic and career pathway programs. Recent changes in CalWORKs have shifted the program away from "work-first" polices and towards a "skills attainment/barrier removal agenda" to ensure that TANF recipients are positioned to achieve long-term successful outcomes and upward mobility

Weaknesses: California's TANF program is designed primarily to combat child poverty by continuing to provide aid to children even when the adult(s) cannot or refuses to participate in the welfare-to-work program. As a result, California serves a higher percentage of needy families than the rest of the nation and serves adults who often face significant barriers to employment. Recent changes in CalWORKs have shifted the program away from "work-first" polices and towards a "skills attainment/barrier removal agenda" to ensure that TANF recipients are positioned to achieve long-term successful outcomes and upward mobility.

Department of Industrial Relations – Division of Apprenticeship Standards

The DIR-DAS administers California apprenticeship law and enforces apprenticeship standards for wages, hours, working conditions and the specific skills required for state certification as a journeyperson in an apprenticeable occupation. DIR-DAS promotes apprenticeship training through creation of partnerships, consults with program sponsors and monitors programs to ensure high standards for on-the-job training and supplemental classroom instruction. Through this effort, the retiring skilled workforce is replenished with new skilled workers to keep California's economic engine running strong.

Clients/Service Population: DIR-DAS serves industry, educational institutions, government, and apprentice and journey level workers. California leads the nation with 53,366 apprentices registered in over 540 programs recognized by DAS.

Strengths: The apprenticeship model of skill development, "earn and learn", has a proven track record of placing workers in high-wage, middle-skills career pathways. The apprenticeship system of training is efficient and cost-effective and results in higher retention rates, lower turnover, and reduced costs for recruitment of new employees. The curriculum and on-the-job training are guided by industry and meet industry needs. Apprenticeship connects employers with public education facilities for related classroom instruction.

Weaknesses: The majority of existing apprenticeship programs are established for occupations in the construction and building trades. Women and minorities continue to be underrepresented in many apprenticeship programs.

WIOA Section I66 Indian/Native American Programs

The WIOA Section 166 Indian/Native American (INA) Program supports employment and training activities for Indian, Alaska Native, and Native Hawaiian people, helping more fully develop their academic, occupational and literacy skills to help them compete more effectively in the job market and achieve personal and economic self-sufficiency. There are eight WIOA Section 166 INA Employment and Training grantees in California that collectively receive $5.67 million to provide services to Indian and other Native American populations in California:

- Northern California Indian Development Council, Inc.
- Ya-Ka-Ama Indian Education and Development, Inc.
- United Indian Nations, Inc.
- California Indian Manpower Consortium
- Tule River Tribal Council
- Candelaria American Indian Council
- Southern California Indian Resource Center, Inc.

- Indian Human Resource Center.

The State Board is committed to ensuring the AJCC provide Indian and Native Americans equal access to the WIOA Adult, Dislocated Worker and Youth programs and will work with Local Boards to include in their local plans their strategies to collaborate with their area Section 166 grantee(s) to provide Indian and Native Americans equal access to AJCC services and WIOA service provider opportunities and will engage the INA grantees and EDD in discussions about aligning client tracking and reporting systems.

Clients/Service Population: Section 166 INA Program serves Indians, Alaska Natives, and Native Hawaiians who are unemployed, or underemployed, or low-income individuals, or a recipient of a lay-off notice.

Strengths: The INA programs promote the economic and social development of Indian communities. Services are provided in a culturally appropriate manner, consistent with the principles of Indian self-determination.

Weakness: The funding allocated to INA programs is insufficient to meet the needs of the population and in most areas of California there is a weak system for co-enrolling the INA population with the AJCC system. Many INA grantees are located in rural areas and lack access to technology and support services including transportation.

Section 167 Farmworker Service Programs

The National Farmworker Jobs Program is a nationally-directed, locally-administered program of employment and training services for migrant and seasonal farmworkers. Created under the Economic Opportunity Act of 1964, and currently authorized section 167 of WIOA, the program seeks to counter the chronic unemployment and underemployments experienced by migrant seasonal farmworkers (MSFW) who depend primarily on seasonal jobs in California's agricultural sector. There are six WIOA Section 167 farmworker service programs represented statewide by La Cooperativa Campesina de California: collectively, they receive $19.38 million from the Department of Labor for PY 2015-16.

- Center for Employment Training, Inc.
- California Human Development Corporation
- Central Valley Opportunity Centers, Inc.
- County of Kern, Employers' Training Resource
- Proteus Inc.

These programs provide services throughout California but especially in rural areas where farmworkers live and work. Training services include English as a Second Language (ESL),

General Education Development (GED), adult and family literacy, basic education, vocational education, and employer-based training. Related services such as childcare, transportation, emergency services, housing, counseling, job placement, and follow-up services enhance these training efforts.

The State Board is committed to ensuring the America's Job Centers of California (AJCC) provide Migrant/Seasonal Farm Workers equal access to the WIOA Adult, Dislocated Worker and Youth programs and will work with Local Boards to include in their Local Plans their strategies to collaborate with their Section 167 grantee(s) to provide MSFW equal access to AJCC services and WIOA service providers. The State Board will encourage AJCC's to do the following:

- Share employer, labor market information and job training opportunities within the local region
- Support growers by listing farm-related job openings within the agricultural community
- Co-recruit, co-enroll, and co-case manage MSFWs who can benefit from workforce development services at the local level and develop opportunities for leveraging funding to acquire the support service needs of MSFWs and other low-income individuals in job training and long term employment sustainability., and
- Share staff training and bi-lingual resources to co-develop a strong comprehensive workforce staff service network at the local level across program titles for all local partners.

Clients/Service Population: WIOA Section 167 grantees serve eligible migrant/seasonal farmworkers and their dependents. Eligible farmworkers are those individuals who primarily depend on employment in agricultural labor that is characterized by chronic unemployment and underemployment.

Strengths: WIOA Section 167 grantees have well-developed relationships with Local Boards and the AJCC system, provide occupational skills training, related supportive services, and housing assistance to the MSFW population. Many Section 167 grantees also qualify as Eligible Training Providers, list programs on the State ETPL, and also receive referrals from AJCCs.

Weakness: The funding allocated to MSFW programs is insufficient to meet the needs of the population and many MSFWs have limited English language capacity and do not have access to supportive services, including transportation and child care, which limits opportunities for them to attain skills, credentials, and degrees from the "mainstream" educational system.

Job Corps

Job Corps is the nation's largest and most comprehensive residential education and job training program for at-risk youth, ages 16 through 24. Through a nationwide network of campuses, Job

Corps offers a comprehensive array of career development services to prepare young people for successful careers. Job Corps employs a holistic career development training approach which integrates the teaching of academic, vocational and employability skills, and social competencies through a combination of classroom, practical and work-based learning experiences to prepare youth for stable, long-term, high-paying jobs.

Job Corps' focus is consistent with the State Plan. Through local and regional planning guidance, the State Board will ensure that Local Boards work with Job Corps and coordinate regionally with California's Job Corps centers in San Bernardino, Long Beach, Los Angeles, Sacramento, San Diego, San Francisco, and San Jose.

Clients/Service Population: Job Corps serves young men and women age 16-24 who are out of school and have barriers to employment.

Strengths: Job Corps is a comprehensive program which provides high school diploma and equivalency programs, occupational skills training, work readiness, and housing and supportive services to young men and women enrolled in the program.

Weakness: While California has six Job Corps Centers, not all local areas can access services.

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

The state will employ and will require state plan partners to adopt or participate, to the extent appropriate for each program, seven policy strategies that frame, align, and guide program coordination at the state, local, and regional levels in order to achieve the state's three policy objectives:

- Fostering "demand-driven skills attainment". Workforce and education programs need to align program content with the state's industry sector needs so as to provide California's employers and businesses with the skilled workforce necessary to compete in the global economy.
- Enabling upward mobility for all Californians, including populations with barriers to employment. Workforce and education programs need to be accessible for all Californians and ensure that everyone has access to a marketable set of skills, and is able to access the level of education necessary to get a good job that ensures both economic self-sufficiency and economic security.
- Aligning, coordinating, and integrating programs and services to economize limited resources to achieve scale and impact, while also providing the right services to clients, based on each client's particular and potentially unique needs, including any needs for skills-development .
- ~~Fostering "demand-driven skills attainment". Workforce and education programs need to align program content with the state's industry sector needs so as to provide California's employers and businesses with the skilled workforce it needs to compete in the global economy.~~
- ~~Enabling upward mobility for all Californians, including populations with barriers to employment. Workforce and education programs need to be accessible for all Californians and ensure that everyone has access to a marketable set of skills and is able to access the level of education necessary to ensure both economic self-sufficiency and economic security.~~
- ~~Aligning, coordinating, and integrating programs and services to economize limited resources, while also providing the right services to clients, based on each client's particular and potentially unique needs so as to facilitate labor market relevant skills-attainment necessary for those who want to obtain upward mobility.~~

Policy Strategies (WIOA Sec. 102 (b)(1)(D)

The seven policy strategies emphasized in this State Plan—sector strategies, career pathways, "earn and learn", organizing regionally, providing supportive services, building cross-system data capacity, and braiding resources and integrating services— are evidence-based and have

been shown to work, helping ensure effective delivery of services, and increasing the likelihood that those who receive services obtain gainful employment.

This section of the State Plan provides a more comprehensive overview of the strategies the state will implement. The chapters that follow outline more specifically how these strategies will be put into operation and coordinated by the core programs and other state plan partners. The descriptions given here are designed to outline their policy content and the rationale for their use. The chapter ends with a description of the manner in which local and regional workforce plans will operate as the mechanism for implementing local service delivery and regional coordination to assure that the state policy of this plan is carried out.

Sector Strategies: A Demand-Driven Workforce Investment Strategy

"Sector strategies" are policy initiatives designed to promote the economic growth and development of a state's competitive industries using strategic workforce investments to boost labor productivity. The strategic focus is on prioritizing investments where overall economic returns are likely to be highest, specifically in those sectors that will generate significant gains in terms of jobs and income.

Targeting the right sectors is essential and requires that policy makers use economic and labor market data to determine which industry sectors are best positioned to make gains if investments in workforce development are made. Investment decisions are typically also contingent on the degree to which a sector faces critical workforce supply problems, for example, whether the industry faces or will face a shortage of skilled workers in a particular occupation, whether or not these shortages are a consequence of either growth or retirements.

When done successfully, sector strategies can lead to mutually beneficial outcomes for business, labor, and the state by increasing competitiveness and growth, improving worker employability and income, and reducing the need for social services while also bolstering government revenues generated by both business and workers.

In order to ensure that policies help produce beneficial outcomes for workers as well as business, sector investments should take into consideration the quality of jobs for which training resources are made available. Ideally, training should result in livable wage jobs with benefits that provide access to career opportunities through job placement in an occupation that is part of a well-articulated career ladder.

A key element of sector strategies is the emphasis on industry and sector partnerships. These partnerships bring together multiple employers within a sector to find shared solutions to their common workforce problems.

Under sector partnerships, firms work with representatives of labor, as well as education and workforce professionals, to develop a concrete program to address that industry's particular skills shortages. The development of shared solutions typically involves the convening of various stakeholders to develop a general understanding of the challenges the sector faces on an ongoing basis. For the process to be successful, partners need to regularly meet to develop a concrete plan to solve workforce problems by implementing agreed-upon remedies.

The collective focus on shared problem-solving sets sector strategies apart from more traditional training programs that focus on either individual workers or individual firms. Problems are addressed systemically and collectively. Industry partners examine the interrelated workforce needs of the entire industry, diagnose problems, and align the monetary and institutional resources of not only industry but also labor, and the relevant workforce and educational systems as the chief means to plug relevant skills gaps.

Where they have been implemented, sector strategies initiatives have funded the following activities:

- Convening industry partners on a regular, ongoing basis to build relationships between stakeholders and firms in the targeted industry sector.
- Providing resources for sector research related to industry and market trends affecting workforce needs.
- Developing multi-year plans focused on the training and placement of workers in ~~identified priority~~ occupations identified as strategic by industry leaders~~.~~
- Boosting industry capacity related to workforce needs, such as developing common worker training centers, providing contract support services for industry employees, and research and development related to workforce development (for example, curricula development).
- Providing business services, such as help in implementing industry human resources best practices.
- Developing skills standards and new degrees and certificates as a basis to guarantee minimum job qualifications for workers in priority occupations.
- Developing well-articulated career pathways promoting job advancement for workers who are entering the sector, as well as those already employed in the sector.
- Identifying training providers and educators and working to align relevant programs with industry needs.

All of the foregoing activities are designed to (a) establish the partnership, (b) develop a concrete plan, and (c) foster the implementation of the plan through an ongoing alignment of resources and institutions to ensure that the training goals of the plan are carried out.

Under this State Plan, ~~S~~state ~~P~~plan partners and providers who participate in sector strategies are expected to do so in a manner that makes it a priority to work with employers who offer jobs with good wages and benefits. State law specifies that the implementation of sector strategies should lead to investments, "in education and workforce training programs that are likely to lead to jobs providing economic security or to an entry-level job with a well-articulated career pathway into a job providing economic security."[16] State law defines "economic security" as "earning a wage sufficient to support a family adequately, and, over time, to save for emergency expenses and adequate retirement income, based on factors such as household size, the cost of living in the worker's community, and other factors that may vary by region."[17]

Formatted: Font: +Body (Calibri), 12 pt

Formatted: Font color: Gray-80%, Border: : (No border)

Career Pathways

California's E~~e~~ducation C~~c~~ode and the State Workforce Innovation and Opportunity Act both define career pathways in the following manner:

> *"Career pathways," "career ladders," or "career lattices" mean an identified series of positions, work experiences, or educational benchmarks or credentials with multiple access points that offer occupational and financial advancement within a specified career field or related fields over time.*

Career pathways are designed to facilitate incremental and progressive skills attainment over time, in clearly segmented blocks, such that those who move through the pathway obtain education or training services built on the foundation of prior learning efforts. The objective is to provide a packaged set of skills which has demonstrable labor market value at each stage of the learning process. Key elements of successful pathway programs include the following:

- Varied and flexible means of entry, exit, and participation through multiple "on and off ramps" and innovative scheduling practices.
- Entry and exit points are based on student, worker, or client's needs as well as their educational or skill levels, allowing those of different skill levels to participate where appropriate.
- Flexible exit allows those who cannot complete a longer term program the ability to build longer term skills through short term serial training efforts.
- Pathways programs are characterized by a high degree of program alignment and service coordination among relevant agencies, which can typically include adult education and basic skills programs, community colleges CTE programs, high school CTE programs, workforce development board programs, as well as social services agencies.
- The receipt of industry-valued credentials at each stage of training.

[16] UIC 14005(o)(1)
[17] UIC 14005

Formatted: Font: +Body (Calibri)

- Employer engagement to ensure that training and education are relevant to the labor market.

Career pathways programs are particularly useful in serving populations with barriers to employment because they can be packaged in a way that responds to client population needs. Combining career pathway programs with sector strategies has the potential to help move populations with barriers to employment into the labor force while also meeting employer's workforce needs,~~s,~~ by providing disadvantaged individuals with a tangible and marketable skillset that is in-demand.

Under this State Plan and relevant state law, ~~S~~state ~~P~~plan partners and providers who engage in career pathway work should do so with the goal of placing workers and students in occupations that provide economic security or entry-level jobs that have a well-articulated career pathway or career ladder to a job that provides economic security.[18]

Formatted: Font: +Body (Calibri), 12 pt

Formatted: Font: 12 pt

Formatted: Font: +Body (Calibri), 12 pt

Formatted: Font: 12 pt

Formatted: Font: +Body (Calibri), 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Utilizing Earn and Learn Strategies

"Earn and learn" policies are designed to facilitate skills attainment while also providing those participating in these programs with some form of compensated work experience, allowing them to "earn" income while they "learn" to do a job. Because many WIOA customers have barriers to employment and cannot afford to attend an education or training program full time, not only because of costs associated with training and education fees and tuition, but also because time spent in the classroom reduces time that can be spent earning income, "earn and learn" opportunities are an important strategy for success.

Under SB 342, (H.B. Jackson, Chapter 507, Statutes of 2015), the California State Workforce Innovation and Opportunity Act defines "earn and learn" policies as those training and education policies that combine "applied-learning in a workplace setting with compensation allowing workers or students to gain work experience and secure a wage as they develop skills and competencies directly relevant to the occupation or career for which they are preparing". SB 342 points out that "earn and learn" programs typically bring together "classroom instruction with on-the-job training to combine both formal instruction and actual paid work experience." These programs include, but are not limited to, all of the following:

- apprenticeships;
- pre-apprenticeships;
- incumbent worker training, including on-the-job training as outlined in WIOA
- transitional and subsidized employment;
- paid internships and externships; and

[18] UIC 14013(d)(2).

Formatted: Font: +Body (Calibri)

- project-based compensated learning.

The principles of "earn and learn" are broad enough to allow for flexible program design. As such, programs may be customized to serve clients on the basis of their given level of skills and their particular educational or training needs. Transitional and subsidized employment programs, for example, can be used to provide work experience to those who have none, facilitating the hiring of individuals that employers might not otherwise employ. These programs may help get TANF recipients and other individuals with barriers to employment into the labor market, thereby helping establish work experience and an employment history that individuals need to build their resume.

Other "earn and learn" programs, like the incumbent worker training programs operated by ETP, may serve other purposes, such as keeping the state's workforce productive and its businesses competitive. Similarly, pre-apprentice and apprenticeship programs can provide access to formal skills training opportunities in a variety of occupational fields that typically provide good wages and a middle class income. To ensure the use of quality providers, California statute directs the State Board and Local Boards to ensure that any services funded by WIOA and directed to apprenticeable occupations, including pre-apprenticeship training, are conducted in coordination with one or more apprenticeship programs approved by DIR-DAS for the relevant occupation and geographic area.

Formatted: Font:

In general, "e~~E~~arn and learn" programs can be flexibly designed and paired with other policy strategies, such as sector strategies and career pathways, to increase the skills and employability of the workforce while also aligning workforce, education, and training programs with labor market dynamics and employer needs.

Organizing Regionally

Labor markets and industry are both organized regionally. Organizing workforce and education programs regionally increases the likelihood that workforce and education programs can be aligned to serve the needs of labor markets. The means to do this is regular ongoing industry engagement and the building of partnerships with industry and those agencies and departments, and other stakeholders whose programs and services directly impact the ability of the state's workforce and education programs to service industry needs while also helping job seekers get the skills they need to succeed in the labor market.

Regional organizing efforts should aim for the development value-added partnerships that not only help achieve the policy goals of the partnership but also help partners achieve their organizational goals. A value-added partnership is one in which all partners gain from the relationships built through the organizing process. Ideally, "gains to exchange" will occur as long as partners transact with one another on the basis of specialization by providing services

consistent with each programs' core competencies. Partners are thereby able to leverage one another's expertise, building a proverbial "sum that is greater than its parts." When fashioned in this manner, regionally organized programs economize the use of scarce resources, while also allowing program operators to take programs to scale, reduce administrative costs, and package and coordinate services on the basis of specialization.

Federal and California state law both encourage efforts to align workforce and educational programs at the regional level in order to align programs with each other and regional labor market dynamics.

Prior to the passage of WIOA, California passed SB 118 (T. Lieu, Chapter 361, Statutes of 2013), SB 1402 (T. Lieu, Chapter 361, Statutes 2012), and SB 698 (T. Lieu, Chapter 497, Statutes of 2011). Collectively these statutes directed the state's workforce and community colleges workforce programs to think, plan, and invest regionally.

- SB 118 added regionally focused "sector strategies" language to what was then called the California Workforce Investment Act and directed the State Board to work with relevant educational, workforce, and economic development agencies, at the state and local levels, to ensure regional coordination and alignment of programs with regional industry needs.
- SB 1402 reauthorized the CCCO Economic and Workforce Development Program (EWD) and recast the policy direction of the program to align program investments with regional labor market dynamics. SB 1402 also directed program operators to employ sector strategies and to facilitate the development of career pathway programs aligned with regional industry sector needs. Much of the policy language in SB 1402 is similar, if not always identical to, the language contained in SB 118.
- SB 698 directs the State Board to work with Local Boards to develop policies and standards for certification of Local Boards as "high performance" boards. These policies and standards are intended to encourage the involvement of major regional employers and industry groups in the Local Board planning process, the regional coordination and alignment of workforce and education services, and investments in training and education programs that align with regional labor market needs.

The new federal law also directs states to develop policies that enable the building of regional partnerships. WIOA specifically directs the Governor to designate regional planning areas aligned with regional labor markets so as to facilitate the implementation of sector strategies, the coordination of service delivery, the pooling of administrative costs, and the collective development of shared strategies among regionally organized Local Boards to ensure accountability and overall program performance.

From the State Board's perspective, the objective of regional organizing efforts is not to create monolithic one-size-fits-all uniform workforce and education programs, but rather to coordinate service delivery on the basis of programs strengths while also aligning partner programs with each region's particular labor market needs. The exact manner in which these partnerships come together will vary from region to region based on the unique set of circumstances that shape each region's workforce needs.

Providing Supportive Services

Many of the clients served by the state's workforce and education programs face barriers to employment that also undermine their ability to complete a training or educational program which could help them upskill or reskill in a manner that increases their labor market prospects.

Whether individuals being served have disabilities, face employment discrimination, lack basic education, or grapple with poverty, it is evident that individuals often need access to a broad array of ancillary services to help them complete training or education programs and successfully enter the labor market.

Supportive services provided through the state's workforce and education programs include everything from academic and career counseling, to subsidized childcare and dependent care, to transportation vouchers, to payment for books, uniforms, and course equipment, to substance abuse treatment, as well as the use of assistive technology for California's disabled population. Supportive services may also include licensing fees, legal assistance, housing assistance, emergency assistance, and other needs-related payments that are necessary to enable an individual to participate in career and training services.

Supportive services are awarded to individuals in financial need, based on individual assessment and the availability of funds. Supportive service awards are intended to enable an individual to participate in workforce-funded programs and activities to secure and retain employment.

Which type of supportive services should be provided depends on each particular client's needs and background, as well as the eligibility criteria for various services offered by state plan partner programs. The exact menu of services offered to program participants will vary from region to region and locality to locality, but state policy pertaining to One-Stop design and customer-centered service delivery provides for a comprehensive level of baseline service at the AJCCs.

Local and regionally organized workforce development boards will be encouraged to go beyond baseline service requirements to tailor-make a menu of services that suits their client

populations' specific needs while reinforcing partnerships developed at the local and regional level.

Building Cross System Data Capacity

Under this State Plan, the following types of data will guide the design and evaluation of workforce and education programs in California:

- Diagnostic data pertaining to the relative importance of the different industries, sectors, and occupations throughout California.
- Diagnostic data analyzing the extent to which state education and training programs are preparing students and workers with the requisite industry-recognized skills and credentials to meet employer's skills needs and future industry demand for trained workers in relevant sectors and occupations across California's regions.
- Performance data on workforce and education programs, including required WIOA performance data.
- To the extent feasible, broader performance data, including impact analyses and return on investment studies that allow one to assess the value of the state's workforce and education programs, as well as the ability to track outcomes longitudinally to assess and evaluate the effectiveness of career pathways.

Diagnostic data is intended to help steer investment to help ensure that programs align with labor market trends and needs by looking at patterns of job growth as well as aggregate education and training program output with respect to the number of degrees and certificates received and industry recognized credentials awarded. Performance data is intended to measure typical program outcomes for individuals receiving services while helping quantify skills attainment and degree and credential production.

State law in California directs the State Board and the Economic and Workforce Development (EWD), program of the CCCO to operate workforce and education programs that are "data driven and evidence based". (See, for example, SB 118, T. Lieu, Chapter 562, Statutes of 2013, and SB 1402, T. Lieu, Chapter 361, Statutes 2012).

SB 118 (T. Lieu, Chapter 562, Statutes of 2013), ~~for example,~~ specifically requires that the State Board provide periodic "skills-gap analysis enumerating occupational and skills shortages in the industry sectors and industry clusters identified as having strategic importance to the state's economy and its regional economies," and then use this analysis "to specify a list of high-priority, in-demand occupations for the state and its regional economies."

SB 1402 (T. Lieu, Chapter 361, Statutes 2012) requires that the CCCO EWD program which provides financial support, technical assistance, and policy guidance to community college CTE

programs, report performance data for the programs it funds. This data must include all of the following:

- measures of skills or competency attainment for those who receive training or education under the program;
- measures relevant to program completion, including measures of course, certificate, degree, and program of study rates of completion;
- measures of employment placement or measures of educational progression, such as transfer readiness, depending on whether the client is entering the labor market or continuing in education;
- measures of income, including wage measures for those who have entered the labor market following completion of the education or workforce training services offered under the program, ; and
- quantitative assessment of impacts on businesses which may include data pertaining to profitability, labor productivity, workplace injuries, employer cost savings resulting from improved business processes, levels of customer satisfaction, employee retention rates, estimates of new revenue generated, sales, and market penetration, as well as information pertaining to new products or services developed.

AB 104 (Assembly Budget Committee, Chapter 13, Statutes of 2015) requires that adult education providers working together in regional consortia develop a shared system of performance assessment that captures the following data:

- How many adults are served by members of the consortium
- How many adults served by members of the consortium have demonstrated improved literacy skills
- Completion of high school diplomas or their recognized equivalents
- Completion of postsecondary certificates, degrees, or training programs,
- Placement into jobs
- Improved wages

AB 2148 (K. Mullin, Chapter 385, Statutes of 2014) mandates the creation of an Internet-based, annual workforce metrics dashboard that includes information on participant outcomes from community college career technical education, ETP programs, WIA and WIOA Title I Adult, Youth, Dislocated Workers, and Title II AEPs, as well as Trade Adjustment Assistance, and state apprenticeship programs. These programs must provide data to measure the following:

- program completion, degree and certificate completion;
- demographic participation, including veteran status, age, gender, race/ethnicity; and
- wage and labor market outcomes.

Like state law, WIOA requires the uses of regional labor market data for strategic planning and investment purposes, and requires performance reporting to measure program outcomes.

WIOA requires the use of the labor market data in the development WIOA regional plans and requires EDD's LMID to provide regional labor market data to facilitate regional planning.

Performance measures required under WIOA are similar to those required under state law and could conceivably be used to meet some California statutory requirements under SB 1402, AB 104, and AB 2148. These measures include the following:

- Participant employment, measured two quarters and four quarters after program exit.
- Median wage of employed program participants two quarters after exit.
- In-program, measurable skills gain of program participants in an education or training program leading to a postsecondary degree (methodology yet to be determined).
- Postsecondary credential or secondary degree attainment by program participants measured during participation or within one year after program exit.
- One or more measures of program effectiveness serving employers (measures yet to be determined).
- For youth programs, the share of program participants who are employed or who have been placed in an education or training program within two quarters and four quarters after program exit.

Under this State Plan, the State Board will identify opportunities to work with plan partners to share and, to the extent feasible, integrate both diagnostic and performance data so as to optimize program performance of all state plan partners.

Integrating Services and Braiding Resources

Integrating service delivery and braiding resources are ways that workforce and education programs can achieve program alignment and assure access to the broad array of services funded across the state's workforce and education programs. In California, resources will be braided and services integrated and aligned through the creation of "value-added" partnerships at the state, regional, and local levels.

A value-added partnership is one in which all partners gain from the partnership. Ideally, "gains to exchange" occur and partners transact with one another on the basis of specialization, providing services consistent with each programs' core competencies. Partners thereby leverage one another's expertise, building a proverbial "sum that is greater than its parts."

This approach to ~~Integrated~~ service delivery can take many forms but perhaps is best exemplified in the use of the AJCCs. WIOA maintains the One-Stop career center delivery system initiated under WIA, but re-focuses the system on skills development, attainment of

industry-recognized/industry relevant credentials and degrees, and prioritization of career pathways in high demand sectors.

WIOA gives AJCC staff the flexibility to provide services based on the needs of the job seeker by eliminating the sequence of service provision of WIA, combining WIA core and intensive services into a new category called "career services", and by eliminating the requirement that job seeking customers must participate in multiple activities before entering into training.

~~Career s~~For those who need it, services should provide job-~~-~~seeking individuals with skills and tools necessary for successful participation in education and training programs that result~~ing~~ in credentials/degrees and employment in career pathways in in-demand~~f~~ occupations. ~~high demand sectors~~. In California, this will occur in a variety of ways depending on the needs of both employers and the client base in each regional and local area. Under the new model, One-Stops will continue to provide the full menu of One-Stop services, now known under WIOA as "career services", and will continue to function as labor exchanges, especially for those dislocated workers who do not need further training to reenter the labor market; however, there will be much greater emphasis on treating AJCCs as an access point for education and training services for those who want and need access to opportunities for further skills training as a pathway to job placement. ~~through the application of the Integrated Service Delivery (ISD) model originally implemented under WIA but now updated to reflect the policy changes characteristic of WIOA.~~

Chapter 4: The California Workforce Development Board, Its Role, and Functions (corresponding to the Operational Planning Elements of the State Plan related to the State Board's Functions, WIOA Secs. 101(d), 102b(2)(A)), and 102 b(2)(C)(i).

The State Board: Role, Functions, and Operational Structure

Under AB 1270 (E. Garcia, Chapter 94, Statutes of 2015) the California Workforce Innovation and Opportunity Act, "The California Workforce Development Board is the body responsible for assisting the Governor in the development, oversight, and continuous improvement of California's workforce investment system and the alignment of the education and workforce investment systems to the needs of the 21st century economy and workforce."

One primary responsibility of the State Board is to develop and implement, in close consultation with the Governor, a comprehensive and strategic workforce development plan for California. This mandate is both in federal and state law. Under AB 1270 (E. Garcia, Chapter 94, Statutes of 2015) the California Workforce Innovation and Opportunity Act brings together state and federal planning requirements and requires that:

> *The California Workforce Development Board, in collaboration with state and local partners, including the Chancellor of the California Community Colleges, the State Department of Education, other appropriate state agencies, and local workforce development boards, shall develop the State Plan to serve as a framework for the development of public policy, employment services, fiscal investment, and operation of all state labor exchange, workforce education, and training programs to address the state's economic, demographic, and workforce needs. The strategic workforce plan shall be prepared in a manner consistent with the requirements of the federal Workforce Innovation and Opportunity Act of 2014.*

Part of the requirements for the unified state plan required under federal law is to specify how the state board will implement its federally required functions pertaining to the following:

- State plan development.
- Policy and program review to develop recommendations to build a comprehensive system.
- Fostering continuous improvement pertaining to:
    - system alignment,
    - access,
    - sector engagement,
    - career pathways,
    - regionalism,

    - One-Stop services, and
    - staff development.
- Development and updating of the performance accountability system
- The identification and dissemination of information on best practices related to:
    - One-Stop access for those with barriers to employment
    - Building local board capacity
    - The use of effective training programs responsive to labor market needs
- The development and review of statewide policies pertaining to coordination of services through One-Stops, including:
    - objective criteria and procedures for assessing effectiveness and improvement;
    - guidance for allocation of infrastructure funds; and
    - polices relating to roles and equitable distribution of resources
- Developing innovative technological practices to improve One-Stops with regard to:
    - enhancing digital literacy skills
    - accelerating skills and credential attainment
    - professional development of One-Stop front line staff
    - ensuring technological accessibility for person with disabilities
- The development of allocation formulas for the distribution of funds
- The preparation of annual reports
- The development of the statewide labor market information system

The sections in this chapter discuss how the State Board will carry out it functions with respect to the development and implementation of the unified plan.

The State Board and Its Composition

The members of the State Board are appointed by the Governor in conformity with WIOA Section 101(b) and California UI Code Section 14012. As required by federal and state statutes, the State Boardhas a business majority (27 of 53 members), and 20 percent workforce representation, including 15 percent representation for organized labor. State Board membership also includes representation for the state's core programs, as well as K-12 and community college representation to ensure coordination between the state's education and workforce systems. Two legislative members are appointed by the Senate President Pro-Tem and two by the Speaker of the Assembly. A complete listing of State Board members and the category they represent is provided in chapter seven.

The State Board reports to the Governor through the chair of the State Board (appointed by the Governor) and the Secretary of Labor and Workforce Development who both provide oversight of the board and its staff to ensure that policy recommendations are consistent with the Governor's vision for the state. The chair has the responsibility to call and preside at all State

Board meetings and perform other duties as required. The vice-chair acts as chair in the chair's absence and performs other duties as required.

State Board Committees

Because ~~Since~~ the State Board meets four times a year, members accomplish their work through active participation in a committee structure comprised of a standing executive committee, special committees, and ad hoc committees. Special committees are appointed by the State Board chair to carry out specified tasks; ad hoc committees are informal workgroups. With the current exception of the Green Collar Jobs Council, special committees and ad hoc committees may include members from stakeholder groups outside the State Board. The committees are:

- ***Executive Committee:*** The Executive Committee is a standing committee. It consists of a small number of State Board members evenly divided among business, labor, and government. It acts as a high-level strategic planning and jobs advisor to the Secretary of the LWDA and to the Governor. The Executive Committee provides the additional flexibility needed to meet more frequently, respond in a timely way to important issues, coordinate the work of special and ad hoc committees, and develop agendas and recommendations for State Board meetings.
- ***WIOA Implementation Workgroup:*** The State Board approved the creation of the WIOA Implementation Work Group in September 2014. Over the course of twenty-four months, this work group will ensure that California's implementation of the new law reflects state strategies and aligns resources accordingly. The group's work includes developing WIOA performance measures and multi-agency metrics, developing policy, catalyzing systems alignment and regional collaboration, and determining any needed governance changes.
- ***Increasing Skills and Credential Attainment Work Group:*** The State Board approved the creation of the Increasing Skills and Credential Attainment Work Group in September 2014. This work group will develop a framework for the identification and prioritization of industry-valued credentials that benchmark skills and competencies for job-seekers and employers, supporting improved skill delivery and the regional calibration of labor market supply and demand. The Increasing Skills and Credential Attainment Work Group will support and catalyze experimentation, statewide workforce goals and large scale change.
- ***Health Workforce Development Council (HWDC):*** The HWDC special committee was established in response to the federal Affordable Care Act to understand and respond to changing healthcare workforce requirements. The HWDC consists of a broad partnership of industry representatives, education, economic development, elected

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

officials, the public workforce system, labor, philanthropic organizations, community-based organizations, health professional and advocacy organizations.

- ***Green Collar Jobs Council:*** The Green Collar Jobs Council (GCJC) is a permanent special committee enacted by the Green Collar Jobs Act of 2008 (UI Code Section 15002). Under the purview of the State Board, the GCJC is charged with developing and updating a "strategic initiative" framework to address emerging skills demands due to expanded use of renewable energy sources and energy efficiency to meet state policy goals.
- ***Advanced Manufacturing Workforce Development Council:*** The State Board established a special committee on advanced manufacturing to identify statewide education and training issues and opportunities in manufacturing; support regions in providing a skilled manufacturing labor force; identify national skills standards; and encourage regional industry sector partnerships.

State Board and State Plan Development (102(b)(2)(A); 101(d)(1))

Under the guidance of the Labor Secretary and the Labor and Workforce Development Agency, the State Board has played the role of convener, broker, matchmaker, and facilitator, pulling together state plan partners, including both core and noncore program partners, to develop the policy content of the plan in a manner that meets federal and state plan requirements.

Beginning in December of 2014, the State Board convened state partner agencies and stakeholders representing local workforce development boards, business, and labor, and began to meet publically on a bimonthly basis as the WIOA Implementation Committee Workgroup of the State Board. This group worked to guide the development of the vision, programmatic strategy, and shared goals for the State Plan.

Between bi-monthly WIOA Workgroup meetings, staff workgroups comprised of high level policy staff assigned by state partner agencies met together and with stakeholders to help develop the content of the plan. Participants included staff from the State Board, CDE, CCCO, the EDD, DOR DSS, ETP, CWA, and designated representatives of Local Boards.

Following this series of meetings between staff workgroups, a series of high level “bilateral” meetings were initiated by the State Board to develop more specific input into the State Plan from the leadership of the various state planning partners, (the State Board, CDE, CCCO, EDD, DOR, DSS, ETP, and other stakeholders (CWDA and CWA).

During bilateral meetings, baseline information developed by staff workgroups was used to frame conversations, and identify what partners could and could not do at the state, regional, and local levels, to align and coordinate services across the programs participating in the planning process.

Following these bilateral conversations, multiple issue, operations, and program specific workgroups continued to develop content for the State Plan. These workgroups included the following:

- a Labor and Workforce Development Title I and Title III coordinating workgroup comprised of LWDA, EDD, and the State Board
- CDE-CCCO-State Board workgroup on Adult Education, Basic Skills, and Carl Perkins programs;
- a DOR-State Board workgroup on Vocational Rehabilitation services;
- a DSS-CWDA-CWDB-CCCCO workgroup on TANF programs;
- a multiagency and multi-departmental workgroup on Youth Services;
- a EDD-CWDB-DOR-DSS workgroup on AJCC ("The One-Stop Design Workgroup");
- a EDD-State Board workgroup on labor market information; and
- the Data-Sharing and Performance Accountability workgroup.

These workgroups shared information about best practices and reviewed model partnerships utilized in other states and in various California local areas and regions to come to agreement on the policy content of the State Plan and how partners would work jointly to implement these policies at the state, regional, and local levels.

Over the course of this process the State Board worked to brief planning partners on the policy and operational requirements called for under both state and federal law as well as the federal regulatory requirements for implementation.

Staff Structure and Active Ongoing Policy Direction, Technical Assistance, and Capacity Building 102(b)(2)(A); 101(d)(2); 101(d)(3)(A-B)(F); 101(d)(3); 101(d)(5)(A-C); 101(d)(3); 101(d)(10)

As the Governor's agent for "the development, oversight, and continuous improvement of California's workforce investment system and the alignment of the education and workforce investment systems", the State Board and its staff provide active ongoing policy analysis, technical assistance, and program evaluation to inform and shape state policy on workforce and educational program design and implementation.

The State Board reports to the Governor through the chair of the State Board and the Secretary of Labor and Workforce Development who both provide oversight of the board and its staff to ensure that policy recommendations are consistent with the Governor's vision for the state.

The board's operational structure has recently been reorganized to facilitate WIOA implementation and to build a comprehensive workforce and education system, aligning core and non-core program services across the various employment, training, workforce,

educational, and human service programs whose mission it is to get Californians hired into good jobs. The State Board's new operational structure is shown in the chart shown on page XXX.

Under the new structure, the State Board will operate as a "think and do" tank, reviewing programs and policies and helping develop implementation strategies that foster the plan's policy objectives.

Executive Director

Strategy, operations, planning, and policy development are guided by the Executive Director who reports to both the chair of the State Board and the Secretary of Labor and Workforce Development. The Executive Director is also the face of and chief liaison for the organization in the board's dealings with other state department heads and workforce system stakeholders, such as CWA, the Community College Taskforce on Workforce Development, SBE, the State Labor Federation, Industry Associations, and community-based associations.

Chief Deputy Director

The Chief Deputy Director is the State Board chief of staff and oversees the daily operations of State Board staff operating in three branches: the Policy, Legislation, and Research Branch; the Strategy, Innovation, and Regional Initiatives Branch, and the Administrative Branch. The deputy directors responsible for the operations in these three branches supervise the work of the staff in these units, and each reports to the Chief Deputy Director.

The Administrative Branch

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

- fiscal operations and budget:
    - preparation of October and April budget revision
    - maintenance of the State Board's "above the line" WIOA and Proposition 39 budget authority and total dollars allocated
    - tracking of all State Board grant and initiative funds
    - provides a detailed monthly encumbrance and expenditure report to accurately project expenditures
- contracts and procurement
- human resources
- State Board staff development

- State Board committee member support
- solicitation of federal and state funding opportunities
- drafting of annual reports, publications and audit responses
- maintenance of the State Board's IT hardware and software equipment, email systems, telecommunications equipment, network printers and copiers and website
- handling the logistical needs of the State Board and all of its committees and workgroups

The Policy, Legislation, and Research Branch

The Policy, Legislation, and Research Branch is responsible for doing policy and program review for the State Board in order to build a comprehensive state system and foster its continuous improvement. This function is achieved primarily through the development of policy recommendations and the identification and dissemination of information concerning best practices pertaining, ,but not limited to, the following areas:

- General policy development to further system alignment of workforce, job services, training, and education programs.
- Research and policy development toward the delivery of effective One-Stop services, including policies facilitating One-Stop access for those with barriers to employment.
- Research on policies concerning effective sector engagement.
- Research on the building of career pathways tailored to client population needs, including research on how successful partnerships braid funds to facilitate movement through a career pathway that straddles multiple programs or service delivery structures.
- Examination of effective regional organizing efforts so as to identify the key elements of successful regional partnerships.
- Providing policy information to system partners to aid staff development.
- Providing policy information on successful practices to facilitate the building of local board capacity.
- Evidence-based research and policy development on the use of effective training programs responsive to labor market needs.

The Policy, Legislation, and Research Branch unit played a lead role in convening state plan partners, informing these partners on the legislative requirements of WIOA, sharing policy research on evidence-based practices, and facilitating agreement on the policy content of the State Plan by staffing the multiple workgroups engaged in the planning process.

As the State Plan moves into implementation, this unit will continue to work with state plan partners and stakeholders to design and issue regional and local planning guidance as well as

joint policy directives to ensure that core and non-core programs are operating in a manner that carries forward the objectives of the plan.

Planning guidance and policy directives will serve as written technical assistance and will provide the policy rationale and supporting data and evidence for the best practices and model partnerships needed to implement the seven strategies discussed in the previous chapter.

Planning guidance and technical assistance will also contribute to the professional development of staff throughout the comprehensive workforce system and will help build the capacity of Local Boards by providing information on how implementation helps achieve the objectives of the State Plan.

The Strategy, Innovation, and Regional Initiatives Branch

The State Board's Strategy, Innovation, and Regional Initiatives Branch is charged with developing the strategic vision underlying regional economic and workforce development and guiding innovation in related policy and practice to advance the State's broad labor market goals of shared prosperity and income mobility. In providing technical assistance to key partners in the state's various regions, this branch works to foster the continuous improvement and implementation of best practices for those elements of the system pertaining, but not limited to, the following:

- System alignment through regional partnership.
- Sector engagement in regional labor markets
- Using regional coalitions and partnerships (including sector partnerships) to inform and advance the development of career pathways so as to ensure the use of effective training programs responsive to labor market needs.
- Accelerating skills and credential attainment aligned with regional labor markets.
- Facilitating access to job training, education and workforce services for populations with barriers to employment.

The Strategy, Innovation, and Regional Initiatives Branch oversees high profile sector initiatives and workforce grant programs funded either by WIOA or through alternative sources of funding such as federal grants or relevant state grants. The key work of this branch is to align the broad objectives of its various grant-making initiatives with the State Plan's policy agenda while encouraging innovation and experimentation in the field. This unit also staffs the State Board's committee on credential attainment and will be working to help ensure that workforce programs operated around the state are making use of industry-recognized degree and credential programs. Strategy, Innovation, and Regional Initiatives operates two particularly

important WIOA-funded grant programs: Project Slingshot, and the Workforce Accelerator Fund.

Project SlingShot

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

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

Workforce Accelerator Fund Grants

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

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

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

The target populations being served by the Accelerator Fund are:

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

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

Regional Plans and "Regional Sector Pathways"

Regional plans and partnerships required by WIOA will function under this State Plan as the primary mechanism for aligning educational and training provider services with regional industry sector needs. The Policy, Research, and Legislation Branch of the State Board will work with state plan partners and Local Boards to develop regional planning guidance consistent with the policy objectives and strategies of the State Plan. The Strategy, Innovation, and Regional Initiatives Branch will provide technical assistance to ensure that regional planning efforts and related programs complement the State's broader regional economic and workforce development strategy.

The Role of the State Board and Performance Accountability (101)(d)(4)

Working with core partners, and strategic plan partners when applicable, the State Board plans to use a statistical adjustment model semi-annually to develop performance accountability measures that effectively serve Californians, especially Californians with barriers to employment.

Through the use of baseline data and the semi-annual statistic adjustment model, the state plans to update performance accountability measures to assess the effectiveness of serving those with barriers to employment, as well as WIOA and state level policy objectives and the level of services coordinated and identified in the strategic plan.

The State Board will convene core program partners and those strategic partners with whom performance outcomes are aligned to discuss, where appropriate, how the state will negotiate goals with federal agencies and local areas.

In consultation with strategic partners and local areas, the State Board will emphasize the skills attainment measure across programs because greater skill attainment leads to higher median earnings, greater percentages of employed participants, and helps the state reach the goal of one million middle-skill industry recognized credentials over the next ten years.

To help facilitate reliable and valid data for the assessment of programs and ability to serve individuals with barriers, the State Board will work with core program partners to identify strategies for robust data collection in all federally mandated reports, as well as additional measures identified by the state.

The Role of the State Board in One-Stop Design 101(d)(6)(A-C); 101(d)(5)(A); 101(d)(7)(A-D);101(d)(8)

Under the State Plan, the purpose of local workforce plans and partnerships is to facilitate access to workforce services at the local level.

Local workforce development plans will ensure a baseline level of WIOA core program alignment compliant with federal regulations at the local level, in and through the AJCCs, so that program services are coordinated, and when appropriate, integrated to make accessible a menu of customizable services available to clients on the basis of client needs. In this respect, AJCC services will be customer-centered.

Under this State Plan and all relevant policies issued by the state concerning One-Stop design, operations, and partnerships, locals will be directed to operate AJCCs as an access point for programs that provide for "demand-driven skills attainment". From this perspective, One-Stops will be an "on ramp" or "gateway" to the "regional sector pathways" programs either built-out or identified through the regional planning process described earlier, allowing those service recipients who want to "upskill" an opportunity to do so.

AJCCs will continue to provide the full menu of One-Stop services, known under WIOA as "career services", they have historically provided, and AJCCs will continue to function as labor exchanges, matching job seekers with employers, but there will be much greater emphasis on One-Stops as an access point for education and training services for those who want and need it, especially for those with barriers to employment.

Consistent with this vision, in June of 2015, the State Board and EDD partnered to create and staff the One-Stop Design workgroup, which brought together state plan partners and other stakeholders to develop a blueprint for service delivery in the state's AJCCs. Participants in this workgroup included the following:

- Local Workforce Development Boards
- AJCC operators
- California Employment Development Department
- Employment Training Panel
- California Welfare Directors Association
- County Welfare Departments
- California Community Colleges Chancellor's Office
- Local Community Colleges
- California Workforce Association
- La Cooperativa (representing Migrant/Seasonal Farm Worker programs).
- California Department of Rehabilitation

To organize the work and ensure compliance with WIOA the workgroup divided itself into the following subcommittees:

1. **Bricks/Comprehensive Services Sub-committee:** The priorities of this subcommittee included the following:
    - defining comprehensive and affiliate AJCCs
    - identifying career and training services that will be provided on-site, through cross-training of partner staff, or through direct technology,
    - identifying the characteristics of a high quality One-Stop Center
    - supporting efforts for program alignment across core programs and with all mandatory partners
    - developing MOUs, cost-sharing agreements and premise/infrastructure arrangements,
    - ensuring access to individuals with barriers to employment, including individuals with disabilities
    - developing recommendations on criteria and procedures for use by Local Boards in assessing the effectiveness and continuous improvement of One-Stop centers
2. **Clicks/Virtual Services Subcommittee:** The priorities of this subcommittee included the following:
    - Identifying virtual basic career service software and applications that replace the need to go to a physical AJCC.
    - Defining "direct technological access" to partner services in a comprehensive center.
    - Identifying and beta-testing on-line digital literacy and skill development systems and recommending preferred models for statewide use to accelerate the. acquisition of skills and attainment of recognized postsecondary credentials
    - Ensuring that technology is accessible to individuals with barriers to employment, individuals with disabilities, and individuals living in remote areas.
3. **Skills Subcommittee:** The priorities of this subcommittee included the following:
    - Enhanced partnerships with education and training partners, especially community colleges.
    - Increased access to career pathways through AJCCs for high demand sectors with the goal of increased attainment of industry recognized credentials/degrees.
    - Strengthened professional development of workforce professionals employed in One-Stops.
    - Increased capacity for Local Boards, including cross-training, credentials, and apprenticeship for frontline workforce professionals.
    - Training staff on approaches to "customer-centered design".

- Collecting and disseminating information on promising partnerships with training and education partners, including all core partner programs.
- Ccollecting and disseminating information on promising work-based "earn and learn" partnerships, including apprenticeship, OJT, and subsidized employment

4. **Communication Subcommittee:** The priorities of this subcommittee included the. following:
    - Creating a marketing/communication team of WIOA core partners at the State level: (EDD, DOR, DSS, CCCO, Adult Ed, the State Board, CWA, DOA, HCD, National programs).
    - Identifying a single point of contact for each Local Board to facilitate regular interaction/communication between the state partner programs, including all core programs, and local stakeholders.
    - Establishing a protocol and communication policy for all core partners and committing to talking regularly as a system.
    - Utilizing social media and virtual communication tools.
    - Developing a branding policy for the AJCC.

Through the efforts of the One-Stop Design Workgroup and the WIOA Implementation Committee Workgroups, the State Board has entered into agreements with mandated and voluntary partners and stakeholders to ensure implementation of an integrated, job driven service delivery system that provides job seekers (specifically individuals with barriers to employment) with the skills and credentials necessary to secure and advance in career pathways, and enable employers to identify and hire skilled workers and grow their businesses. In addition, the State Board and the Employment Development Department EDD have issued guidance on negotiating a Memorandum of Understanding (MOU). Successful implementation of California's statewide strategies will, in large part, be determined by the quality of the partnerships that are developed at the local level and articulated in the Memorandums of Understanding (MOU)s. The state issued Workforce Services Directive (WSD) 15-12, which outlines the fact that local MOUs should serve as both functional tools as well as visionary plans for how the Local Workforce Development Boards (Local Boards) and America's Job Centers of California℠ (AJCC) partners will work together to create a unified service delivery system that meets the needs of their shared customers.

The MOU development process described in WSD15-12 takes place in two phases. Phase I addresses service coordination and collaboration amongst the partners. Phase II addresses how to functionally and fiscally sustain the unified system described in Phase I through the use of resource sharing and joint infrastructure costs. After each phase of a MOU has been completed, it must be signed by authorized representatives of the Local Board, Chief Elected Official, and AJCC partner(s).

Phase I: Service Coordination

For Phase I, Local Boards are expected to work with all of the required and optional partners in their Local Area to develop an agreement regarding the operations of the local one-stop system as it relates to shared services and customers. Phase I of each MOU must be completed no later than June 30, 2016.

Phase II: Shared Resources and Costs
For Phase II, Local Boards will build upon the agreements established in Phase I and determine how to best support their established service delivery model through the sharing of resources and costs. Phase II of each MOU must be completed no later than December 31, 2017.

Formatted: Left

The two-part schedule was provided by the State in order to allow time for other key ~~Workforce Innovation and Opportunity Act (~~WIOA~~)~~ milestones (e.g., Local Workforce Development Area subsequent designation, AJCC operator procurement, establishment of a state infrastructure fund) to be completed before Phase II is due.

Additional information on Phase II of the MOU process will be issued by the State upon the release of further guidance from ~~the Department of Labor (~~DOL~~)~~. In the interim, state level core partners are actively working together on how to best determine the value of infrastructure contributions and establish a state-level infrastructure fund.

~~regionsIn addition, the State Board and the Employment Development Department have issued guidance on Memorandum of Understanding, which develops a two-phase MOU development process, with phase 1 focusing on agreement of partners, shared services and customers, completed by June 30, 2016 and phase 2 focusing on shared resources and costs and how to support the service delivery model through cost sharing agreements, to be completed by December 31, 2017. Technical assistance and training conducted in regions throughout the state is scheduled for spring and summer of 2016.~~

~~Policies issued by the State Board and EDD pertaining to One-Stop certification, as well as local and regional planning guidance will reflect the policy content developed by this and other workgroups to assure consistency with the intent of both state and federal law.~~

The Role of the State Board and Labor Market Information 101(d)(11)

The State Board works in partnership with EDD's LMID in the development of labor market data products that are useful for Local Boards and their partners as they engage in regional planning efforts.

The State Board regularly attends LMID advisory committee meetings to stay informed of economic and labor market trends and discuss how those trends may affect the workforce and education system's policy objectives.

For the purposes of local and regional strategic planning in WIOA, the State Board will work with LMID to provide guidance to Local Boards on the importance of using reliable data sources and effectively utilizing LMID's products and services. The State Board recognizes Local Board's need to access multiple sources of information, especially information pertaining to targeting investments in emerging industry sectors within their regional labor markets. While the State Board will continue to support the use of various information sources for strategic planning, emphasis is placed on data-driven, actionable labor market information that is timely, reliable, objective, accurate, and is developed using sound methodologies, such as those developed by the Department of Labor's Bureau of Labor Statistics.

The Role of the State Board and Formula Allocation (101)(d)(9)

The State Board depends on its partner, EDD's LMID, to develop allocation formulas for the distribution of funds for employment and training activities to local areas. Detail on these formula allocations is provided in the chapter on State Operating Systems and Policies.

Chapter 5: Implementing The Seven Policy Strategies: Organizational Roles, and Operational Alignment Under the Plan (corresponding to the Operational Planning Elements of the State Plan, and the Operating Systems and Policies required under WIOA Sec. 102 (b)(1)(C) and b(2)(B)

This chapter describes the roles and functions of the ~~State~~ state ~~Plan~~ plan partners, including core program partners, in carrying out six of the seven policy strategies of the State Plan detailed in chapter 3. The seven State Plan strategies are as follows:

- sector strategies: aligning workforce and education programs with sector needs; the success of these efforts will depend on the depth of industry engagement.
- career pathways: enabling progressive skills development through education and training programs, using multiple entry and exit points, so that each level of skills development increases the likelihood of success in the labor market; these pathways should be flexibly designed and include, where necessary, remedial programming, so as to allow those with basic skills deficiencies an ability to participate
- regional partnerships: building partnerships between industry leaders, workforce professionals, education and training providers, and economic development leaders to support regional economic growth; the success of these efforts will depend on the depth of industry engagement
- "earn and learn"—using training and education practices that combine applied learning opportunities with compensation; the success of earn and learn programs depends on sustained employer engagement, and where appropriate, the involvement of organized labor, especially as this pertains to the development of partnerships with labor-management apprenticeship and pre-apprenticeship programs
- supportive services: providing ancillary services like childcare, transportation, and counseling to facilitate program completion
- integrated service delivery: braiding resources and services to meet client needs
- creating cross-system data capacity, including diagnostic labor market data to assess where to invest, and performance data to assess the value of investments

Under this plan, these seven strategies will be carried out at both the regional and local level with some of the strategies being primarily regional in orientation, with others primarily being local in orientation. Building on the work of the SlingShot initiatives discussed in chapter 4, regional plans and partnerships will focus on engaging employers and building regional workforce and education "pipelines" that align with regional industry sector needs. As such, the use of sector strategies, the identification of relevant career pathways, and the carrying out of

Formatted: Indent: Left: 0.5", No bullets or numbering

regional organizing efforts will be addressed primarily through WIOA regional plans required under Section 106 of WIOA.

Local partnerships and plans will be focused primarily on providing services to individuals and "feeding" the regional pipeline using AJCCs as an access point or "on ramp" for skills attainment for individuals who need to up-skill, especially those populations with barriers to employment. As a consequence, partnerships to integrate service delivery, braid resources, and provide supportive services will necessarily develop at the local level on the basis of local plans and partnerships and especially through the alignment, integration, and coordination of services under MOUs to operate local One-Stops as part of the AJCC system.

The remaining policy strategies "earn and learn" and "creating cross system data capacity" will be employed at both the local and regional levels, as warranted, depending on the types of regional and local partnerships that form to meet employer and individual worker and student needs. For example, coordination between the subsidized employment programs operated under CalWORKs, with other programs like WIOA Title I Adult and Out of School Youth programs, as well as programs for at-risk youth and WIOA Title II programs pertaining to basic skills remediation, will typically happen at the local level because County Welfare programs are not organized regionally.

The following sections of this chapter discuss and explain how six of the seven policy strategies identified above work together as a comprehensive policy package. For the most part, a description and analysis of the policy strategy regarding cross-system data capacity is left for subsequent chapters dealing with operating systems and policies. The sections that immediately follow describe the following operational elements required of WIOA Unified Plans:

- how core program partners will fund activities to carry out the strategies
- how core program activities will be aligned with other non-core program partners to ~~as~~ensure coordination and non-duplication of effort
- how programs will coordinate and align services for individuals
- how services will be coordinated and aligned for employers
- how educational institutions will be systematically engaged
- how resources will be leveraged to increase educational access
- how the seven strategy policy package improves access to postsecondary education
- how activities will be coordinated with economic development efforts

Regional Plans and "Regional Sector Pathways": The Pivot of the State Plan

WIOA Section 106 includes the requirement that the Governor both identify and organize Local Boards into regional planning units (RPUs). The purpose of RPUs is to provide for the regional

coordination and alignment of workforce development activities by Local Boards working in the same economic region. WIOA envisions that Local Boards organized in RPUs will engage in joint planning, coordinate service delivery, share administrative costs, and enter into regional coordination efforts with economic development agencies operating in the same region. WIOA also directs Local Boards to engage in the joint development and implementation of regional sector initiatives so as to align workforce services and investments with regional industry sector needs.

Under this State Plan, a primary objective and requirement of WIOA regional plans will be to work with local community colleges and community college Regional Consortia and other training and education providers, including the state's seventy regional Adult Education Block Grant consortia to build "Regional Sector Pathway" programs, career pathway programs that result in the attainment of industry-valued and recognized postsecondary credentials that are both portable and aligned with regional workforce needs.

The State Board, working alongside other state agencies such as CCCO, CDE, EDD, and GO~~o~~-Biz, and stakeholders like the ~~California Workforce Association~~CWA, will provide technical assistance to local service and education providers participating in regional partnerships. Under this State Plan, the key regional partners involved with the development and implementation of WIOA regional plans will include the following:

- Industry sector leaders, associations, and business organizations
- Regionally organized Local Boards (RPUs)
- Local economic development agencies
- Regional consortia of community colleges
- Regional consortia of adult basic education providers (including both WIOA Title 2 and other state-funded basic education programs)
- Representatives of K-14 CTE programs funded by either federal Perkins funds or various state-specific CTE funding streams, when relevant county offices of education and other local educational agencies determine that participation will benefit students participating in CTE programs

Additional regional partners may also include ETP; the DOR; and County Welfare Agencies. These entities may wish to participate in regional plans and the regional planning process to leverage the employer engagement efforts required and made central to regional planning.

The State Board will encourage and recommend broad and inclusive partnerships through the regional planning guidance it issues in 2016, but will grant considerable flexibility for Local Boards and their partners to determine the nature, scope, and depth of these partnerships based on local and regional needs.

WIOA Regional Planning Units Identified

Consistent with WIOA Section 106, the Governor, through the State Board, has identified fourteen RPUs in California. A detailed analysis of the policy, process, and methodology used to determine RPU boundaries is detailed in Appendix A. In general, boundaries were developed to tie RPUs, as much as possible, to regional labor markets while simultaneously taking into consideration regional designations of other federal and state funded programs (i.e. regional community college consortia). Care was also taken to respect existing Local Boards' political jurisdictions and extant planning relationships.

WIOA RPUS include the following:

1. **Coastal Region** (4 boards): Monterey, San Luis Obispo, Santa Barbara, Santa Cruz

   Counties Included (4): Monterey, Santa Cruz, Santa Barbara, San Luis Obispo

   Major City Populations in Region: Salinas, Santa Maria, Santa Barbara, Monterey, San Luis Obispo, Santa Cruz

2. **Middle Sierra** (1 board): Mother Lode

   Counties Included (4): Amador, Calaveras, Mariposa, Tuolumne

   Major City Populations in Region: Sonora, Angels Camp

3. **Humboldt** (1 Board): Humboldt

   Counties Included (1): Humboldt

   Major City Populations in Region: Eureka

4. **North State** (1 board): NORTEC

   Counties Included (11): Del Norte, Siskiyou, Modoc, Trinity, Shasta, Tehama, Butte, Nevada, Sierra, Plumas, Lassen

   Major City Populations in Region: Redding, Chico, Paradise, Oroville, Truckee, Susanville

5. **Capitol Region** (4 boards): Golden Sierra, North Central Counties, SETA , Yolo

   Counties Included (9): Alpine, Sacramento, Yolo, Sutter, Colusa, Glenn, Yuba, Placer, El Dorado

Major City Populations in Region: Sacramento, Elk Grove, Roseville, Yuba City, Davis

6. **East Bay** (4 boards): Contra Costa County, Alameda, Richmond, Oakland

   Counties Included (2): Contra Costa, Alameda

   Major City Populations in Region: Oakland, Fremont, Concord, Berkeley, Richmond, Antioch

7. **North Bay** (5 boards): Marin, Napa-Lake, Sonoma, Solano, Mendocino

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

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

8. **Bay-Peninsula** (5 boards): San Francisco, NOVA, San Mateo, San Jose, San Benito

   Counties Included (4): San Francisco, San Mateo, Santa Clara, San Benito

   Major City Populations in Region: San Jose, San Francisco, Sunnyvale, Santa Clara, Daly City, San Mateo, Palo Alto

9. **San Joaquin Valley and Associated Counties** (8 Boards): Fresno, Kern-Inyo-Mono, Kings, Madera, Merced, San Joaquin, Stanislaus, Tulare

   Counties Included (10): Fresno, Kern, Inyo, Mono, Kings, Madera, Merced, San Joaquin, Stanislaus, Tulare

   Major City Populations in Region: Fresno, Bakersfield, Stockton, Modesto, Visalia, Clovis, Merced

10. **Southern Border** (2 Boards): San Diego, Imperial

    Counties Included (2): San Diego, Imperial

    Major City Populations in Region: San Diego, Chula Vista, Oceanside, Escondido, Carlsbad, El Cajon

11. **Los Angeles Basin** (7 Boards): Los Angeles City, Los Angeles County, Foothill, Southeast Los Angeles County, South Bay, Verdugo, Pacific Gateway

    Counties Included (1): Los Angeles

Major City Populations in Region: Los Angeles, Long Beach, Santa Clarita, Glendale, Lancaster, Palmdale, Pomona, Torrance, Pasadena, El Monte, Downey, Inglewood, West Covina, Norwalk, Burbank, Carson, Compton, Santa Monica,

12. **Orange** (3 Boards): Santa Ana, Orange, Anaheim

    Counties Included (1): Orange

    Major City Populations in Region: Anaheim, Santa Ana, Irvine, Huntington Beach, Garden Grove, Orange, Fullerton, Costa Mesa, Mission Viejo

13. **Inland Empire** (2 Boards): Riverside, San Bernardino County

    Counties Included (2): Riverside, San Bernardino

    Major City Populations in Region: Riverside, San Bernardino, Fontana, Moreno Valley, Rancho Cucamonga, Ontario, Corona, Victorville, Murrieta, Temecula, Rialto

14. **Ventura** (1 Board)

    Counties Included (1): Ventura

    Major City Populations in Region: Oxnard, Thousand Oaks, Simi Valley, San Buenaventura

These RPUs are identified on the map on the next page.

The Roles and Functions of Core Partners Including Specific Activities That Will Be Undertaken to Implement "Regional Sector Pathways"

The State Board (Title I) will develop regional planning guidance for, and provide technical assistance to, Local Boards on how to partner with industry, community colleges, and other training providers so as to effectively implement sector strategies, utilize career pathways, and partner at the regional level. This guidance will outline best practices and model partnerships using data-driven, evidence-based research, especially research directly relevant to successful sector partnership and career pathway programs. This work will build on existing regional partnership efforts launched and funded under the state's SlingShot initiative detailed in chapter 4.

The State Board will also review regional plans to ensure compliance with state guidance and WIOA requirements for regional plans, and will share regional plan content with state partners, including information pertaining to prioritized sectors and career pathways identified in the

course of the regional planning process. The sharing of this information will facilitate, as appropriate, engagement with regional efforts by other State Plan partners such as DOR ETP, and CalWORKs.

Local Boards (Title I) working together regionally will work alongside CTE faculty and Deans from the community colleges, representatives from the CCCO's WEDD program, representatives from K-12 CTE programs, state-funded Adult Education Block Grant consortia, and federally funded Title II providers to convene and engage employers, especially the representatives of leading and emergent industry sectors to do the following:

- assess industry workforce needs
- determine whether existing training and education programs in the region are producing what industry needs

WIOA Regional Planning Units

Cartography By:
Labor Market Information Division
California Employment Development Department
July 2015

File: C073

- identify existing career pathway programs that meet leading and emergent industry sector needs
- recommend any necessary adjustments to facilitate the development and validation of career pathway programs to meet industry needs
- broker regional partnerships to move students and workers through relevant pathway programs that result in the attainment of industry recognized degrees or credentials, including individuals with barriers to employment

Local Boards may play the role of convener, broker, and matchmaker in regional efforts, bringing together the regional partners, but need not do so where other regional workforce and education champions step forward to play this role.

EDD's Workforce Services Branch (Title 1), Central Office staff and regional advisors will also support regional planning efforts and the implementation of "Regional Sector Pathways" by providing administrative support, including the use of compliance-based guidance, financial oversight, and when appropriate, grant support to Local Boards engaged in regional organizing efforts.

SBE, CDE, and CCCCO (Title II and State-Funded Adult Ed Programs) will work jointly with the State Board to facilitate articulation of regionally organized Adult Education Block Grant programs, and programs funded under WIOA Title II, with "Regional Sector Pathways" efforts so as to help those with basic skills deficiencies achieve sufficient skills to access and participate in "Regional Sector Pathways" programs.

Having effective and well-articulated AEPs is critical to achieving upward mobility for populations with barriers to employment. Per agreement between CDE, CCCO, and the State Board, the state's seventy Adult Education Block Grant Consortia, funded under AB 104 (Assembly Budget Committee, Chapter 13, Statutes of 2015) will be required to participate in WIOA regional planning efforts so as to facilitate the alignment of these programs with other regional workforce and education efforts. CDE and CCCCO will work jointly with the State Board to identify and recommend best practices and model partnerships to regional providers and partners to facilitate this alignment.

Additionally, the State Board CDE, CCCCO, DOR, and EDD have agreed to encourage the leveraging of local resources to align education, employment, training, and supportive services so as to provide opportunities for career exploration and guidance, and to support further educational attainment by making opportunities for skills training in in-demand industries and occupations available to youth who wish to enter a career pathway and/or enroll in post-secondary education.

EDD's Labor Market Information Division (Title I&III) will provide regional labor market data to regionally organized Local Boards to inform efforts to identify and plan with leading and emergent industry sectors in each of the RPUs. Additionally, EDD's Field Staff (Title I & III) will continue to provide labor exchange services, including access to and use of its CalJOBS virtual labor market to students and workers who finish "Regional Sector Pathways" programs and who then need to access job services through the AJCC system.

Department of Rehabilitation (Title IV) will work with the State Board and regionally organized Local Boards to identify opportunities to leverage collaborative employer outreach and engagement efforts that develop in the course of regional planning efforts. Where these opportunities exist, DOR will work with State Plan partners to market employer incentives and strategies for the hiring of individuals with disabilities, including better and more coordinated use of Federal procurement "503" hiring requirements. As part of this effort, DOR will partner with ETP to leverage incumbent worker training contracts to open doors for workers with disabilities as 30 percent of the state's largest 100 federal contractors have utilized ETP contracts to train their incumbent workforce.

Additionally, based on information developed through the regional planning process and disseminated by the State Board and its local partners, DOR will use information pertaining to Regional Sector Pathway programs to inform its consumers about career pathways programs aligned with regional labor market needs so as to provide for informed customer choice in the development of Individual Plans for Employment (IPE).

DOR staff and their partners in the disability services community will work locally and regionally with Local Board staff as well as training and education providers, including community college partners, to increase enrollment opportunities for DOR consumers and referrals to AJCC of individuals with disabilities who are not served by DOR, taking into account the alignment of needs, preferences, and the capacities of the consumers being served,. Efforts will need to be made to ensure physical, technological, and programmatic access to Regional Sector Pathway programs for the disabled. This is a shared responsibility of ~~State~~ state ~~Plan~~ plan partners.

The Roles and Functions of Non-Core Partners, Including Activities That Will Be Undertaken to Implement the Program Strategy and Coordinate Efforts with Other Partners

Community colleges will play a significant role in the development and implementation of "Regional Sector Pathways" partnerships by serving as the primary provider of CTE for those seeking to enter the labor force following post-secondary education. California invests approximately $1.7 billion in CTE programs, and more than a quarter of all community college students are enrolled in CTE courses.

Under SB 1402 (T. Lieu, Chapter 361, Statutes 2012), the EWD program operated by the WEDD of the Chancellor's Office is statutorily mandated to utilize sector strategies framework to incentivize and provide technical assistance to local CTE programs and other community college workforce programs to better align these programs with regional labor market dynamics. This alignment is typically accomplished through the DWM operational framework and a program organizational structure which brings local CTE faculty, WEDD staff, and EWD funded programs together to ensure that CTE curricula are informed by labor market data and regular ongoing engagement with industry sector leaders.

Under this State Plan, regionally organized Local Boards will be required to engage local community college programs and ~~regional~~ community college Regional C~~c~~onsortia operating under the DWM framework to identify which course offerings and career pathway programs are meeting the regional labor market needs of leading and emerging industry sectors. Local Boards will then provide this information to those in need of training and education, particularly those with barriers to employment, and provide the career services necessary to prepare them to successfully participate in and complete relevant community college career pathway programs.

WIOA Title I (State Board and Local Boards) will work to support the success of students enrolled in community college CTE programs prioritized under WIOA regional plans by providing resources to eligible participants to enroll in and complete relevant "Regional Sector Pathway" programs, for example, by providing, as warranted and allowed, supportive services to students enrolled in CTE Regional Sector Pathway programs.

The State Board will issue regional planning guidance that details best practices and model partnerships between the workforce system and the community college system, recommending that Local Boards meet their WIOA Section 106 requirements pertaining to coordinated service delivery strategies and shared administrative costs in ways that lay the foundation for a strong partnership with community college CTE programs. This can be done in a variety of ways, including the following:

- by building links between AJCCs and campuses, including but not limited to, pooling resources to place AJCC staff directly on campuses
- by braiding resources to fund job readiness training and provide supportive services for eligible students enrolled in and completing Regional Sector Pathway programs

The ETP will work with regionally organized Local Boards where the sector priorities of RPUs align with the programmatic direction of ETP, identifying opportunities to train incumbent workers in prioritized sectors using, when appropriate, multi-employer contracts to meet the needs of industry.

Training incumbent workers can create opportunities for populations with barriers to employment by opening up entry level and other positions where and when incumbent workers advance into new positions as a result of the training programs funded by ETP.

As noted above, ETP will also partner with DOR to leverage ETP's incumbent worker training contracts and contacts in the federal contractor community to improve coordination around federal 503 contacting rules.

Under the State Plan, Local Workforce Development Boards will engage providers on the state's eligible training provider list that provide job-driven programs resulting in industry-recognized and valued credentials as partners in the workforce development system.

GO-Biz and Local Economic Development Agencies will partner in regional planning efforts by providing information to Local Boards about regional economic development initiatives and investment priorities.

Section 106 of WIOA explicitly requires Local Boards to coordinate with regional economic development entities so as to ensure the alignment of regional workforce development and economic development initiatives. To facilitate partnership at the regional level, GO~~o~~-Biz will work with the State Board to identify the local Economic Development Corporations (EDCs), iHubs, and SBDCs- operating in the state's fourteen RPUs. These entities have unique knowledge about the state's emerging economic sectors as well as an understanding of how state incentive programs are encouraging the growth of these sectors. Regional workforce development decisions should be made with this unique knowledge in mind. GO~~o~~-Biz, in conjunction with its local and regional partners (EDCs, iHubs, SBDCs), will provide, as available, emerging market data needed to inform Local Boards of emerging sectors that may not be captured by other data sources.

TANF, CDSS, CWDA, and CCCCO-Student Support Services will work together to move TANF recipients into and through career pathway programs**.**

During the state planning process, CDSS and the CWDA determined that County Welfare Departments, in most instances, would benefit more from partnering at the local level rather than at the regional level. However, local partnerships with Local Boards will interface with "Regional Sector Pathways" initiatives by ensuring that TANF recipients have access to pathway programs through the AJCCs when County Welfare Directors elect to develop pathways partnerships with Local Boards. Moreover, the Supportive Services Division of the Chancellor's Office has agreed to partner with CDSS and the State Board, as well as regionally organized Local Boards to help move TANF recipients into and through "Regional Sector Pathway" programs where County Welfare Directors partner with Local Boards to build career pathway partnerships specifically geared towards populations receiving services under TANF.

The nature of career pathways partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery will be determined locally, and possibly regionally, depending on agreements between human services agencies, Local Boards , community colleges, and any adult education providers who are involved with local agreements pertaining to career pathways.

Partnership agreements in those jurisdictions with coordinated TANF career pathway programs will specify in the MOU for One-Stop services which services are provided by which entities, which partners funds those services, and how service provision is coordinated so as to facilitate seamless entry, exit, and movement along the career pathway. For example, partners will need to specify in MOUs how they will coordinate assessment, the provision of supportive services (payment of childcare, transportation services, and books and equipment costs), barrier-removal services, the payment of tuition/and or training costs, the provision of job readiness training, subsidized employment placement and job placement activities.

The role of the State Board, CDSS, and the CWDA is to provide support for and technical assistance to local, and where appropriate, regional partnerships entered into to facilitate the development of sector based career pathways programs specifically geared toward TANF recipients. State plan partners will help facilitate the initiation and implementation of career pathways programs geared toward TANF recipients by providing information to locals on best practices and model partnerships using both policy research from other states and information learned from the field in California.

K-12 CTE Programs and Carl Perkins K-14 Programs

The CDE, in consultation with SBE staff, and CCCCO have agreed to develop policy guidance that will help align and coordinate programming for Carl D. Perkins Career and Technical ~~Vocational~~ Education Act grants awarded through the K-12 and community college systems. Similarly, CDE will work with the community colleges to bridge high school and college and career programs integrating academic and occupational skill attainment and combining classroom instruction with work-based learning, with WIOA Services funded under Title I, so as to prepare high school students for postsecondary opportunities to enter "Regional Sector Pathway" programs. The nature of partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery to achieve these objectives will be determined regionally and locally by adult education consortiums, school districts, charter schools (including those operating under Education Code Section 47612.1(a)[19], and community colleges partnering with Local Boards.

Formatted: Font: +Body (Calibri), 12 pt

[19] California offers a unique mechanism for serving opportunity youth aged 19 and over. Education Code Section 47612.1 allows charter schools which partner with specified job training agencies, including Department of Labor

Formatted: Font: 10 pt

Local Workforce Plans and American Job Centers of California

Under the State Plan, the primary purpose of local workforce plans and partnerships is to facilitate access to workforce services at the local level. While WIOA Section 106 regional plans and partnerships will be focused on constructing a regional architecture that aligns with regional labor markets, individuals will access and experience this regional workforce architecture through local service delivery structures, principally through the AJCC system. In this regard, it is at the local level that services will be integrated, resources will be braided and supportive services will be provided. The use of education and training providers, including California Community Colleges and the training providers listed on the state's eligible training provider list, combined with ~~of~~ "earn and learn" training models, especially with regard to the use of pre-apprenticeship and apprenticeship, subsidized employment, and on-the-job training efforts will also occur principally at the local level, as Local Boards are required, under California state law, to spend 30 percent of their budgets on the provision of training services.

The Roles and Functions of Core Partners Including Specific Activities That Will Be Undertaken to Implement State Plan Strategies Pertaining to Integrated Services, Braided Resources, and "Earn and Learn"

The State Board (Title I) will promote integrated service delivery, the braiding of resources, the provision of supportive services, and the promotion of "earn and learn" training models through policy directives outlining the responsibilities of Local Boards and their local partners. Working with its state plan partners, such as EDD-WSB, the State Board will promote the building of local partnerships to carry out these policy strategies and will provide technical assistance to Local Boards and their local partners to see that relevant policies are implemented. Work by the State Board in this area includes the following:

- The State Board has partnered with EDD to create and staff the One-Stop Design workgroup, which brought together ~~State~~ state ~~Plan~~ plan partners and other stakeholders to develop a blueprint for service delivery in the state's AJCCs. Work by this group will inform state policy on integrated service delivery and the braiding of resources at AJCCs, including policy on operations, required partnership, and the articulation of AJCC services with Regional Sector Pathway programs. (More detail on this is provided in chapter 4).

---

programs, to offer high school diploma programs to youth over 19. These schools are located across the State including the counties of Imperial, Los Angeles, Riverside, Sacramento, San Bernardino, San Diego, San Francisco, Santa Clara and others. Through these schools, opportunity youth may gain both job skills and fully accredited public school diplomas. Since authorization by the Legislature in 1999, thousands of formerly out of school youth have enrolled in these schools to earn their diplomas.

- As part of the state planning process, the State Board has entered into state level agreements with SBE/CDE (Title II Administrator), EDD (Title I Administrator and Title III Administrator and Program Operator), DOR (Title IV Administrator and Program operator), and both CDSS and CWDA (representatives of both state and local TANF agencies) to ensure coordination at the state level so as to ensure compliance with federal requirements pertaining to One-Stop mandatory partnership of TANF programs.
- The State Board will meet with state level representatives of all other mandated AJCC partners to inform them of their statutory and regulatory responsibilities to participate in the AJCC system and, working with EDD, will issue One-Stop policies to secure representation from all mandatory partners in all comprehensive One-Stops.
- The State Board has entered into an agreement with SBE/CDE to support and encourage the integration of work-based learning activities in all locally funded WIOA youth programs to involve interactions with industry professionals and include career awareness, career exploration, internships and career pathways training activities.
- Additionally, the State Board has entered into an agreement with DSS, the CWDA, and the Chancellor's Office of Supportive Services to encourage and promote local partnerships that articulate subsidized employment programs operated by County Welfare Departments with career pathways programs, including "Regional Sector Pathway" programs identified and developed in WIOA regional plans. Where robust partnerships develop, these pathway programs should be designed to service TANF recipients, taking care to meet the particular client needs of those being served.
- The State Board has entered a similar agreement with DOR to promote access to competitive integrated employment at the local level so as to ensure quality jobs for persons with intellectual and developmental disabilities.
- Working with EDD, the State Board has already issued policies pertaining to Eligible Training Providers and the use of alternative training models, including OJT, to encourage the use of "earn and learn" approaches to training by local boards.
- Working with partner state agencies, such as DOR and DSS, the State Board will issue joint communications, policy directives, and local planning guidance designed to not only secure an adequate level of partnership in the One-Stops, but also to adopt best practices and model partnerships at the local level that emphasize skills attainment for individuals with barriers to employment. A central feature of these partnerships will be the braiding of resources to ensure access to a comprehensive menu of services tailored to the individuals needs and provided by program partners on the basis of program core competencies.

Under this State Plan, local planning guidance provided by the State Board to Local Boards will designate One-Stops as an access point for programs that provide "demand-driven skills

attainment", so that One-Stops serve as an "on ramp" or "gateway" to the "Regional Sector Pathways" programs either built-out or identified through the regional planning process carried out by WIOA RPUs.

Local Boards (Title I) are tasked under WIOA Section 121 with developing and entering an MOU with all required One-Stop mandatory partners, certifying One-Stop operators, and conducting oversight of the One-Stop system in the local area. To the extent that Local Boards fulfill these obligations, they will necessarily involve themselves with system alignment efforts and the implementation of state plan program strategies pertaining to service integration, resource braiding, and the provision of supportive services.

Following State Board policy and the policy direction of this State Plan, Local Boards will be responsible for ensuring that AJCC MOUs require a baseline level of WIOA core program and mandatory One-Stop partner participation in the AJCCs that meets federal requirements such that program services are coordinated, and when appropriate, integrated in ways that make customizable services available to clients on the basis of their particular individual needs. Workforce Services Directive WSD15-12, provides policy guidance to local Workforce Boards on the development of Memorandums of Understanding. The policy emphasizes that successful implementation of the State Plan vision requires a well-articulated MOU, that Local Boards, with the agreement of the chief elected official, are responsible for entering into an MOU with each of the required AJCC partners, and that collaboration between the AJCC required partners is essential to establishing a quality-focused, employer-driven, and customer-centered system. The policy requires that the MOU is developed in two phases:

- Phase I: Service Coordination: Local Boards are expected to work with all of the required and optional partners in their Local Area to develop an agreement regarding the operations of the local one-stop system as it relates to shared services and customers. Phase I of each MOU must be completed no later than June 30, 2016.
- Phase II: Shared Resources and Costs: Local Boards will build upon the agreements established in Phase I and determine how to best support their established service delivery model through the sharing of resources and costs. Phase II of each MOU must be completed no later than December 31, 2017.

To assist local boards in the development of the MOU, the State Board and EDD designed three regional MOU training sessions and developed an MOU toolkit which included the MOU Directive, a sample MOU, Exhibit H of the draft California Workforce Development Plan (State-level bilateral agreements with WIOA core partners), Matrix of State and Local contacts for Required One-Stop Partners, and the MOU training curriculum. Over 300 representatives from local boards, core and voluntary partners attended the training sessions.

Local Boards will be expected to employ best practices and build model partnerships that go beyond One-Stop partnerships and cost-sharing efforts by developing coordinated service delivery strategies that extend beyond the walls of the AJCC. The State Board will issue local and regional planning guidance to facilitate the adoption of best practices and the building of model partnerships that, depending on local plans and priorities, may also include any or all of the following practices:

- coordinated assessment activities among core programs and other ~~State~~ state ~~Plan~~ plan partners to match client services with client needs while reducing duplication of effort
- the development of local agreements on the funding of supportive services for individuals with barriers to employment (depending upon program eligibility) so as to help eligible individuals complete training and education programs, especially "Regional Sector Pathways" programs and "earn and learn" programs aligned to local and regional labor market needs
- the development of local agreements to recruit and serve out-of-school youth with barriers to employment in "Regional Sector Pathways" and "earn and learn" programs that increase the likelihood of placement in middle skills jobs in demand occupations
- the development of partnerships with programs specifically designed to serve out of school youth, including charter schools that operate under Education Code Section 47612.1(a)~~.~~

Formatted: Space After: 0 pt

- coordinated funding of job readiness training, job placement, and labor exchange services to reduce duplication of effort by programs that provide similar services
- placement of AJCC staff directly on community college campuses to strengthen the partnership between community colleges and Local Boards so as to facilitate coordination of job readiness training, job placement, and labor exchange services that benefit students completing CTE coursework

Consistent with WIOA Section 107, Local Boards will also provide business services to engage employers at the local level. In this respect Local Boards will be well positioned to help facilitate "earn and learn" partnerships, designed to get individuals with barriers to employment into gainful employment by providing them with labor market relevant skills, work experience and income. This will happen in various ways including the following:

- through partnerships with County Welfare Departments that are designed to coordinate and articulate subsidized employment programs with "Regional Sector Pathway" efforts
- by working with DOR staff to help place individuals with intellectual and developmental disabilities into competitive integrated employment

- by working with ETP to leverage state incumbent work training programs that lead to promotion of incumbent workers and the consequent opening-up of entry level positions

EDD-Workforce Services BranchField Staff (Title III) funded under the WPA are integrated into service delivery at the local level through their participation in AJCCs where they provide job search and placement assistance, conduct job search workshops, and provide access to job listings and information pertaining to labor markets. Much of the work conducted by EDD-WSB field staff involves maintaining and facilitating registration in CalJOBs, the state's virtual labor exchange and online resource to help job seekers and employers search for jobs, build résumés, access career resources, and to find each other. WSB field staff also helps to coordinate Trade Adjustment Assistance and veterans' programs locally in the AJCCs and to provide EDD representation on Local Boards.

EDD-WSB Central Office Staff (Title I) enable local integrated service delivery by providing administrative guidance to Local Boards, their partners and field staff working on WIOA Title I and Title III programs. EDD-WSB central office staff also maintain overall program and financial accountability for relevant Title I and Title III programs operating at the local level, and prepare and submit financial and performance reports for WIOA Title I and III programs to DOL. Ensuring compliant and adequate integrated service delivery at the local level would not be possible without the work of this program.

EDD-LMID provides support for integrated service delivery through the AJCCs by developing the labor market data that is made available to AJCC customers on CalJobs.

SBE, CDE, and CCCCO (Title II Administrators and Operators) have agreed to work together to ensure that AEPs coordinate with other workforce and education programs so as to move individuals with barriers to employment into the labor force. To this end, SBE, CDE, and CCCCO have agreed to foster better articulation between AEPs and the larger workforce and education system in the following ways:

- SBE, CDE, CCCCO, and the State Board will jointly communicate baseline federal rules for Title II mandatory partnership at One-Stops to Title II providers and Local Boards through policy directives or other appropriate forms of communication distributed by CDE, CCCCO, and the State Board. Such communication shall require, at a minimum, that local partnerships ensure access to Title II programs through the AJCCs by means of co-location, cross-training, or direct access through real-time technology.
- State ~~Plan~~ plan partners SBE, CDE, CCCCO, and the State Board will work jointly to assess the level of partnership and current compliance with regulatory requirements pertaining to mandatory One-Stop partnership. This information will be used to ensure

that Title II providers and Local Boards are on a path to compliance with federal rules requiring mandatory participation in AJCCs by all core programs.

- SBE and CDE agree that the award process for State Title II grants and any Request for Applications (RFAs) or Request for Proposals (RFPs~~) issued~~) issued to prospective grantees will require that applicants comply with federal rules pertaining to mandatory One-Stop partnership, including those associated with co-location, cross-training, and virtual access.
- Consistent with WIOA Section 107(d)(11)(B), and Section 232, the CDE ~~agrees that the award process for Title II grants will make awards contingent on applicants providing their applications to Local Boards for written comment on the consistency of the application with relevant Local Board WIOA Local Plans. The~~and the State Board agree~~s~~ that Local Boards will be required to make Local Plans available to Title II grant applicants. CDE agrees that state-issued RFAs or RFPs will require that Title II applicants demonstrate familiarity and program and services alignment with WIOA Local Board plans.

Additionally, SBE, CDE, CCCCO, and the State Board will work jointly to identify and recommend best practices and model partnerships that encourage program alignment, coordination, integration of services, and braiding of resources beyond the minimum levels required as part of mandatory One-Stop partnership. To this end, the State Board will issue local and regional planning guidance, supported, when appropriate, by policy directives or other appropriate means of communication issued by SBE, CDE, and CCCCO to foster better program alignment between basic education and basic skills programs and other workforce and education programs and services. Recommended relevant best practices may include but are not limited to the following:

- aligning basic skills coursework with career pathways programs and adopting contextualized learning practices that combine basic education and skills coursework with CTE coursework
- braiding resources from WIOA Title I Adult and Youth programs with WIOA Title II programs to provide supportive services to those attending basic education and skills programs so as to facilitate both course and program completion; local partnerships may include charter schools focused on serving out of school youth and operating under Education Code Section 47612.1(a)
- ensuring that Title II and other adult education program participants are familiar with, and have access to, relevant job-readiness training and job search and placement services
- ensuring that Title II and other adult education program participants are familiar with and have access to opportunities to enter postsecondary education programs

Joint communication to local and regional providers will encourage the adoption of these and other best practices as well as the forming of model partnerships, not only by Title II providers, but also by other Adult Education Block Grant Consortia members.

Department of Rehabilitation (Title IV)

Working together at the state level, DOR and the State Board will partner to ensure integrated service delivery, the braiding of resources, the provision of supportive services, and the use of "earn and learn" and other training and employment services for individuals with disabilities at the local level. Partnership activities to support these ends have and will include all of the following:

- DOR will work with ~~State~~ state ~~Plan~~ plan partners and Local Boards to develop integrated employment opportunities, skill attainment strategies and supportive services to assist individuals with intellectual or developmental disabilities
- Working with EDD, the State Board will develop AJCC policies and also draft local and regional planning guidance, and DOR will provide technical assistance to inform these policies and guidance so as to ensure physical, electronic, and programmatic accessibility for individuals with disabilities in at least one comprehensive One-Stop in each local area. DOR and the State Board will provide a consistent message to both Local Boards and DOR district offices concerning state policy on these matters.
- To facilitate local compliance with relevant policies, and the development of strong local partnerships that ensure physical, electronic, and programmatic accessibility for individuals with disabilities, the State Board and DOR will provide support, technical assistance and professional development for Local Boards and comprehensive One-Stop operators. Support, technical assistance, and professional development activities may extend to cover the coordination of services occurring beyond the walls of the AJCC where deeper local and regional partnerships develop. In some instances, support and technical assistance to Local Boards and operators will occur through referrals to experts in appropriate local community-based organizations and regional developmental centers.
- The State Board and DOR agree that a MOU will be updated between each DOR district and the corresponding Local Board(s) concerning the operation of the One-Stop delivery system in the local area(s). The MOU(s) will specify the services to be provided, the funding sources and mechanisms for services provided, the methods of referral between One-Stop operators and One-Stop partners, and will specify methods to ensure that the needs of individuals with disabilities are addressed for the duration of the MOU.
- DOR and State Board staff will work jointly to assess the level of partnership in One-Stops and compliance with known and future regulatory requirements regarding access

to services for persons with disabilities, including requirements that core program partners provide services to job seekers either through co-location, cross –training, or direct access to these services through real-time technology in the state's AJCCs.

- DOR and the State Board will provide information to Local Boards on best practices and model partnerships using both policy research and information from the field. DOR will provide disability expertise and technical assistance to inform service provision for individuals with disabilities at the local level. In some instances, technical assistance may come through referrals to appropriate local organizational resources, and may include the building of linkages to ~~Community~~ community ~~Based~~ based ~~Organizations~~ organizations (CBOs) and regional centers that provide services to individuals with disabilities.
- DOR will designate a point of contact for and provide assistance and access to Local Boards for employers requesting assistance with Section 503 federal contracting hiring compliance.
- DOR district staff will designate a point of contact for the Local Boards to provide linkages to local service providers for consumers with intellectual and developmental disabilities.
- DOR will provide disability expertise and technical assistance to the Local Boards, partners, and employers so as to facilitate the movement of individuals with developmental and intellectual disabilities into Competitive Integrated Employment.

The Roles and Functions of Non-Core Partners

California Department of Social Services and County Welfare Directors' Association

Working together at the state level, CDSS and the State Board will partner with Local Boards and CWDA to ensure integrated service delivery, the braiding of resources, the provision of supportive services, and the use of "earn and learn" and other training and employment services for TANF recipients in California. Partnership activities to support these ends have and will include all of the following:

- CDSS and CWDA agree that baseline federal rules for mandatory partnership at One-Stops will be communicated to County Welfare Departments and Local Boards through policy directives distributed by the state oversight departments: the State Board and EDD will distribute for Title I; CDSS will distribute for TANF. A joint letter reflecting this same information will also be issued from the State Board, CWDA, and CDSS.
- CWDA, the State Board, EDD, and CDSS staff will work jointly to assess the level of partnership and current compliance with known future regulatory requirements. This information will be used to ensure that all counties and Local Boards are on a path to compliance.

- CWDA, CDSS, and State Board staff will work jointly to identify models of TANF One-Stop partnership that go beyond baseline federal expectations, as well as the purpose of these partnerships, and the manner in which these partnerships elevate service delivery so as to improve client outcomes. The information gleaned from this analysis will be used to inform local and regional planning guidance and will be combined with baseline compliance rules to provide locals information on how to not only comply with baseline federal requirements, but also to develop the programs that best serve client needs.

Additionally, the expertise of practitioners at the local level will inform technical assistance provided by the state. County Welfare Departments that have successful subsidized employment partnerships with Local Boards and/or community college's CTE programs will serve as templates for other CWDs to develop and/or expand subsidized employment programs. County human services departments that have successful partnerships with local community college CalWORKs programs may serve as model programs for other County Welfare Departments to develop and/or expand subsidized employment programs, as community college CalWORKs programs can utilize work study funds, job placement, and job development resources to aid in these efforts.

Chapter 6: Creating Cross-System Data-Capacity (Corresponding to Strategic Planning Elements Required Under WIOA Sec. 102(b)(1)(E) as well as Operational Planning Elements and Operating Systems 102(b)(2)(C)(ii)-(iii), and (v)

The planning guidance issued by DOL directs states to do the following:

- Provide a description of the operating systems that will support the implementation of the State Plan including the following:
    - labor market information systems
    - data systems
    - communication systems
    - job banks
    - data collection and reporting processes for all programs
- Provide a description of the state's approach to assessment of programs and One-Stop partners including the following:
    - assessment of core programs
    - assessment of One-Stop program partners
    - previous assessment results (from the previous two years)
- Provide a description of the state's approach to using program data including the following:
    - efforts to align and integrate workforce data and education systems including:
        - the exchange of cross-program common data elements to support assessment and evaluation
        - the state's plans to integrate data systems to facilitate intake and service delivery to track participation across programs included in the plan
        - how the State Board will assist the Governor in aligning technology across One-Stop mandatory partners and how this will improve service delivery to individuals
        - the state's plans to develop and produce reports required under section 116 of WIOA
    - assessment of participants' post-program success
    - use of the UI base wage file
    - privacy safeguards

This chapter provides the relevant information while also providing policy direction on how the state will use data to further the objectives of the State Plan.

Catalog of Operating Systems, Data-Collection, and Reporting Processes to Implement State Strategies (Corresponding to Section III (b)(1) of the planning guidance)

DOL planning guidance Section III (b) (1) requires that states provide an overview of state operating systems that will support the implementation of the state's strategies, including information pertaining to labor market information systems, data systems, communication systems, case-management systems, and job banks.

The first section of this chapter provides relevant information pertaining to labor market information systems, communication systems, and job banks that will support the implementation of the state's strategies. Information pertaining to performance data systems and case-management systems is provided in the chapter sections pertaining to assessment, program data integration, and systems interoperability.

Labor Market Information Systems

The two ~~three~~ primary systems and sources of information on labor market dynamics relevant to the implementation of the State Plan in California are EDD's LMID and the , ~~the~~ community college Centers for Excellence for Labor Market Information~~, and Go-Biz~~. In addition GO-Biz and partner organizations will work to provide labor market insights for emerging sectors.

Formatted: Font: +Body (Calibri)

The Employment Development Department's Labor Market Information Division

The LMID's primary function is to regularly collect, analyze, and publish information about California's labor markets. In addition to employment and unemployment data, LMID provides:

- economic development and planning information
- industry and occupational characteristics, trends, and wage information
- social and demographic information

Data are available for the state and counties. Some data are available for other geographic regions as well. Additionally, LMID also provides technical assistance and customized data services for state and sub-state geographic areas. LMID carries out this work through a variety of program groups:

- The Employment Payroll Group (EPG) administers the Quarterly Census of Employment and Wages (QCEW) program through a cooperative agreement with the DOL's Bureau of Labor Statistics (BLS). The QCEW program collects, edits, and disseminates employment and wage data for all California employers covered under the California UI code laws. The EPG staff assigns industry and geographic codes to these employers. These data are used to analyze employment trends, prepare economic forecasts, and are the source for virtually all samples used in BLS employer programs.

- The Current Economic Statistics Group (CESG) provides a wide spectrum of labor force and payroll employment information, along with producing industry and occupational employment projections for the state and the sub-state areas through several contracts with federal agencies.
- The Statewide Information Services Group consists of two main functional areas:
    - the Occupational Research Unit (ORU), which provides analysis of occupational information including job descriptions, working conditions, occupational skills, training levels, licensing requirements, and local wage information; and
    - the Geographic Information Systems Unit (GISU), which creates specialized maps and reports that display labor market and related data in ways that reveal relationships, patterns, and trends.
- The Occupational Survey Group (OSG) administers the Occupational Employment Statistics (OES) program through a cooperative agreement with the BLS. The OES program conducts a survey of California employers to collect occupational employment and wage data, which are critical for planning statewide and local training efforts.
- The Regional Analysis and Support Group (RASG) provides customized labor market information to support strategic planning efforts, promote strategic partnerships, and assist in making informed decisions toward investing resources in key industry clusters of opportunity and occupations.
- The Local Information Services Group (LISG) is the LMID's primary in-person provider of labor market information (LMI) services. The LMID assigns labor market consultants throughout the state to deliver LMI to local customers who use it to address their own business needs.

<u>The Community College Centers of Excellence for Labor Market Information</u>

The community college Centers of Excellence (COE) for labor market information provides direct in-house technical assistance and analytics to community colleges for the "Doing What Matters" program operated by CCCCO. Since 2005, the COE have conducted in-house workforce research to inform California community colleges about the industries and occupations driving employment demand in their regions. COE provides labor market information to assist community college administrators with program decision-making, faculty with curriculum planning, and students with career choices so as to effectively link in-demand jobs to community college programming. COE does not provide the same function as LMID, as they do not collect and label employment data for BLS or any other federal entity. COE uses LMID data and other labor market information sources to provide data specific to the community colleges internal needs.

The Governor's Office of Business and Economic Development

Through its relationships with local EDCs and iHubs, and with it existing state economic development initiatives, Go-Biz is positioned to have access to information concerning emerging industry sectors across the state's regions. GO-Biz will help to make this information available to Local Boards as they engage in the regional planning process with their local economic development partners~~Go-Biz will be helping make this information available to Local Boards as they engage in the regional planning process with their local economic development partners~~.

Formatted: Font: +Body (Calibri)

Formatted: Font: +Body (Calibri)

Policy Statement on the Use of Labor Market Data under WIOA

Local and regional workforce plans required under WIOA are expected to be informed by objective labor market data. To this end, the State Board will partner with EDD-LMID and Local Boards to develop a template for the type of regional labor market data EDD-LMID will provide to RPUs so as to aid Local Boards in meeting the objectives of regional planning. This template will be responsive to, and consistent with, the needs of Local Boards and also sensitive to the resource constraints of EDD-LMID.

Consistent with the foregoing effort, all regional plans required under WIOA section 106, will be required to be informed by the regional labor market data provided by EDD-LMID. In addition to labor market data provided by EDD-LMID, Local Boards may use supplemental data sources for regional planning purposes.

Communication Systems

Core programs and mandatory One-Stop partner programs all use the typical communication systems used by any government agency, including email and phones. To carry forward the objectives of this State Plan, core program partners have agreed to issue joint communications and policy directives to local service delivery providers at the local level when appropriate. State plan partners will meet with the State Board to develop strategies for engaging in this form of communication to local service providers as necessary. Additional detail on the policy areas featured in these coordinated directives can be found in chapter 5.

The One-Stop Design workgroup, convened and facilitated by both the State Board and EDD, and inclusive of representatives from all core programs and state and local partners in the one-stop system, established a communications subcommittee to develop a communication protocol for core partners in regards to WIOA implementation. The subcommittee recommended that the State Board convene a cross-functional communications team, consisting of a single point of contact identified for each of the core partners that will:

- meet on a consistent basis and establish a structure, method, and the means to distribute information on WIOA implementation
- identify partner resources for communication activities and pool resources to communicate as a system
- develop common outreach strategies, informational materials, social media, and web-based portals with links to all partner websites, including:
    - external communication portal for job seekers and employers (service focused)
    - An internal communication portal for the staff of all partners, with templates, policy guidance, directives, partner information, and promising practices.

Job Banks

The state utilizes two different databases to facilitate labor exchange services, one of which has been developed for general use, and the second designed to service a specific population with a specific purpose in mind.

The primary labor exchange system in use in the state is CalJOBS. The CalJOBS system is California's online resource to help job seekers and employers navigate the state's workforce services. CalJOBS delivers workforce development services to individuals twenty four hours a day, seven days a week, from any location with Internet access. CalJOBS provides easy access to the largest number of unduplicated online job opportunities currently available in one location, aggregating millions of jobs that are posted online every day. The system allows users to easily search for jobs, build resumes, access career resources, find qualified candidates for employment, and gather information on education and training programs. Below is a list of a few of the main features available to job seekers:

- create and upload multiple versions of their resume tailored to specific jobs or career paths
- customize and conduct job searches
- set up alerts for job openings – either via e-mail or text message
- apply for job openings
- research prospective employers
- make customized resumes viewable to prospective employers
- use the mobile application, which is available in the Apple iTunes or Google Play stores

CalJOBS was designed with the understanding that employers are key customers of the workforce system. Employers can access CalJOBS online to post job orders, search resumes for qualified applicants, access industry statistics, and utilize other resources. Staff can also directly assist employers to ensure they get the results they require. CalJOBS provides assistance to

employers for online recruiting, including advanced resume search tools, automated correspondence, and applicant tracking.

In addition to CalJOBs, DOR utilizes the Talent Acquisition Portal (TAP), a national online database connecting businesses seeking to hire individuals with disabilities with qualified job candidates.

TAP offers employers the opportunity to post jobs, search candidate resumes based on skill sets and geographic availability, capture job metrics, generate compliance reports, interview candidates, have online job fairs, and have their jobs seen by individuals with disabilities across the country. At the same time, job candidates with disabilities can explore job opportunities at the local, state or national level by utilizing TAP's "TAP Matching" which will match their skills to specific jobs and locations. Candidates thereby interface with companies who have a commitment to hiring qualified applicants with disabilities. These candidates do this with the support of their VR Counselor and the national employment team. Although TAP was not built solely for compliance, it was built with the input of senior officials at the Office of Federal Contracts and Compliance (OFCCP), so TAP features all the necessary metrics for the new 503 and Vietnam Era Veterans' Readjustment Assistance Act regulations.

The State' Approach to Assessment for Core Programs (Corresponding to Section III (b)(4) of the planning guidance with some overlap with Section III(b)(6))

California will negotiate statewide performance goals with the Department of Labor Employment and Training Administration (DOLETA), and ED's Office of Career, Technical, and Adult Education (OCTAE) and Rehabilitation Services Administration (RSA) for the state accountability measures described in Section 116(b) for the core programs.

To facilitate a statewide, regional, and local approach to assessment based on negotiated performance indicators, program data system collection and reporting, and education and workforce system alignment, the State Board has convened the core program and strategic partners to develop a commitment to systems alignment and service delivery coordination, as well as shared understanding and approach to policy, performance, and data sharing. Relevant detail on how the state will proceed with respect to assessment includes the following:

State Level Assessment and Performance

During the first year of WIOA performance accountability, California will develop baseline performance indicators for each program and indicator average score and individual programs based on existing enrollment data, local and regional planning goals, and robust discussions amongst core programs partners, Local Boards, and DOL and ED representatives. Thereafter, California will do the following:

- The State Board, in coordination with core program partners, will adjust baseline performance indicators following guidance from DOLETA, ED OCTAE, and ED RSA.
- Program data from each core program will be used in the assessment.
- Program data includes, but is not limited to, populations served, projected enrollments and cohort exits, and economic conditions.
- Assessment of program data will be culled from three separate data systems:
    - ~~CASAS~~ TopsPRO Enterprise, utilized ~~contracted~~ by CDE
    - CalJOBS, utilized by EDD
    - AWARE, utilized by DOR
- The core programs will be assessed using tools and methods such as the statistical adjustment model prepared by DOL and ED, annually reported data prepared for DOL and ED, real-time program data, and historic program data.
- ~~Each core program utilizes participant assessments as part of their service delivery and program outcome framework for self-assessment and for program accountability.~~
- All core programs will be assessed at the state level, but only Title I will be assessed at the regional and local level.
- Efforts at integrated performance reporting, cross-system data alignment and systems interoperability will develop over the course of the four year plan and are contingent on negotiated agreement among the ~~State~~ state ~~Plan~~ plan partners.

Regional and Local Assessment and Performance

Regional performance is at the Governor's discretion, as ~~it~~ is not mandated in statute. Moreover, not all core programs are required regional partners under WIOA section 106. Given the policy direction of the State Plan, California will take the following approach to regional performance.

- The State Board is looking to further implement additional state measures at the regional level to assess progress toward achieving State Plan policy objectives and enumerated goals. These will include the following:
    - a regional enumeration of the number of existing and new training and education programs created regionally in response to industry workforce needs
    - a regional enumeration - the number of middle-skill industry-valued and recognized postsecondary credentials awarded in the region
    - some measure of training-related employment by occupation and or sector, to assess whether training and education programs are leading to employment in relevant occupational fields or industry sectors following program exit (this is the mechanism the state will use to measure participants' post-program success

Formatted: Font: 12 pt

Formatted: Font: (Default) +Body (Calibri)

Formatted: Font: 12 pt

and will also help determine the extent to which training programs being utilized actually align with labor market dynamics) (see planning guidance Section III(b)(6)(B)).

- The State Board will collectively negotiate local area performance goals for Title I programs with Local Boards organized into RPUs, but Local Boards will continue to be held individually accountable for WIOA performance indicators in Section 116(b).

The process for which local boards negotiate goals at the regional level will be developed through consultation with Local Boards and issued through statewide policy guidance.

Data Systems and Program Data and Processes Used for Assessments, Performance, Case Management

This section describes the data systems used for performance assessment and case management in California and provides information required in the WIOA planning guidance section III (b) (1), III (b)(4), and III(b)(6).

EDD-Work Services Branch (Title I & III) utilizes CalJOBS for both case management and performance tracking. The CalJOBs system also tracks most financial information for Title I and Title III.

The data collection and reporting process currently requires all Local Areas required to report all Title I and Title III WIOA participants served in One-Stop centers through the CalJOBS system, a web based application accessible to all local partners receiving WIOA funding from EDD. EDD also uses CalJOBS for the Trade Adjustment Act (TAA) programs. Features of the data system and relevant processes include the following:

- web-based, fully integrated labor exchange, financial and case management system
- used by local areas to track and report program data for Title I programs and Title III, as well as eligible training providers entering program data for WIOA-funded participants
- data is entered directly into CalJOBS system or uploaded on a regular basis using a virtual One-Stop (VOS) system or an approved third party system
- individual participant assessment instruments used by Local Boards are currently determined at the local level, but the state may work to negotiate a policy with ~~State~~ state ~~Plan~~ plan partners that establishes common assessment procedures and a common set of assessment tools throughout the system

The **California Department of Education -Adult Education Office (AEO) (Title II)** provides assessment and accountability services through ~~a data system called~~ TOPSpro ~~(Tracking of Programs and Students)~~ Enterprise for Title II ~~case management and~~ performance tracking.

~~TOPSpro~~It is a ~~computerized~~ database designed ~~for program administrators in adult education, including statewide assessments and related accountability software~~ to accurately measure progress, mastery of skills, and competencies needed to both complete, and advance one or more Educational Functioning Levels (EFL). It automates scoring, collects student demographic data, tracks agency and individual student performance, generates reports, and aggregates data for state and federal year-end reports. Features of the data system and relevant processes include the following:

- ~~Used for collecting information for the purposes of programmatic and annual reporting.~~
- ~~Each local program uses~~ TOPSpro Enterprise software is used to collect and report all student progress and outcome measures, and for collecting information for federal and state annual reporting.
- The system provides student, class, and program reports that enable local providers to have immediate access to the data for targeting instruction for continuous program improvement.
- The local data are submitted quarterly and annually to the CDE for monitoring and aggregation into state and federal reports.
- TOPSpro Enterprsie records each student's goals on entering a class ~~(via the TOPSpro entry record)~~, as well as their educational outcomes ~~(via the TOPSpro update record)~~.
- Assessment may be formal (e.g., a written test), or informal (e.g., teacher observation of student performance through a checklist of competencies mastered).
- ~~Exit tests for various instructional levels are provided and certain funding streams require that these tests be administered regularly to document student progress.~~

The data collected consists of measurable skill gains in the following programs areas: English Language Acquisition ~~as a Second Language~~ (ELA~~SL~~), Adult Secondary Education (ASE), and Adult Basic Education (ABE).

For program year 2016-17 the CDE-AEO intends to use the same data system to meet requirements for collecting and reporting data requirements for the WIOA performance indicators. This reporting structure is based on National Reporting System (NRS) guidelines, which are retained under WIOA. ~~The area of change for the CDE-AEO pertains specifically to the addition of UI wage record data as part of the reporting structure.~~

The data collection process begins with program staff at agencies funded by the Adult Education Family Literacy ~~Act inputting~~Act inputting the data on a daily basis at each site during the program year. Each week the data collected from AEFLA funded agencies is aggregated at a statewide level. The annual data aggregation and data validation begins August 1st of each year. The purpose of the annual data aggregation and validation process is to compile state and federal year-end reports due to ED annually, by December 31st.

Performance measures include all elements in the federal NRS reports, including enrollment, attendance hours, completion ~~of an EFL~~ and advancement of one or more levels, separation before completion, and persistence within a level,~~.~~ ~~Additional performance measures include~~ attainment of a secondary school diploma or its recognized equivalent, and job placement or~~,~~ retention, ~~or completion of~~and transition into postsecondary education or~~,~~ training.~~, or unsubsidized employment or career advancement~~.

The CDE also conducts an annual comprehensive qualitative program survey. This survey is required of all participating agencies and involves practitioner focus groups and interviews of both teachers and students. The results provide recommendations for state level planning and development activities, identify best practices and emerging needs, and help focus professional development and training to ensure effective instructional programs for targeted populations.

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

Data are collected and input in-house by direct service staff located statewide in 13 districts. DOR plans to train staff in the new processes and use AWARE to collect WIOA data.

State VR systems/agencies collect and report summary data in a federally mandated format called the RSA Case Service Report, also known as the RSA-911.The RSA-911 report is submitted annually for the preceding fiscal year by each state's vocational rehabilitation agency.

The RSA-911 report contains a record for each case closure that occurred in an agency, regardless of the reason for closure. Therefore, because case closure is the trigger event, it is feasible that a consumer: (1) may not appear in the report in a given year, even though they received VR services during that year or (2) an individual may appear more than once in one year, if their case was closed on two or more separate occasions.

The Federal RSA-911 report aggregates many variables of outcomes-related information, including demographics, disability, interventions, and reason for closure, employment status, sources of financial support, and more. The values of certain fields (e.g. income, hours worked per week, etc.) are reported both status at application and status at closure. Features of the data system and relevant processes include the following:

- Web-based, fully integrated financial and case management data system utilized by the DOR and public vocational rehabilitation agencies

- Currently, the assessment process involves the rehabilitation counselor (SVRC) providing an assessment of the skills and needs of every client as part of the eligibility determination process
- The SVRC also assesses functional limitations through the determination of the level of severity of disability as part the order of selection process
- Some cooperative programs provide vocational assessments as part of the contract scope of work to help determine eligibility, severity of disability, strengths, weaknesses, potential job goals, additional service needs, and recommended accommodations. In addition, assessment is provided on an ongoing basis throughout service delivery to ensure services are appropriate and are leading the DOR client to an employment outcome.
- The Fee for Service Assessment Services involves the Community Rehabilitation Programs (CRPs), which may be certified to provide specific services under the broad category of Assessment Services. Assessment Services provide information to a DOR client/applicant and referring DOR counselor to assist in eligibility determination, identification of barriers to employment, identification of strengths, resources, abilities and interests, and/or to determine the nature and scope of DOR services to be provided.
- A written report identifies answers to questions provided by the referring counselor and assists with information leading to the development or modification of rehabilitation services being provided. Identification of specific barriers to employment and recommendations to eliminate those barriers are included in the report.
- Assessment Service Specifications are available for the following three (3) services:
    - Comprehensive Vocational Evaluation (CVE)
    - Situational Assessment (SA)
    - Vocational Assessment (VA)

Other Mandatory One-Stop/Partner Data Systems

Several mandatory One-Stop partners, including Second Chance, Youth Build, and Job Corps are funded through a federal competitive grant process and are not provided universally throughout California. Access to the services provided by these programs is negotiated locally and each grantee procures or develops their case management system and is responsible for customer tracking and reporting. Job Corps has instituted the Interim Checkpoint for Eligibility (ICFE), a data collection instrument to check on outcomes of graduates 90-120 days after initial placement and again at six and twelve months. Customers who are co-enrolled in WIOA Title 1 services are registered in the CalJOBS system. Other federal partners, including the Community Services Block Grant (CSBG) and Housing and Urban Development (HUD) are formula funded, with funds moving through state agencies to local government. Case management for these systems is identified locally.

The State's Approach to Assessment for One-Stop Mandatory Partners

The state will initially assess One-Stop mandatory partners on whether they are meeting baseline federal requirements pertaining to co-location, cross-training, and meaningful virtual access to services in at least one comprehensive One-Stop in each Local Area. The state has secured agreement from all core programs, DSS, and the County Welfare Directors Association to work collaboratively to ensure compliance on this matter.

The State Board will also develop a One-Stop assessment/certification policy that will further assess the effectiveness of the One-Stop system and the partnerships of the One-Stop partner programs at the local and regional level at least once every three years.

Recommendations on the criteria to be used in this assessment/certification are being developed through the One-Stop Design workgroup, convened and facilitated by both the State Board and EDD. This workgroup also includes representatives from all core programs and other state and local partners in the One-Stop system and is charged with identifying and disseminating information on best practices relating to business outreach, partnerships, and service delivery strategies, identifying and responding to implementation challenges, and providing policy recommendations to the State Board to guide the effective operation of the One-Stop system in California. Assessment/certification criteria will include all of the following:

- an assessment of leadership, planning and collaboration (how well are core programs involved and aligned?)
- an assessment of customer-focus and customer-centered design (do clients get the services they need?)
- an assessment of the manner in which the One-Stop will enable skills attainment leading to industry recognized credentials and degrees (does the One-Stop help move those with barriers to employment on a path to skills development?)
- an assessment of the way the One-Stop will use data for continuous improvement (do One-Stop operators utilize performance data to improve service delivery?)
- an assessment of professional development and staff capacity building (are frontline staff trained on the requirements of WIOA, the policies required under the State Plan, and to provide high quality, customer-focused services?)
- an assessment of employer engagement and focus on high growth sectors (is programing aligned with regional labor market dynamics?)

Previous Assessment Results of Core Partners and One-Stop Partner Programs

During the last two years, the State Board delegated responsibility for the assessment of the effectiveness of the core programs and One-Stop partner programs operated through the WIA, to the forty-eight Local Boards designated to operate in California and to the state agencies

with oversight responsibility for each title of WIA (Title I and III to EDD, Title II to the CDE, and Title IV to DOR). Assessment of the effectiveness of the system included:

1. Partnership and participation in building the system - measured by signed MOU, co-location of staff, reduction in stand-alone service centers, service integration, and leveraged resources/shared costs.

   - EDD conducted an assessment of the integration of WIA Title I and Title III in the One-Stop system, establishing that California's 190 AJCCs, 80 sites are comprehensive AJCC with fully executed MOU's with required partners, 107 sites are affiliate AJCC's and 3 sites are stand-alone EDD offices.

   - The State Board has coordinated an assessment of the core partners, the CCCCO, and DSS to assess the participation of California's 58 County Welfare Department's, 113 community colleges, 84 Department of Rehabilitation district offices and 70 adult education consortiums, finding a high degree of coordination, information sharing, and referral among partners, and an interest in working more collaboratively in the future to serve customers.

   - During the state planning process the CWDA conducted an assessment of integration of the CalWORKs (TANF) program in the One-Stop system and found that 59 percent of California's CalWORKs programs are co-located in the AJCCs, 43 percent participate in cross-training of partner staff, and 20 percent have a virtual connection between the CalWORKs and AJCC staff for referral purposes.

2. Providing excellent customer services to job seekers and employers. The Local Boards have assessed the ability of the local system to implement service strategies to meet the needs of job seekers and employers in a variety of ways, including customer satisfaction surveys, secret shoppers, creation of teams to interview staff, partners and customers, and development of professional development and capacity building programs for staff and partners.

   In addition, CCCCO has developed on-line tools to assess the completion rates and average wages of students enrolled in career pathway programs and is making ~~publishing~~ outcome data ~~accessible on~~accessible on attainment of certificates, credentials and degree programs, and CCCO~~DE~~ is encouraging adult education consortia to utilize the existing data system ~~CalPASS system~~ to assess the effectiveness of adult education programs.

3. ~~Title II~~The ~~CDE produces~~CDE produces Annual Performance Reports submitted to United States Department of Education. ~~in collaboration with CASAS~~. According to the

annual report, California is the largest adult education provider in the United States. The state served approximately 18 percent of the nation's adults enrolled in AEFLA programs, according to the 2012−13 NRS data. Because the state is home to one-fourth of the national non-English-speaking population, the ESL program comprised 60 percent of California's AEFLA programs and 27 percent of the nation's ESL program that year. California also served more learners in ABE and ASE programs than any other state, comprising 11 percent of total learners enrolled in ABE and ASE nationwide. In 2013–14, 202 local agencies served 463,005 learners in the AEFLA programs.

4. Title IV, In accordance with section 101(a)(15)(E), Evaluation and Reports of Progress, of the Rehabilitation Act, DOR's State Plan includes the results of an evaluation of the effectiveness of the vocational rehabilitation program, progress made in improving the effectiveness from the preceding two-year period, and submits a joint report with the SRC, to ED's Rehabilitation Services Administration Commissioner. The evaluation and report include:

   - the extent to which DOR's State Plan goals were achieved;
   - the strategies that contributed to achieving the goals;
   - the extent to which the goals were not achieved, and a description of the factors that impeded that achievement; and
   - an assessment of the performance of the state on the standards and indicators established pursuant to section 106, Evaluation Standards and Performance Indicators, of the Rehabilitation Act.

5. Ability to meet WIA Performance Outcomes and implement continuous improvement - the State Board, CDE, DOR, EDD and the Local Board have assessed the effectiveness of the core programs and One-Stop partners using the WIA performance measures and other locally developed or programmatic performance measures.

In the last two years, over half of the forty-eight Local Areas have conducted an assessment of the effectiveness of their comprehensive and affiliate One-Stop centers. Those who have conducted assessments do so typically on an annual basis in coordination with many of the WIOA mandatory partners. Assessments are conducted for the purposes of local monitoring as well as reporting effectiveness back to Local Boards. While assessments are conducted by local areas themselves, some local areas contract out to consultants to get more objective and expert-driven assessments. Program data, such as expenditures, quarterly enrollment and performance data, measured-against goals, customer satisfaction survey results, site visits and interviews, and contracts executed are utilized in the assessment process.

- All Local Areas create reports on customers served and program outcomes for partners and for their boards.
- Nearly 80 percent of the Local Areas have a process for assessing the needs of the job seeking and employer customers served with services and programs that meet those needs.
- Over 75 percent have a mechanism in place for measuring job seeker and/or employer customer satisfaction.
- Nearly two-thirds of the Local Areas have a process to measure One-Stop partners' satisfaction with the system.
- Two-thirds of the Local Areas have professional development programs in place for staff and partners.
- Almost all Local Areas provide training for front-line and business services staff on a regular basis.
- Only about 40 percent have a process in place to measure if One-Stop services meet the needs of core partner customers.

The assessment of the effectiveness of the core programs and One-Stop partners has not been coordinated or aligned in the past two years. Based on this history, the State Board is working to enhance and improve communication between the core and other state plan partners.

The State's Approach to ~~using~~ Program Data Integration and Interoperability

(Corresponding to Section III (b)(6) of the planning guidance)

California is dedicated to developing a roadmap towards greater data integration and interoperability and is researching centralized and federated methods to track, share, manage and report performance data over the medium term but is doing this in a manner that appreciates the complexity of the task at hand.

As pointed out in chapter 2, California provides workforce and education services through a myriad of largely decentralized service delivery structures, including 11,000 K-12 schools, over 1,000 school districts, 1,000~~500~~ charter schools, 113 community colleges (in 72 community college districts), 58 County Welfare Departments, 58 County Offices of Education, 47 Local Boards overseeing 190 One-Stops, and more than half a dozen state departments and agencies.

Not all programs operating in this largely decentralized service delivery network have the same eligibility requirements, data needs, or program goals. Some of the relevant data systems are operated by local government. Some are operated by state government. All have existing case management, data-collection, and reporting legacy systems which have been designed with both their program specific needs and their client population characteristics in mind. Moreover, all these programs have existing relationships with vendors and many are party to

legally binding contracts for the provision of case management, data collecting, and reporting services.

Given this context, the state is approaching the matter of data-sharing and the building of interoperable data systems with the following principles in mind:

- Form meets function. The technological architecture for interoperable data-systems should be crafted to serve the policy objectives of the programs they are designed for and should not unduly constrain or predetermine the policy choices of program administrators and operators in a way that limits the capacity for policy innovation.
- Data-sharing and data integration efforts make the most sense where there is a commonality of interest, need, or purpose and a set of shared goals. Any efforts to develop data-sharing agreements or, where appropriate, move towards data-integration will proceed on the basis of value-added partnership such that all partners gain something from the partnership.
- Agreements will need to recognize and take into account the varied needs of different programs and client populations, the varying privacy requirements of different programs, recognition of data-ownership by program operators, and the need to work collaboratively to craft shared solutions that serve both the programs being operated, and more importantly, the members of the public receiving services.
- Any data-sharing and data integration will be developed in order to meet state and federal privacy and security standards as well as those of each participating agency.
-

Formatted: Space After: 0 pt, Line spacing: single

Formatted: Font: Not Italic

Operating from the foregoing policy perspective, the State Board has created the "Data-Sharing and Performance Accountability Workgroup" to assist the Governor in aligning technology across core programs and One-Stop mandatory partners with the goal of improving service delivery to individuals.

Representatives from all WIOA core programs, the community college system, K-12 education, the ETP, and DSS (TANF) have all participated in the workgroup, with representatives meeting with State Board staff more than a dozen times either collectively or program to program. To date, the workgroup has done all of the following:

- exchanged information about common data elements that support assessment and evaluation
- exchanged information about data systems in-use and extant performance reporting processes
- shared information on WIOA performance metrics, reporting requirements, regulations, and guidelines
- shared information on other performance reporting requirements in state law including:

- SB 1402 (T. Lieu, Chapter 361, Statutes 2012) which requires performance reporting for CCCCO Economic and Workforce Development grants ~~CTE programs~~ operatinged under the DWM framework; and
- AB 2148 (K. Mullin, Chapter 385, Statutes of 2014) which requires the creation of an Internet-based, annual workforce metrics dashboard that includes information on participant outcomes from community college career technical education, ETP programs, WIA and WIOA Title I Adult, Youth, Dislocated Workers, and Title II Adult Education programs, as well as Trade Adjustment Assistance, and state apprenticeship programs.

- discussed challenges to implementing WIOA performance requirements
- reviewed approaches to data sharing and workforce performance reporting systems, (including dashboards) in other jurisdictions
- developed a forum to explore ways to integrate data systems to facilitate intake and service delivery and to track participation and performance across programs

State ~~Plan~~ plan partners are now beginning to map a way forward and have started to express their preferred approaches to achieving WIOA's vision for achieving data integration and interoperability, including alternative centralized, federated, and hybrid approaches.

In the coming months, the State Board will continue to convene this workgroup to plot a way forward using the principles outlined above with the goal of developing a data-sharing governance structure that facilitates compliance with federal requirements. As part of this process, the State Board is working with EDD, SBE/CDE, DOR, CCCCO and other state plan partners to develop an agreement that does the following:

- secures access to, and ensures the use of, the base wage file for use in all performance reporting relevant to WIOA employment and wage performance metrics as required under proposed regulations
  - Core program partners have been made aware that use of the base wage file is required under the federal regulations.
  - Each core program will need to negotiate a data-sharing agreement with EDD to make proper use of the base wage file.
- secures access to, and ensures the use of, data on credential attainment, skills gains, and degree and credential completion for use in all performance reporting relevant to human capital investment
- ensures all relevant state and federal privacy requirements are met, including HIPPA and FERPA requirements, and all other relevant state and federal laws~~.~~

- lays the groundwork for developing, where appropriate, common intake processes and integrated or interoperable performance reporting systems where agreements are consistent with the principles outlined above

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

- the cross-system metrics dashboard required by AB2148 which includes WIOA title I and Title II, ETP incumbent work training, state-approved apprenticeships, community college career technical education, and Trade Adjustment Act

- the community college CTE ~~program~~ evaluation data system "LaunchBoard" which may provide the platform for a ~~includes~~ career pathway evaluator data tool that examines whether people with varying degrees of needs have access to the right programs and range of services to earn credentials and/or move into jobs~~s~~

- supply and demand reports required annually by SB 118~~402~~ (T. Lieu, Chapter 361, Statutes 2012) that compare numbers of community college program completers to number of jobs openings in in-demand occupations

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

The State's Approach to Program Evaluation and Research

Formatted: Font: 13 pt, Bold

The State is committed to evaluating the effectiveness of its programs and recognizes that performance data collected for performance reporting mandated under WIOA and many state laws only provides approximate measures of program efficacy, as performance outcomes can be affected by a myriad of factors not related to program effectiveness. Truly measuring a program's effectiveness typically requires the use of sophisticated statistical models and the construction of control groups to compare outcomes for individuals enrolled in programs with like individuals not receiving the program "treatment."

As part of the State's efforts toward developing a comprehensive and shared data system to be used for relevant performance measurement, the State is also exploring ways to use such a

data system to ~~also~~ pull together the necessary data to build customizable evaluation reports using methods like net-impact analysis, which have been historically used to evaluate workforce programs, for example, in the state of Washington.

The State Board has begun preliminary discussions with ~~S~~state ~~P~~plan partners on how best to approach this matter and believes that AB 2148, discussed throughout the State Plan, provides the State Board with the legal authority to conduct such an analysis on behalf of the programs covered by AB 2148. The State board will build on these efforts by discussing additional efforts at evaluation with other ~~S~~state ~~P~~plan partners.

Formatted: Font: 13 pt, Bold

Chapter 7: State Policies and Organizational Charts (Corresponding to Operating Systems and Polices plan requirements delineated in WIOA Section 102(b)(2)(C)(i), (vi), (vii) and corresponding DOL Planning Guidance Sections III (b)(2)-(3) and (7)-(8)

The planning guidance issued by DOL directs states to do the following:

- Include a description of the state policies that will support the implementation of the state's strategies
- Provide a description of the state program and a State Board overview
    - Describe the organization and delivery systems at the state and local levels for the programs covered in the plan and include an organizational chart
    - Provide a description of the State Board, including members and their organizational affiliations
    - Provide a description of the activities that will assist the State Board members and staff in carrying out the State Board functions effectively
- Describe how the state will implement and monitor priority of service for veterans
- Describe how the One-Stop delivery system will comply with Section 108 of WIOA and the Americans with Disabilities Act

Some of the foregoing material is addressed in other portions of the State Plan. This chapter is designed and organized to fulfill the foregoing requirements without unduly creating duplicative text. The chapter begins with an overview of the specific California statutory policy framework in which California workforce programs operate so as to illuminate the relationship of these statutes and other policies to the policy objectives and strategies emphasized in this State Plan. It then provides relevant organizational information requested by the planning guidance that is not covered in other chapters and closes with information relevant to veterans and disability policies required under WIOA. For simplicity sake, program specific policy requirements delineated in the planning guidance are typically not contained in this chapter, but rather in the appendices that compile program specific assurances and program specific plan requirements for each of the core programs.

State Policies that support State Plan Strategies

This State Plan is formulated to achieve three policy objectives:

- Fostering "demand-driven skills attainment". Workforce and education programs need to align program content with the state's industry sector needs so as to provide California's employers and businesses with the skilled workforce it needs to compete.

- Enabling upward mobility for all Californians, including populations with barriers to employment. Workforce and education programs need to be accessible for all Californians and ensure that everyone has access to a marketable set of skills.
- Aligning, coordinating, and integrating programs and services to economize limited resources.

The seven policy strategies by which the foregoing objectives are to be achieved include the following:

- Sector strategies: aligning workforce and education programs with leading and emergent industry sectors' skills needs.
- Career pathways: enabling of progressive skills development through education and training programs, using multiple entry and exit points, so that each level of skills development corresponds with a labor market payoff for those being trained or educated.
- Regional partnerships: building partnerships between industry leaders, workforce professionals, education and training providers, and economic development leaders to develop workforce and education policies that support regional economic growth.
- "Earn and learn"—using training and education best practices that combine applied learning opportunities with material compensation while facilitating skills development in the context of actual labor market participation.
- Supportive services: providing ancillary services like childcare, transportation, and counseling to facilitate program completion by those enrolled in training and education courses.
- Creating cross-system data capacity: using diagnostic labor market data to assess where to invest, and also, the use of performance data to assess the value of those investments.
- Integrated service delivery: braiding resources and coordinating services at the local level to meet client needs.

Over the last five years California has enacted several statutes that are consistent with the policy direction of WIOA and the strategies emphasized in this State Plan. Some of these are detailed in chapters 3,4,5,6. This section recaps that material and also discusses other state policies relevant to State Plan strategies.

State Legislation

AB 554 (T. Atkins, Chapter 499, Statutes of 2011) requires the State Board and each Local Board to ensure that programs and services funded by WIOA and directed to apprenticeable occupations, including pre-apprenticeship training, are conducted in coordination with one or

more apprenticeship programs approved by DIR-DAS for the occupation and geographic area. AB 554 also requires the State Board and each Local Board to develop a policy of fostering collaboration between community colleges and approved apprenticeship programs in their geographic area to provide pre-apprenticeship training, apprenticeship training, and continuing education in apprenticeable occupations through the approved apprenticeship programs. This statute is consistent with and will help the State Board in its efforts to emphasize "earn and learn" programs under this State Plan.

SB 698 (T. Lieu, Chapter 497, Statutes of 2011) requires the Governor to establish, through the State Board, standards for certification of "high-performance" Local Boards, in accordance with specified criteria, including local program alignment with regional labor market needs, partnership and program alignment with education providers, investment in skills development and career pathway programs, and regional planning with other Local Boards. The Governor and the Legislature, in consultation with the State Board, are also required to reserve specified federal discretionary funds for "high-performance" Local Boards, and the State Board is required to establish a policy for the allocation of those funds to those Local Boards. This statute is consistent with, and helps the State Board in its efforts to, align workforce and education programs while also providing a legal mandate to carry the sector strategies, career pathways, and regional organizing aspects of this State Plan.

SB 734 (M. DeSaulnier, Chapter 498, Statutes of 2012) requires Local Boards to spend at least 25 percent of their Adult and Dislocated Worker funds on training services beginning July 1, 2012. This minimum training expenditure requirement increases to 30 percent on July 1, 2016. The purpose of SB 734 is to establish minimum training investment levels for Local Boards in support of the data-driven, sector-based strategic investment activities identified in the State Plan.

SB 1402 (T. Lieu, Chapter 361, Statutes of 2012) reauthorized the CCCCO EWD and recast the policy direction of the program to align program investments with regional labor market dynamics. SB 1402 also directed program operators to employ sector strategies and to facilitate the development of career pathway programs aligned with regional industry sector needs.

SB 118 (T. Lieu, Chapter 561, Statutes of 2013) added regionally focused "sector strategies" language to what was then called the California WIA and directed the State Board to work with relevant educational, workforce, and economic development agencies, at the state and local levels, to ensure regional coordination and alignment of programs with regional industry needs.

AB 1270 (E. Garcia, Chapter 94, Statutes of 2015) harmonized the language of the California WIOA with federal WIOA, and ensured that state language pertaining to sector strategies,

career pathways, regional organizing, and program alignment across programs is consistent with the requirements of WIOA.

SB 342 (H.B. Jackson, Chapter 507, Statutes of 2015) directs the State Board to help individuals with barriers to employment, including low-skill, low-wage workers, the long-term unemployed, and members of single-parent households to achieve economic security and upward mobility by implementing policies that encourage the attainment of marketable skills relevant to current labor market trends. The bill also encourages the State Board and Local Boards to adopt local and regional training and education strategies that include workplace-based "earn and learn" programs and defines "earn and learn" policies as those training and education policies that combine "applied-learning in a workplace setting with compensation allowing workers or students to gain work experience and secure a wage as they develop skills and competencies directly relevant to the occupation or career for which they are preparing".

Other Policies and Mechanisms for Achieving State Policy Objectives and Implementing Policy Strategies

Regional and Local Planning Guidance. Policy alignment across core and State Plan partner programs will be accomplished at the regional level through the regional implementation of three of the seven policy strategies emphasized by the State Plan. These include sector strategies, career pathways, and organized regional partnerships. All three of these policies will be required under the regional planning guidance issued by the State Board to Local Boards organized into the regional planning units required under WIOA Section 106.

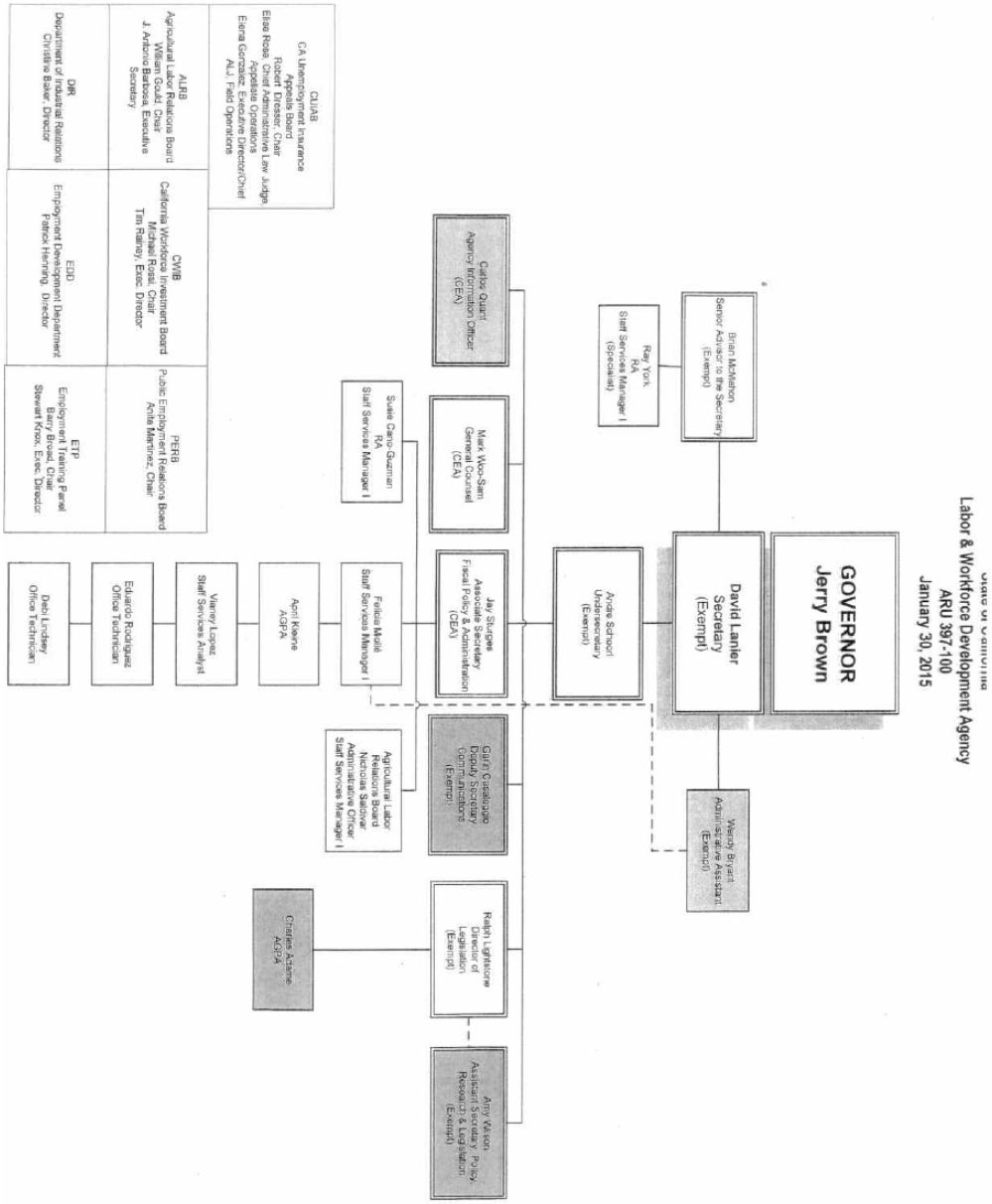
The primary purpose of local workforce plans and partnerships under this State Plan is to facilitate access to workforce services at the local level. While WIOA Section 106 regional plans and partnerships will be focused on constructing a regional architecture that aligns with regional labor markets, individuals will access and experience this regional workforce architecture through local service delivery structures, principally through the AJCC system. In this regard, it is at the local level that services will be integrated, resources will be braided, and supportive services will be provided. The use of "earn and learn" training models, especially with regard to the use of pre-apprenticeship and apprenticeship, subsidized employment, and on-the-job training efforts will also occur principally at the local level, as Local Boards are required, under California state law, to spend 30 percent of their budgets on the provision of training services. The State Board will issue local planning guidance that makes clear the difference between the roles of local and regional plans that also helps Local Boards

One-Stop Certification Policy. Chapters 4 and 6 both provide substantial information on One-Stop assessment and certification policies currently being developed to support implementation of the policy strategies emphasized in the State Plan.

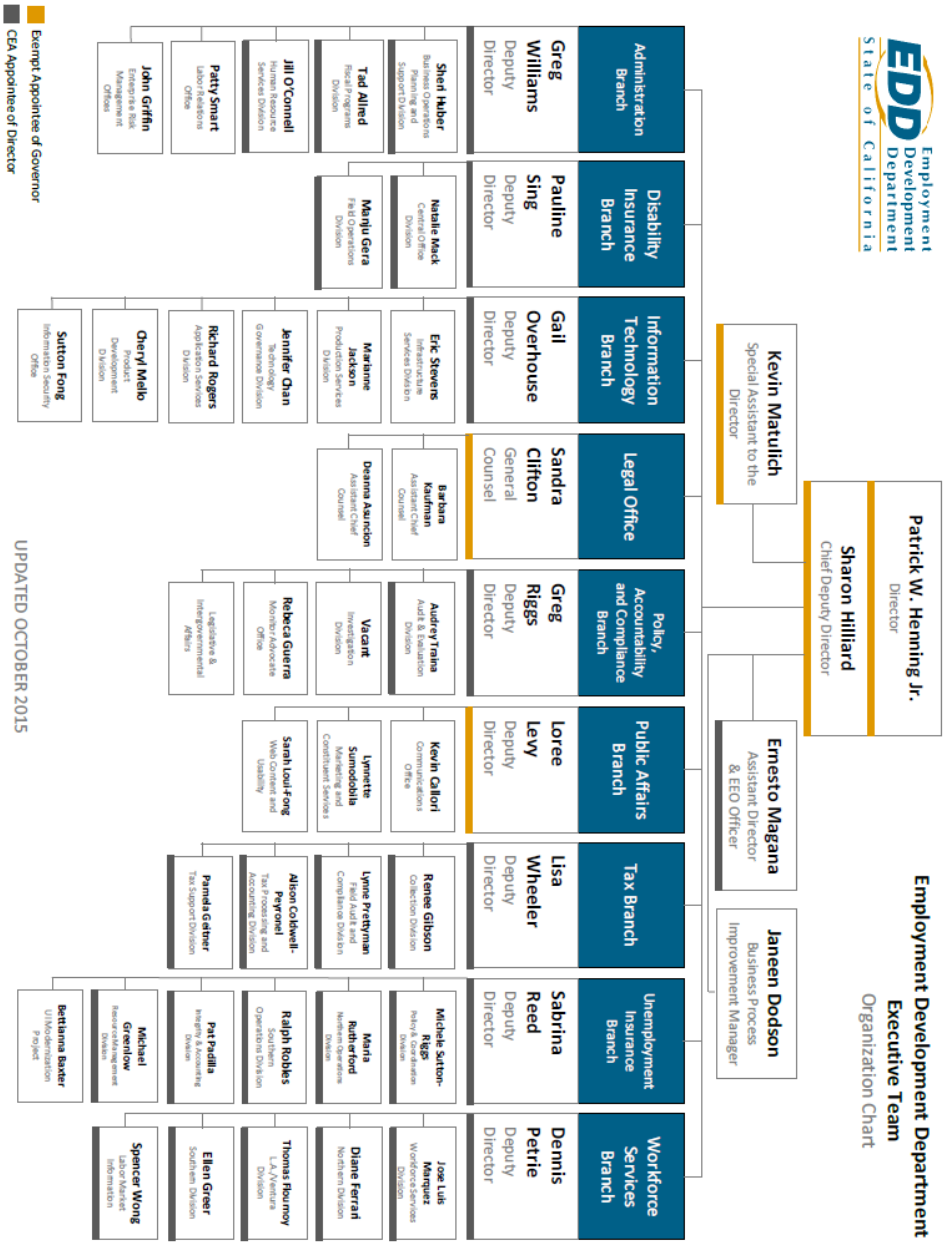
Relevant Organizational Information and Organizational Charts

Chapter 2 provides substantial descriptions of the organization and delivery systems at both the state and local level for the programs covered by the plan. Chapter 4 details the roles and functions of the State Board in carrying forward the objectives and policies of this plan. Relevant organizational charts required by the planning guidance are provided in the pages that follow, including a chart pertaining to State Board membership.

California Labor and Workforce Development Agency



Employment Development Department



Employment Development Department
Workforce Services Branch
Labor Market Information Division
ARU 307
March 2015

Division Chief - ARU 307 (179)
Spencer Wong CEA

Vacant OT (T)

Division Leadership Support Group (10)

Division Services Team

J. Barrios	SSM I
M. Fletcher	RA II
Vacant	RAI
A. Salinas	AGPA
S. Smith	SSA
L. Lewis	OT (T)

GIS Team

A. Wong	RPS II (GIS)
R. Caluza	RPS I (GIS)
M. Clay	RPS I (GIS)
D. Lane	SPT III

Regional Information Services (76)
Section

C. Sciorio	RM III
E. Franco	OT (T)

Statewide Information Services (91)
Section

M. Akhtar	RM III
T. Holland	OT (T)

P. Wessen RPS III (D)

Local Information Services (31)

N. Potter RM II

Northern California Region

H. Chamizo	RM I
D. Mullins	RPS I
S. Stock	RA II
E. Bosley	RA II
Vacant	RA II
L. Alejo	RA I

San Francisco Bay Region

E. Baker	RM I
R. Kavanagh	RPS I
J. Shriver	RA II
J. Villalobos	RA II
C. Sugrue	RA I
J. Klaven	AMA

LA - Central Coast Region

E. Saenz	RM I
R. Lee	RA I
E. Figueroa	RA I
J. Millan	RA I
O. Hernandez	RA I
Vacant	RA I

Southern California Region

A. Alcocer	RM I
A. Marshall	RA II
J. Bitoono	RA II
M. Gamboa	RA II
M. Goss	RA I
F. Gines	RA I

Central Valley Region

D. Patterson	RM I
N. Martinez	RA II
Vacant	RA II
R. Flores	EPM I
S. Gutierrez	RA II
G. Marley	RA I

Regional Analysis & Support (15)

A. Faulkner RM II

RAS Unit - North

T. Gregory	RM I
J. Wehner	RPS I (ECON)
A. Oprea	RA II
L. Achtelik	RA II
D. Youngblood	RA I
A. Carter	RA I
P. Felt	RA I

RAS Unit - South

A. Rodriguez	RM I
J. Lee	RA II
R. Jensen	RA II
K. Gose	RA II
M. Logo	RA I
M. Shirol	RA I
J. Vang	RA I

Occupational Research (28)

Vicki Moore	RM II
T. Stasel	RPS II
E. Ruiz	RPS I

OES Analysis Unit

D. Garcia	RM I
S. Wong Sen	RA II
M. Wong	RA II
G. Luna-Lovato	RA II
A. Claypool	RA I
B. Bailey	RA I
Vacant	RA I
M. Aguado	RA I
L. Tarrant	PT III

OES Data Collection (DC) Unit 1

M. Quintana	SPT II
J. Fox	PT II
C. Barron	PT II
Z. Johnson	PT II
Vacant	PT II
P. Russell	PT II
Vacant	PT II
Vacant	PT II

OES Data Collection (DC) Unit 2

C. Inskeep	SPT II
M. Ramos	PT II
S. Saunders	PT II
M. Jackson	PT II
D. Teves	PT II
W. Moore	PT II
Vacant	PT II
J. Morrison	PT II

Current Economic Statistics (27)

D. Dahlberg	RM II
A. Schwander	RPS I

CES/LAUS Unit

M. Martinez	RM I
K. Garibay	RA II
Vacant	RA II
D. Bunac	RA II
D. McCracken	RA II
D. Owino	RA II
J. Huang	RA II
M. Robinson	RA I

CES/Ag Unit

B. Roberts	RM I
Vacant	RA II
S. Anderson	RA II
C. Wessen	RA I
C. Davidson	RA I
A. Cook	PT II
M. Cole	PT II

CES/Projections Unit

T. Wong	RM I
R. Shirol	RPS I (ECON)
L. Dienes	RA II
H. Bal	RA II
K. Yuke,	RA II
K. Singh	RA II
L. Wong	RA II
B. Mar	RA I
E. Lichnock	RA I
N. Herbert	RA I

Employment & Payroll (46)

M. Gonzales	RM II
L. Weber	RM I

Program Analysis and Support Unit

M. Takechi	RPS I (ECON)
J. Barham	RA II
R. Eng	RA II
L. Navarez	RA II
M. Rippey	RA II
J. Vaughn	RA II
K. Eisenlauer	RA I
D.Disharoon	RA I

QCEW Technical Unit A

T. Korouch	SPT III
(Team 1)	
P. Stephenson	PT III
U. Vats	PT II
M. Bravo	PT II
L. Alexander	PT II
Vacant	PT II
(Team 3)	
S. Garner	PT III
L. Ramos	PT II
K. Singh	PT II
M. Chen	PT II
S. Lawson	PT II

QCEW Technical Unit B

K. Smyth	SPT III
(Team 2)	
R. Gates	PT II
A. Anderson	PT II
M. Mora	PT II
T. Huffstutler	PT II
J. Diez	PT II
T. Hite	PT II
(Team 4)	
C. Hanson	PT II
V. Vang	PT II
G. Aguilar	PT II
J. Ma	PT II
N. Seapharth	PT II
K. Duthler	PT II
Rotational T&D Assignment	
Vacant	PT III

Employer Classification Unit

K. Cooper	SPT II
Vacant	PT II
S. Kemp	PT II
K. Fall	PT
M. Funes	PT
E. Salva	PT
B. Hammond	PT
T. Logan	PT
J. Jacobs	PT
S. Price	PT
J. Goytia	PT
J. Maestas	PT

Statewide Information Services (15)

J. Keller	RM II
B. Hooker	RPS II (ECON)

Applied Research Unit

M. Boucher	RM I
M. Stockton	RPS I
Vacant	RA II
I. Zimini	RA I
D. Mocain	RA I
A. Yribe	RA I

Special Projects & Outreach Unit

T. Jackson	RM I
P. Horn	RA II
C. Wong	RA II
S. Charlton	RA II
Vacant	RAII
B. Sanders	RA I
A. Williams	RA I

OT (T)– Office Technician (T)
OA (T) – Office Assistant (T)
OA (G) – Office Assistant (G)
SSM I – Staff Services Manager I
SSA – Staff Services Analyst
AGPA – Associate Government Programs Analyst

RA I – Research Analyst I
RA II – Research Analyst II
RM I – Research Manager I
RM II – Research Manager II
RM III – Research Manager III
RPS I – Research Program Specialist I
RPS II – Research Program Specialist II
RPS (DEMO) – Research Program Specialist (DEMO)
RPS I (ECON – Research Program Spec. I (ECON)
RPS II (ECON) – Research Program Spec. II (ECON)
RA I (GIS) – Research Analyst I (GIS)
RA II (GIS) – Research Analyst II (GIS)
RPS I (GIS) - Research Program Spec. I (GIS)
RPS II (GIS) – Research Program Spec. II (GIS)
CSA - Career Executive Assignment
AMA – Associate Management Auditor
EPM I – Employment Program Manger I

SPT II– Supervising Program Tech II
SPT III – Supervising Program Tech III
PT – Program Technician
PT II – Program Technician II
PT III – Program Technician III

Division Chief Date

Employment Development Department
Central Office Workforce Services Division, ARU 380
September, 2015

Workforce Services Division
Division Chief
Jose Luis Marquez CEA 2

Budget Policy Capacity and Admin Section
Deputy Chief
Melissa Bowen SSM III
Veronica Champayne
Finch, Debra

Budget and Administration Group
Martha Evans SSM II

Financial Management Unit
Viviana Noot SSM I
Carol Keane
Kirstin Cordova
Wai Tin Wong
Michael Garcia
Julie Martin

Field Support Unit
Julia Helm SSM I
Nancy Barraza
Jodi Cole
Maria McNamara
Bita Sofia O
Barbara Drake
Karen Abel

Central Office Support Unit
Stephanie Dodge SSM I
Kim Rodrigues
Terrietta Robinson
Mai Lee Vang
Leticia Yasuda
VAC OT (T)
VAC OT (T)

Policy and Capacity Building Group
Jennifer Gouveia SSM II
Karl Juensch

Policy Unit
Marissa Clark SSM I
Ramon Valencia
Melissa Williams
Rolando Cordova
Scott Osborne

Capacity Building Unit
Esther Young Whamond SSM I
McArthur Best
Michelle Williams
Teresa A Valderrama-McAuley
VAC SSA/AGPA
Erika Contreras
Osvaldo Ramirez

IT and Program Accountability Section
Deputy Chief
Jaime Gutierrez SSM III
Nicole Weirich

Program Communications and Support Group
Annette Wolfgang SSM II

CalJOBS℠ Education and Development Unit
Sandra Ituriaru SSM I
Juana Evans
Richard Andrews
Sharon Garlick
VAC SSA/AGPA

Program Communications Unit
Patricia Roy SSM I
Natalie Higginbotham
Dimitri Stanich
Wendy Lomeli
Jeffrey Richardson

Program Support Unit
Onyemu Nkwocha SSM I
Haris Ahmed
Sarah Turner
Bibi Amin
Monica Cuellar-Lopez

CalJOBS℠ Analysis and Operations Group
Ricardo Favela SSM II

Section Technical Team
VAC AISA
Adam Gromek
Keita LaFavor
Sumina Tan

CalJOBS℠ Operations Unit
Karen Patch SSM I
Ann Chang
Rebecca Walker
Joshua Yee
Kristina Dethler
Kayleigh Davis
Sandra Monagan
VAC SSA/AGPA

Program Reporting and Analysis Unit
Kimberlee Meyer SSM I
Roy Staton
Socorro D-Garcia
Nooria Samimi
Jacquelyn Tessier
Nicole Orwin
Manpreet Randhawa

Program and Technical Assistance Section
Deputy Chief
Greg Gibson SSM III

Project Management Group
Roni Armstrong SSM II

Project Manager Unit
David Davis SSM I
Ashly Henderson
Patricia Sanchez
Sanae Cockrill
Cabella Calloway
Kae Chin
Terrilee Brimacomb
Steve Hung
Martin Gutierrez
Gloria Earl

Disability Policy, Employment and Collaboration Unit
LaJuana Thompson SSM I
Le Nguyen
Deborah Silesiaks
Kim Lucero
David Mayer
Catherine Dangberg King

Agricultural Services Unit
Roman Diaz SSM I
Rigoberto Villegas
Francisco Macias
Lizzette Amaro
Gabriela Vasquez-Martinez
Eleazar Caballero
VAC SSA/AGPA
VAC SSA/AGPA

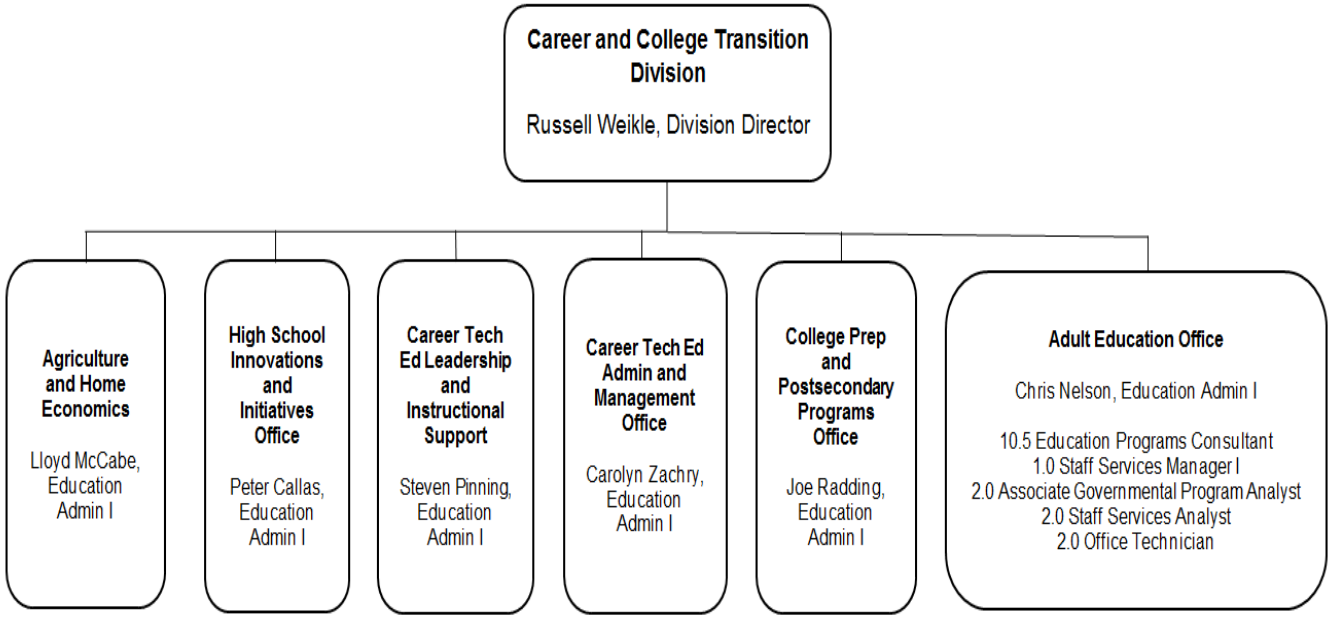
Statewide Services Group
Georgiana Pinter SSM II

Regional Advisor Unit
VAC SSM I (Sp)
Gabriel Garcia
Timothy Reynaga
Deborah Dedolikis
David Hinojosa
Janyce Wong
Jeff Critchley
Stephen Amaccua
Eileen Rohlfing

Statewide Services Unit
Charles Kilbourne SSM I
Gil Berkley
Susan Falt
Celia Gallardo
VAC SSA/AGPA
Martha McWalters

/s/ Dennis Petrie 09/01/15
Dennis Petrie, Deputy Director Date

California Department of Education



California Department of Education

State Superintendent of Public Instruction and Director of Education
Tom Torlakson

Chief Deputy Superintendents of Public Instruction
Glen Price — Michelle Zumot

Legal, Audits & Compliance
Amy Bisson Holloway
General Counsel

Legal Division
Edmundo Aguilar, Chief Counsel II
Todd Smith, Chief Counsel II

Audits & Investigations Division
Kevin Chan, Director

State Board of Education
Karen Stapf Walters,
Executive Director

INNOVATE

District, School & Innovation Branch
Keric Ashley
Deputy Superintendent of Public Instruction

- **Analysis, Measurement & Accountability Reporting Division** — Cindy Kazanis, Director
- **Assessment Development & Administration Division** — Michelle Center, Director
- **Improvement & Accountability Division** — Robert Storelli, Director
- **Educational Data Management Division** — Jerry Winkler, Director

SERVE

Services for Administration, Finance, Technology, & Infrastructure Branch
Nick Schweizer
Deputy Superintendent of Public Instruction

- **Fiscal & Administrative Services Division** — Roxanne Eres, Director
- **Personnel Services Division** — Sharon Taylor, Director
- **School Fiscal Services Division** — Peter Foggiato, Director
- **Technology Services Division** — Kevin Matsuo, Director
- **School Facilities & Transportation Services Division** — Vacant, Director
- **Charter Schools Division** — Cindy Chan, Director

LEARN

Instruction & Learning Support Branch
Lupita Cortez Alcala
Deputy Superintendent of Public Instruction

- **English Learner Support Division** — Veronica Aguila, Director
- **Curriculum Frameworks & Instructional Resources Division** — Tom Adams, Director
- **Professional Learning Support Division** — Carrie Roberts, Director
- **Career & College Transition Division** — Russell Weikle, Director
- **Early Education and Support Division** — Debra McMannis, Director

COLLABORATE

Student Support & Special Services Branch
William Ellerbee
Deputy Superintendent of Public Instruction

- **Nutrition Services Division** — Sandip Kaur, Director
- **Special Education Division** — Fred Balcom, Director
- **State Special Schools & Services Division** — Scott Kerby, Director
- **Coordinated Student Support Division** — Gordon Jackson, Director
- **After School Division** — Michael Funk, Director

Offices of the Superintendent

- **Superintendent's Initiatives Office** — Jason Spencer, Principal Advisor
- **Communications** — William Ainsworth, Director
- **Government Affairs Division** — Monique Ramos, Director

CDE Mission & Vision

"California will provide a world-class education for all students, from early childhood to adulthood. The Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a multicultural, multilingual, and highly connected world."

September 2015

California Community Colleges Chancellor's Office

Agency: 364
Unit: 233, 234

Workforce & Economic Development Division

Erik Skinner, Deputy Chancellor

VICE CHANCELLOR
Workforce & Economic Development
Van Ton-Quinlivan
233-9061-001 E99

Administrative Assistant I
Faye James
233-5361-001 R01

CAREER EDUCATION PRACTICES
Administrator for Vocational Education
Debra Jones
233-2456-004 S21

Staff Services Manager II
Javier Romero
233-4801-001 S01

Digital Composition
~~Specialist II~~
~~Jeannine Clemons~~
~~235-7256-001 R14~~

Associate Governmental Program Analyst
Anita Rios
233-5393-001 R01
Abigail Singleton
233-5393-005 R01
Suzanne Louie
233-5393-006 R01

Staff Services Analyst
Nancy Borges (4/5) (6/)
233-5157-004 R01
Mary Kloss
233-5157-005 R01

Specialist in General Vocational Education
Neil Kelly
234-2458-001 R21
VACANT
233-2458-002 R21
April Lovan-Martinez
233-2458-008 R21
Maureen White
233-2458-012 R21
Brenda Fong
233-2458-019 R21

Community College Program Assistant II
Cynthia McFarland
233-2550-027 R21

Associate Governmental Program Analyst
Karen Baker
234-5393-001 R01

QUALITY PRACTICES
Administrator for Vocational Education
Walter DiMantova
IJE

Specialist in General Vocational Education
Carol Jong
233-2458-004 R21
Joanne Vorhies
233-2458-025 R21
Robin Harrington
233-2458-026 R21

Community College Program Assistant II
Katie Faires
233-2550-006 R21
Laura Casillas
233-2550-016 R21

PROGRAM IMPROVEMENT
Administrator for Vocational Education
Gary Adams
234-2456-001 S21

Specialist in General Vocational Education
John Dunn
233-2458-007 R21
Katie Gilks
233-2458-022 R21

Community College Program Assistant II
Jean Claude Mbomeda
233-2550-024 R21
Nicholas Esquivel
233-2550-030 R21

Associate Governmental Program Analyst
Jillianne Leufgen
233-5393-007 R01

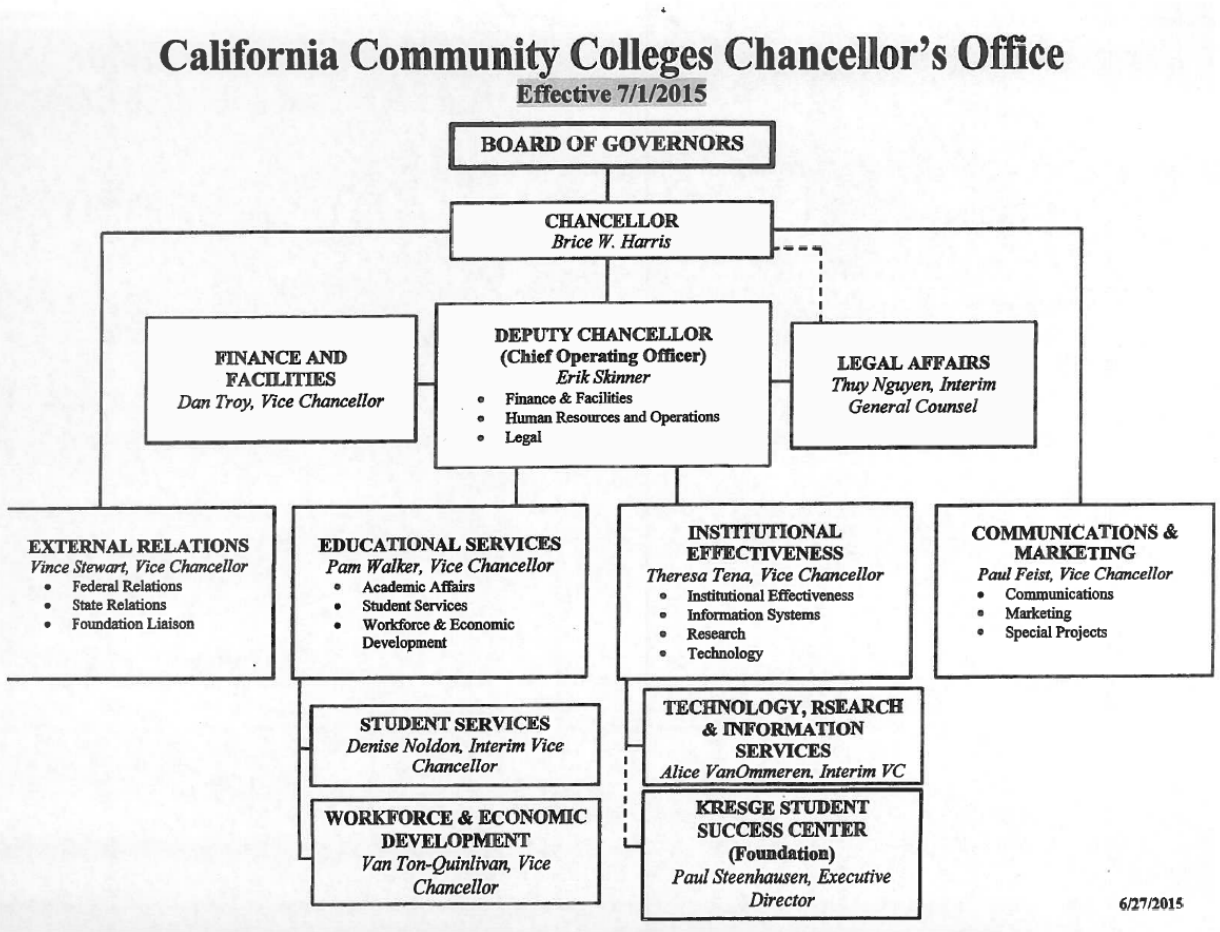
Administrator for Vocational Education
VACANT
233-2456-003 S21
VACANT
233-2456-005 S21

Erik Skinner, Deputy Chancellor — Date

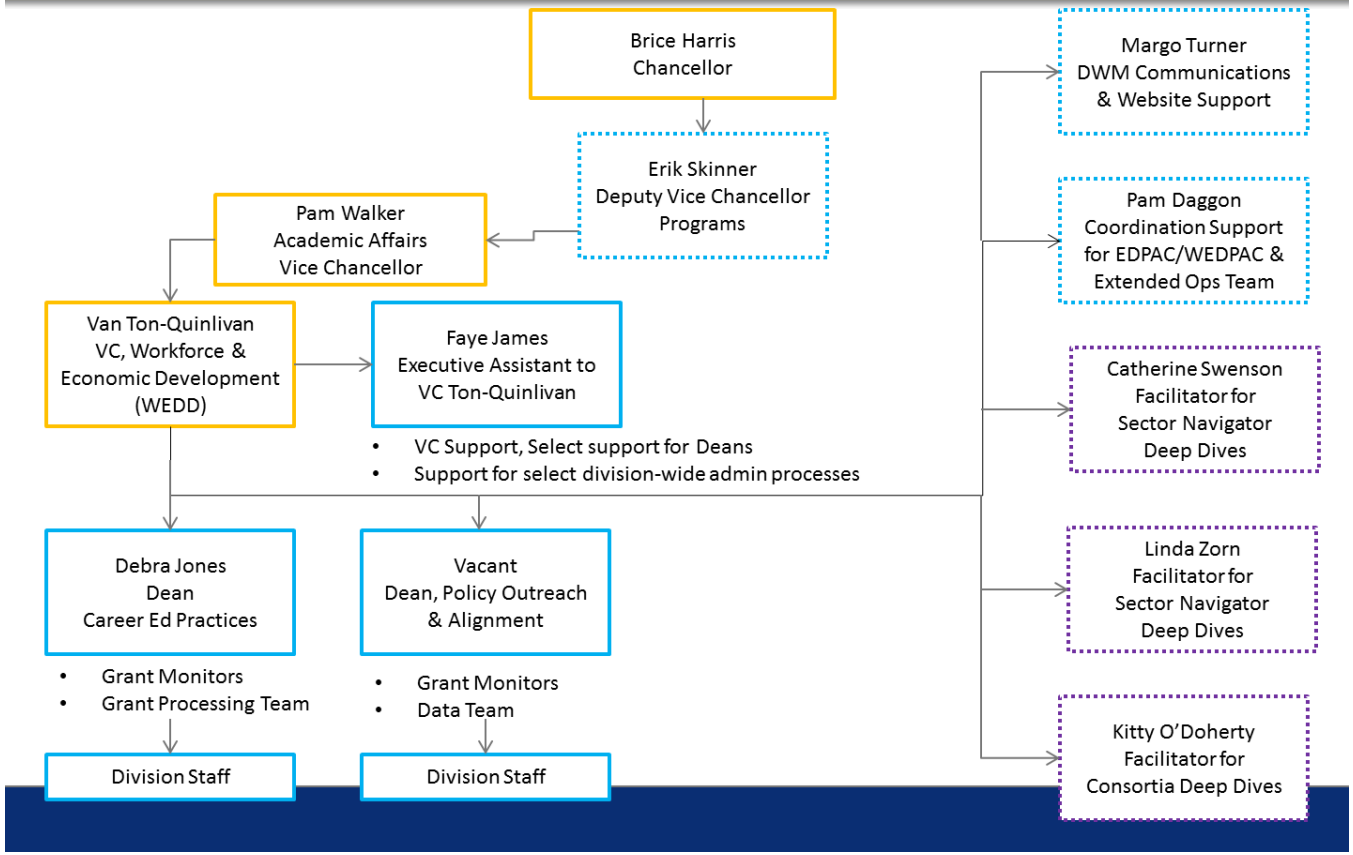
Van Ton-Quinlivan, Vice Chancellor — Date

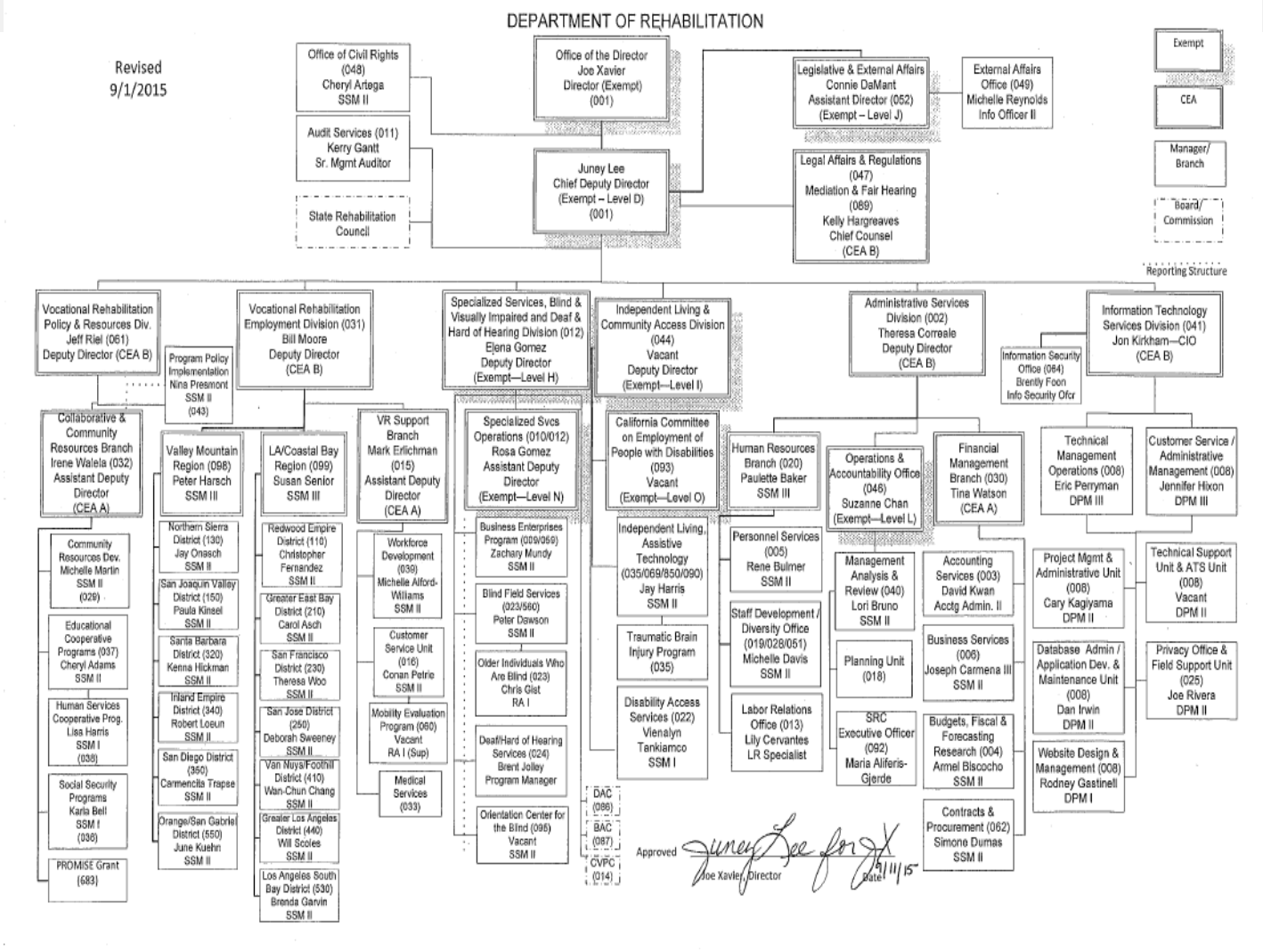
Footnotes:
1/ limited-term appointment
2/ limited-term position
3/ training and development assignment
4/ retired annuitant
5/ out-of-class assignment
6/ leave of absence
7/ exceptional allocation
8/ volunteer
9/ on loan to Academic Affairs

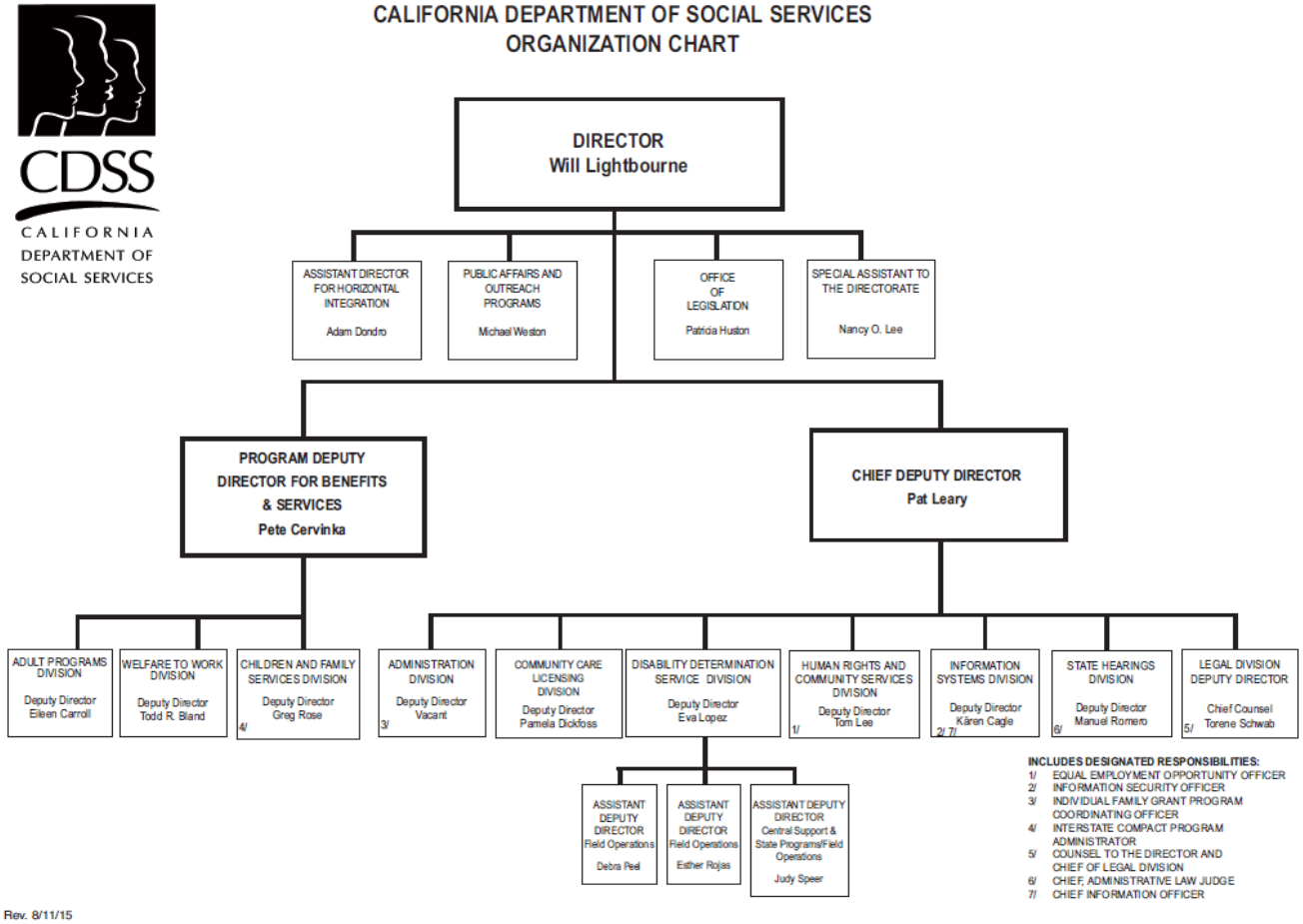
*905 serial number indicates permanent intermittent/ temporary help position


California Community Colleges Chancellor's Office
Effective 7/1/2015
BOARD OF GOVERNORS
CHANCELLOR
Brice W. Harris
FINANCE AND FACILITIES
Dan Troy, Vice Chancellor
DEPUTY CHANCELLOR
(Chief Operating Officer)
Erik Skinner
Finance & Facilities
Human Resources and Operations
Legal
LEGAL AFFAIRS
Thuy Nguyen, Interim General Counsel
EXTERNAL RELATIONS
Vince Stewart, Vice Chancellor
Federal Relations
State Relations
Foundation Liaison
EDUCATIONAL SERVICES
Pam Walker, Vice Chancellor
Academic Affairs
Student Services
Workforce & Economic Development
INSTITUTIONAL EFFECTIVENESS
Theresa Tena, Vice Chancellor
Institutional Effectiveness
Information Systems
Research
Technology
COMMUNICATIONS & MARKETING
Paul Feist, Vice Chancellor
Communications
Marketing
Special Projects
STUDENT SERVICES
Denise Noldon, Interim Vice Chancellor
WORKFORCE & ECONOMIC DEVELOPMENT
Van Ton-Quinlivan, Vice Chancellor
TECHNOLOGY, RSEARCH & INFORMATION SERVICES
Alice VanOmmeren, Interim VC
KRESGE STUDENT SUCCESS CENTER
(Foundation)
Paul Steenhausen, Executive Director
6/27/2015

Division of Workforce & Economic Development Communications Structure with the Field

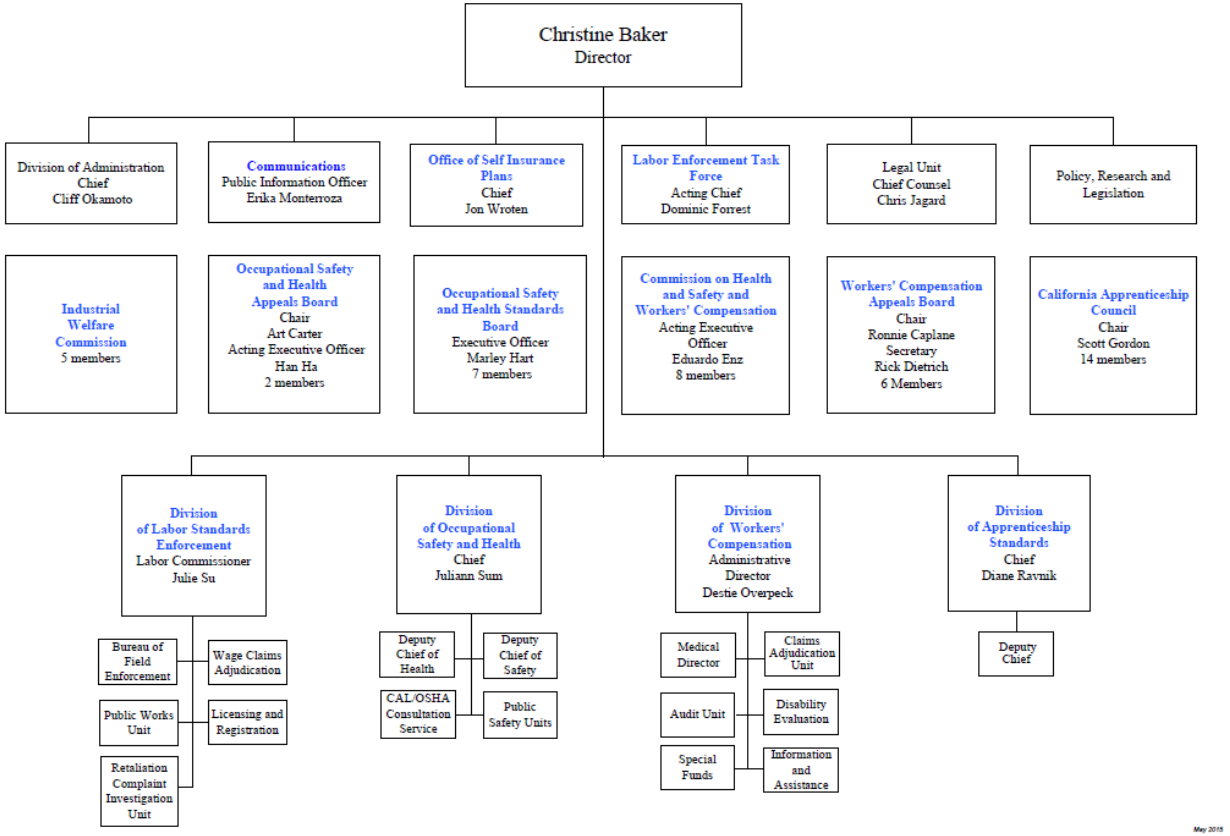



DEPARTMENT OF REHABILITATION
Revised 9/1/2015
Office of Civil Rights (048) Cheryl Artega SSM II
Audit Services (011) Kerry Gantt Sr. Mgmt Auditor
State Rehabilitation Council
Office of the Director Joe Xavier Director (Exempt) (001)
Juney Lee Chief Deputy Director (Exempt – Level D) (001)
Legislative & External Affairs Connie DaMant Assistant Director (052) (Exempt – Level J)
External Affairs Office (049) Michelle Reynolds Info Officer II
Legal Affairs & Regulations (047) Mediation & Fair Hearing (089) Kelly Hargreaves Chief Counsel (CEA B)
Exempt
CEA
Manager/ Branch
Board/ Commission
Reporting Structure
Vocational Rehabilitation Policy & Resources Div. Jeff Riel (061) Deputy Director (CEA B)
Program Policy Implementation Nina Presmont SSM II (043)
Vocational Rehabilitation Employment Division (031) Bill Moore Deputy Director (CEA B)
Specialized Services, Blind & Visually Impaired and Deaf & Hard of Hearing Division (012) Ejena Gomez Deputy Director (Exempt—Level H)
Independent Living & Community Access Division (044) Vacant Deputy Director (Exempt—Level I)
Administrative Services Division (002) Theresa Correale Deputy Director (CEA B)
Information Security Office (064) Brently Foon Info Security Ofcr
Information Technology Services Division (041) Jon Kirkham—CIO (CEA B)
Collaborative & Community Resources Branch Irene Walela (032) Assistant Deputy Director (CEA A)
Community Resources Dev. Michelle Martin SSM II (029)
Educational Cooperative Programs (037) Cheryl Adams SSM II
Human Services Cooperative Prog. Lisa Harris SSM I (038)
Social Security Programs Karla Bell SSM I (038)
PROMISE Grant (683)
Valley Mountain Region (098) Peter Harsch SSM III
Northern Sierra District (130) Jay Onasch SSM II
San Joaquin Valley District (150) Paula Kinsel SSM II
Santa Barbara District (320) Kenna Hickman SSM II
Inland Empire District (340) Robert Loeun SSM II
San Diego District (350) Carmencita Trapse SSM II
Orange/San Gabriel District (550) June Kuehn SSM II
LA/Coastal Bay Region (099) Susan Senior SSM III
Redwood Empire District (110) Christopher Fernandez SSM II
Greater East Bay District (210) Carol Asch SSM II
San Francisco District (230) Theresa Woo SSM II
San Jose District (250) Deborah Sweeney SSM II
Van Nuys/Foothill District (410) Wan-Chun Chang SSM II
Greater Los Angeles District (440) Will Scoles SSM II
Los Angeles South Bay District (530) Brenda Garvin SSM II
VR Support Branch Mark Erlichman (015) Assistant Deputy Director (CEA A)
Workforce Development (039) Michelle Alford-Williams SSM II
Customer Service Unit (016) Conan Petrie SSM II
Mobility Evaluation Program (060) Vacant RA I (Sup)
Medical Services (033)
Specialized Svcs Operations (010/012) Rosa Gomez Assistant Deputy Director (Exempt—Level N)
Business Enterprises Program (009/059) Zachary Mundy SSM II
Blind Field Services (023/560) Peter Dawson SSM II
Older Individuals Who Are Blind (023) Chris Gist RA I
Deaf/Hard of Hearing Services (024) Brent Jolley Program Manager
Orientation Center for the Blind (095) Vacant SSM II
DAC (086)
BAC (087)
CVPC (014)
California Committee on Employment of People with Disabilities (093) Vacant (Exempt—Level O)
Independent Living, Assistive Technology (035/069/850/090) Jay Harris SSM II
Traumatic Brain Injury Program (035)
Disability Access Services (022) Vienalyn Tankiamco SSM I
Human Resources Branch (020) Paulette Baker SSM III
Personnel Services (005) Rene Bulmer SSM II
Staff Development / Diversity Office (019/028/051) Michelle Davis SSM II
Labor Relations Office (013) Lily Cervantes LR Specialist
Operations & Accountability Office (046) Suzanne Chan (Exempt—Level L)
Management Analysis & Review (040) Lori Bruno SSM II
Planning Unit (018)
SRC Executive Officer (092) Maria Aliferis-Gjerde
Financial Management Branch (030) Tina Watson (CEA A)
Accounting Services (003) David Kwan Acctg Admin. II
Business Services (006) Joseph Carmena III SSM II
Budgets, Fiscal & Forecasting Research (004) Armel Biscocho SSM II
Contracts & Procurement (062) Simone Dumas SSM II
Technical Management Operations (008) Eric Perryman DPM III
Project Mgmt & Administrative Unit (008) Cary Kagiyama DPM II
Database Admin / Application Dev. & Maintenance Unit (008) Dan Irwin DPM II
Website Design & Management (008) Rodney Gastinell DPM I
Customer Service / Administrative Management (008) Jennifer Hixon DPM III
Technical Support Unit & ATS Unit (008) Vacant DPM II
Privacy Office & Field Support Unit (025) Joe Rivera DPM II
Approved
Joe Xavier, Director
Date 9/11/15

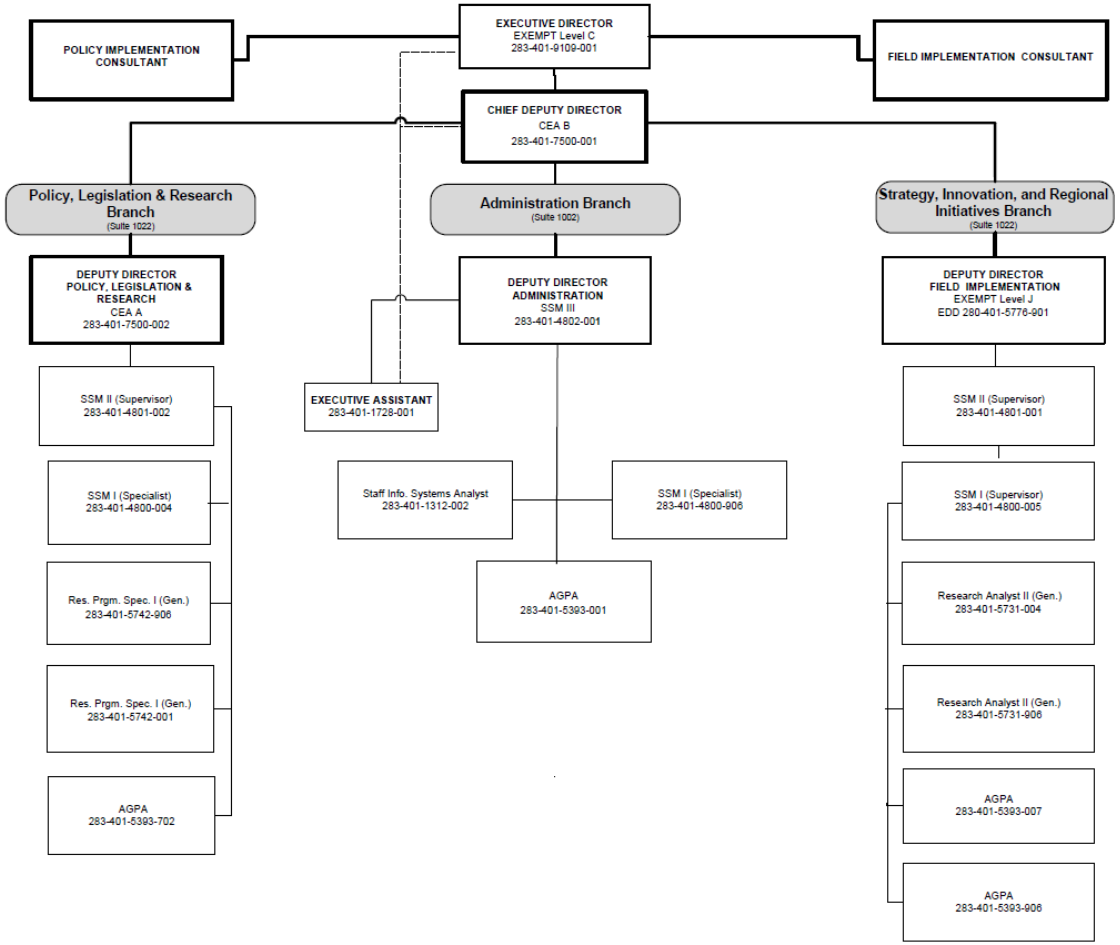

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES
ORGANIZATION CHART
CDSS
CALIFORNIA DEPARTMENT OF SOCIAL SERVICES
DIRECTOR
Will Lightbourne
ASSISTANT DIRECTOR FOR HORIZONTAL INTEGRATION
Adam Dondro
PUBLIC AFFAIRS AND OUTREACH PROGRAMS
Michael Weston
OFFICE OF LEGISLATION
Patricia Huston
SPECIAL ASSISTANT TO THE DIRECTORATE
Nancy O. Lee
PROGRAM DEPUTY DIRECTOR FOR BENEFITS & SERVICES
Pete Cervinka
CHIEF DEPUTY DIRECTOR
Pat Leary
ADULT PROGRAMS DIVISION
Deputy Director
Eileen Carroll
WELFARE TO WORK DIVISION
Deputy Director
Todd R. Bland
CHILDREN AND FAMILY SERVICES DIVISION
Deputy Director
Greg Rose
4/
ADMINISTRATION DIVISION
Deputy Director
Vacant
3/
COMMUNITY CARE LICENSING DIVISION
Deputy Director
Pamela Dickfoss
DISABILITY DETERMINATION SERVICE DIVISION
Deputy Director
Eva Lopez
HUMAN RIGHTS AND COMMUNITY SERVICES DIVISION
Deputy Director
Tom Lee
1/
INFORMATION SYSTEMS DIVISION
Deputy Director
Kären Cagle
2/ 7/
STATE HEARINGS DIVISION
Deputy Director
Manuel Romero
6/
LEGAL DIVISION DEPUTY DIRECTOR
Chief Counsel
Torene Schwab
5/
ASSISTANT DEPUTY DIRECTOR Field Operations
Debra Peel
ASSISTANT DEPUTY DIRECTOR Field Operations
Esther Rojas
ASSISTANT DEPUTY DIRECTOR Central Support & State Programs/Field Operations
Judy Speer
INCLUDES DESIGNATED RESPONSIBILITIES:
1/ EQUAL EMPLOYMENT OPPORTUNITY OFFICER
2/ INFORMATION SECURITY OFFICER
3/ INDIVIDUAL FAMILY GRANT PROGRAM COORDINATING OFFICER
4/ INTERSTATE COMPACT PROGRAM ADMINISTRATOR
5/ COUNSEL TO THE DIRECTOR AND CHIEF OF LEGAL DIVISION
6/ CHIEF, ADMINISTRATIVE LAW JUDGE
7/ CHIEF INFORMATION OFFICER
Rev. 8/11/15

Department of Industrial Relations

Director Christine Baker reports to the Secretary of the California Labor & Workforce Development Agency, David M. Lanier, who in turn reports to Governor Edmund G. Brown Jr. as a member of his Cabinet.



CALIFORNIA WORKFORCE DEVELOPMENT BOARD (SUPPORT STAFF)
ORGANIZATIONAL CHART
ARU# 401



State Board Membership

Chapter 4 details the roles and functions of the State Board in carrying forward the objectives and policies this plan. State Board Membership includes:

BUSINESS

1 **Jonathon Andrus**
CEO
Fairchild Medical Center

2 **Roberto Barragan**
President
Valley Economic Development Center

3 **Josh Becker**
CEO
Lex Machina

4 **Robert Beitcher**
President and CEO
Motion Picture and Television Fund

5 **Jerome Butkiewicz**
Workforce Readiness Manager
San Diego Gas and Electric

6 **Jamil Dada**
Vice President, Investment Services
Provident Bank-Riverside County Branches

7 **Shannon Eddy**
Executive Director
Large-Scale Solar Association

8 **Imran Farooq**
Principal and Owner
Omni International LLC

9 **Michael Gallo**
President and CEO
Kelly Space and Technology Inc.

10 **Chris Hill**
Vice President
Siemer & Associates

11 **Pamela Kan**
President
Bishop-Wisecarver Corporation

12 **Ro Khanna**
Counsel
Wilson Sonsini Goodrich and Rosati
Senior Advisor, San Francisco 49ers

13 **Stephen Levy**
Director and Senior Economist
Center of Continuing Study of the California Economy

14 **Laura Long**
Director of National Workforce Planning and Development
Kaiser Permanente

15 **James Mangia**
President and CEO
St. John's Well Child and Family Center

16 **Karl Mehta**
Venture Partner
Menlo Ventures

17 **Stephen Monteros**
Vice President, Operations and Strategic Initiatives
SIGMAnet

18 **Lisa Mortenson**
CEO
American Biodiesel, Inc. dba Community Fuels

19 **Nathan Nayman**
Principal
Nayman Strategies

20 **Catherine O'Bryant**
President
O'Bryant Electric Inc.

21 **Kim Parker**
Executive Vice President
California Employers Association

22 **Robert Redlo**
Consultant
Doctors Medical Center

23 **Michael Rossi**
Chair
Advisory Board, Shorenstein Properties LLC

Board Chairman, CounterPoint Capital Partners LLC

24 **Richard Rubin**
President
Richard A. Rubin Associates Inc.

25 **Alma Salazar**
Vice President of Education and Workforce Development
Los Angeles Area Chamber of Commerce
Unite-LA

26 **Annette Smith-Dohring**
Workforce Development Program Manager
Sutter Health-Sacramento-Sierra Region

27 **Bruce Stenslie**
President and CEO
Ventura County Economic Development Collaborative

COMMUNITY BASED ORGANIZATIONS

28 **Monica Blanco-Etheridge**
Senior Account Representative
The Rios Company

29 **Hermelinda Sapien**
CEO
Center for Employment Training

30 **Abby Snay**
Executive Director
Jewish Vocational Services-San Francisco

31 **Floyd Trammell**
Executive Director
West Bay Local Development Corporation Inc.

32 **Joseph Williams**
CEO
Youth Action Project

ORGANIZED LABOR

33 **John Brauer**
Executive Director of Workforce and Economic Development
California Labor Federation, AFL-CIO

34 **Ken Burt**
Political Director
California Federation of Teachers

35 **Bill Camp**
Retired

36 **Diane Factor**
Director
Worker Education and Resource Center (SEIU Local 721)

37 **Louis Franchimon**
Executive Secretary
Napa Solano Building Trades Council

38 **Jeremy Smith**
Deputy Legislative Director
State Building and Construction Trades Council

LEGISLATURE

39 **The Honorable Kevin Mullin**
Assembly Member
California State Assembly

40 **The Honorable Rudy Salas**
Assembly Member
California State Assembly

GOVERNMENT

41 **David Lanier** (Representing Governor Edmund G. Brown, Jr.)
Secretary
California Labor and Workforce Development Agency

42 **Diana S. Dooley**
Secretary
Health and Human Services Agency

43 **Brice Harris**
Chancellor
California Community Colleges Relations

44 **The Honorable Tom Torlakson**
State Superintendent of Public Instruction
California Department of Education

45 **Patrick W. Henning, Jr.**
Director
Employment Development Department

46 **Diane Ravnik**
Director
Division of Apprenticeship Standards
Department of Industrial

CHIEF LOCAL ELECTED OFFICIALS

47 **The Honorable Cindy Chavez**
County Supervisor
County of Santa Clara

48 **The Honorable Henry R. Perea**
County Supervisor
County of Fresno

ACADEMIC

49 **Laurence Frank**
President
Los Angeles Trade-Technical College

50 **Dr. Carol Zabin**
Director of Research
University of California at Berkeley Labor Center

NON-PROFIT ORGANIZATION

51 **Michael Kelly**
Executive Director
The Los Angeles Coalition for the Economy and Jobs

Priority of Service for Veterans

EDD is California's designated state workforce agency and administers the State's Jobs for Veterans Program Grant (JVSG). The JVSG supports two principal staff positions: Disabled Veterans' Outreach Program (DVOP) specialist; and Local Veterans' Employment Representative. The EDD operates and delivers outreach and career services to veterans with significant barriers to employment and employer outreach and workforce services with DOL-VETS funds.

To ensure access to services for veterans and veterans with significant barriers to employment, the state has established formal guidance regarding priority of service for veterans that all AJCC staff must follow. EDD Workforce Services Directive WSD08-10 provides this guidance. This guidance is being updated to include the new WIOA references and will be reissued once this is done.

Additionally, the state has prepared and delivered custom web training on veterans priority of service requirements in order to ensure that California continues to provide priority of service to California's veterans. This training is in accordance with the requirements of United States Code, Title 38, section 4215 of title 38; Priority of Service for veterans in DOL job training programs.

The JVSG program is the specific resource for assuring all veterans requiring more intensive services receive proper assistance, and are connected to all available assistance from partners in a comprehensive system. This is accomplished with specially trained EDD employees that have a veteran military service background.

Referral Service

California uses Veterans' Services Navigators (VSNs) as the first point of contact when veterans come into an AJCC. The VSN (Wagner-Peyser or partner staff) is the initial "triage" contact for veterans in order to address any significant barriers to employment and priority of services.

The Veterans' Intake Form (VIF) is a tool used to help determine if the veteran meets the eligibility definition of a veteran, eligible person, or spouse per DOL definitions. The VIF provides guidance to the VSN to conduct a needs-based determination to other resources that are available at the AJCC. When the VIF is completed by the VSN, the VSN will refer the veteran to a Disabled Veterans' Outreach Program specialist, Wagner-Peyser or other partner staff for further services.

Access for the Disabled

The state has existing policy guidance, which it will soon be updating and reissuing, regarding individuals with disabilities having equal access to services and information funded by WIA Title I programs and partner agencies:

• Workforce Services Directives WSD10-1 and WSD10-2 – *Nondiscrimination and Equal Opportunity Procedures* and *Biennial LWIA Self-Assessment,* respectively, communicate the requirements regarding compliance with state and federal disability laws and procedures for ensuring accessible physical environments for all customers, including individuals with disabilities.

In support of these policies, the State Board is an active member of DOR's SRC and the DOR represents individuals with disabilities on Local Boards. EDD maintains a Disability Policy Employment and Collaboration Unit (DPEC), whose primary objective is to develop both WIOA-required and discretionary partnerships to facilitate employment for individuals with disabilities.

The DPEC works with the State Board, Independent Living Centers, AJCCs, the DOR, Department of Developmental Services (DDS), and many other public and private stakeholders to improve employment opportunities for individuals with disabilities. The DPEC also encourages and assists stakeholders to train staff on disability awareness and effective service delivery. Some of the partnerships and activities supported by the DPEC include: Employment First, Youth Employment Opportunity Program, Youth Leadership Forum, Disability Employment Initiative and Disability Employment Accelerator.

AJCC Accessibility Certification

The State Board is committed to ensuring individuals with disabilities have physical and programmatic access to the AJCC system and services. The State Board, in consultation with chief elected officials and Local Boards, will establish objective criteria and procedures to evaluate the AJCCs and delivery system for effectiveness. The evaluation will include how well the local job centers ensure equal opportunity for individuals with disabilities to participate in or benefit from AJCC services. The evaluation must also include criteria evaluating how well the centers and local delivery systems take actions to comply with the disability-related regulations implementing WIOA section 188, set forth in 29 CFR part 37.

Access for Individuals with Limited English Proficiency:

The State policy for meeting the needs of Limited English Proficient (LEP) individuals is outlined in Workforce Investment Act Directive (WIAD) 04-20. Although the content has not significantly changed since it was last released, the directive is in the process of being reissued to reflect updated statutory citations. The guidance in WIAD04-20 contains three important steps for ~~Local Workforce Development Areas (~~Local Area~~)~~s in order to ensure that LEP

individuals receive, free of charge, the language assistance necessary to afford them access to the programs, services, and information being provided.

Step 1: Determining the Extent of Obligation to Provide LEP Services
An individualized assessment using the four key factors listed below should be applied by the Local Area when evaluating language needs and deciding on appropriate next steps. The objective of the four-factor analysis is to allow for a balance that ensures meaningful access for LEP customers to critical services, while not imposing undue burdens on the Local Area.

The four-factor analysis includes the following: (1) Tthe number or proportion of LEP persons served or encountered in the eligible services population; (2) Tthe frequency with which LEP individuals come in contact with the program; (3) Tthe nature and importance of the program, activity, or service provided by the recipient; and (4) Tthe resources available to the recipient and costs.

Step 2: Selecting Language Assistance Services
Once the level of obligation has been determined;, the second step is selecting the best method for providing language assistance. There are two primary ways to provide language services: oral interpretation, either in person or via a telephone interpretation service, and written translation. The correct mix of language assistance services should be based on what is both necessary and reasonable in light of the four-factor analysis.

When oral interpretation is needed, Local Areas should consider the following: ensuring the competence of the interpreters, hiring bilingual staff, hiring staff interpreters, contracting for interpreters, using telephone interpreter lines, using community volunteers or using family members or friends.

When written translation is needed, Local Areas should consider the following: the kinds of documents to be translated and their cultural relevance give the targeted audience, the language subject to interpretation, and the expertise of the translator(s).

Step 3: Develop an Implementation Plan on Language Assistance for LEP Persons
After completing the four-factor analysis and deciding what language assistance services are appropriate, the state strongly recommends that Local Areas develop a written implementation plan.

An effective implementation plan should address the following five elements: (1) Iidentification of LEP individuals who need language assistance; (2) Uuse of language assistance measures; (3) Sstaff training; (4) Iinformation dissemination to LEP persons; and (5) Mmonitoring and oversight, including updating the LEP plan.

In addition to these five elements, Local Areas are also encouraged to incorporate clear goals, management accountability and opportunities for community input during the development of their plans.

~~The State Board is committed to ensuring that individuals with limited English Proficiency are served by the AJCC system. Through bi-lingual staff, partnerships with organizations serving limited-English speaking indivuals, telephone and technology translations services, interpreters, and through co-enrollment with WIOA Title II, TANF, Refugee Employment Social Services and other partners, local boards and AJCC operators will ensure that limited English speakers are able to access services required to meet their education and training needs.~~

Chapter 8: Distribution of Funds for Core Programs (Corresponding to Operating Systems and Polices plan requirements delineated in WIOA Section 102(b)(2)(C)(iv) and corresponding DOL Planning Guidance Sections III (b)(5)

The planning guidance issued by DOL directs states to describe the methods and factors the state will use in the distributing funds under the core programs in accordance with the provisions authorizing such distributions. Specifically the guidance directs states to provide the following information:

- For Title I programs, a description of the polices for distributing funds to local areas for Youth, Adult, and Dislocated Worker programs
- For Title II, a description of the competitive grant process that ensures both effectiveness of programs and equitable access to eligible providers
- For Title IV, a description of the manner in which funds are distributed across agencies if a separate agency administers services for the blind

Distribution of Funds for Title I

EDD follows all applicable statutory requirements in determining the in-state distribution of funds for Title 1 youth, adult, and dislocated worker programs. Tables 1-4 on the pages that follow detail the methodology utilized for funds distribution.

Definition, Source, and Method of Calculating Factors for
PY 2016-17 Within State Allocations of Workforce Innovation and Opportunity Act (WIOA) Funds
YOUTH ACTIVITIES
Table 1

	UNEMPLOYMENT IN AREA OF SUBSTANTIAL UNEMPLOYMENT (ASU)	EXCESS UNEMPLOYMENT	DISADVANTAGED YOUTH
WIOA PLAN PROVISIONS	California will use the standard allocation method [referring to provisions of the Act of 2014] to distribute adult and youth funds		
WIOA 2014 LAW Chapter 2, SEC. 127 (b)(1)(C)(ii)	33 1/3 percent of the funds distributed on the basis of the relative number of unemployed individuals in areas of substantial unemployment in each Local Area, compared to the total number of unemployed individuals in areas of substantial unemployment in all Local Areas.	33 1/3 percent of the funds on the basis of the relative excess number of unemployed individuals in each Local Area, compared to the total excess number of unemployed individuals in all Local Areas.	33 1/3 percent of the funds on the basis of the relative number of disadvantaged youth in each Local Area, compared to the total number of disadvantaged youth in all Local Areas.
DEFINITION	**Either:** **A.** For any Local Area whose unemployment rate was 6.451 percent or above, total Local Area unemployment, **OR** **B.** Unemployment in a subpart of the Local Area comprised of one or more census tracts whose combined data meet the following criteria: **i.** Population of 10,000 persons or more. **ii.** Unemployment rate of 6.451 percent or more **iii.** Contiguous (i.e. tract boundaries must touch)	**The greater of:** **A.** The number of unemployed individuals in the Local Area less 4.5 percent of total Local Area labor force, **OR** **B.** The number of unemployed individuals in the Local Area ASU less 4.5 percent of total Local Area ASU labor force. But not less than zero. If both of the differences in A and B are less than zero, the factor value is zero.	Persons residing in the Local Area who are in poverty or are below 70% of lower living standard income level (LLSIL), between the ages of 16 to 21 years, excluding members of the armed forces and those attending college and not in the labor force
TIME PERIOD OF DATA In every case, factors are based on the most current data available in time to meet legislatively-mandated allocation milestones.	**Unemployment and unemployment rate:** Average of estimates for the 12 months ending in June of the year before the first calendar year of the upcoming program year. All data are on the benchmark effective at the time of the release of June estimates; the benchmark date is March of the preceding year. **PY 2016-17**, average of estimates for 12 months ending June 2015, March 2015 benchmark.	**Labor force and unemployment:** Average of estimates for the 24 months ending in December of the year before the first calendar year of the upcoming program year. All data are on the benchmark effective at the time of the release of December estimates; the benchmark date is March of the preceding year. **PY 2016-17**, average of estimates for 24 months ending December 2015 (prelim), March 2015 benchmark as adjusted by BLS.	**Disadvantaged youth:** American Community Survey five year moving average estimates from 2009 - 2013. **PY 2016-17**, Income reported in American Community Survey.
	Population, census shares and census tract boundaries: The census on which official labor force estimates for sub county areas are based. **PY 2016-17**, 2010 Census	**Census shares and census tract boundaries:** The census on which official labor force estimates for sub county areas are based. **PY 2016-17**, 2010 Census	
METHODS	**Unemployment and unemployment rate**: Official methods set out by the U.S. Bureau of Labor Statistics. Varies by type of geography. (See appendix.)	**Labor force and unemployment**: Official methods set out by the U.S. Bureau of Labor Statistics. Varies by type of geography. (See appendix.)	**Disadvantaged youth:** Use special tabulation of American Community Survey five year moving average estimates from 2009 - 2013 provided by ETA.
	Constructing the ASU: **Census tracts are selected to maximize unemployment in the ASU subject to the unemployment rate and population constraints.** **1.** The contribution or cost of adding a tract to the ASU is represented by the number of unemployed in the tract less 6.451 percent of the tract labor force. **2.** Optimal ASU tracts are those where the cumulative sum of contributions or costs in descending order of unemployment rate is equal to or greater than zero. Summing accounts for rate and size tradeoffs and allows tracts with rates below the ASU threshold rate to be included. **3.** Census tracts are mapped to check for contiguity. Optimal tract(s) that are not already contiguous are connected by bridging tracts. **4.** The contribution or cost of adding noncontiguous optimal tracts and their bridging tracts are calculated as a unit and then compared to low-rate contiguous tracts. Tradeoffs are made until the unemployment rate in the ASU is as near 6.451 percent without going under. **5.** The total population of the chosen tracts is checked to ensure the total population meets the 10,000 threshold.		
Source of Data	**1.** Official labor statistics as of August 2015. **2.** 2010 Census, Households only data.	**1.** Official labor statistics as of January 2016. **2.** 2010 Census, Households only data.	American Community Survey five year moving average 2009 - 2013, provided by ETA.

Note: In addition to factor data, allocation percentages are constrained to a minimum percentage as follows: Effective at the end of the second full fiscal year after the date on which the Local Area is designated, the Local Area shall not receive an allocation percentage for a fiscal year that is less than 90 percent of the average allocation percentage of the Local Area for the two preceding fiscal years. Amounts necessary for increasing such allocations to the Local Area to comply with the

preceding sentence shall be obtained by reducing the allocations to be made to the Local Area whose formula allotment percentage exceeds 90 percent of the prior two year average. Chapter 2, SEC. 128 (b)(2)(A)(ii)

Definition, Source, and Method of Calculating Factors for
PY 2016-17 Within State Allocations of Workforce Innovation and Opportunity Act (WIOA) Funds
ADULT ACTIVITIES
Table 2

	UNEMPLOYMENT IN AREA OF SUBSTANTIAL UNEMPLOYMENT (ASU)	EXCESS UNEMPLOYMENT	DISADVANTAGED ADULTS
WIOA PLAN PROVISIONS	California will use the standard allocation method [referring to provisions of the Act of 2014] to distribute adult and youth funds		
WIOA 2014 LAW Chapter 3, SEC. 132 (b)(1)(B)(ii)	33 1/3 percent of the funds distributed on the basis of the relative number of unemployed individuals in areas of substantial unemployment in each Local Area, compared to the total number of unemployed individuals in areas of substantial unemployment in all Local Areas.	33 1/3 percent of the funds on the basis of the relative excess number of unemployed individuals in each Local Area, compared to the total excess number of unemployed individuals in all Local Areas.	33 1/3 percent of the funds on the basis of the relative number of disadvantaged adults in each Local Area, compared to the total number of disadvantaged adults in all Local Areas.
DEFINITION	Either: **A.** For any Local Area whose unemployment rate was 6.451 percent or above, total Local Area unemployment, **OR** **B.** Unemployment in a subpart of the Local Area comprised of one or more census tracts whose combined data meet the following criteria: **i.** Population of 10,000 persons or more. **ii.** Unemployment rate of 6.451 percent or more **iii.** Contiguous (i.e. tract boundaries must touch)	**The greater of:** **A.** The number of unemployed individuals in the Local Area less 4.5 percent of total Local Area labor force, **OR** **B.** The number of unemployed individuals in the Local Area ASU less 4.5 percent of total Local Area ASU labor force. But not less than zero. If both of the differences in A and B are less than zero, the factor value is zero.	Persons residing in the Local Area who are in poverty or are below 70% of lower living standard income level (LLSIL), between the ages of 22 to 75 years, excluding members of the armed forces and those attending college and not in the labor force
TIME PERIOD OF DATA In every case, factors are based on the most current data available in time to meet legislatively-mandated allocation milestones.	**Unemployment and unemployment rate:** Average of estimates for the 12 months ending in June of the year before the first calendar year of the upcoming program year. All data are on the benchmark effective at the time of the release of June estimates; the benchmark date is March of the preceding year. **PY 2016-17**, average of estimates for 12 months ending June 2015, March 2015 benchmark.	**Labor force and unemployment:** Average of estimates for the 24 months ending in December of the year before the first calendar year of the upcoming program year. All data are on the benchmark effective at the time of the release of December estimates; the benchmark date is March of the preceding year. **PY 2016-17**, average of estimates for 24 months ending December 2015 (prelim), March 2015 benchmark as adjusted by BLS.	**Disadvantaged adult.** American Community Survey five year moving average estimates from 2009 - 2013. **PY 2016-17**, Income reported in American Community Survey.
	Population, census shares and census tract boundaries: The census on which official labor force estimates for sub county areas are based. **PY 2016-17**, 2010 Census	**Census shares and census tract boundaries:** The census on which official labor force estimates for sub county areas are based. **PY 2016-17**, 2010 Census	
METHODS	**Unemployment and unemployment rate**: Official methods set out by the U.S. Bureau of Labor Statistics. Varies by type of geography. (See appendix.)	**Labor force and unemployment**: Official methods set out by the U.S. Bureau of Labor Statistics. Varies by type of geography. (See appendix.)	**Disadvantaged adult:** Use special tabulation of American Community Survey five year moving average estimates from 2009 - 2013 provided by ETA.
	Constructing the ASU: **Census tracts are selected to maximize unemployment in the ASU subject to the unemployment rate and population constraints.** **Constructing the ASU:** **1.** The contribution or cost of adding a tract to the ASU is represented by the number of unemployed in the tract less 6.451 percent of the tract labor force. **2.** Optimal ASU tracts are those where the cumulative sum of contributions or costs in descending order of unemployment rate is equal to or greater than zero. Summing accounts for rate and size tradeoffs and allows tracts with rates below the ASU threshold rate to be included. **3.** Census tracts are mapped to check for contiguity. Optimal tract(s) that are not already contiguous are connected by bridging tracts. **4.** The contribution or cost of adding noncontiguous optimal tracts and their bridging tracts are calculated as a unit and then compared to low-rate contiguous tracts. Tradeoffs are made until the unemployment rate in the ASU is as near 6.451 percent without going under. **5.** The total population of the chosen tracts is checked to ensure the total population meets the 10,000 threshold.		
Source of Data	**1.** Official labor statistics as of January 2016. **2.** 2010 Census, Households only data.	**1.** Official labor statistics as of January 2009. **2.** 2000 Census, Summary File 3, P Tables.	American Community Survey five year moving average 2009 - 2013, provided by ETA.

Note: In addition to factor data, allocation percentages are constrained to a minimum percentage as follows: Effective at the end of the second full fiscal year after the date on which the Local Area is designated, the Local Area shall not receive an allocation percentage for a fiscal year that is less than 90 percent of the average allocation percentage of the Local Area for

the two preceding fiscal years. Amounts necessary for increasing such allocations to the Local Area to comply with the preceding sentence shall be obtained by reducing the allocations to be made to the Local Area whose formula allotment percentage exceeds 90 percent of the prior two year average. Chapter 3, SEC. 133 (b)(2)(A)(ii)

Definition, Source, and Method of Calculating Factors for
PY 2016-17 Within State Allocations of Workforce Innovation and Opportunity Act (WIOA) Funds
DISLOCATED WORKER ACTIVITIES
Table 3

	SHORT-TERM UNEMPLOYMENT INSURANCE PROGRAM CLAIMANTS	MID-TERM UNEMPLOYMENT INSURANCE PROGRAM CLAIMANTS	LONG-TERM UNEMPLOYMENT INSURANCE PROGRAM CLAIMANTS	LONG TERM CIVILIAN UNEMPLOYMENT
LOCAL AREA PLAN PROVISIONS	**10 percent** of the funds distributed on the basis of the relative number of short-term Unemployment Insurance (UI) program claimants (defined below) in each Local Area, compared to the total number of short-term UI program claimants in all Local Areas.	**30 percent** of the funds distributed on the basis of the relative number of mid-term UI program claimants (defined below) in each Local Area, compared to the total number of mid-term UI program claimants in all Local Areas.	**40 percent** of the funds distributed on the basis of the relative number of long-term UI program claimants (defined below) in each Local Area, compared to the total number of long-term UI program claimants in all Local Areas.	**20 percent** based on long-term unemployment, which is determined by the percentage of UI claimants drawing 15 weeks or more of benefits and multiplying this by the total civilian unemployed in the Local Area relative to the number in all Local Areas.
DEFINITION	**1)** Determine the distribution of UI claimants statewide by number of weeks of benefits paid. **2)** Identify the duration in weeks that divides the distribution into three parts; short-term, mid-term, and long-term. **3)** The number of UI claimants by Local Area in each duration category relative to the total number of UI claimants in each duration category among all Local Areas. All UI Program claimants, including but not limited to UI, federal civilian workers (UCFE), and military claimants (UCX).			**The product of:** **1)** percentage of all UI claimants whose mailing address was within the Local Area who drew 15 weeks or more of benefits in a calendar year, **and** **2)** total number of unemployed persons in the Local Area.
TIME PERIOD In every case, factors are based on the most current data available in time to meet legislatively-mandated allocation milestones.	Number of claimants whose benefit year ended during the two calendar years preceding the first year of the upcoming program year. **PY 2016-17:** Short-term UI claimants were determined using UI Program claimants whose benefit year ended during calendar years 2014 and 2015.	**PY 2008-09:** Mid-term UI claimants were determined using UI Program claimants whose benefit year ended during calendar year 2014 and 2015.	**PY 2008-09:** Long-term UI claimants were determined using UI Program claimants whose benefit year ended during calendar year 2014 and 2015.	**Unemployment:** Average of estimates for the 24-months ending in December of the year before the first calendar year of the upcoming program year. All data are on the benchmark effective at the time of the release of December estimates; the benchmark date is March of the preceding year. **PY 2016-17**, average of estimates for 24-months ending December 2015, March 2014 benchmark as adjusted by BLS. -
METHODS	Method was developed by Employment Development Department staff and was approved by the California Workforce Development Board. A count of the number of weeks claimed by all UI Program claimants are calculated to identify the duration of each claim. Then, based on a count of claimants by claim duration (number of weeks of benefits paid during the reference benefit year), the three cohorts -- short-term, mid-term, and long-term claimants -- are determined for the State. Each claim is geocoded using the claimant's address as a proxy for place of residence. The number of claimants by duration cohort are counted by the Local Area.			**Unemployment**: Official methods set out by the U.S. Bureau of Labor Statistics. Varies by type of geography. (See appendix.) **Ratio of long-term claimants:** **1.** Using the UI claimant by duration data developed for claimant cohort methods, count the number of claimants who received benefits for 15 weeks or more. **2.** The number of long-term claimants is divided by the total by Local Area, resulting in a percentage.
Source of Data	1. UI Program Administrative Records. 2. Geographic Information Systems (U.S. Composite Address Locator).	1. UI Program Administrative Records. 2. Geographic Information Systems (U.S. Composite Address Locator).	1. UI Program Administrative Records. 2. Geographic Information Systems (U.S. Composite Address Locator).	1. UI Program Administrative Records. 2. Geographic Information Systems (U.S. Composite Address Locator).

Note: In addition to factor data allocation percentages are constrained to a minimum percentage as follows: Effective at the end of the second full fiscal year after the date on which the Local Area is designated, the Local Area shall not receive an allocation percentage for a fiscal year that is less than 90 percent of the average allocation percentage of the Local Area for the 2 preceding fiscal years. Amounts necessary for increasing such allocations to the Local Area to comply with the preceding sentence shall be obtained by reducing the allocations to be made to the Local Area whose formula allotment percentage exceeds 100 percent of the prior 2 year average. Chapter 3, SEC. 133(b)(2)(B)(iii)

Definition, Source, and Method of Calculating Factors for

PY 2016-17 Within State Allocations of Workforce Innovation and Opportunity Act (WIOA) Funds

Official Methods for Calculating Labor Force Statistics by Geography

Table 4

LOCAL AREA

Local Area labor force statistics are the sum of labor statistics for the geographic areas included in the Local Area. The method of calculation varies by type of geography (i.e. cities and counties). For Local Area covering the balance of county, Local Area labor statistics are labor statistics for the county less the sum of labor statistics for all other Local Areas in the county.

California and Los Angeles County

Labor force statistics for Los Angeles County and the California balance of state (BOS) are estimated by a BLS Regression Model. The model is benchmarked to annual average data from the Current Population Survey (CPS). Inputs to the model are:

* Number of continued UI claims for California residents in the 7-week period preceding the week of the 12th.
* Wage and salary employment from the employer survey, for the pay period including the 12th of the month, benchmarked to the universe count of employment annually.
* Employment to population ratio and unemployment rate according to the household survey (CPS) concerning activities during the week of the 12th.
* Population controls are benchmarked to 2010 Census.

Other counties

Counties are apportioned model-estimated balance of state employment and unemployment according to the distribution of labor force statistics for counties estimated by the BLS Handbook Method. The method relies heavily on nationally observed trends and relationships; however, the following local data are used as input:

* Number of continued UI claims for California residents in the 7-week period preceding the week of the 12th.
* Local area wage and salary employment from a survey of local employers, for the pay period including the 12th of the month, benchmarked to the universe count of employment annually.
* Commute patterns data used to convert wage and salary employment by place of work into persons employed by place of residence.
* Ratios of all employment other than nonfarm wage and salary (including self-employment and agricultural employment) to total employment.

Sub county areas, including cities and census tracts

Estimates are made using the BLS Census Share Method. Cities and census tracts are apportioned county employment and unemployment in the current period according to the ratio of city or tract household employment and unemployment to county-level household employment and unemployment as of the 2010 Census.

Labor Market Information Division (LMID)
September 2015

Distribution of Funds for Title II

New and continuing agencies participated in an open competition in 2013–14 adhering to the twelve considerations in the WIA of 1998. Successful applicants were given the opportunity to continue to receive funds through a simplified reapplication process for 2014–15 and 2015–16. For the grant year of 2016–17, a new competitive application process will be executed adhering to the thirteen considerations in the WIOA, Title II: AEFLA, effective July 2014. This will be followed with a re-application process in years two and three. Only those grantees in good standing are allowed to reapply for continued funding.

The CDE uses 82.5 percent of the state allocation for local assistance grants. Local assistance grants and contracts are based on the following priorities: (1) populations with greatest need and hardest to serve, which includes adult learners who are performing below the eighth grade level, (2) populations performing at or above the eighth grade level, but who do not have a high school diploma or its equivalent, and (3) incarcerated adults or eligible adults residing in state hospitals who perform below the high school graduation level.

For leadership activities, the state allocates 12.5% to provide support for: (1) data and accountability, (2) technology and distance learning and, (3) professional development.

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

Needs Assessment: The degree to which the provider is responsive to (A) regional needs as identified in the local plan under section 108; and (B) serving individuals in the community who are identified in such plan as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills and who are English language learners.

Individuals with Disabilities: The degree to which the provider is able to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

Past Effectiveness: The degree to which the provider demonstrates past effectiveness in improving the literacy of eligible individuals, to meet state-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy.

Alignment with One-Stop Partners: The degree to which the eligible provider is responsive to, and demonstrates alignment between, proposed activities and services and the strategy and

goals of the local plan under section 108, as well as the activities and services of the One-Stop partners.

Intensity, Quality, and Instructional Practices: The degree to which the eligible provider's program is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and uses instructional practices that include the essential components of reading instruction.

Research-Based Educational Practices: The degree to which the eligible provider's activities, including reading, writing, speaking, mathematics, and English language acquisition instruction, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice.

Effective Use of Technology: The degree to which the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.

Integrated Education and Training: The degree to which the eligible provider's activities offer learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.

Qualified Staff: The degree to which the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the state, where applicable, and who have access to high quality professional development, including through electronic means.

Partnerships and Development of Career Pathways: The degree to which the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, Local Boards, One-Stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways.

Flexible Schedules and Coordination with Support Services: The degree to which the eligible provider's activities offer flexible schedules and coordination with federal, state, and local support services (such as child care, transportation, mental health services, and career

planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.

Data Collection: The degree to which the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance.

English Language Acquisition and Civics Education: The degree to which the eligible provider has a demonstrated need for additional English language acquisition programs and civics education programs.

The CDE uses developed internal processes to ensure that there is direct and equitable access to the grant funds. All currently funded providers, public adult schools listed in the current *California Public School Directory*, and all other identified eligible agencies receive a grant or contract application notification by e-mail. This includes all known community-based organizations, community colleges, libraries, literacy councils, public housing authorities, and any other provider that is eligible pursuant to Section 203(5). An announcement is posted by February on the CDE funding profile website at http://www.cde.ca.gov/fg/fo/af/. In addition to the general distribution of the sections 225 and/or 231 application notifications, CDE will post a notice of the availability of funding on the website maintained by OTAN. In addition, the CDE provides application information at conferences, workshops, and other activities attended by potential providers.

The CDE requires all eligible providers for sections 225 and/or 231 to use the same application process. This ensures that all applications are evaluated using the same rubric and scoring criteria. Statewide leadership activities are provided through contracted service providers in compliance with state contracting requirements. The CDE has also developed interagency agreements with the CDCR, Department of Developmental Services, and the CYA to provide the appropriate and necessary services for institutionalized adults.

The CDE ensures that all eligible providers have direct and equitable access to apply for grants or contracts. It also ensures that the same grant or contract announcement, application, and proposal process is used for all eligible providers. During the initial period of the grant submission process, any eligible agency that contacts CDE with an interest in participating will be provided the information needed. The CDE sends notification of availability of applications to all potential new adult education providers in the years when the RFA is open to new applicants. The CDE believes that these approaches meet the requirements specified in AEFLA and is satisfied that every effort is made to ensure direct and equitable access.

Distribution of Funds for Title IV

A state may be designated as a combined agency, which serves all individuals with disabilities in the state; a general agency, which serves all individuals with disabilities, except those who are blind or visually impaired; or as a state agency for the blind, which provide services only for individuals who are blind or visually impaired.

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

Chapter 9: Summary and Concluding Remarks

California's Strategic Workforce Development Plan: *Skills Attainment for Upward Mobility; Aligned Services for Shared Prosperity* was developed through collaborative partnerships with the following entities:

- Labor and Workforce Development Agency (Local Area)
- California Workforce Development Board (the State Board)
- California Community Colleges' Chancellor's Office (CCCCO)
- California Department of Education (CDE)
- California State Board of Education (SBE)
- Employment Development Department (EDD)
- Department of Rehabilitation (DOR)
- Department of Social Services (DSS)
- Health and Human Services Agency (HHS)
- Employment Training Panel (ETP)
- Governor's Office of Business and Economic Development (GO~~o~~-Biz)
- The California Workforce Association
- The California Welfare Directors Association

This state plan combines both federal and state planning mandates into a single document and serves as the state's four year WIOA unified plan. This plan has three policy objectives:

- Fostering "demand-driven skills attainment". Workforce and education programs need to align program content with the state's industry sector needs so as to provide California's employers and businesses with the skilled workforce necessary to compete in the global economy.
- Enabling upward mobility for all Californians, including populations with barriers to employment. Workforce and education programs need to be accessible for all Californians and ensure that everyone has access to a marketable set of skills, and is able to access the level of education necessary to get a good job that ensures both economic self-sufficiency and economic security.
- Aligning, coordinating, and integrating programs and services to economize limited resources to achieve scale and impact, while also providing the right services to clients, based on each client's particular and potentially unique needs, including any needs for skills-development.
- ~~Fostering "demand-driven skills attainment". Workforce and education programs need to align program content with the state's industry sector needs so as to provide~~

~~California's employers and businesses with the skilled workforce it needs to compete in the global economy.~~

- ~~Enabling upward mobility for all Californians, including populations with barriers to employment. Workforce and education programs need to be accessible for all Californians and ensure that everyone has access to a marketable set of skills and is able to access the level of education necessary to ensure economic self-sufficiency and security.~~
- ~~Aligning, coordinating, and integrating programs and services to economize limited resources while also providing the right services to clients, based on each client's particular and potentially unique needs so as to facilitate skills-attainment.~~

In furtherance of these policy objectives, the Secretary of Labor and Workforce Development, the State Board chair, and the community college chancellor have agreed to aspirational ~~quantitative~~ goals which the state will use to measure progress towards obtaining its policy objectives. Between 2017 and 2027, the state will produce a million middle-skill, industry-valued and recognized postsecondary credentials. During this time the state will also double the number of people enrolled in apprenticeship programs. The State Plan envisions achieving these goals by using seven program strategies:

- Sector strategies: aligning workforce and education programs with leading and emergent industry sectors' skills needs. The success of these efforts will depend on the depth of industry engagement.
- Career pathways: enabling of progressive skills development through education and training programs, using multiple entry and exit points, so that each level of skills development corresponds with labor market gains for those being trained or educated. These pathways should be flexibly designed and include, where necessary, remedial programming, so as to allow those with basic skills deficiencies the ability to participate.
- Regional partnerships: building partnerships between industry leaders, including organized labor, workforce professionals, education and training providers, and economic development leaders to develop workforce and education policies that support regional economic growth. The success of these efforts will depend on the depth of industry engagement.
- "Earn and learn"—using training and education best practices that combine applied learning opportunities with material compensation while facilitating skills development in the context of actual labor market participation. The success of earn and learn programs depends on sustained employer engagement, and where appropriate, the involvement of organized labor, especially as this pertains to the development of partnerships with labor-management apprenticeship and pre-apprenticeship programs.

- Supportive services: providing ancillary services like childcare, transportation, and counseling to facilitate program completion by those enrolled in training and education courses.
- Creating cross-system data capacity: using diagnostic labor market data to assess where to invest, and also, the use performance data to assess the value of those investments.
- Integrated service delivery: braiding resources and coordinating services at the local level to meet client needs.~~Sector strategies: aligning workforce and education programs with leading and emergent industry sectors' skills needs.~~
- ~~Career pathways: enabling of progressive skills development through education and training programs, using multiple entry and exit points, so that each level of skills development corresponds with a labor market payoff for those being trained or educated.~~
- ~~Regional partnerships: building partnerships between industry leaders, workforce professionals, education and training providers, and economic development leaders to develop workforce and education policies that support regional economic growth.~~
- ~~"Earn and learn"—using training and education best practices that combine applied learning opportunities with material compensation, while facilitating skills development in the context of actual labor market participation.~~
- ~~Supportive services: providing ancillary services like childcare, transportation, and counseling to facilitate program completion by those enrolled in training and education courses.~~
- ~~Creating cross-system data capacity: using diagnostic labor market data to assess where to invest, and also, the use performance data to assess the value of those investments.~~
- ~~Integrated service delivery: braiding resources and coordinating services at the local level to meet client needs.~~

The role of state agency and state department plan partners under this plan is to provide policy direction, program oversight, support, and technical assistance for and to local and regional service providers covered by the plan who will partner at the regional and local level to implement the policy direction of the State Plan.

Regional Plans and "Regional Sector Pathways"

Regional plans and partnership required by WIOA will function under this State Plan as the primary mechanism for aligning educational and training provider services with regional industry sector needs. Regional efforts are expected to build upon the ongoing regional work taking place under the SlingShot Initiative.

Alignment at the regional level will be accomplished through the regional implementation of three of the seven policy strategies emphasized by the State Plan. These include sector

strategies, career pathways, and organized regional partnerships. All three of these policies will be required under the regional planning guidance issued by the State Board to Local Boards organized into the regional planning units required under WIOA Section 106.

A primary objective and requirement of regional plans will be to work with community colleges and other training and education providers, including the state's Adult Education Block Grant regional consortia to build "regional sector pathway" programs, by which we mean career pathway programs that result in the attainment of industry-valued and recognized postsecondary credentials aligned to regional industry workforce needs.

Local Plans and American Job Centers of California

Under the State Plan, the purpose of local workforce plans and partnerships is to facilitate access to workforce services at the local level.

Local workforce development plans will ensure a baseline level of WIOA core program alignment compliant with federal regulations at the local level, in and through the AJCCs, the state's One-Stop system, so that program services are coordinated, and when appropriate, integrated to make accessible a menu of customizable services available to clients on the basis of client needs.

Under this State Plan and all relevant policies issued by the state concerning One-Stop design, operations, and partnerships, locals will be directed to operate One-Stops as an access point for programs that provide for "demand-driven skills attainment." From this perspective, One-Stops will be operated as an "on ramp" or "gateway" to the "Regional Sector Pathways" programs either built-out or identified through the regional planning process described above.

In Conclusion

This State Plan is a living document and is subject to change by the State Board and its partners as California moves forward to implement WIOA. Over the next two years the state will implement this plan and will revisit the content of the plan and submit any necessary revisions to the federal government in 2018.

~~This is the initial draft of the State Plan. The plan is being provided to State Plan partners, stakeholders, and the public for comment. Following public comment, the Plan will be revised as appropriate.~~

Appendix A: Title I Program Specific Requirements and Assurances

Table of Contents

List of Local Workforce Development Areas in the State 2

The process used for designating local areas and the process used for identifying region and planning regions..... 4

Appeal Process for Designation of Local Workforce Development Areas..... 6

Appeal process for Infrastructure Funding 7

State policies or guidance for the statewide workforce development system and for use of State funds for workforce investment activities. 7

Governor's set aside funding. Rapid Response funds, and layoff aversion strategies 10

State policies and procedures to provide Rapid Responses in cases of natural disasters..... 11

Early intervention and TAA 11

Alternative Training Models 12

Registered Apprenticeship..... 13

Grants for youth activities 15

Youth Program elements described in WIOA section 129(c)(2). 16

State policy for "requires additional assistance to complete and educational program, or to secure and hold employment" 17

The State's definition of "alternative education". 17

Basic skills deficient definition 18

TITLE I-B ASSURANCES 19

List of Local Workforce Development Areas in the State

Alameda County Workforce Development Board

Anaheim Workforce Development Board

Contra Costa County Workforce Development Board

Foothill Workforce Development Board [Cities of Arcadia; Duarte; Monrovia; Pasadena; Sierra Madre; and South Pasadena.

Fresno County Workforce Development Board - Workforce Connection

Golden Sierra Workforce Development Board [Placer, El Dorado, Alpine]

Humboldt County Workforce Development Board

Imperial County Workforce Development Board

Kern, Inyo, & Mono County Workforce Development Board

Kings County Workforce Development Board

Los Angeles City Workforce Development Board

Los Angeles County Workforce Development Board

Madera County Workforce Assistance Center

Marin County Workforce Development Board

Mendocino County Workforce Development Board

Merced County Workforce Development Board

Monterey County Workforce Development Board

Mother Lode Job Connection [Amador, Calaveras, Mariposa & Tuolumne]

Napa-Lake Workforce Development Board

North Central Counties Consortium [Colusa, Glenn, Sutter, & Yuba Counties]

North Valley Job Training Consortium (NoVa) [San Mateo County and Cities of Cupertino, Los Altos, Milpitas, Mountain View, Palo Alto, San Mateo, Santa Clara & Sunnyvale]

Northern Rural Training & Employment Consortium (NoRTEC) [Butte, Del Norte, Lassen, Modoc, Plumas, Siskiyou, Shasta, Tehama & Trinity Counties]

Oakland Workforce Development Board

Orange County Workforce Development Board

Pacific Gateway Workforce Development Network [Long Beach, Signal ~~Hiill~~Hill and LA Harbor communities]

Richmond Workforce Development Board

Riverside County Workforce Development Board

Sacramento Employment and Training Agency

San Benito County Workforce Development Board

San Bernardino City Workforce Development Board

San Bernardino County Workforce Development Board

San Diego Workforce Partnership, Inc.

San Francisco Workforce Development Board

San Joaquin County Workforce Development Board

San Luis Obispo County Workforce Development Board

Santa Ana Workforce Development Board

Santa Barbara County Workforce Development Board

Santa Cruz Workforce Development Board

San Jose/Silicon Valley WIN - Work 2 Future

Solano County Workforce Development Board

Sonoma County Workforce Development Board

South Bay Workforce Development Board [Cities of El Segundo, Gardena, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Manhattan Beach, Torrance, Carson, Lomita, & Redondo Beach]

Southeast Los Angeles County Workforce Development Board (SELACO) [Cities of Artesia, Bellflower, Cerritos, Downey, Hawaiian Gardens, Lakewood, & Norwalk]

Stanislaus River Valley Alliance

Tulare County Workforce Development Board

Ventura County Workforce Development Board

Verdugo Workforce Development Board [Cities of Burbank, Glendale, and Pasadena)

Yolo County Workforce Development Board

The process used for designating local areas and the process used for identifying region and planning regions

Formatted: Normal

The state's process used for designating local areas is included in Directive WSD 14-10. It includes procedures for determining "performed successfully" and "sustained fiscal integrity" are as follows:

Performed Successfully - a local area has achieved at least 80 percent of their local performance goal on each performance measure for PYs 2012-13 and 2013-14. (A local area is still eligible for initial designation if it achieved at least 80 percent of its local performance goal on seven or more of the performance measures during either PY 2012-13 or PY 2013-14. To remain eligible, the local area must attach a Corrective Action and Technical Assistance Plan (as required in WIA Directive WIAD06-10) to its initial local area designation and initial local board certification application.

Formatted: Font: Bold

A local area is ineligible for initial designation if it did not achieve at least 80 percent of its local performance goal on two or more performance measures during both PY 2012-13 and 2013-14.

Sustained fiscal integrity – the local area has not been found in violation of one or more of the following during PYs 2012-13 or 2013-14:

Formatted: Font: Bold

- Final determination of significant finding(s) from audits, evaluations, or other reviews conducted by state or local governmental agencies or DOL identifying issues of fiscal integrity or misspent funds due to the willful disregard or failure to comply with any WIA requirement, such as failure to grant priority of service or verify participant eligibility.

- Gross Negligence - defined as a conscious and voluntary disregard for the need to use reasonable care, which is likely to cause foreseeable grave injury or harm to persons, property, or both.

- Failure to observe accepted standards of administration. Local areas must have adhered to the applicable uniform administrative requirements set forth in Title 29 CFR Parts 95 and 97, appropriate Office of Management and Budget circulars or rules, WIA regulations, and state guidance. Highlights of these responsibilities include the following: timely reporting of WIA participant and expenditure data, timely completion and submission of the required annual single audit, have not been placed on cash hold for longer than 30 days (in alignment with WIOA Section 106[e][2])

The process used for identifying regions and planning regions is included in Directive WSD 15-17 ~~XX (awaiting EDD clearance and publicationreview)~~. Local Board placement in Regional Planning Units is based primarily on economic data, the location of WIOA client populations, the way these populations fit into regional economies, commute patterns between counties, and the geographic distribution of industry sectors.

While the boundaries of the proposed RPUs were largely set by giving weight to the foregoing economic data and by starting with regional economic market boundaries drawn by EDD's LMID, proposed RPU boundaries were modified to take into account the number of local areas in a region, the size of the area covered, and the boundaries and planning regions of existing regional workforce consortia.

In addition to the above, the following principles and other considerations were also applied to initially develop the boundaries of RPUs:

Principles

Formatted: No underline

Formatted: Left

- Local Boards will only be required to plan in one RPU.
- Local Boards will always plan in the macro-regional economic markets where the majority of their populations are located.
- RPUs respect the existing administrative boundaries of counties and Local Boards.
- Regional planning boundaries provide some deference to existing planning relationships, provided that Local Boards plan inside the macro-regional economic market where the majority of their populations reside.
- RPUs carved out of larger regional economic markets correspond, as much as possible, with the boundaries of sub-regional economic markets.

Other Considerations

Formatted: No underline

Formatted: Left

- RPU boundaries are typically consistent with, or nested inside, the historical economic development area boundaries determined by California's nonoperational Economic Strategy Panel.

- An examination of the location and number of Adult Education providers in the Adult Education consortia was undertaken to ensure that there were a sufficient number of providers in each ~~regional planning unit~~RPU.

Appeal Process for Designation of Local Workforce Development Areas
~~Appeal Process for Designation of Local Workforce Development Areas~~

Section 106(b) of the Workforce Innovation and Opportunity Act (WIOA) requires the Governor to designate local workforce development areas (local area) in the state and describes the evaluation criteria to be used to complete this mandatory activity. In instances where a local area is not granted designation, the chief local elected official or his representative may file an appeal to the State Board. Further, if the appeal does not result in designation, the local chief elected official or designated representative may request a review of that determination by the federal Secretary of the Department of Labor.

This Appeal process is described below:

1. The chief local elected official or his/her representative must file a written appeal to the State Board within 15 business days from receipt of a written notification of the decision denying designation. The appeal must include the reasons and grounds for the appeal.

2. The State Board, within 30 business days of receiving an appeal of a Governor's decision to not grant designation to a local area, through its Executive Committee, shall appoint an independent hearing officer to review the appeal materials submitted by the chief local elected official or their designee.

3. The hearing officer will contact the parties no later than 10 business days after being notified of the appointment and will commence a 60 calendar day hearing process to review the appeal materials. The hearing officer also may, in his or her discretion, permit the parties to submit supplemental verbal or written testimony within that 60 day hearing process. Either party may request a hearing in lieu of a record review.

4. The hearing record will close 60 calendar days from the start of the hearing process.

5. Within 10 business days of the close of the hearing record, the hearing officer will submit a recommendation to the State Board ~~Chair~~ chair and the Secretary of the Labor and Workforce Development Agency, at which time the ~~Secretary~~ secretary and ~~Chair~~ chair will accept, reject, or modify the recommendation.

6. Within 5 business days of the final determination by the ~~Secretary~~ secretary and the ~~Chair~~chair, the State Board staff will inform the parties in writing of the final outcome of

the appeal and provide information how the parties may request a review of the decision to the federal Secretary of the Department of Labor.

Appeal process for Infrastructure Funding

Formatted: Normal

In accordance with WIOA, One-Stop partners may appeal the Governor's determination on the portion of funds to be provided for One-Stop infrastructure cost and request a hearing. A written appeal and request for a hearing must be mailed to the State Board within ~~twenty-one~~21 calendar days from the Governor's infrastructure cost determination.

The appeal must be in writing and state the grounds for the appeal. The appellant must describe how the Governor's infrastructure cost determination is inconsistent with proportionate share requirements, cost contribution limitations, and/or the cost contribution caps, in accordance with WIOA Notice of Proposed Rulemaking Section 678.750(b).

The appellant will be contacted within ~~ten~~ 10 calendar days of the receipt of the appeal and a hearing date will be scheduled. In order to ensure a prompt resolution of the appeal and distribution of funds in a timely manner, the appellant will receive a written decision no later than ~~fifteen~~15 calendar days after the hearing.

State policies or guidance for the statewide workforce development system and for use of State funds for workforce investment activities.

Formatted: Normal

Relevant California statutes are detailed in chapter seven, and this State Plan serves as a general policy framework for workforce programming in the state.

In general, California uses statewide funds to develop and fund innovative and dynamic initiatives that pilot new service delivery strategies and target specific populations throughout the state. These initiatives are aligned with the mission and direction of WIOA by assisting job seekers, especially job seekers with barriers to employment, with access to employment, education, training, and support services they need to succeed in the labor market while also matching employers with the skilled workers they need to compete in the global economy.

Below is a high level summary of several of some of California's current initiatives:

Service Delivery Initiatives

Workforce Accelerator Fund

The Accelerator Fund awards funds to design, develop, and implement projects that accelerate employment and reemployment strategies for California job seekers. These projects create and

prototype innovative strategies that bridge education and workforce gaps for targeted populations, and implement promising models and practices in workforce system service delivery infrastructure.

The Accelerator Fund fosters regional coordination among key partners, sector-based employment strategies, skill attainment though 'earn and learn" and other effective training models, and development of career pathways. Innovations that emerge from the prototypes are scaled and replicated across the state to incorporate new ideas into the workforce development system. These ideas have the potential to substantially increase effectiveness, scale, and/or capacity of existing workforce system programs and funding streams that serve target populations.

Through the Accelerator Fund, California creates ground up solutions to the challenges that keep job seekers with barriers to employment from achieving success in jobs and careers. Key populations targeted by this initiative include: long-term unemployed, returning veterans, individuals with disabilities, low-income workers, CalWORKs participants, disconnected youth, ex-offenders, and parents involved in family reunification systems.

The primary goals of the Accelerator Fund include:

- Improve labor market and skills outcomes for target groups through the development of strategies that fill gaps, accelerate processes, or customize services to ensure greater access to workforce services and employment opportunities.
- Create new models for service delivery and funding alignment that can be replicated across the state and tailored to regional needs.
- Implement, replicate, and/or scale successful innovations that emerged from past statewide fund projects and initiatives.
- Leverage state investments with commitments from industry, labor, public, and community partners.

SlingShot

The SlingShot initiative provides funding to create new strategies that achieve scalable impact. Traditional workforce, education, and economic development strategies do not have sufficient impact in helping enough workers to build needed skills, find good jobs and realize positive economic mobility. SlingShot rises to this challenge and provides a catalyst for workforce innovation and solutions.

SlingShot seeks to seed collaborative efforts by employers and industry, government, workforce and economic development, and education stakeholders within a region to identify and then work to solve employment challenges that slow California's economic engine – with regionally-selected solutions to regionally-defined problems.

SlingShot guiding premise contains five dimensions:

- California is a collection of distinct regional economies; aligning our work at that level will be more effective than either city/county/district level efforts or statewide strategies.
- The workforce systems must accelerate education, employment, and economic development for those Californians in danger of being left out of our state's prosperity.
- California's regions face no shortage of vexing workforce challenges. Slingshot offers an opportunity to take on a tough issue that if solved would meaningfully move the needle on employment.
- All strategies need to be grounded in effective use of data and metrics.
- In an era of perpetual economic volatility, traditional programs don't solve tough workforce challenges. Slingshot encourages regional partnerships to prototype new ideas, based on strong research and development, without fear of "failure" if the effort falls short of expectations. For every impactful practice that emerges, there will be others that are tried and then dropped for lack of sufficient impact.

Population Specific Initiatives

Disability Employment Accelerator

The Disability Employment Accelerator initiative supports local programs that facilitate employment of people with disabilities. The Disability Employment Accelerator engages businesses in high-growth industries and encourages them to develop training and service program for people with disabilities. It also promotes the development of skills so that participants can become competitive, successful and integrated members of the workforce.

Veteran's Employment-Related Assistance Program

The Veteran's Employment-Related Assistance Program awards grants to local entities that have demonstrated highly effective programs that met performance goals in serving veterans. The funds allow awardees to enhance their service-delivery infrastructure and improve partnerships with labor groups, business associations, and regional employers.

Work for Warriors Partnership

In 2012, the California Military Department established the Work for Warriors program. In partnership with the AJCCs, the State Board, and ~~the~~ EDD, the Work for Warriors interagency agreement complements and enhances services to California's veterans. The Work for Warriors program provides funding to reduce the unemployment rate among service members in the California National Guard and Reserve by directly placing them into gainful fulltime employment. The program matches the skill sets of service members, veterans, and their spouses with the needs of civilian employers. Additionally, the program also establishes partnerships with employers who understand hiring veterans is a good business decision.

Employer Engagement Project

The Employer Engagement Project fosters partnership with regional and statewide economic development entities to develop new strategies for employer engagement and methods to coordinate business service strategies. Employers play a vital role in the success of California's workforce. By developing partnerships with California's employers, the California workforce system thrives and creates avenues that promote innovative workforce solutions to match employers with job seekers.

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

Formatted

In California, the Governor sets aside the maximum twenty five percent (25%) of the state's Dislocated Worker allocation for the Rapid Response system and Additional Assistance (AA). Rapid Response activities have been delegated to Local Boards the California Labor Federation (CLF), Northern California Indian Development Council (NCIDC) and the Wagner-Peyser agency. The State Board's policy for distributing this Dislocated Worker funding is included in Directive 14-03 and allocates fifty percent (50%) of the funds to develop and implement proactive layoff aversion strategies and/or provide rapid response activities to impacted workers. The balance of this fund is held in reserve to provide AA to Local Boards that do not have sufficient dislocated worker and/or other resources to serve increased numbers of unemployed individuals due to natural disasters, plant closings, mass layoffs or other events. These AA funds are provided to Local Boards based on applications submitted and evaluated by the state and EDD. Directive 14-03 also provides the methodology for allocating these funds and the reporting of activities carried out using these funds.

California's decentralized Rapid Response system is led by staff of the Local Board. These local efforts are supported through four Regional Rapid Response Roundtables (RRRRT) partnerships, which meet on a regular basis to promote best practices, provide a forum for continuing education of the local practitioners and promote regional coordination. The four RRRRTs are comprised of the Local Boards in the regions of Southern California, the San Francisco Bay Area, the Central Valley and Northern California. This regional approach facilitates a timelier, coordinated response to local business needs and its workers, and the State Board the opportunity to communicate directly with the local staff providing these critical business and individual solutions. Partners participating in the RRRRTs include representatives from the State Board; Trade Adjustment Act (TAA); Wagner-Peyser Act; EDD, CLF; NCIDC; Covered California, and DOL Region VI Consolidated Omnibus Budget Reconciliation Act (COBRA) health coverage program.

Over the last two years, the State Board has allocated $8 million in AA funds to assist Local Areas develop and implement a proactive layoff aversion strategy. Directive 14-03 also provides Local Boards the policy framework and guidance as well as a method to document the successful efforts of these layoff aversion strategies. Many Local Areas are working in partnership with the Manufacturing Extension Partnership entities to identify employers that are at risk of layoffs and provide business solutions to help the employer retain those

employees, such as the Working Sharing Program that allows payments of unemployment insurance benefits to employees whose hours and wages have been reduced. This program helps employers avoid some of the burdens that accompany ~~the layoff situation~~layoffs.

The State Board is working with Local Boards and their staff and partner agencies to identify accurate and efficient ways to document these efforts within CalJOBS and develop a Return on Investment calculation that considers such elements as jobs retained; impacted workers returned to the workforce within seven days of layoff~~,~~; positive impact on the California Unemployment Insurance Fund; the employer's growth (increased sales; new employees, etc.) and the multiplier effect of these jobs being retained.

The State Board works directly with the Regional Rapid Response teams to provide and track labor market trends, increased unemployment insurance claims and public announcements through the Federal and California Worker Adjustment and Retraining Notification Act (WARN) notice systems. The WARN system is maintained by EDD and includes an alert component that quickly notifies the appropriate local elected officials and local Rapid Response team(s) when a California employer files the required WARN notice, so that these teams can respond as quickly as possible to these events. Guidance and instructions on the use of this system is included in EDD Information Notice WSIN 15-9. These local Rapid Response teams are comprised of Local Boards, EDD and when appropriate TAA, CLF and other partner agencies.

State policies and procedures to provide Rapid Responses in cases of natural disasters

In cases of natural disasters, the state's response efforts are coordinated by the California's Office of Emergency Services (CalOES). CalOES coordinates the overall state response to disasters with local, state, federal, and voluntary/nonprofit partners to administer recovery operations in the event of a disaster. California employs Rapid Response funding to conduct initial situation assessment to obtain preliminary data to draft a National Dislocated Worker (NDW) Grant application. The State Board recently implemented a Governor Reserve 25% Emergency Application process. Using the initial Rapid Response assessment data, the State Board, in partnership with EDD, works with the affected Local Board(s) to develop an immediate response, providing 'stop gap' funding for mitigation activities pending DOL approval of a NDW Grant.

The state coordinates Rapid Response and 25% AA activities with those funded by National Dislocated Worker Grants that are performed under the auspices of FEMA in order to ensure non-duplication and adherence to maintenance of effort requirements.

Early intervention and TAA

The Federal Regulations of the Trade Adjustment Assistance (TAA) program require coordinating the administration of the TAA program with the WIOA program to ensure trade-affected workers obtain all the benefits and services they are eligible to receive. This federal

mandate can be met through WIOA/TAA co-enrollment. The state and federal goal for WIOA/TAA co-enrollment is 100 percent statewide compliance. The state's 25% AA application requires the identification of TAA fund availability and how these resources will be leveraged with the Governor's 25% AA grant.

In June 2015, the EDD TAA program published TAA/WIOA co-enrollment guidelines, which stipulates TAA/WIOA co-enrollment begins with Rapid Response. The guidance requires WIOA Rapid Response and EDD TAA staff to coordinate Rapid Response efforts to ensure all applicable partners and required Rapid Response materials are available at each Rapid Response session. To assist Local Boards and partners, EDD has established a statewide TAA coordinator position, as well as out-stationed 5 regional TAA coordinators to provide TA to ~~local~~ Local ~~boards~~Boards, participate in Rapid Response orientations within their respective region, and assist in the development, coordination and monitoring/reporting of Governor's 25% AA and NDW grant applications. A TAA/WIOA comprehensive Technical Assistance Guide was included in the guidance to ensure Rapid Response staff understand and provide all potential trade affected workers with required TAA program information. The TAA/WIOA guidance is published in Workforce Services Directive WSD 14-15.

The regional TAA coordinators also participate in RRRRTs and the annual statewide RRRT conference to provide program status updates and further develop coordination among WIOA partners and other local and state stakeholders.

Additionally, the EDD's TAA program notifies all workers identified in a TAA petition through a TAA notification letter mailed directly to each worker. Although the notification letter is mailed to workers after they attend a Rapid Response orientation, the letter reinforces to the workers that TAA benefits and others services may be able to assist them in their transition back to the workforce. The letter outlines each benefit and service, clarifies program deadline dates, and provides access information to additional program guidance and job center locations.

Alternative Training Models

The State Plan utilizes ~~Alternative~~ alternative ~~Training~~ training ~~Models~~ models as a key component of the strategies described in ~~Chapter~~ chapter 3 of this Plan. "Earn and learn" models are also embedded in the three policy objectives of "Fostering demand-driven skills attainment," "Enabling upward mobility for all Californians, "and "Aligning, Coordinating, and Integrating Programs and Services." These ~~Alternative~~ alternative work models will be valuable in serving those with barriers, especially those identified as priority of service populations. Additionally, the State Board, working with the EDD, who administers the Eligible Training Provider List (ETPL) and local ETPL administrators, have revised the ETPL Policies and Procedures, which includes guidance on how to utilize ~~cohort~~ cohort-based training to facilitate the delivery of pre-apprenticeship and other skills to enable to participants successful entry into employment and a career pathway.

In addition, the Employment Training Panel has recently ~~taking~~ taken large strides in their efforts to partner with ~~local~~ Local ~~workforce development boards~~ Boards to implement new employee training to provide qualified and skilled new workforce, ~~and~~ using incumbent worker training as a means to enable labor retention and ensure workers have access to employer valued training programs to further their careers along the continuum of their career pathways.

Registered Apprenticeship

The incorporation of approved apprenticeships is a key facet and focus of the State Plan. One of the goals discussed in the State Plan is to produce a million "middle skill" industry valued credentials between 2016 and 2026. Apprenticeships will be a key strategy and component in enabling the State to achieve this goal. In initial efforts, the State Board has been working closely with the DIR/DAS and ~~local~~ Local ~~boards~~ Boards to ensure pre-apprenticeships were conducted in coordination with the DAS approved apprenticeship. To accomplish this, AB 554 ~~(Chapter XX, Statutes of 2015)~~ was the first step in ensuring quality pre-apprenticeship training curriculum was developed jointly between the ~~local~~ Local ~~boards~~Boards, the DAS approved apprenticeship and the regional Apprenticeship Coordinating Councils. These steps would more readily ensure the participants' acceptance into an approved apprenticeship program.

Another piece of the above goal is to double the number of people enrolled in apprenticeship programs during the same time period. Consistent with the WIOA provision regarding Training Services, administration of the Eligible Training Provider List (ETPL) and the eligibility of Apprenticeships for inclusion on the ETPL, the State Board has been working the DIR/DAS and the EDD, to ensure all the approved apprenticeship programs are included on the ETPL. The revised ETPL Policy and Procedures are included in WSD ~~XX~~ 15-07.~~XXXX (not finalized yet).~~

In addition, the Governor recently enacted AB 509 (H. Perea Jackson, Chapter 558, Statutes of 2015), which exempts specified pre-apprenticeship programs from state licensing requirements when they meet certain criteria. This provides a more efficient pathway from training into an apprenticeship program.

The State's criteria regarding local area transfer of funds between the adult and dislocated worker programs.

~~The~~ WIOA, upon approval by the Governor, allows for the transfer of up to 100 percent of funds between the adult and dislocated worker funding streams in order to allow Local Boards flexibility to provide services that meet the needs of the Local Area. State ~~policy WSD13-5~~ ~~is~~policy is included in Draft Directive WSDD-136 for public comment prior to being finalized. ~~the process of being updated to reflect current statutory guidance.~~

Formatted: Font: Not Italic

Formatted: Indent: Left: 0"

Formatted: Font: 12 pt

Transfer Criteria

In California, ~~the Employment Development Department (~~EDD~~)~~ has been given authority to approve transfers on behalf of the Governor. Transfer requests can be submitted any time during the two-year life of the funds. Transferred funds must stay within the original year of allocation and time period (i.e., July 1, first allocation funds, or October 1, second allocation funds).

The Local Area must submit transfer requests in writing to ~~the~~ EDD. The transfer request must include the reason and/or rationale for the transfer, and be approved and signed off by the Local Board. Considerations for review and approval by ~~the~~ EDD include the following:

- Changes in planned services to eligible participants.
- Unexpected layoffs requiring additional funds.
- Changes in the goals for serving eligible participants.
- Changes in labor market conditions.
- Effect of training on jointly funded employment and training programs in AJCCs.
- Effect on existing agreements for the delivery and/or coordination of employment and training services.
- Effect on current state and Local Area employment and training systems.
- Effect on the employment and training needs of eligible participants in the Local Area.

Implications of transferring 100 percent of funds

Formatted: Indent: Left: 0"

To the extent that a Local Area requests to transfer its entire allocation of dislocated worker funds to the adult program, the Local Area must be aware of the following implications pertaining to the transfer:

- ~~The~~ EDD will not consider Local Area requests for funding from the WIOA Dislocated Worker 25 Percent Additional Assistance funds to mitigate the loss of dislocated worker funds resulting from the transfer.
- All transfers of funds are subject to the WIOA adult program priority of service requirement stated in WIOA Section 134(c)(3)(E).

Participants

Formatted: Indent: Left: 0"

Participants served with transferred funds will be subject to the performance outcomes of the new funding source. For example, funds transferred from the dislocated worker to the adult

program will be attributed to the adult program and subject to adult accountability and performance outcomes.

Grants for youth activities

Local Boards operate as an access point for obtaining high-quality employment and training services. California seeks to invest WIOA youth funds in programs that employ best practices and incorporate concepts of youth development in order to meet the diverse needs of youth and young adults through integrated wrap-around services, with a particular focus on employment and post-secondary outcomes.

Local Boards should select service providers that:

- Employ proven recruitment strategies of effective outreach, engagement, enrollment, and retention of out-of-school youth.
- Demonstrate meaningful partnerships with eligible training providers, institutions of higher education, and employers from in-demand industries
- Offer a continuum of services that allow participants to obtain a GED/High School diploma, enroll into post-secondary education, and obtain employment within their chosen career path.
- Utilize career pathways and sector strategy models with a structured sequence of activities, as well as multiple entry and exit points that provide adequate supportive services.
- Use structured work-based learning, such as paid and unpaid work experiences and career exploration that leads to gainful employment.
- Provide intensive case management and support services to help youth overcome complex barriers, successfully complete the program, and retain employment.

Successful performance is a priority as it helps to measure the effectiveness of a local program. ~~Local Boards~~Local Boards are required to use CalJOBS^{SM}, California's labor exchange and database system, for participant and performance reporting. The selection of youth providers also requires an assessment of the provider's ability to meet participant and performance requirements set forth by the local administrative entity and the state.

Local Boards should assess the provider's:

- Experience managing contracts, performance records, and administrative structure, including records and retention, compliance and monitoring, internal audit procedures, and data management system.
- Ability to meet reporting deadlines.
- Planned performance and ability to track outcomes.

- Frequency of training and technical assistance provided on the performance indicators to ensure compliance with federal and state requirements.

Youth Program elements described in WIOA section 129(c)(2). [1]

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

Local Boards are directed to competitively procure high quality youth service providers that develop and implement effective youth programs by aligning career pathways, employment, training, education, and supportive services. Aligning strategic partnerships, communication, coordination, and collaboration among employers, educational partners, economic development entities, and service providers is the foundation of the ensuring access to all program elements.

~~The~~ WIOA contains two expenditure requirements related to out-of-school youth (OSY) and work experience. These expenditure mandates require Local Boards to shift policies toward serving OSY and expand the availability and participation of "earn and learn" models through work experience. A large percentage of the state's youth formula funds will be allocated OSY workforce investment activities and work experience expenditure requirements opportunities to engage underserved youth by providing employment and training to obtain employment or enroll in post-secondary education.

<u>75 Percent Expenditure Requirement</u>

WIOA prioritizes out-of-school youth as demonstrated by the minimum seventy-five percent expenditure requirement, therefore it is imperative for Local Areas to shift their local programs to serve OSY. At the time of enactment, several Local Areas in California were at or near the minimum seventy-five percent OSY expenditure requirement. Local Boards are engaged in strategies to increase their OSY expenditures through partnership and leveraged funding to meet the needs of underserved OSY. The availability of youth program element services such as financial literacy, entrepreneurship, work experience, and follow-up serves as a pivot toward self-sufficiency.

<u>Work Experience Expenditure Requirement</u>

The mandated twenty percent minimum work experience requirement aligns with California's ongoing support and utilization of "earn and learn" models such as paid and unpaid work experience, pre-apprenticeship, registered apprenticeship, on-the-job training, and internships

[1] Sec. 102(b)(2)(D)(i)(I)

where participants can receive concurrent academic and occupational education, job readiness training, and obtain employment skills. Work experience is a necessary investment to build the foundation for career exploration and guidance, continued support for educational attainment, provide opportunities for skills training in in-demand industries, and hopefully results with a good job or enrollment in post-secondary education.

State policy for "requires additional assistance to complete and educational program, or to secure and hold employment"

Local Boards may define "requires additional assistance" to complete an educational program, or to secure and hold employment. Possible definitions/criteria for individuals who require additional assistance include the following:

- Have repeated at least one secondary grade level or are one year over age for grade;
- Have a core grade point average (GPA) of less than 1.5;
- For each year of secondary education, are at least two semester credits behind the rate required to graduate from high school;
- Are emancipated youth;
- Have aged out of foster care;
- Are previous dropouts or have been suspended five or more times or have been expelled;
- Are court/agency referrals mandating school attendance;
- Are deemed at risk of dropping out of school by a school official;
- Have been referred to or are being treated by an agency for a substance abuse related problem;
- Have experienced recent traumatic events, are victims of abuse, or reside in an abusive environment as documented by a school official or other qualified professional;
- Have serious emotional, medical or psychological problems as documented by a qualified professional;
- Have never held a job (applies to older youth);
- Have been fired from a job within the twelve months prior to application (applies to out of school youth); and
- Have never held a full-time job for more than thirteen consecutive weeks (applies to out of school youth).

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

The State's definition of "alternative education".

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

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

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

The State definition, as defined in law, for not attending school and attending school

There is no definition in state law but a definition was developed by the state using CDE guidelines designed for data purposes for tracking those both in and out of school. The relevant definitions are as follows:

Attending School - An individual is considered to be attending school if the individual is enrolled in secondary or post-secondary school. These include, but are not limited to traditional K-12 public and private, and alternative schools.

Not Attending School - an individual who is not attending a secondary or post-secondary school.

Basic skills deficient definition

As referenced in WIOA, an individual is considered to be basic skills deficient if they are unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society.

Criteria used to determine whether an individual is basic skills deficient includes the following: Lacks a high school diploma or high school equivalency and is not enrolled in secondary education.

- Enrolled in a Title II Adult Education/Literacy program.
- English, reading, writing, or computing skills at an 8.9 or below grade level.
- Determined to be Limited English Skills proficient through staff-documented observations.
- Other objective criteria determined to be appropriate by the Local Area and documented in its required policy

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

Waivers: NA

TITLE I-B ASSURANCES

1. The state has implemented a policy to ensure adult program funds provide a priority in the delivery of career and training services to individuals who are low income, public assistance recipients or basic skills deficient;
2. The state has implemented a policy to ensure Local Areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist;
3. The state established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of Local Board members;
4. The state established written policy and procedures to ensure Local Boards are certified by the Governor every two years in accordance with WIOA section 107(c)(2);
5. The state established a written policy and procedure for how the individuals and entities represented on the State Board help to determine the methods and factors of distribution, and how the state consults with chief elected officials in Local Areas throughout the state in determining the distributions;
6. The state will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7);
7. The state distributes adult and youth funds received under WIOA equitably throughout the state, and no Local Area suffers significant shifts in funding from year-to-year during the period covered by this plan;
8. If a state board, department, or agency administers state laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;
9. Priority of Service for covered persons is provided for each of the Title I programs;
10. The state agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report; and
11. The state has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the state will annually monitor Local Areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3);

Appendix B: Title II Program Specific Requirements and Assurances

ADULT EDUCATION AND LITERACY PROGRAMS

The State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under title II, the Adult Education and Family Literacy Act (AEFLA).

(a) Aligning of Content Standards. Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

California adult education programs are implementing the College and Career Readiness Standards, and have already incorporated the Common Core State Standards as adopted by the SBE in the high school diploma programs. California *Education Code* requires that the adult education high school diploma meets the same standards as required for the K-12 high school diploma. In addition, local educational adult programs will continue to provide standards-based curriculum, instruction, and assessment focusing on the skills that enable learners to participate more fully within American society as citizens, workers, and family members. The CDE has developed and implemented model curriculum standards for ABE, ESL including EL Civics, and ASE.

(b) Local Activities. Describe how the state will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide adult education and literacy activities, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of local activities.

Funding WIOA, Title II: AEFLA Providers

New and continuing agencies participated in an open competition for 2014–15 adhering to the twelve considerations in the Workforce Investment Act of 1998. Successful applicants were given the opportunity to continue to receive funds through a simplified reapplication process for 2015–16 and 2016–17. For the grant year of 2017–18, a new competitive application process will be executed adhering to the thirteen considerations specified in the WIOA, Title II: AEFLA, effective July 2014. This will be followed with a re-application process in years two and three. Only those grantees in good standing are allowed to reapply for continued funding.

The CDE uses 82.5 percent of the state allocation for local assistance grants. Local assistance grants and contracts are based on the following priorities: (1) populations with greatest need and hardest to serve, which includes adult learners who are performing below the eighth grade level; (2) populations performing at or above the eighth grade level, but who do not have a high

school diploma or its equivalent; and (3) incarcerated adults or eligible adults residing in state hospitals who perform below the high school graduation level.

For Leadership Activities the state allocates 12.5 percent to provide support for: (1) data and accountability; (2) technology and distance learning; and (3) professional development.

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

1. **Needs Assessment:** The degree to which the provider is responsive to (A) regional needs as identified in the local plan under section 108; and (B) serving individuals in the community who are identified in such plan as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills and who are English language learners.

2. **Individuals with Disabilities:** The degree to which the provider is able to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

3. **Past Effectiveness:** The degree to which the provider demonstrates past effectiveness in improving the literacy of eligible individuals to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy.

4. **Alignment with One-stop Partners:** The degree to which the eligible provider is responsive to, and demonstrates alignment between, proposed activities and services and the strategy and goals of the local plan under section 108 as well as the activities and services of the one-stop partners.

5. **Intensity, Quality, and Instructional Practices:** The degree to which the eligible provider's program is of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains, and uses instructional practices that include the essential components of reading instruction.

6. **Research Based Educational Practices:** The degree to which the eligible provider's activities, including reading, writing, speaking, mathematics, and English language acquisition instruction, are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice.

7. **Effective Use of Technology:** The degree to which the eligible provider's activities effectively use technology, services, and delivery systems, including distance education

in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.

8. **Integrated Education and Training:** The degree to which the eligible provider's activities offer learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and exercise the rights and responsibilities of citizenship.

9. **Qualified Staff:** The degree to which the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the state, where applicable, and who have access to high quality professional development, including through electronic means.

10. **Partnerships and Development of Career Pathways:** The degree to which the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, social service agencies, business and industry, labor organizations, community-based organizations, and nonprofit organizations.

11. **Flexible Schedules and Coordination with Support Services:** The degree to which the eligible provider's activities offer flexible schedules and coordination with federal, state, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.

12. **Data Collection:** The degree to which the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance.

13. **English Language Acquisition and Civics Education:** The degree to which the eligible provider has a demonstrated need for additional English language acquisition programs and civics education programs.

Adult Education and Literacy Activities (Section 203 of WIOA)

The focus of adult education instruction in California will continue standards-based contextualized education (i.e., students are engaged in purposeful use of the language rather than learning about the language). Students can use the skills gained to achieve basic life skills, enhance employment and career opportunities, obtain citizenship, progress to career or

postsecondary programs, and function in English at high cognitive levels. The programs are offered in day, evening, and weekend formats, and through distance learning. Citizenship classes offer students instruction in history, geography, and government to prepare students for the citizenship and the nationalization interview tests. California adult programs promote progression from English language acquisition (ELA) to career education programs, once the student is proficient enough in English to be employable. Following is a brief description of the literacy programs' goals and objectives:

Adult Basic Education

The goal of the Adult Basic Education (ABE) program is to improve students' basic skills in language arts and mathematics. A model ABE program provides comprehensive services to meet the diverse educational needs of students and prepare them to transition to secondary education and job preparation classes.

ABE programs include literacy (reading and writing) and computational skills necessary for functioning at levels comparable to students in the first through eighth grade. Courses may be remedial for students or they may provide educational opportunities for students who speak, but do not read English. These programs are standards-based and are designed to teach the academic skills necessary for success and to help students become more productive community members. These programs are also designed to help students develop job readiness skills, find employment, advance on the job, or enter adult secondary education classes.

English Language Acquisition

Within the English Language Acquisition program, students are placed in appropriate skill-level classes through assessments of general language proficiency. There are six levels of instruction: beginning literacy, beginning low, beginning high, intermediate low, intermediate high, and advanced. The assessments for progressing from one level to another measure both general language proficiency and specific standards mastered. The key objectives for adult education English language acquisition are to:

- provide stress-free and comfortable learning environments in order to reduce anxiety that interferes with obtaining language fluency;
- integrate language acquisition with relevant life experiences, stressing the importance of critical thinking, problem solving, and self-sufficiency;
- use proficiency standards for assessing the major accomplishments of , students;
- develop students' receptive English language skills of listening and reading comprehension;
- develop students' productive English language skills of speaking and writing;
- provide students with the ability to use English that is accurate and appropriate in a variety of academic and social settings; and
- provide students with English language and citizenship instruction necessary to successfully complete the citizenship application and interview process.

Vocational English as a Second Language and Vocational Adult Basic Education
Economic development initiatives and the WIOA provide the impetus to develop literacy in a workplace context. Workforce literacy programs provide post-employment support to ensure that newly employed individuals can continue to gain the necessary language skills needed to stay employed or advance in the workforce. Vocational ESL (VESL) and Vocational ABE (VABE) have as their primary goal the development of knowledge and skills enabling students to obtain, retain, or upgrade their employment status. They contain the following elements:

- Instruction in a safe and accessible environment, including workforce and employment development centers
- Content specifically related to job skill requirements
- Growth and development of employees as technological advances occur
- Coordination of community resources to supplement program resources

Adult Secondary Education
The primary goal of the Adult Secondary Education (ASE) programs is to provide a curriculum that enables adults to attain a California high school diploma or a high school equivalency certificate. The ASE programs are performance oriented and deliver instruction through processes that facilitate, measure, and certify learning outcomes. Programs are conducted within flexible time limits, are relevant to the practical needs of adults, and teach the skills and knowledge necessary for self-sufficiency and employment.

Integrated Education and Training
Integrated Education and Training (IET) is defined as an education model that "combines occupational skills training with adult education services to increase the educational and career advancement of participants. In programs that deliver IET, adults participate in both occupational skills training and adult education services at the same time."

Through the adult education professional development leadership contractor, modules on IET are offered as a facilitated online course. The modules take educators and agency administrators through the process of developing plans for implementing one of four instructional models. These models integrate basic skills (i.e. ELA or ABE) with technical or occupational skills instruction.

Specific objectives for the IET are 1) analyze and cite reasons for implementing IET models after reviewing various resources; 2) define key terms and components of IET models; 3) assess the degree of readiness to implement an IET model; and 4) identify which IET models are best suited for the students and identify next steps to begin to implement them. Finally, effective implementation of a comprehensive IET model requires well-planned and integrated coordination of the program structure, student support services, and classroom activities. The IET training modules provided below are several options for agencies to choose the best method to meet their adult students' needs.

1. **Co-Teaching:** The co-teaching model involves skills instruction in a particular Career Technical Education (CTE) program along with basic language instruction, delivered in an integrated fashion. Team teaching and co-teaching are the main strategies used to deliver the curriculum. The language and basic skills instructor deliver literacy and language education while the CTE instructor teaches the related technical skills. After completion of the class, students are better prepared to transition to a related advanced CTE class or employment.
2. **Alternating Teaching:** In alternating teaching, students enroll in two different, but coordinated courses. For example, students interested in business careers might also attend a basic skills class. This class may incorporate important components of clerical jobs, such as customer service and answering the phone, etc., along with basic language or reading skills. After attending the basic skills class, students go to a technology class to learn the technical skills necessary to be successful in clerical occupations, such as using Excel, Word, PowerPoint, etc.
3. **Vocational English as a Second Language and Vocational Adult Basic Education:** VESL and VABE classes are intended to teach the English language through the context of a specific occupational skill. Upon completion of the class, it is intended that students will be employable and/or go to more advanced training in their chosen career pathway. For example, students with the goal of working as childcare providers might enroll in VESL or VABE classes in child development. The VESL and VABE instructors teach listening, speaking, reading, writing, grammar, and pronunciation in the context of child development. These VESL and VABE courses may include content in parenting, safety in the home, and child development content that is specifically designed to address the needs of lower level ESL students. Having completed a VESL or VABE class, the students have a better chance to be successful in the occupational training program.
4. **Cluster Vocational English as a Second Language/Vocational Adult Basic Education Class:** In a cluster VESL/VABE course, students enrolled in different career fields study together in a single VESL or VABE class. Total class time is optimally three to four hours. The first two hours are a VESL or VABE workplace focused class incorporating reading, writing, speaking, grammar, and pronunciation. During the second two hours, students work in groups in their career fields in the same classroom. They use career specific curriculum and materials.

Special Rule: California's funded agencies under WIOA that are awarded a grant or contract under this section shall not use any funds made available under this subtitle for adult education and literacy activities for the purpose of supporting or providing programs, services, or other activities for individuals who are not individuals described in subparagraphs (A) and (B) of Section 203(4), except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy services. In providing family literacy services under this subtitle, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this subtitle prior to using funds for adult education and literacy activities other than adult education activities (Section 231[d]).

(c) <u>Corrections Education and other Education of Institutionalized Individuals</u>. Describe how the state will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II subtitle C.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

Correctional Institution Programs

The WIOA expands the use of funds for adult education programs in correctional institutions. This includes the teaching of basic literacy skills including reading, writing, speaking, and math; special education programs; secondary education credit and high school diploma or equivalency programs, and career-integrated education and training. Correctional institutions must describe and define the academic program areas in their grant application, and describe how the agency will deliver any of these programs.

Section 225 funds are available to local education agencies that have contracts with the local sheriff departments responsible to manage the jail programs. Section 225 funds are also available to state correctional education programs. The applications submitted by local school districts, LEAs, and other state and local correctional education programs, must outline how the agency ensures participants' access to the programs if they are within five years of release.

As part of California Department of Corrections and Rehabilitation (CDCR)'s Division of Rehabilitative Programs, the Office of Correctional Education (OCE) offers various academic and education programs at each of California's adult state prisons. These programs are monitored by CDE through the compliance monitoring system, and CDCR is required to outline what components are delivered in these activities in the application for the WIOA grant funding.

Correctional Education programs within institutions demonstrate the operation of the various academic and career technical education programs addressing the requirements of the WIOA grant. The CDE partners with correctional education providers to develop a new integrated education training model that addresses the academic and career programming needs designed to support students' completion of a high school diploma or equivalency degree. The transitional plan for students' access to post-secondary education and career pathways is in development for correctional education to ensure students will have the 21st Century skills necessary to succeed once released.

The CDE works in partnership with correctional education providers by offering continued technical assistance in understanding and implementing the grant requirements. To ensure compliance with the law, the CDE continues to monitor the academic and career technical

programming, and reviews the financial records to ensure correctional education providers are allocating the grant funding to correctional education programs as required by law.

The CDE also ensures compliance with federal and state law as a member of the Corrections Rehabilitation Oversight Board (C-ROB). CDE monitors the academic rehabilitation process, and contributes to the annual report on academic programs in conjunction with other agencies in the annual report to the California Legislature.

Priority: WIOA supports educational and career advancement for incarcerated individuals. WIOA encourages states to provide a range of education and job training activities to promote successful reentry and reduce recidivism. Correctional institutions must describe in their grant application how they give priority to individuals most likely to leave the correctional institution within five years of participation in the program.

There are 35 state prisons, 5 developmental centers, and 4 state hospitals providing adult education programs to institutionalized adults and inmates. All 58 California counties provide education programs in county jail facilities. Other facilities such as state hospitals, rehabilitation centers, and limited retention facilities provide literacy services to inmates. These institutions often collaborate with adult schools, public libraries, and community based organizations.

(d) Integrated English Literacy and Civics Education Program. Describe how the state will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.

Describe how the state will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.

Describe how the Integrated English Literacy and Civics Education program will be delivered in combination with integrated education and training activities.

Describe how the program is designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program.

Integrated English Literacy and Civics Education

Integrated English Literacy and Civics Education (IEL/CE) is an important offering to California adult immigrant learners. WIOA added the term “integrated” to the present English Literacy/Civics Education program, and defines *Integrated English literacy and Civics* as:

Education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

California provides IEL/CE in three program focus areas: Citizenship Preparation, Civic Participation, and IET. Both Citizenship Preparation and Civic Participation focus areas document learning gains using academic pretests and post-tests along with performance-based additional assessments. In addition to pretests and post-tests, adult learners enrolled in Citizenship Preparation take the written Government and History for Citizenship test and the oral Citizenship Interview Test.

1. **Citizenship Preparation Program** has a primary focus to help adults obtain United States citizenship. Students benefit by preparing for the United States Citizenship and Immigration Services citizenship test. In addition, the CDE has added an oral practice test. It was determined that lack of English proficiency was a major obstacle for immigrants to pass the interview portion of the citizenship process. By adding the oral interview practice test, the adult learners are more comfortable and confident and better able to respond to questions.

2. **Civic Participation Program** has a primary focus on civic involvement. Agencies conduct community and student assessments and teach the language and literacy objectives that (1) best match their students' identified needs, and (2) will assist them in attaining mastery of a specific civic objective. Civic objectives meet the following criteria:

   - Integrate English language and literacy instruction into civics education
   - Focus on content that helps students understand the government and history of the United States; understand their rights and responsibilities as citizens; and participate effectively in the education, employment, and civic opportunities this country has to offer
   - Integrate active participation of the students in community activities

   Initially, the IEL/CE Program agencies developed 42 language and literacy objectives within five general categories. Agencies presently have the opportunity to add objectives as needs evolve, and there are now 48. The intention is to add 4 to 6 more language and literacy objectives in 2016 specifically focusing on integration into workforce preparation activities.

   Detailed information and descriptions of the language and literacy objectives and entire EL Civics program can be found at https://casas.org/training-and-support/casas-peer-

communities/california-accountability/el-civics. Each objective consists of a Civic Objective, Language and Literacy Objective, and an Additional Assessment Plan. This list of civic objectives offers a wide range of 30-hour courses integrated into the ELA curriculum. Agencies annually select objectives based upon a preliminary needs assessment through a survey of their students. Civic objectives are categorized as:

- Consumer Economics
- Community Resources
- Health
- Employment
- Government and Law

3. **IEL/CE in Combination with IET**

Section 243 of Title II AEFLA focuses on combining Integrated English Literacy and Civics Education with integrated education and training activities**.** Specifically, section 243 states as a goal that each program received funding under this section shall be designed to:

(1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
(2) integrate with the local workforce development system and its functions to carry out the activities of the program.

Most CDE adult education WIOA funded agencies provide IEL/CE programs which include Citizenship Preparation and Civic Participation as part of ABE and ELA courses. Agencies who offer CTE and ABE and ELA naturally blend these two programs by using one of the IET models as outlined in the IET section above. Agencies providing only ABE and ELA or only CTE programs will partner with other local providers to collaboratively deliver IET activities.

(e) State Leadership. Describe how the state will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

Section 223(a)(1)(A) states:

The alignment of adult education and literacy activities with other core programs and one-stop partners, including eligible providers, to implement the strategy identified in the unified State plan under section 102 or the combined State plan under section 103, including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities.

The CDE, in partnership with California Workforce Development Board (CWDB) and local providers, has implemented and aligned adult education and literacy activities with other core programs and one-stop partners. This includes the development of career pathways to provide access to employment and training services for individuals participating in adult education and literacy activities. This also includes state Adult Education Block Grant programming (pursuant

to Assembly Bill 104) to provide better coordinated services for adult learners leading to career pathways and employment opportunities. The WIOA Implementation Work Group is in the process of developing WIOA performance measures and multi-agency metrics, developing policy, catalyzing systems' alignment and regional collaboration, and determining any needed governance changes.

Section 223(a)(1)(B) states:

> *The establishment or operation of high quality professional development programs to improve the instruction provided pursuant to local activities required under section 231(b), including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the specific needs of adult learners, instruction provided by volunteers or by personnel of a State or outlying area, and dissemination of information about models and promising practices related to such programs.*

The CDE, as part of the leadership portion of the WIOA grant, has contracted with the American Institute of Research to provide adult education focused professional development to the sub grantees. The contract is designed to deliver strategic high quality professional development programs to improve instruction. This includes an emphasis on instruction incorporating the essential components of reading instruction. The professional development activities include the dissemination of information about many instructional models and promising practices to deliver adult education and workforce programs.

Section 223(a)(1)(C) states:

> *The provision of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title, including—*
>
> > *(i) the development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training;*
> > *(ii) the role of eligible providers as a one-stop partner to provide access to employment, education, and training services; and*
> > *(iii) assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies.*

The CDE, along with its leadership contractors, will continue to provide technical assistance and training to all of the local AEFLA providers in the following areas:

a. Scientific research-based instructional and programmatic practices focused on reading, writing, speaking, mathematics, English language acquisition, distance education, and staff training.
b. The integration of the AEFLA agencies as a one-stop partner to provide their students access to employment opportunities, job training skills and support services.

c. The use of technology to increase program efficiency in administration, curriculum delivery, and for student mastery.

Section 223(a)(1)(D) states:

The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State.

The CDE, along with its leadership contractors, has implemented a system that provides a sound monitoring and evaluation of the AEFLA programs. The CDE continues to conduct numerous training and technical assistance activities including providing models and information on proven practices within California programs. The CDE believes in providing high quality professional development to local providers to encourage continuous improvement in teaching practices.

With the opportunity provided by the WIOA, the CDE will work with the CWDB to strategically examine the technical assistance and professional services provided to forge continuous improvement. The CDE will provide technical assistance and training to local providers to meet the new performance measurements of WIOA. The CDE will continue to provide AEFLA providers research-based, best practice trainings, and technical assistance in the use of technology, data collection, and analysis.

State Leadership Activities under section 223

The CDE through contracts with three outside agencies collaborate to conduct state leadership activities. These contracts, funded through the leadership activities portion of the WIOA grant, provide a variety of services to support the grantees. The contracts are in the areas of:

1. Assessment and Accountability
2. Technology and Distance Learning
3. Professional Development

1. Assessment and Accountability

Assessment and accountability is a key component for tracking the progress and success of the students as well as the performance of local agencies to determine if they meet the goals and objectives of the WIOA. This contractor is responsible for providing a standardized assessment system for all levels of the ABE, ASE, and ELA programs. The contractor also collects and provides accountability data to the state. The electronic data system provides the required elements through the series of student progress assessments, as well as collection of demographic and goal attainment data. Sites participating in the federal data collection efforts receive agency-specific data results and are given technical assistance on analyzing the data for local reporting and program planning purposes.

The assessment and accountability contractor is responsible for the collection of data related to the integration of literacy and English language instruction with occupational skills training and promoting linkages with employers. By providing the assessments necessary to track this integration, agencies are better able to match their curriculum with the goals and objectives of the WIOA. Identifying curriculum frameworks and aligning rigorous content standards that specify what adult learners should know and be able to do in the areas of language arts, mathematics, and English language acquisition are priorities for a successful program.

This contractor is accountable for a statewide Web-based system for both data collection and assessment delivery. The contractor is also required to provide training to funded agencies to meet grant requirements. The training includes data collection, how to analyze the previous year's data, and discussions on the implications of the data. The contractor also must provide opportunities for networking among recipients so that they can share effective accountability practices.

The contractor is required to update and keep current pre/post testing instruments, training materials, student entry/exit records, and student testing records in order to maintain relevance in the changing world of adult education and workforce development training. The contractor is also required to make enhancements to the process for collecting, aggregating, analyzing, and reporting both quantitative and qualitative program data. It must work in coordination with other contractors to identify and address needs to improve the data collection process for federally funded programs in California. Finally, it must address the special needs of various populations such as individuals with disabilities.

2. Technology and Distance Learning

One of the main objectives of the technology and distance learning contract is the implementation of technology at both the agency administration and the classroom levels. The technology and distance-learning contractor incorporates curriculum for distance learning and provides professional development to support the use of instructional technology to deliver curriculum.

Working with the CDE, the contractor offers Internet resources and computer assisted and Web based instruction. The contractor provides a robust system of telephone and onsite technical support to ensure that the optimum usage of communication technology is a priority. In addition, the contractor is responsible for facilitating trainings in the use of best practices and provide technical assistance using a variety of delivery models.

The contractor is responsible for managing California's distance learning infrastructure and expanding the ability of adult education providers to (1) communicate with each other and their adult learners through multiple methods; (2) develop a teleconferencing capability; and (3) provide capacity building services to smaller agencies providing literacy services.

The contractor provides instructional technology support by improving and expanding on a variety of successful activities currently occurring throughout the state. These include researching and making available current information on new and emerging technologies and educational resources. An essential part of this contract is conducting training and workshops in all aspects of planning and implementing instructional technologies in education and training. The contractor helps providers implement best practices in computer assisted and/or Web-based instruction through demonstrations, and by disseminating information on successful models. The contractor also assists the CDE in the implementation of the California Adult Education Technology and Distance Learning Plan, which is a deliverable for all WIOA agencies.

Activities designed to help expand the expertise of adult education providers to adopt distance learning in their instructional strategies is also a priority. To facilitate integrated success among education agencies, the contractor provides an electronic collaborative environment. This includes discussion boards and work groups for the exchange of information about effective program models, teaching techniques, and curriculum. Piloting, implementing, evaluating, and disseminating models for learner-oriented Web sites to encourage students to obtain the knowledge and skills necessary for employment and self-sufficiency are priority objectives. Finally, providing technical assistance, staff training, and program marketing to ensure the optimum usage of communication technology by adult education providers and learners only strengthens distance learning for optimal usage of WIOA funds.

3. Professional Development

The goal is to support and continuously improve high performing literacy and basic skills adult education programs. The contractor is expected to design, implement, and operate a large-scale, statewide professional development project for all WIOA-funded agencies. Other priorities of this contract include facilitating the implementation of models for integrated education and training and career pathways. Additionally, the development and implementation of a system to assist in the transition from adult education to post-secondary education and training, including linkages with postsecondary educational institutions or institutions of higher education, is another priority. The development and piloting of strategies for improving teacher quality and retention are critical to the long-term success of adult education, and best practices in these areas are provided through this contract. The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies based on scientifically valid research, are included in the professional development activities provided to grant recipients.

All of these activities are essential components of the professional development contract in order to ensure the success of the agencies utilizing WIOA grants. These professional development activities are delivered through multiple formats including workshops, face-to-face trainings, mentoring, Professional Learning Communities, Communities of Practice, and

online activities, such as web-based trainings, and are specifically designed and focused on improving the quality of instruction.

Leadership Collaboration

The CDE and the contractors hold quarterly meetings to coordinate all activities listed in the sections above. This is to ensure that the contractors are working together with the same goals and objectives as outlined in the WIOA law. Responsibilities are outlined and tasks with appropriate action plans are devised. The purpose of the quarterly meetings is to make sure that services are provided efficiently, to avoid duplication of efforts, and to offer the maximum amount of coordination across all contractors and the CDE.

Leadership contractors work in collaboration with each other to identify and provide a wide range of activities designed to assist local agencies in increasing participation rates, improve instruction, provide student resources, and promote student success. Many of the professional development training modules created by the contractors feature an online component intended to support the on-site training provided. Web based seminars are created by the individual contractor or the CDE and hosted by the technology and distance learning contractor. A direct focus on promoting networking with a variety of local agencies, in order to locate appropriate support services for students as well as coordination with the local One-Stop Career Centers, is also a priority. Professional development conducted through these contracts provides maximum benefit for the WIA providers while incurring the lowest expense.

(a) Assessing Quality. Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

Assessing Quality

The CDE assesses the quality of providers through quarterly and annual evaluations. A major focus of these evaluations is to measure the effectiveness of state and local providers in attaining the core indicator performance levels negotiated with the ED. These evaluations also measure continued progress and improvement of the goals and objectives of the considerations in Section 231(e).

The CDE reviews (1) strategies, processes, and barriers to attaining the performance levels; and (2) quantitative and qualitative data to evaluate the progress and improvement of the programs.

The evaluations (1) collect local provider and student performance measures, (2) determine the level of student improvement, (3) identify program quality, and (4) determine the extent to which populations identified are served.

Results of the evaluations provide (1) relevant information about the effectiveness of adult education programs, (2) characteristics of the learners participating in the literacy programs, (3) analyses of learner gains and identification of emerging needs, and (4) the impact of local providers in meeting their identified performance standards.

Pursuant to Section 212 of the AEFLA, each agency must provide student progress measures obtained from all students who have attended at least 12 hours of instruction in programs receiving sections 225, 231 and 243 federal supplemental funds. Documented progress of student performance measures must include at a minimum:

- literacy skill level improvements in reading, writing, and speaking the English language, problem solving, numeracy, and other literacy skills;
- placement in, retention in, or transition into postsecondary education, training, unsubsidized employment, or career advancement; and
- a secondary school diploma or its equivalent.

All agencies are required to maintain individual student records for all students who have attended 12 hours of instruction. Each record must contain (1) student identification and demographic information; (2) attendance rates; (3) years of schooling and placement level at program entry; (4) initial learning goals; (5) specified pre- and post-testing student information; (6) entry and update records; and (7) other specified information necessary.

Monitoring and Program Evaluation

As part of the CDE's Federal Program Monitoring (FPM) system, the Adult Education Office has developed an instrument tracking the criteria outlined in the WIOA Title II law for running an effective and high quality program. The FPM process also evaluates fiscal and legal areas of responsibility. In addition, for on-going assessment purposes:

1. The CDE requires all agencies to submit quarterly reports that reflect student participation levels and progress.
2. The CDE conducts an annual comprehensive qualitative program survey. This survey is required of all participating agencies and involves practitioner focus groups and interviews of both teachers and students. The results provide recommendations for state level planning and development activities, identify best practices and emerging needs, and help focus professional development and training to ensure effective instructional programs for targeted populations.
3. The CDE presently incorporates the Core Performance Follow-up Survey system to track student outcomes in the areas of obtaining or retaining employment, as well as transitioning to postsecondary education or training. Under WIOA, the CDE in collaboration with the EDD will create an accountability system to track and report the employment follow up required by the new law.

Adult Basic Education and Literacy Programs and Certifications and Assurances

The Adult Education Family Literacy Act (AEFLA), as amended by Title II of the Workforce Innovation and Opportunity Act of 2014 (WIOA), (Public Law 113-128), requires the submission of a combined or unified California State Plan (CSP). California has designated the California Department of Education (CDE) to administer the funds designated for Adult Basic Education and Literacy Programs. The CDE assures that this plan serves as an agreement between California and the federal government under WIOA Title II, AEFLA. The CDE agrees to administer the CSP in accordance with applicable federal laws and regulations, including the following certifications and assurances:

1. *The plan is submitted by the State agency that is eligible to submit the plan;*
2. *The State agency has authority under State law to perform the functions of the State under the program;*
3. *The State legally may carry out each provision of the plan;*
4. *All provisions of the plan are consistent with State law;*
5. *A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan;*
6. *The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;*
7. *The agency that is submitting the plan has adopted or otherwise formally approved the plan; and*
8. *The plan is the basis for State operation and administration of the program;*

The CDE agrees to administer the WIOA Title II in accordance with applicable federal laws and regulations, including the following assurances.

1. *The eligible agency will expend funds appropriated to carry out Title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions);*
2. *The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;*
3. *The eligible agency will not use any funds made available under Title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA;*
4. *The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities;*
5. *The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program; and*

6. *Using funds made available under Title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.*

Additional: California Department of Education General Assurances and Certifications for fiscal year 2015-16. http://www.cde.ca.gov/fg/fo/fm/generalassurances2015.asp

Unemployment Insurance Involvement with WIOA

(a) Employment Service Professional Staff Development

(1) Describe how the State will utilize professional development activities for Employment Service staff to ensure staff is able to provide high quality services to both job seekers and employers.

The State will use professional development activities for Employment Services staff such as targeted training activities in specific program areas (Migrant Seasonal Farmworkers, Trade Adjustment Assistance Act, Unemployment Compensation, and Veterans) to ensure staff is able to provide high quality services to both job seekers and employers. These training activities will enable staff to assist job seekers with knowing and improving their skills, obtaining the best job possible, and progressing in a Career Pathway. Furthermore, these training activities will provide employers with access to qualified candidates and strengthen their business. Staff will be provided with the required information about programs and hear a consistent message regarding expected levels of performance, service delivery and service quality. Training will be provided throughout the State to promote consistency.

Training topics planned for the future include Migrant Seasonal Farmworker, Unemployment Compensation, and Veterans Services. The delivery methods of these trainings will include, but not limited to, workshops, seminars, on-the-job training, and web based technology.

(2) Describe strategies developed to support training and awareness across core programs and the Unemployment Insurance program and the training provided for Employment Services and WIOA staff on identification of Unemployment Insurance (UI) eligibility issues.

These strategies include:

- Provided training to Wagner-Peyser and WIOA staff on core programs, including California Training Benefits, Unemployment Insurance (UI), Trade Adjustment Assistance, Veteran's programs, Migrant Seasonal Farmworker, and Youth and Dislocated Worker programs.
- Developed and provided two hour training on the UI program. The training included UI claim filing eligibility basics, UI claim management, maneuvering UI's public facing computer system, and understanding notices sent to claimants. The UI programs. The UI training also included seek work requirements and the results of non-compliance.

(b) Explain how the State will provide information and meaningful assistance to individuals requesting assistance in filing a claim for unemployment compensation through one-stop centers, as required by WIOA as a career service.

California will meet the needs of customers requesting assistance in filing UI claims by providing direct customer assistance and guidance by appropriately trained, experienced, and skilled staff. These dedicated America's Job Center of California^{SM} (AJCC) staff will show customers how to use the EDD's two online options for submitting UI applications.

- The eApply4UI application guides the customer through a series of online questions to file their initial or reopen an existing claim.
- The UI Online^{SM} allows existing claimants to reopen their claim, along with many other user-friendly features to help customers manage their UI claims.

Additionally, if the AJCC staff determine an individual is unable to file a UI claim due to significant barriers that prevent the utilization of online tools (such as, language or disability), the customer will be directed to a phone line dedicated to serving the needs of those customers requiring more meaningful and personal assistance.

(c) Describe the State's strategy for providing reemployment assistance to UI claimants and other unemployed individuals.

California is committed to operating a customer-centric approach to delivering services to all job seekers. To accomplish this, a workgroup was formed to develop an improved model for delivering services. The workgroup identified the importance of moving towards seeing the UI claimant as a job seeker. This transition is key to providing re-employment assistance to the UI claimant. The workgroup identified the following base services for all job seekers:

- Greet customers to assist them with filing a claim for UI, if necessary, and and introduce them to AJCC services.

- Customers who elect to register in an AJCC to receive services will be provided: orientation skills assessment, review of skills assessment with trained staff and a re-employment plan to include:
  - ✓ Registration with California's labor exchange system (CalJOBS^{SM})
  - ✓ Scheduling re-employment workshops
  - ✓ Providing local Labor Market Information
  - ✓ Implementing a follow-up plan to maintain connection with the job seeker during the job search and after employment
  - ✓ Providing training information and application assistance

(d) Describe how the State will use W-P funds to support UI claimants, and the communication between W-P and UI, as appropriate including the following:

(1) *Coordination of and provision of labor exchange services for UI claimants as required by the Wagner-Peyser Act;*

Currently, the EDD requires all UI claimants (job seekers) to register into the state's labor exchange system, CalJOBS^{SM}, and create a resume. Once registered, job seekers have access to all of the online features, such as: searching for jobs, identifying employment trends and occupational information, using the virtual recruiter to automatically receive alerts of new jobs that match the job skills in their resume, having their resume viewable by employers registered in the system, and accessing local education providers and programs.

In addition, job seekers receive information on the W-P services available at the AJCCs. Job seekers can conduct self-service activities by using resources such as computers and phones to conduct job searches and create a resume through CalJOBS^{SM}, respond to employment opportunities, manage their UI claim through the EDD website, etc. In addition to self-service options, claimants can also receive staff-assisted services, such as job search workshops, assistance with access and navigating the CalJOBS^{SM} system, individualized labor market information, referral to veteran services, and referral to education, training, and supportive services.

(2) Registration of UI claimants with the State's employment service if required by State law;

The California Unemployment Insurance Code, Section 1253(b) and the California Code of Regulations, Title 22, Section 1253(b)-1, contain provisions that mandate the claimant, unless exempt, to register for work by entering a resume on CalJOBS^{SM} within 21 days after filing a UI claim.

When an individual files a UI claim, the EDD mails the *Notice of Requirement to Register for Work*, DE 8405, to the claimant providing the requirement to register in CalJOBS^{SM}, including the address and telephone number of their local AJCC. Additionally, the notice advises that failure to comply may result in denial of UI benefits. The UI claimant can walk-in or call the local AJCC for technical support on entering a resume on CalJOBS^{SM}.

The EDD automatically creates an account in CalJOBS^{SM} for all new UI claimants and generates notices to claimants that fail to enter a resume within 21 days. These notices require claimants to attend a Personalized Job Search Assistance workshop at a local AJCC. This workshop is designed to provide the UI claimants with employment services available through the AJCC, and to ensure that the claimant has their resume posted in the CalJOBS^{SM} system. UI

claimants that fail to post their resume in the system will have an alert posted to their account for determination by UI staff.

(3) Administration of the work test work test for the State unemployment compensation system, including making eligibility assessments (for referral to UI adjudication, if needed), and providing job finding and placement services for UI claimants;

The primary work test is done electronically using the EDD CalJOBS^{SM}, EDD UI Online^{SM}, and EDD Tele-Cert^{SM} systems:

- After the initial Unemployment Insurance (UI) claim is filed, UI claimants are required to register and create a resume in EDD CalJOBS^{SM}. Failure to do so is reported electronically to UI and a hold is placed that prevents eligibility to receive UI benefits for failure to comply. A resume in CalJOBS^{SM} is viewable for AJCC staff to refer the UI claimant to specific jobs or scheduled interviews when available.
- During subsequent weeks, UI claimants are required to submit a weekly certification that he or she meets all the following UI eligibility requirements to receiving UI benefits:
  - Be totally or partially unemployed.
  - Be unemployed through no fault of his/her own.
  - Be physically able to work.
  - Be available for work.
  - Be ready and willing to immediately accept work.
  - Be actively looking for work.

If the UI claimant is scheduled for any additional re-employment service appointments with AJCC staff such as Reemployment and Eligibility Assessment, Personalized Job Service Assistance, or Initial Assistance Workshop, failure to attend these appointments will also result in a subsequent hold preventing eligibility to receive UI benefits for failure to comply.

The secondary work test is done through AJCC staff. Currently, staff is directed to contact the UI Fraud Hotline at 1-800-229-6297 when they become aware of UI claimant's refusal of suitable employment or failure to attend scheduled interviews.

(4) Provision of referrals to and application assistance for training and education programs and resources.

In the current customer service delivery model the UI customers who attend the mandatory workshops are provided information in a group setting about the availability of training and the California Training Benefits program which allows the UI claimant, if eligible, to collect benefits and receive training. During these

presentations, customers who would like further information about training are referred to register in the AJCCs and to begin the process for gaining more information and assessments for qualification and application assistance.

Wagner-Peyser Agricultural Outreach Plan – PY 2016-2019

Introduction

California's Agricultural Outreach Plan (Ag Plan) sets policies and objectives in providing Wagner-Peyser (W-P) services to the agricultural community, specifically Migrant and Seasonal Farm Workers (MSFWs). The EDD provides these services through California's America's Job Center of California[SM] (AJCC) locations. The EDD ensures that MSFWs receive the full range of employment, training, and educational services on a basis which is qualitatively equivalent and quantitatively proportionate to services provided to non-MSFWs. This Ag Plan is submitted in accordance with the regulations at 20 CFR 653.107(d) to include:

1. **Assessment of the unique needs of MSFWs** in the area based on past and projected agricultural and MSFW activity in the State;
2. **Assessment of available resources for outreach;**
3. **Proposed outreach and planned activities** including strategies on how to contact MSFWs, activities planned for providing the full range of employment, and training services to the agricultural community;
4. **Compliance assurance** with requirements under 20 CFR 653.111 for significant MSFW one-stop centers;
5. **Review and Public Comment** from key stakeholders.

1. Assessment of the Unique Needs of MSFWs

Provides an assessment of the unique needs of MSFWs in the area based on past and projected agricultural and MSFW activity in the State.

(a) **Value of Agricultural Production**

Based on the most current data available, the value of total agricultural production in California, crop and livestock production combined, totaled $50.9 billion in 2013. This ranked California as the nation's largest agricultural producer in 2013, outpacing Iowa ($30.6 billion) and Nebraska ($23.1 billion). California alone accounted for about one-eighth (12.6 percent) of the national agricultural production. California was far and away the nation's leader in crop production in 2013, with crops produced valued at $38.1 billion. The State accounted for 17.3 percent of the value of total U.S. crop production.

In contrast, Iowa and Illinois were the second and third largest crop producing states in 2013, combining for 14 percent of total U.S. crop production. California's livestock production was valued at $12.8 billion in 2013, third highest among all states after Texas and Iowa. Table 1 shows the nation's largest agriculture, crop, and livestock producing states in 2013.

Table 1
Largest Agricultural Producing States in the United States in 2013
(Values are expressed as millions of dollars)

Total			Crop Production Only			Livestock Production Only		
	Value	Share of U.S. Total		Value	Share of U.S. Total		Value	Share of U.S. Total
United States	**$ 403,024**	-	**United States**	**$ 220,418**	-	**United States**	**$ 182,606**	-
California	$ 50,887	12.6%	California	$ 38,073	17.3%	Texas	$ 15,377	8.4%
Iowa	$ 30,592	7.6%	Iowa	$ 16,490	7.5%	Iowa	$ 14,103	7.7%
Nebraska	$ 23,087	5.7%	Illinois	$ 14,282	6.5%	California	$ 12,814	7.0%
Texas	$ 22,306	5.5%	Minnesota	$ 13,964	6.3%	Nebraska	$ 11,706	6.4%
Minnesota	$ 21,663	5.4%	Nebraska	$ 11,381	5.2%	Kansas	$ 8,990	4.9%
Illinois	$ 17,011	4.2%	Indiana	$ 7,807	3.5%	North Carolina	$ 8,305	4.5%
Kansas	$ 15,653	3.9%	North Dakota	$ 7,559	3.4%	Wisconsin	$ 7,883	4.3%
North Carolina	$ 12,682	3.1%	Ohio	$ 7,273	3.3%	Minnesota	$ 7,699	4.2%
Wisconsin	$ 12,009	3.0%	Washington	$ 7,113	3.2%	Georgia	$ 6,126	3.4%
Indiana	$ 11,396	2.8%	Texas	$ 6,928	3.1%	Oklahoma	$ 5,450	3.0%

Source: USDA, Economic Research Service

California's agricultural production increased in value by $3.9 billion (8.4 percent) from 2012 to 2013. Crop production in California increased $3.3 billion (9.5 percent) in value over the year, while livestock dropped $0.6 billion (5.2 percent). Over the two-year period from 2011 through 2013, California's agricultural production rose in value by $7.7 billion (17.7 percent). Crop production increased by $7 billion (22.7 percent) and livestock production grew by $0.6 billion (5.2 percent) over the two-year period.

In 2013, crop production accounted for nearly three-quarters (74.8 percent) of total agricultural production in California. By commodity group, fruit and nut products were valued at $20.8 billion in 2013, comprising over two-fifths (40.8 percent) of the total value of the state's agricultural products and more than half (54.6 percent) of the value of the crops produced in the state. Vegetables and melons were valued at $7.8 billion, accounting for over one-fifth (20.6 percent) of the value of crops produced in California. All other crops which include sugar beets, mint, floriculture, mushrooms, and miscellaneous crops were valued at $6.1 billion accounting for 15.9 percent of crops produced in the state in 2013.

Livestock and livestock products made up a little over one-quarter (25.2 percent) of the total value of California's agricultural production in 2013. Dairy products including milk were valued at $7.6 billion, comprising almost three-fifths (59.4 percent) of total value of California's livestock products. Hooved-livestock produced for meat and poultry and egg products were valued at $3.1 and $1.6 billion, respectively in 2013.

On an individual commodity basis, milk and cream (dairy products) was California's most valuable commodity in 2013, with cash receipts totaling $7.6 billion. Shelled almonds and grapes were California's second and third most valuable commodities, with cash receipts totaling $5.8 billion and $5.6 billion, respectively. The cash receipts of nine other California commodities exceeded $1 billion in 2013: cattle and calves, berries, walnuts, lettuce, hay, tomatoes, nursery, flowers and foliage, nursery products, strawberries, hay, lettuce, walnuts, tomatoes and pistachios. Twelve of California's 20 most valuable commodities in 2013 increased in value from the prior year. Table 2 shows California's twenty most valuable agricultural commodities in 2013, as well as their value and ranking in 2012.

Table 2

California's Top 20 Agricultural Commodities in Value, 2012-2013

(Cash receipt values are expressed as millions of dollars)

	2012		2013	
Commodity	**Value**	**Rank**	**Value**	**Rank**
Milk and Cream	$ 6,900	1	$ 7,618	1
Almonds (shelled)	$ 4,817	3	$ 5,768	2
Grapes	$ 5,183	2	$ 5,586	3
Cattle & Calves	$ 3,188	4	$ 3,048	4
Berries ,All Strawberries	$ 2,131	6	$ 2,201	5
Walnuts	$ 1,506	8	$ 1,796	6
Lettuce, All	$ 1,432	10	$ 1,679	7
Hay, All	$ 1,772	7	$ 1,570	8
Tomatoes	$ 1,170	11	$ 1,222	9
Nursery	$ 2,551	5	$ 1,220	10
Flowers and Foliage	$ 1,097	12	$ 1,131	11
Pistachio	$ 1,438	9	$ 1,034	12
Broccoli	$ 645	17	$ 845	13
Rice	$ 840	13	$ 790	14
Oranges, All	$ 765	14	$ 742	15
Cotton Lint, All	$ 666	16	$ 623	16
Carrotts, Fresh	$ 513	18	$ 555	17
Celery	$ 344	24	$ 437	18
Peppers	$ 381	22	$ 434	19
Eggs, Chicken	$ 393	20	$ 944	20

Source: USDA, National Agricultural Statistics Serivce, Pacific Region-California; California Agricultural Statistics 2013 Crop Year

On a cash receipt basis, California produced all of the nation's almonds, walnuts, pistachios, olives, artichokes, dates, kiwifruit and figs in 2013. Fourteen additional California commodities comprised more than four-fifths (80 percent) of national cash receipts: garlic, plums and prunes, cotton lint, celery, broccoli, nectarines, lemons, avocados, grapes, tangerines, cauliflower, strawberries, apricots, and carrots. Raspberries accounted for more than three-quarters (79.5 percent) of national cash receipts. Accounting for more than half was honeydews, beans, lettuce, cantaloups, spinach, tomatoes, peppers, asparagus, safflower, and peaches. Table 3 shows the shares of cash receipts for California commodities as a share of national totals.

Table 3
Leading California Agricultural Commodities in 2013: California Cash Receipts as a Percent of the Nation's
(Values are expressed as millions of dollars)

Commodity	Value of California Receipts	Value of U.S. Receipts	California's Share of U.S. Receipts (%)
Almonds	$ 6,385	$ 6,385	100.0
Walnuts	$ 1,825	$ 1,825	100.0
Pistachios	$ 1,636	$ 1,636	100.0
Olives	$ 135	$ 135	100.0
Artichokes	$ 58	$ 58	100.0
Dates	$ 37	$ 37	100.0
Kiwifruit	$ 30	$ 30	100.0
Figs	$ 20	$ 20	100.0
Garlic	$ 229	$ 232	98.7
Plums and prunes	$ 232	$ 238	97.4
Cotton lint, Long staple	$ 473	$ 490	96.5
Celery	$ 437	$ 458	95.6
Broccoli	$ 862	$ 914	94.4
Nectarines	$ 117	$ 125	93.5
Lemons	$ 370	$ 400	92.4
Avocados	$ 334	$ 361	92.4
Grapes	$ 5,566	$ 6,136	90.7
Tangerines	$ 364	$ 426	85.4
Cauliflower	$ 251	$ 295	84.9
Strawberries	$ 2,201	$ 2,609	84.4
Apricots	$ 37	$ 45	82.4
Carrots	$ 605	$ 736	82.2
Raspberries	$ 273	$ 343	79.5
Honeydews	$ 55	$ 75	73.1
Beans, Green lima	$ 21	$ 28	72.7
Lettuce	$ 1,818	$ 2,568	70.8
Cantaloups	$ 204	$ 320	63.7
Spinach	$ 160	$ 254	63.0
Tomatoes	$ 1,444	$ 2,316	62.3
Peppers, Chile	$ 102	$ 168	60.8
Asparagus	$ 56	$ 92	60.5
Peppers, bell	$ 353	$ 600	58.8
Safflower	$ 26	$ 51	51.9
Peaches	$ 278	$ 548	50.8

Source: USDA, Economic Research Service

The estimated value of California's exported agricultural products totaled $22.9 billion in 2013. California's exports comprised over one-seventh (15.9 percent) of total U.S. agricultural exports in 2013. California was the nation's top agricultural exporter in 2013, with exports more than twice of those of Iowa which was the second leading exporter. Table 4 shows the estimated value of the top ten states in terms of agricultural exports from 2008 through 2013.

Table 4
Largest Agriculture Exporting States in the United States: 2008-2013
(Estimated values are expresssed as millions of dollars)

	2008	2009	2010	2011	2012	2013
United States	**$ 114,761**	**$ 98,454**	**$ 115,820**	**$ 136,444**	**$ 141,550**	**$ 144,359**
California	$ 13,165	$ 12,652	$ 14,513	$ 17,299	$ 19,149	$ 22,912
Iowa	$ 9,781	$ 8,346	$ 9,390	$ 10,697	$ 11,500	$ 10,268
Minnesota	$ 6,689	$ 5,157	$ 6,176	$ 7,074	$ 7,836	$ 7,873
Illinois	$ 7,585	$ 6,700	$ 7,514	$ 8,578	$ 8,722	$ 7,280
Nebraska	$ 5,432	$ 4,998	$ 5,333	$ 7,211	$ 6,756	$ 6,314
Texas	$ 6,129	$ 4,555	$ 6,383	$ 6,879	$ 6,073	$ 6,127
Kansas	$ 4,164	$ 3,465	$ 4,599	$ 4,657	$ 4,352	$ 4,945
Indiana	$ 4,385	$ 3,821	$ 4,350	$ 5,003	$ 5,075	$ 4,546
North Dakota	$ 4,053	$ 2,904	$ 3,584	$ 4,325	$ 4,431	$ 4,514
Ohio	$ 3,416	$ 2,875	$ 3,460	$ 3,628	$ 4,396	$ 4,435

Source: USDA, Economic Research Service

From 2012 to 2013, California's agricultural exports increased by $3.8 billion (19.7 percent). California's agricultural exports grew in value even as the nonfarm economy continues to recover from the 2008 recession. California's agricultural exports have increased $9.7 billion (74 percent) from 2008 through 2013. Tree nuts were California's most valuable export crop in 2013 with an estimated value of $7.2 billion, followed by fresh fruits ($2.9 billion), processed fruits ($2.6 billion), processed vegetables ($1.8 billion) and other plant products which include sweeteners and products, other horticultural products, planting seeds, cocoa, coffee, and other processed foods ($3.5 billion).

Tulare was the largest agriculture producing county in both California and the nation in 2013, with agricultural production valued at $7.3 billion. The value of agricultural production exceeded $4 billion each in Kern, Fresno, and Monterey counties and exceeded $2 billion each in Merced, Stanislaus, San Joaquin, Kings, Imperial, and Ventura Counties. A total of 14 California counties each produced agricultural products valued at more than $1 billion in 2013. These counties are shown in Table 5.

The value of agricultural production increased from 2012 to 2013 in 19 of California's 20 largest agricultural counties. Among the top ten leading counties that experienced over-the-year percent increases in the value of its agricultural production, Tulare County (18.3 percent) experienced the largest increase followed by Merced (15.8 percent), Stanislaus (12.2 percent), and Santa Barbara (11.3 percent) Counties. Fresno (down 2.3 percent) was the only county among the top 14 agricultural counties in California to lose value over the year in 2013.

Table 5

Top California Counties as Ranked by Gross Value of Agricultural Production, 2012-2013

(Values are expressed as millions of dollars)

County	2012 Value	2012 Rank	2013 Value	2013 Rank	Percent Change: 2012 to 2013
Tulare	$ 6,210	3	$ 7,347	1	18.3%
Kern	$ 6,352	2	$ 6,770	2	6.6%
Fresno	$ 6,587	1	$ 6,437	3	-2.3%
Monterey	$ 4,025	4	$ 4,380	4	8.8%
Merced	$ 3,280	5	$ 3,799	5	15.8%
Stanislaus	$ 3,263	6	$ 3,663	6	12.2%
San Joaquin	$ 2,893	7	$ 2,977	7	2.9%
Kings	$ 2,215	8	$ 2,267	8	2.4%
Imperial	$ 1,946	10	$ 2,159	9	10.9%
Ventura	$ 1,961	9	$ 2,077	10	5.9%
Madera	$ 1,739	12	$ 1,896	11	9.0%
San Diego	$ 1,747	11	$ 1,850	12	5.9%
Santa Barbara	$ 1,291	13	$ 1,437	13	11.3%
Riverside	$ 1,253	14	$ 1,328	14	6.0%

Source: USDA, National Agricultural Statistics Serivce, Pacific Region-California; California County Agricultural Commissioners' Reports and State Board of Equalization, Timber Tax Division

(b) **Agricultural Employment in California**

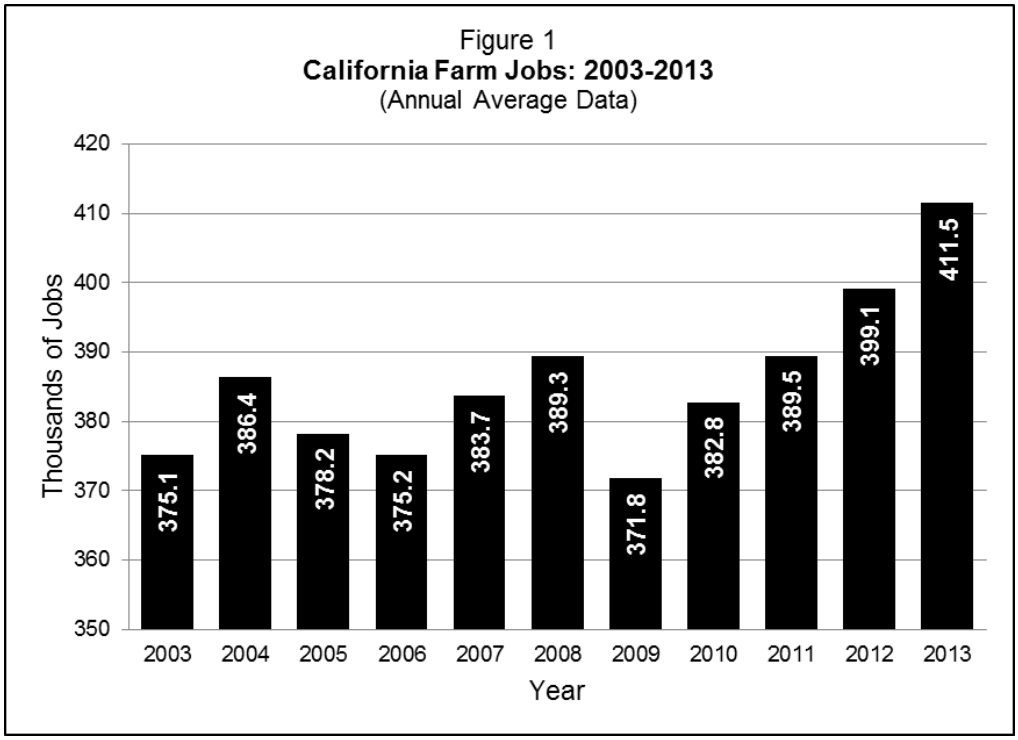
Employment in agriculture is inherently difficult to estimate because agricultural production, and in particular crop production, is characterized by seasonal spikes in the demand for farm labor, some of which are often of short duration. For example, most crops must be planted at certain times of the year, weeded and pruned, and perhaps most importantly harvested and prepared for market as they ripen. As a result, California agriculture-based employers have traditionally employed large numbers of seasonal, and often migrant farm workers who move from farm to farm and region to region. However, official estimates of agricultural employment are derived from a survey of agricultural establishments that participate in the unemployment insurance system and are thus more likely to count more permanent farm workers than MSFWs.

According to official estimates from the California Employment Development Department (EDD), payrolls in California's farm sector totaled 411,500 jobs in 2013. Farm jobs made up just 2.3 percent of California's total industry employment in 2013.

On an annual average basis, California farm payrolls increased by 12,400 jobs (3.1 percent) from 2012 to 2013, and by 9,600 jobs (2.5 percent) from 2011 to 2012. Total

farm employment has been remarkably stable over the last decade amidst year-to-year variability. From 2003 through 2013, annual average total farm employment in California grew by 36,400 jobs (9.7 percent), an average of 3,640 jobs per year.

Figure 1 shows the number of estimated farm jobs in California from 2003 through 2013.



California agricultural employment estimates are broken out into six regions: Central Coast, Desert, North Coast, Sacramento Valley, San Joaquin Valley and South Coast. These regions are displayed on the map in Figure 2.

Over half (50.7 percent) of California's agricultural jobs were in the San Joaquin Valley Region in 2013. Employers in the South Coast and Central Coast regions accounted for about one-third (33.2 percent) of the state's agricultural jobs. Individually, the South Coast and Central Coast Regions accounted for 16.9 and 16.3 percent of total agricultural employment, respectively. California's remaining agricultural jobs were distributed across the smaller Sacramento Valley, Desert and North Coast Regions, each of which accounted for less than 7 percent of the state's agricultural jobs.

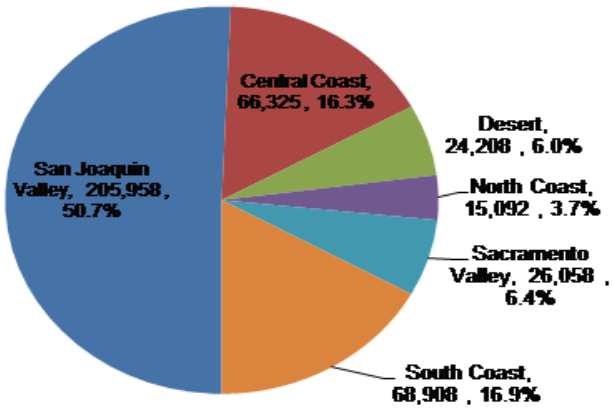
Figure 3 displays the distribution of California agricultural jobs by region in 2013 by number and as a percentage share of total agricultural employment.

Figure 2

California Agricultural Regions

Source: Employment Development Department, Labor Market Information Division

Figure 3
Agricultural Jobs in California by Region in 2013
(Number of Jobs; Percent of State Total; Annual Average Data)



Source: Employment Development Department, Agricultural Employment Data Series

Table 6 shows the mean and median wages of agricultural occupations in California in the first quarter of 2014, with the occupations ranked by mean annual wage. The data were derived from information collected through the Occupational Employment Statistics (OES) Program, a federally sponsored survey program conducted through a cooperative agreement between the federal Bureau of Labor Statistics and the EDD.

Table 6

Agricultural Wages by Occupation in California: First Quarter 2014

SOC Code	Occupational Title	May 2013 Employment Estimates	2014- 1st Quarter Wages			
			Mean Hourly Wage	Mean Annual Wage	Median Hourly Wage	Median Annual Wage
11-9013	Farmers, Ranchers, and Other Agricultural Managers	780	$ 45.36	$ 94,336	$ 43.08	$ 89,621
45-2011	Agricultural Inspectors	1,830	$ 23.60	$ 49,089	$ 22.66	$ 47,126
13-1074	Farm Labor Contractors	400	$ 24.77	$ 51,506	$ 22.75	$ 47,324
45-1011	First-Line Supervisors/Managers of Farming, Fishing, and Forestry Workers	5,050	$ 20.86	$ 43,382	$ 18.98	$ 39,486
45-2021	Animal Breeders	140	$ 20.79	$ 43,230	$ 20.87	$ 43,412
45-2099	Agricultural Workers, All Other	460	$ 17.06	$ 35,478	$ 16.13	$ 33,556
45-2093	Farmworkers, Farm and Ranch Animals	2,760	$ 13.13	$ 27,312	$ 12.13	$ 25,248
45-2091	Agricultural Equipment Operators	5,860	$ 11.71	$ 24,347	$ 10.65	$ 22,141
45-0000	Farming, Fishing, and Forestry Occupations	203,320	$ 10.00	$ 20,795	$ 9.07	$ 18,862
45-2041	Graders and Sorters, Agricultural Products	12,850	$ 9.42	$ 19,591	$ 9.04	$ 18,802
45-2092	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	171,160	$ 9.33	$ 19,409	$ 9.01	$ 18,731

Source: Employment Development Department, Occupational Employment Statistics (OES) Survey

By a very large margin, farmers, ranchers, and other agricultural managers, with a mean annual wage of $94,336, earned the highest wages in agriculture. This occupational group comprised of just 0.2 percent of overall agricultural employment in May 2013. The next highest paying agricultural occupations were: farm labor contractors ($51,506), agricultural inspectors ($49,089); first-line supervisors or managers of farming, fishing and forestry workers ($43,382); and animal breeders ($43,230). As a group, the five highest paying agricultural occupations comprised of just 2 percent of total estimated agricultural employment in May 2013.

Most California farm workers earn low wages. The median annual wage in the three largest agricultural occupational groups, in terms of employment, was less than $19,000 in the first quarter of 2014: farming, fishing, and forestry occupations ($18,862); graders and sorters of agricultural products ($18,80~~6~~2) and crop, nursery, and greenhouse farm workers and laborers ($18,731). According to OES employment estimates, these three occupational groups comprised of 95.7 percent of total agricultural employment in May 2013. Wage inequality in the Agricultural sector is prevalent, and the majority of the workers, primarily farm workers continue to work and live on poverty wages, making accessing services the critical vehicle to long-term survival for their families.

(c) **Number of Migrant and Seasonal Farm workers in California**

The official estimates of agricultural employment in this report are derived from agricultural labor data that the EDD, in collaboration with the U.S. Department of Agriculture (USDA), compiles from monthly surveys of farm owner-operators in California. Agricultural employers who participate in the survey report the number of jobs filled by all workers in their establishments during the survey's reference week. However, given the crop cycle, demand for farm workers tend to be highly seasonal, with peak periods of demand often lasting for periods of short duration. As a result, high job turnover and worker mobility are distinguishing features of the agricultural labor market. While survey-based official employment estimates count permanent farm jobs and any jobs filled by MSFWs identified by employers as working during the survey's reporting week[1], they do not necessarily count positions that are filled by MSFWs at other times of the month. Moreover, an analysis of public use data from the U.S. Department of Labor's 2011-12 National Agricultural Workers Survey (NAWS)[2] indicated that 61.1 percent of California farm workers were undocumented, many of whom were employed under informal work arrangements. As a result, it is believed that official estimates of agricultural jobs understate the actual number of individuals in California's agricultural workforce. This is particularly true of MSFWs.

This report provides a best estimate of the number of MSFWs in California in 2014 since data unavailability and limitations preclude making a precise estimate. This best estimate relies on official 2014 agricultural employment estimates, a 2015 University of California, Davis study, "California Farm Labor: Jobs and Workers"[3], that estimated the actual number of farmworkers in 2012 to calculate a ratio of actual farm workers to farm jobs, and data from the 2011-12 NAWS survey to estimate the number of MSFWs. Given a lack of alternative or more up-to-date data, this report assumes that the observed relationship between the number of jobs and numbers of farm workers in 2012 has been constant, or little changed, over the last three years.

Total agricultural employment in California varied within a narrow range of 17,500 jobs from 2002 through 2010, with a low of 371,800 jobs in 2009 and a high of 389,300 jobs in 2008, but showing little discernable growth trend overall. However, agricultural payrolls grew from 382,800 jobs in 2010 to 417,200 jobs in 2014, growing in each year, and by a total of 34,400 jobs (9 percent) over the four-year period.

Employment in crop production also has risen in recent years, although there have been changes in the pattern of hiring. The number of crop production jobs, which are primarily reported by growers, totaled 176,300 jobs in 2014. Although this was 6,100 jobs (3.6

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

[2] The 2011-12 public use NAWS data are available from the U.S. DOL Website at: http://www.doleta.gov/agworker/naws.cfm.

[3] Hooker, B., P.I. Martin, and A. Wong. "California Farm Labor: Jobs and Workers." *ARE Update* 18(6): 5-8. University of California Gianni Foundation of Agricultural Economics. February 2015.

percent) more than in 2010, it was consistent with employment levels since 2004. The number of crop production jobs from 2004 through 2014 varied from a low of 169,800 jobs in 2009 to a high of 179,300 jobs in 2004. In contrast, employment by farm labor contractors (FLCs), who supply crop workers to farms, grew in eight of the 10 years from 2004 through 2014, and by a total of 37,100 jobs (35.7 percent) over the 10-year period. The number of FLC-supplied jobs rose by 20,300 jobs (16.8 percent) from 2010 through 2014. Although there has been a shift in crop production work to FLCs over the last decade, the share of crop production and FLC jobs combined in overall agricultural employment has remained quite stable. Crop production and FLCs accounted for 77.3 and 76.7 percent of California's total agricultural employment in 2004 and 2014, respectively.

The "California Farm Labor: Jobs and Workers" study referenced earlier estimated the number of farm workers in California in 2007 and 2012 based on an analysis of the comprehensive wage and employment records that are maintained by EDD. The study used social security numbers to identify and count the number of workers in agricultural establishments as coded under the North American Industry Classification System (NAICS). The study found that agricultural employers reported 780,439 unique social security numbers in 2007 and 802,622 in 2012. In contrast, official estimates of agricultural employment totaled 381,858 jobs in 2007 and 395,392 jobs in 2012, suggesting that there were an average of two workers for each officially reported job in agriculture in both 2007 and 2012. It is assumed that this same ration held true in 2014.

An analysis of NAWS data shows that there was a sharp decrease in the share of seasonal and migrant workers among California crop workers in recent years. According to the NAWS, 58.0 percent of California crop workers were seasonal in 2006-07 and 22.9 percent were migrants. By 2011-12, the share of seasonal and migrant crop workers had fallen to 37.0 and 7.7 percent, respectively. These 2011-12 shares are used to estimate the number of MSFWs in 2014. .

Assuming that most MSFWs are primarily crop workers employed by growers and FLCs, the estimate of the number of MSFWs in California in 2014 was calculated as follows:

- In 2014, crop production and FLC payrolls totaled 176,300 and 141,100 jobs, respectively, for a total of 317,400 jobs in the crop production. Assuming that there were two farm workers for every officially estimated job, this implies that there were 634,800 crop workers in California in 2014.
- Analysis of the 2011-12 NAWS public use data indicated that 54 percent of California farm workers reported that they worked for their employer on a year-round

basis, 37 percent reported they worked on a seasonal basis, and 9 percent reported that they did not know. Assuming that this same ratio of year-round to seasonal workers applies to the "don't know" category results in an estimate that 40.3 percent California's agricultural crop workers were seasonal workers in 2011-2012.

- The 2011-12 NAWS public use data also indicated that 7.7 percent of crop farm workers in California were migrants.[4] Applying the NAWS-derived estimated shares of crop workers who were seasonal and migrant to the estimated number of crop workers in 2014, yields an estimate that there were approximately 259,900 seasonal farm workers in California in 2014, of whom 20,100 were migrant workers.

- Barring significant changes to national immigration policies, the estimated numbers of MSFWs in California are expected to remain near these same levels over the next two years.

These calculations are also summarized in Table 7 below.

Table 7

Estimated Number of Migrant and Seasonal Farmworkers in California in 2014
(Estimates are rounded to the nearest hundred)

Total Jobs in Crop Production (Official Estimates)	**317,400**
Assumed Farmworkers to Job Ratio	2.0
Estimated Number of Crop Workers in California	**644,800**
Share of Farmworkers Who Work Seasonally (NAWS)	40.3%
Estimated Number of Seasonal Workers in California	**259,900**
Percent of Farmworkers Who Are Migrants (NAWS)	7.7%
Estimated Number of Migrant Farmworkers in California	**20,100**

Source: Employment Development Department, Labor Market Information Division

Table 7 Note: The total seasonal and migrant workers comprise 40.3 percent of the number of people working in agriculture; of the 259,900 who are MSFW, 7.7 percent (or 20,100) are migrants. Estimates show jobs by the number of positions paid during the payroll period containing the 12th of the month, not by people thus, there are more people working in agriculture than specific jobs.

This plan also considers the fact that the number of newly work-authorized immigrant workers is likely to increase dramatically in California if the courts allow the federal administration's Deferred Action for Parents of Americans and Lawful Permanent Residents (DAPA) and expansion of other related efforts already in place, to take effect. The EDD plans to coordinate its efforts with the new One California program which is designed to assist applicants that meet the requirements for these federal initiatives, in

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

order to provide them WIOA funded services where appropriate. EDD is also expanding its collaboration by actively engaging other agencies/departments (e.g.,~~i.e~~. Migrant Education) that serve farmworkers, to better target community engagement.

Here are a few facts about farmworkers:

- A majority of farmworkers are foreign born, primarily coming from Mexico
- Most farmworkers are men
- Most are Limited English Proficient
- According to a national survey in 2012, the average level of completed education for a farmworker was the 8th grade
- According to NAWS Survey Reports for 2007-2009, 23% of farmworker families had total income levels below the national poverty guidelines.
- Most are undocumented and as a result uninsured because of ineligibility for many public programs
- According to a 2010 report, there are about 120,000 indigenous mexican farmworkers in California
- A 2010 Indigenous Farmworker Study found 23 different indigenous languages spoken in California agriculture, representing 13 different Mexican states.

Given the socio-economic obstacles farmworkers face, reaching and supporting the barriers they face to accessing services becomes critical. The states goal is to reach farmworkers where they live, work or gather; and as much as possible provide them entry into the gateway system with the necessary support to put them on a path towards success.

(d) ***Effect of Drought on California's Agricultural Employment***

In 2015, California entered the fourth year of drought, with 41 percent of the state considered to be in a status of "exceptional drought," California has 8 million irrigated acres of which 430,000 were fallowed in 2014 and 560,000 in 2015. It is inherently difficult to predict the effects of a drought on agricultural employment because they differ according to the length and severity of the drought, the response or coping measures agricultural employers take to mitigate the effects of a drought, and the effectiveness of water management strategies and policies of public agencies and government entities.

Agricultural employment losses often are less than expected during droughts because many farmers shift production to less water intensive crops, adopt more water efficient irrigation techniques, and rely on groundwater to compensate for water shortages.

Formatted: Font: Not Bold, Not Italic
Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"
Formatted: Font: 12 pt, Not Bold, Not Italic
Formatted: Font: Not Bold, Not Italic
Formatted: Font: 12 pt, Not Bold, Not Italic
Formatted: Font: Not Bold
Formatted: Font: Not Bold, Not Italic
Formatted: Font: Not Bold, Not Italic, Superscript
Formatted: Font: Not Bold, Not Italic
Formatted: Font: (Default) Arial, Not Bold, Not Italic
Formatted: Font: Not Bold, Not Italic
Formatted: Font: 12 pt, Not Bold, Not Italic
Formatted: Font: (Default) Arial, Not Bold, Not Italic
Comment [HJ1]: Source: National Center for Farmworker Health, "Facts About Farmworkers," 2012.
Formatted: Font: 12 pt, Not Bold, Not Italic
Formatted: Font: Not Bold, Not Italic
Formatted: Font: 12 pt, Not Bold, Not Italic
Formatted: Font: 12 pt, Not Bold, Not Italic
Formatted: Font: Not Bold, Not Italic
Formatted: Font: (Default) Arial, Not Bold, Not Italic
Formatted: Font: (Default) Arial, 12 pt, Not Bold, Not Italic
Formatted: Font: (Default) Arial, 12 pt, Not Bold, Not Italic
Formatted: Font: (Default) Arial, 12 pt, Not Bold, Not Italic
Formatted: Font: (Default) Arial, 12 pt, Not Bold, Not Italic
Formatted: Font: (Default) Arial, 12 pt, Not Bold, Not Italic
Comment [HJ2]: Source: Indigenous Mexicans in California Agriculture, http://indigenousfarmworkers.org/demographics.shtml
Formatted: Font: 12 pt, Not Bold, Not Italic
Formatted: Font: 12 pt

Water allocation and re-allocation efforts may also help mitigate the effects of the drought. Agricultural employers may also reduce the number of hours worked but not the overall number of jobs.

Commodity price fluctuations may alter the level of agricultural employment, as increases can at least partially offset any increased production costs related to the drought. If commodity prices drop, the rising cost of production may eliminate any incentive to continue seasonal activities. This is often seen to have the greatest effect in ranching and livestock farming during a drought.

A recent study completed by U.C. Davis Center for Watershed Sciences in 2015 suggests that California's resilience to surface water shortages is likely to continue through 2015. The ability to irrigate permanent crops with groundwater or marketed water will largely prevent the sector from more expensive fallowing of higher-valued crops and permanent crops. It is estimated that the drought in 2015 may result in the fallowing of 560,000 irrigated acres, almost all (99.5 percent) in the Central Valley. Increased prices for some crop groups will add to the total revenues in areas less affected by drought and with access to groundwater, especially in the central and south coast regions[5].

An EDD analysis[6] of third quarter 2014 Quarterly Census of Employment and Wages (QCEW) showed that California gained 3,100 agricultural jobs from the third quarter of 2013 through the third quarter of 2014 despite the severe drought. Although the statewide data showed no sign of direct job losses due to drought, they strongly suggested that California did not experience the agricultural job growth that recent history suggests would have occurred had there been no drought. These estimates of agricultural job growth foregone totaled 5,000 to 6,000 jobs in 2014, with the losses concentrated in the lower San Joaquin Valley. Applying the two workers to every officially reported job ratio implies that 10,000 to 12,000 California agricultural workers were adversely affected by drought in 2014. The effects of California's drought are expected to intensify the longer it persists.

2. Assessment of Available Resources for Outreach

Provides an assessment of available resources for outreach

The EDD operates an MSFW Outreach Program consisting of 28 primary and 29 alternate Outreach Workers (OWs) located in AJCCs throughout the State. The OWs

[5] Richard E. Howitt, Duncan MacEwan, Josué Medellin-Azuara, Jay R. Lund, Daniel A. Sumner (2015). *"Economic Analysis of the 2015 Drought for California Agriculture".* Center for Watershed Sciences, University of California – Davis, Davis, CA 16 pp.

[6] "Effects of California's Drought on Farm Employment." Presentation to California State Board of Food and Agriculture, June 2, 2015.

provide MSFWs with information on the services and resources available at local AJCCs, Community Based Organizations (CBOs), and other state and federal agencies serving MSFWs in the area. Table 10 details the budget allocated to the 33 significant MSFW offices for MSFW outreach activity.

Comment [HJ3]: These don't add up to the 28 primary staff allocated to outreach

Table 10: MSFW Outreach Budget Allocation for PY 2014-15

AJCC Locations[7]	PE[8]
Bakersfield[9], Delano[10], Porterville, Visalia	6.00
Fresno[11], Hanford, Mendota	4.50
Lakeport, Marysville[12], Oroville[13]	1.50
Santa Maria, San Luis Obispo	1.25
Gilroy	0.56
Hollister, Salinas[14], Watsonville[15]	1.70
Blythe, Indio	1.00
Caléxico, El Centro,	1.00
Los Baños, Merced[16], Modesto, Turlock	1.00
Ukiah	0.33
Santa Rosa, Napa	0.67
Oceanside	0.50
Chula Vista	0.50
Sacramento[17]	1.00
Manteca[18], Stockton	0.75
Oxnard	0.75
Total	**23.01**

The OWs spend 85 percent of their time in outreach activities contacting MSFWs where they live, work, or gather. Typically, MSFWs live in economically depressed locations in the outskirts of cities or in farm homes. Often the infrastructure in farmworker housing is inadequate, recently in communities such as Porterville, local wells have gone dry because of the drought, causing farmworker communities to scramble and purchase

[7] All 33 significant MSFW one-stop centers contain bilingual staff
[8] PE = Personnel Equivalent. One PE is equal to 1,719 hours
[9] Serving communities of Wasco, Lamont, and surrounding areas
[10] Serving communities of Wasco, Shafter, and surrounding areas
[11] Serving communities of Madera, Reedley, Firebaugh, Huron, Sanger, and surrounding areas
[12] Serving communities of Chico, Colusa, and surrounding areas
[13] Serving communities of Chico and surrounding areas
[14] Serving communities of Greenfield and surrounding areas
[15] Serving communities of Capitola and surrounding areas
[16] Serving communities of Oakdale and surrounding areas
[17] Serving communities of Woodland and surrounding areas
[18] Serving communities of Lodi and surrounding areas

their own. Thus farmworkers and the isolation, and conditions in which they live are in and of themselves barriers to accessing services, be they social services, community resources, training etc.

~~The~~Thus, the work of the MSFW is normally performed outdoors in remote areas in varied weather conditions, around pesticides, and machinery. The OWs are frequently required to drive on dirt roads off main highways often impacted by extreme weather conditions or by irrigated farm fields requiring the use of 4-WD vehicles. The EDD purchases vehicles for this specific purpose ensuring safe navigation.

The State will use professional development activities that increase cultural and linguistic related competencies for OW staff to ensure that they are able to provide high quality services to both job seekers and employers. These training activities will enable staff to assist MSFW job seekers with knowing and improving their skills, obtaining the best job possible, and progressing in a Career Pathway. Furthermore, these training activities will provide employers with access to qualified candidates and strengthen their businesses. Staff will be provided with the required information about core programs including Unemployment Insurance, and hear a consistent message regarding expected levels of performance, service delivery and service quality. These professional development opportunities will be provided throughout the State to promote consistency. The delivery methods of these trainings will include, but will not be limited to, workshops, seminars, on-the-job training, and web based technology.

Comment [HJ4]: Including? Suggest, cultural and linguistic competency

Other outreach resources include partnering with La Cooperativa Campesina de California (La Cooperativa), a statewide association of service providers operating WIOA Title I Section 167 and Community Services Block Grant MSFW service programs. La Cooperativa's Board of Directors consists of representatives from its member agencies which include the Center for Employment Training, California Human Development Corporation, Central Valley Opportunity Center, Employer's Training Resource, and Proteus, Inc. La Cooperativa's and member agencies currently operate 66 service centers throughout 35 California counties, offering a wide range of self-sufficiency and training services to rural, low income, largely Latino populations. The services include workforce development under WIOA Title I Section 167, affordable housing, home weatherization and energy efficiency, treatment and recovery from addiction, health outreach, immigration and other services. These providers serve more than 100,000 MSFWs in 35 agricultural counties and maintain outreach links with AJCCs. They will work to become strategic local partners (required under WIOA) that help inform local boards on farmworker and low-income population needs and will through local plans jointly plan to help ensure the best service delivery to these underserved population.

Because the services offered by La Cooperativa's members focus on increasing self-sufficiency and protecting farm workers in local communities in which they live, and with partners whom are trusted in communities, they are able to achieve much higher rates of participation by this traditionally hard-to-reach population. The EDD will continue to pursue and promote more collaborative co-enrollment policies between WIOA Title I Section 167 providers and other WIOA funded programs that will assist the WIOA Title I Section 167 network provide their mutual farmworker customers with an enhanced ~~array of~~ and accessible range of services. This effort will be ~~enhanced~~ augmented by the mutual use of the State's CalJOBS^{SM} system.

La Cooperativa is also an ongoing recipient of WIOA 25 Percent Dislocated Worker funding with a current grant to serve over 1,000 dislocated MSFWs with a comprehensive program of core, intensive ~~and~~ training services designed to place them into full-time, non-seasonal employment or upgraded agricultural employment. This comprehensive program is being implemented in coordination with the WIOA Title I Section 167 providers and AJCCs.

The EDD and La Cooperativa also collaborate on a public information and awareness campaign designed to assist MSFWs with workforce and labor market information, social service information, and current job openings. As part of this campaign, La Cooperativa publishes 12 issues of *La Voz del Campo* (The Voice of the Fields) newsletter annually including an e-publication that is distributed to agencies that work directly with MSFWs. *La Voz del Campo* is a newsletter written in English and Spanish designed to assist MSFWs and their families with information on programs and services offered by EDD, CBOs, and other government agencies. Information on agricultural issues, employment opportunities, crop activities, and federal and State services is also included. A printing production of 45,000 copies of each issue is disseminated statewide through over 450 access points.

In addition to the *La Voz del Campo* publication, the broader multimedia approach includes bilingual radio. Radio Bilingue is a non-commercial, bilingual, Latino-owned and operated public radio network headquartered in Fresno and Oakland that produces 12 one-hour live talk shows, supporting each issue of *La Voz del Campo*. Additional information discussed on the air includes information about the H-2A program and the agricultural jobs available statewide for MSFWs looking for work. This has been an excellent medium to disseminate information on emerging topics like the Affordable Care Act which was featured in one of the publications. Radio Bilingue has the capacity to reach thousands of MSFWs in the central valley, coastal, and desert labor market areas.

While the partnership with La Cooperativa and its member helps to enhance our footprint in agricultural communities, the personal touch and one-on-one engagement with MSFWs is limited. Thus, it requires educating partners within the workforce system on the needs, and best approaches to get farmworkers in the door, and offer them the services they need -as part of the larger workforce system.

3. Proposed Outreach and Planned Activities

Describes the State Agency's proposed outreach activities including strategies on how to contact MSFWs who are not being reached by the normal intake activities conducted by the employment service offices; Describes the activities planned for providing the full range of employment and training services to the agricultural community, both MSFWs and agricultural employers through the one-stop centers.

(a) Outreach Strategies to MSFWs

Acknowledging that many farmworkers live in remote and often isolated areas, the existing language barriers, and historically the lack of adequate infrastructure in agricultural communities including adequate housing facilities, transportation etc., the OWs will be strategic in how they reach farmworkers, a few strategies include:

- Utilizing local networks of existing relationships to state, community and local partners that provide services to farmworkers, will identify community events and have presence to share information and educate MSFWs about resources available to them.
- Statewide, the EDD will promote local coordination with partner departments to compliment efforts on the ground reaching MSFW populations.
- Strategic and regular collaboration with local non-profit and advocacy organizations will occur, statewide and on the ground to ensure that we are reaching the MSFW population in the best manner, and adequately addressing their needs.
- As described above, the EDD OWs will deliver and engage MSFWs in a manner that is culturally and linguistically appropriate to meet their needs, and where necessary this will be a component of the professional development opportunities for OWs.

~~(a)~~ (b) Services to MSFWs

The EDD has been able to successfully serve the agricultural community through an outreach program designed to serve both MSFWs and agricultural employers. The primary responsibility of the OW is to locate and contact MSFWs who are not being reached by the normal intake activities conducted by the AJCCs. The OWs search for

Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Font: Not Bold, Not Italic

Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5", Tab stops: Not at 1.35"

Formatted: Font: Not Bold, Not Italic

Formatted: Font: Not Bold, Not Italic

Formatted: Font: 10 pt

Formatted: Font: 12 pt

Formatted: Normal, No bullets or numbering

MSFWs throughout the State, especially in rural areas where they live, work, and gather to present the services in a language readily understood by them. The responsibilities of an OW include:

- Educating MSFWs of their rights with respect to terms and conditions of employment;
- Developing and maintaining relationships with MSFWs, public and private community agencies, MSFW groups, and employers;
- Coordinating outreach efforts with MSFW community service providers, including WIOA title I Section 167 providers;
- Assisting MSFWs with job search and placement, initiating job development contacts, and referrals to supportive services;
- Conducting informational workshops for MSFWs at AJCCs or other locations;
- Assisting with the completion of the California Job Opening Browse System (CalJOBS^{SM}) registration, resume, job applications, and other documents as needed;
- Documenting all reportable services provided to MSFWs;
- Conducting follow-up interviews with reportable individuals to ensure service or training was received;
- Assisting MSFWs with making appointments and arranging transportation;
- Observing the working and living conditions of MSFWs;
- Providing assistance with obtaining unemployment insurance benefits, information on the California Training Benefits program, and referrals to specific employment opportunities if MSFWs are unemployed;
- Providing information regarding employment opportunities that may be available including any available H-2A agricultural job orders;
- Informing MSFWs of the full range of available services, including: job training opportunities available through the AJCCs and CBOs; engaging in public awareness campaigns to educate job seekers and small businesses about Covered California™ as a resource to help make informed decisions about health care coverage options. OWs may provide MSFWs helpful fact sheets regarding the program, financial assistance, and hand out informational brochures in English and Spanish;
- Contacting seasonal farm workers working under the H-2A program to provide them information pertinent to workers employed under this program, including information about their rights and protections under the H-2A contractual agreement.; and

- Informing MSFWs about the Employment Service and Employment-Related Law Complaint System and providing assistance with the complaint process.

In addition, information from WIOA Title I Section 167 providers located in AJCCs statewide is included to help MSFWs receive a comprehensive blend of services designed to place them into full-time, non-seasonal employment or upgraded agricultural employment. The AJCCs are heavily engaged in a number of employment service activities including various recruitment activities to find and refer qualified U.S. domestic workers to fill H-2A job openings.

The OW is trained in local office procedures, informal resolution of complaints, and in the services, benefits, and protections afforded to MSFWs.

The OW is fluent in Spanish and able to relate to the needs of MSFWs who may not be aware of community resources available to them. The outreach activities are conducted year year-round. In addition, some AJCCs have an alternate OW available to fill in when the primary OW is not available to conduct outreach activities.

Outreach services to locate and assist dislocated MSFWs affected by the current drought, which is considered one of the worst recorded in CA history, will be more intensive in PY 2015. The current 2015 dry weather conditions in our state, preceded by dry years in 2012, 2013, and 2014 has compounded the impact it will have on farmers, ranchers and farm workers:

On January 17, 2014, Governor Brown issued a proclamation declaring a drought state of emergency in the state which was "…*experiencing record dry conditions, with 2014 projected to become the driest year on record.*" According to the United States Department of Agriculture (USDA), the San Joaquin Valley (SJV) alone "*is one of the highest grossing agricultural regions in the world.*" This community is highly dependent on agricultural employment with 33 to 41 percent of low income residents classified as food insecure. The USDA notes that "*Historic and continuing high levels of unemployment and poverty within SJV communities suggest increased vulnerability should the drought persist.*" The plight in the SJV alone offers an insight into the alarming situation our state is in. This has sparked a number of initiatives by the federal and state governments to provide assistance to affected employers and farm workers. These initiatives include housing assistance, accessible low interest rate loans, and training services, among others. The OWs may be confronted with an unknown number of MSFWs affected directly or indirectly by the drought, presenting a greater opportunity to advocate for MSFWs and help them mitigate the negative impacts of the drought (See 1(d) for more on drought impact).

The EDD and its partners (state, federal and local), are developing strategies to help mitigate impacts of the drought on California farm workers including providing temporary employment for farm workers who are unemployed or underemployed as a result of the drought. Temporary employment will be provided for dislocated workers to assist in clean-up and recovery efforts, as a result of the drought, by performing specific drought impact work, such as sod removal, replacement of outdated irrigation systems, tree and brush removal, and maintenance and upkeep of public facilities. This initial effort will serve 1,000 workers to be employed for up to six months in the Northern Sacramento Valley and the Central Valley, which are the areas most impacted by the drought.

~~(b)~~ **(c)** Services to Agricultural Employers

Formatted: Font: Bold

Formatted: Normal, No bullets or numbering

Formatted: Font: 12 pt

The EDD recognizes the importance of the agricultural industry in California and has devoted resources to meet the labor needs of agricultural employers and MSFWs. Funding for agricultural services comes from W-P and Foreign Labor Certification (FLC) funds granted to the states annually. W-P funds are given to California based on a formula basis. The FLC funds are provided by DOL to California to process foreign labor application requests, conduct housing inspections, agricultural wage and prevailing practice surveys, and collect agricultural crop and labor information. California was recently informed that DOL FLC funding was being reduced by almost 50 percent ($1 million reduction) to $1.2 million. This unexpected funding cut will likely result in reductions in activities and/or services unless funding is restored in future Foreign Labor Certification~~FLC~~ grant awards.

California also provides labor exchange services for agricultural employers. These services target the specific needs of the agricultural workforce by using one or more of the following services provided by CalJOBS^{SM}:

- Generate CalJOBS^{SM} letters that enable staff to create and send formatted letters to job seekers who are registered in CalJOBS^{SM} regarding job opportunities and targeted recruitment letters;
- Employer self-service options to update their company profiles, post and update recruitments, conduct résumé searches, and contact qualified job seekers;
- Perform recruitment activities to find and refer qualified MSFWs in order to fill the labor needs of agricultural employers;
- Conduct mass job referrals electronically through CalJOBS^{SM};
- Assist with résumé searches and ES office staff mediated services that encourage agricultural employers to publish their job openings using CalJOBS^{SM} to fill their job openings;

- Provide labor market information such as data on supply and demand, salaries, training requirements, new and emergent occupations, and industry growth; and
- Provide Rapid Response services due to plant closure or mass layoffs. These services are offered to workers at the employer's job site and include information on assistance that can be provided at the AJCCs.

4. Compliance Assurance

Provides an assurance that the State agency is complying with the requirements under 20 CFR 653.111 if the State has significant MSFW one-stop centers.

The data gathered by OWs on the number of MSFWs contacted through outreach activities and by other agencies in the area is recorded and submitted to the Monitor Advocate Office (MAO). The MAO works directly with AJCCs to ensure services are provided in compliance with federal mandates and EDD's policies and procedures. During PY 2014-15, OWs contacted 74,332 MSFWs throughout California, an increase of 5,556 contacts from the previous program year and have continued to exceed their goal of serving MSFWs statewide year after year. Table 8 illustrates the total number of MSFW contacts made throughout California by agricultural region.

Table 8: MSFW Contacts through Outreach Activities by Agricultural Region

Region (County)[19]	PY 2012-13	PY 2013-14	PY 2014-15
North Coast (Lake, Mendocino, Sonoma)	1,185	1,670	2,791
Sacramento Valley (Butte, Yolo, Yuba)	4,811	5,753	6,439
Central Coast (Monterey, San Benito, Santa Clara, Santa Cruz)	9,958	12,625	14,747
San Joaquin Valley (Fresno, Kern, Kings, Madera, Merced, San Joaquin, Stanislaus, Tulare)	37,118	36,452	36,755
South Coast (San Diego, San Luis Obispo, Santa Barbara, Ventura)	4,323	5,047	5,696
Desert (Imperial, Riverside)	9,152	7,229	7,904
Total	**66,547**	**68,776**	**74,332**

Additionally, EDD's dynamic collaboration with CBOs, WIOA title I Section 167 providers, and other MSFW advocacy groups presents an opportunity to boost the number of services provided to MSFWs. The number of MSFWs contacted by other agencies through cooperative agreements in PY 2013-14 totaled 5,331, a decrease of 28 contacts from the previous program year. Table 9 illustrates the projected goals for the SWA and cooperating agencies.

Table 9: MSFW Contacts for PY 2013-14 and PY 2014-15

Performance Area	PY 2013-14 Planned Goals	PY 2013-14 Actual	PY 2014-15 Planned Goals	PY 2014-15 Actual
MSFW Contacts through EDD Outreach Activities	68,500	68,776	68,500	74,332
MSFW Contacts by Cooperating Agencies	6,000	5,331	6,000	7,265
Total	**74,500**	**74, 107**	**74,500**	**81,597**

The minimum number of MSFW contacts by OWs, according to Department of Labor (DOL) guidelines, is a minimum of five contacts per day. California surpassed that requirement by maintaining 15 contacts per day in PY 2013-14.

California is required to make the services of the AJCC offices available to all job seekers, including MSFWs, in an equitable manner. Each ES office must offer the full range of career and supportive services, benefits and protections, and job and training referral services as are provided to non-MSFWs. In providing such services, AJCC offices must consider and be sensitive to the preferences, needs, and skills of individual MSFWs and the availability of job and training opportunities.

[19] There are 33 AJCCs designated as significant MSFW offices in these counties. The total number of MSFW contacts is gathered by OW conducting outreach activities in these areas.

The DOL Employment and Training Administration (ETA) require that states ensure equity of services for MSFWs and non-MSFWs. California's Indicator of Compliance reports all service outcomes tracked for regular job seekers, including MSFWs, such as receiving staff assisted services, referrals to supportive services, referrals to employment, career guidance, and job development contacts to ensure MSFWs continue to receive qualitatively equivalent and quantitatively proportion services. Table 11 compares services provided to MSFWs and Non-MSFWs in California during PY 2014-15.

Table 11: Equity Service Level Indicators for PY 2014-15[20]

Equity Indicators	MSFW[21]	MSFW Percentage	Non-MSFW[22]	Non-MSFW Percentage	Met
Referred to Employment	6,699	28.12%	99,285	23.82%	Yes
Received Staff Assisted Services	10,660[23]	44.74%	63,013	15.12%	Yes
Referred to Supportive Services	5,911	24.81%	7,665	1.84%	Yes
Career Guidance	4,238[24]	38.18%	2,084[25]	2.10%	Yes
Job Development Contacts	376[24]	7.07%	265[25]	0.27%	Yes

To ensure that equity indicators are met, the MAO conducts annual programmatic reviews of all 33 significant AJCC offices. After reviewing program performance data, the MAO contacts the local office managers to discuss findings and offer initial recommendations and appropriate technical assistance. If the MAO identifies a finding, a Corrective Action Plan (CAP) is requested and the MAO follows up with each office to ensure the CAP is being implemented appropriately and the office brought into full compliance.

(a) **Assessment of Progress**

The State has historically met the Wagner-Peyser performance goals to provide qualitatively equivalent and quantitatively proportionate services to Migrant and Seasonal Farm workers (MSFW) as compared to services to non-MSFWs.

A review of the past four years of Wagner-Peyser data reports reflects only a single deficiency in Program Year (PY) 2013-14 for the equity indicator "Referred to Jobs"

[20] See *Attachment A* for an assessment of progress by EDD
[21] Total active MSFWs enrolled are 23,826
[22] Total active Non-MSFWs enrolled are 416,772
[23] Some active MSFWs enrolled received multiple services
[24] Total MSFW complete applications are 11,100
[25] California does not track MSFW placement or verifies federal minimum wage requirements because California's minimum wage is greater than the federal minimum wage.

which was deficient by 9.45 percent. The deficiency was caused by a systemic error on the new CalJOBS system that was implemented by the Employment Development Department (EDD) in 2013. During the transition and implementation of the new CalJOBS, the services that were offered at the AJCCs were not captured on the Migrant Indicators of Compliance (MIC) report which resulted in the deficiency for job referrals in PY 2013-14. However, during the PY 2013-14 annual monitoring reviews conducted by the Monitor Advocate Office, local EDD field offices provided sufficient evidence to support EDD's compliance with the "Referred to Jobs" equity indicator related to job referrals to MSFWs.

Since the implementation of the new CalJOBS system, the EDD has taken an active role to ensure compliance in tracking services to MSFWs and all job seekers. To ensure that the goals were met, EDD has corrected the way the new CalJOBS tracks and populates data in the MIC Report. The EDD has trained staff and AJCC partners on the use of CalJOBS and has created comprehensive tools on the CalJOBS service codes.

The MAO is mandated by DOL to monitor and track five Indicators of Compliance (see Table 11). By monitoring these indicators MAO ensures that MSFWs are receiving employment services in qualitative and quantitative measures as those who are Non-MSFWs. A summary of the more recent progress made by EDD includes the following:

- **Referred to Employment**: In PY 2014/15 the EDD exceeded the targeted goal by 5,181 (44 percent) contacts compared to the PY 2013/14 Ag Plan. The EDD continues to exceed the expectation by a significant amount and continues to refer farm workers to all available employers.

- **Received Staff Assisted Services**: In PY 2014/15 the EDD decreased the targeted goal by 1,551 (11 percent) contacts compared to the PY 2013/14 Ag Plan. The EDD encourages farm workers to come into the AJCC's to provide them with an individual career plan. The AJCC's are working on catering to the specific needs of their areas and the farm workers they service. They are creating specific worker shops to meet the needs of their local areas

- **Referred to Supportive Services**: In PY 2014-15 the EDD exceeded the targeted goal by 1,856 (15 percent) contacts statewide compared to the PY 2013/14 Ag Plan. The EDD continues to exceed the expectation by a significant amount and continues to refer and inform farm workers of all available services.

- **Career Guidance**: In PY 2014/15 the EDD exceeded the targeted goal by 3,933 (139 percent) contacts compared to the PY 2013/14 Ag Plan. The EDD continues to exceed the expectation by a significant amount and continues to guide and encourage the farmworker to use their current skills and apply them to a new career plan.

- **Job Development Contacts**: In PY 2014/15 the EDD exceeded the targeted goal by 217 (24 percent) contacts compared to the PY 2013/14 Ag Plan. The EDD continues to exceed the expectation by a significant amount and continues to assist farm workers individually according to their needs.

	MSFW Outreach Activities					Cooperating Agencies		ER Activity	CBO Activity
	Hours charged	MSFW Contacts	Living	Work	Other	Outreach Hrs	MSFW Contacts	No. of ER Visits	No. of CBO Visits
Quarter 1	9,326	19,447	995	12,000	6,452	615	1,456	712	1,203
Quarter 2	9,387	17,551	703	7,749	9,099	236	1,245	421	949
Quarter 3	9,575	17,002	683	7,446	8,873	541	1,666	521	1,201
Quarter 4	9,364	20,332	917	13,760	5,655	1,028	2,898	767	918
Total	**37,652**	**74,332**	**3,298**	**40,955**	**30,079**	**2,420**	**7,265**	**2,421**	**4,271**

5. Review and Public Comment

The State Monitor Advocate's office reviewed the Ag Outreach Plan and provided valuable feedback in compiling the final draft. The EDD also received comments and recommendations from California's WIOA 167 organizations, which resulted in various additions to the final draft of the Ag Plan. Various other edits were made to the plan in response to comments/recommendations made by other commenters during the general public comment period.

CALIFORNIA
DEPARTMENT OF REHABILITATION

Vocational Rehabilitation Services Program
and Supplement for the
Supported Employment Services Program
State Plan

Program Years (PY) 2016 – 2020

Joe Xavier
Director

Table of Contents

Executive Summary 3

Preprint - Section 1: State Certifications 7

Preprint - Section 2: Public Comment on State Plan Policies and Procedures 10

Preprint - Section 3: Submission of the State Plan and its Supplement 11

Preprint - Section 4: Administration of the State Plan 13

Preprint - Section 5: Administration of the Provision of VR Services 75

Preprint - Section 6: Program Administration 80

Preprint - Section 7: Financial Administration 85

Preprint - Section 8: Provision of Supported Employment (SE) Services 86

Certification Regarding Lobbying 87

Glossary 89

CALIFORNIA DEPARTMENT OF REHABILITATION

VOCATIONAL REHABILITATION SERVICES PROGRAM AND SUPPLEMENT FOR THE SUPPORTED EMPLOYMENT SERVICES PROGRAM STATE PLAN

Executive Summary

The California Department of Rehabilitation's (CDOR) State Plan is submitted to the United States (U.S.) Department of Education's Rehabilitation Services Administration (RSA) to describe the vocational rehabilitation (VR) and supported employment (SE) services provided to Californians with disabilities under Title I and Title VI, Part B of the Rehabilitation Act of 1973, as amended. The State Plan addresses administration functions and reporting requirements and identifies areas where service delivery can be improved, modified or enhanced. As a part of the California workforce development system, and as a core partner identified in the Workforce Innovation and Opportunity Act (WIOA), which President Barack Obama signed into law on July 22, 2014, CDOR's State Plan is an Appendix to California's Unified State Plan, which is submitted every four years through the California Workforce Development Board (CWDB).

The enactment of WIOA constitutes significate changes to the VR and SE programs with an emphasis on transition services to youth, business engagement, program partnerships and competitive integrated employment. The State Plan, developed in collaboration between CDOR and the California State Rehabilitation Council (SRC), demonstrates CDOR's commitment to changes within the law and empowers individuals to maximize employability, independence, and integration into the work place and community. CDOR continues to work with the CWDB towards the development of performance goals as identified in WIOA.

This State Plan presents a departure from the format used in prior years. Previously, CDOR's State Plan was structured with RSA's Preprint, which outlined the content and assurances required for the State Plan, serving as the first portion, followed by attachments responding to particular Preprint requirements. This year, in lieu of attachments, CDOR is including the narrative, labeled "CDOR Response", within the body of the Preprint. Not all elements of the preprint require a narrative response.

PRIORITIES AND GOALS

The CDOR and SRC jointly developed priorities and goals to ensure the VR and SE programs are in alignment with WIOA and include transition services for youth, business engagement, program partnerships and competitive integrated employment. To this end, the four priorities and seven goals identified are:

Priority 1: Youth

Goal 1.1: Increase opportunities and outcomes for training and employment services for youth with disabilities.

Goal 1.2: Outreach to potentially eligible students with disabilities to enhance awareness of, and the opportunities to receive, CDOR services.

Goal 1.3: Increase coordination of services between CDOR and other partners to support youth with disabilities.

Priority 2: Business Engagement

Goal 2.1: Increase partnerships with businesses within the local areas to develop or expand work experience, internship, and employment opportunities for adults and youth with disabilities.

Goal 2.2: Promote participation in career pathways to meet business sector and consumer employment needs.

Priority 3: Capacity Building

Goal 3.1: Establish or enhance partnerships with WIOA core programs to improve service delivery for adults and youth with disabilities.

Priority 4: Competitive Integrated Employment

Goal 4.1: Increase competitive integrated employment opportunities and outcomes and supports for adults and youth with disabilities, particularly those with the most significant disabilities and those underserved.

SERVICE DELIVERY AND OUTREACH ACTIVITIES

During Federal Fiscal Year (FFY) 2016 and 2017, CDOR estimates it will allocate $363,114,000 in federal funds to provide VR services to approximately 222,000 individuals with disabilities of working age. These funds will be used to provide a broad range of VR services, which include counseling and guidance; assessment, training, and education; mobility and transportation aids; job search and placement assistance; job retention services; post-employment services; and, accommodations or auxiliary aids connected to the consumer's vocational goal. The VR Service Delivery (VRSD) team, along with service partners including Community Rehabilitation Programs (CRP), third-party cooperative programs, or in partnership with local public agencies, provides the VR services to applicants and eligible consumers.

Due to limited funding and staff resources, CDOR projects it will be unable to provide services to all eligible individuals and is operating under an Order of Selection (OOS). Once applicants are determined eligible for services, they are placed in one of three priority categories. CDOR currently has sufficient funding available to continue providing service to eligible individuals in the first two priority categories who applied on or before June 30, 2016: Individuals with a Most Significant Disability (Category 1) and Individuals with a Significant Disability (Category 2). In addition, the full range of VR services may be provided to consumers assigned to Priority

Category 3, All Other Eligible Individuals with Disabilities, who applied on or before May 31, 2015, including individuals who are on the Waiting List. The OOS may change in the future based on budgetary constraints.

The triennial Comprehensive Statewide Needs Assessment (CSNA) is designed to identify the rehabilitation needs of Californians with disabilities, as well as stakeholder needs. CDOR, in collaboration with the SRC, conducted the first year of the CSNA. First year preliminary results identified the need for closer coordination, cross referrals, and cross training between CDOR VRSD teams, vendors, and WIOA program partners. The preliminary results also identified the need to raise awareness of VR services in the Asian American, Hispanic, and Latino communities and the need for more service delivery models that address the unique needs of youth and students with disabilities. The preliminary results were considered when developing the State Plan priorities, goals, objectives, and strategies to meet the needs of consumers and stakeholders and align with requirements under WIOA.

PERSONNEL DEVELOPMENT

To meet the State Plan priorities, goals, objectives, and strategies, CDOR relies on qualified staff, and maintains a comprehensive system of personnel development to ensure a sufficient workforce of qualified state rehabilitation personnel, including professionals and paraprofessionals, is in place for the timely and successful delivery of VR services to Californians with disabilities. To ensure effective provision of services to consumers, CDOR offers a variety of training and work experience opportunities to develop employee competencies, knowledge, skills, abilities, and comply with mandated training requirements.

In 2014, CDOR successfully completed the statewide implementation of the VRSD teams located in field offices throughout California and, in 2015, developed and implemented an evaluation and assessment plan to collect and analyze VRSD team data. The evaluation and assessment plan measured the impact of the team approach and identify improvements on program design and implementation which, in turn, inform the strategies for personnel development in this and future State Plans.

The CDOR only hires individuals that meet the state standard for VR Counselors exclusively responsible for the five non-delegable functions. In California, VR Counselors must have a Master's Degree in Rehabilitation Counseling. In academic year 2014-15, CDOR and RSA sponsored 82 employees enrolled in Master's Degree in Rehabilitation Counseling programs and 47 graduates who obtained their Master's Degrees. CDOR ensures a sufficient number of VR Counselors are in place to deliver VR and SE services to applicants and consumers. Based on historical vacancy data and the number of individuals to be served, CDOR projects 166 VR counselors may be needed to provide VR services in the next five years.

CONCLUSION

The implementation of the Unified State Plan is the combined efforts of the CWDB, CDOR, SRC, community programs, and WIOA core program partners to work towards the common goals, objectives, and outcomes. The State Plan aims to achieve CDOR's mission of working in

partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living, and equality for individuals with disabilities.

CALIFORNIA DEPARTMENT OF REHABILITATION

VOCATIONAL REHABILITATION SERVICES PROGRAM AND SUPPLEMENT FOR THE SUPPORTED EMPLOYMENT SERVICES PROGRAM STATE PLAN

Preprint - Section 1: State Certifications

1. The **California Department of Rehabilitation (CDOR)** is authorized to submit the vocational rehabilitation (VR) services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA [1] and its supplement under title VI of the Rehabilitation Act [2];

2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, **CDOR** [3] agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan [4], the Rehabilitation Act, and all applicable regulations [5], policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan;

3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment (SE) services, the designated State agency agrees to operate and administer the State SE Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan [6] the Rehabilitation Act, and all applicable regulations [7], policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of SE services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan: **Yes**

4. The designated State agency and, or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement: **Yes**

5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement: **Yes**

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law: **Yes**

7. The **CDOR Director** has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the

Unified or Combined State Plan and its supplement: **Yes**

8. The **CDOR Director** has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for SE services: **Yes**

9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement: **Yes**

Assurances Certified By:

As the authorized signatory identified above, I hereby certify that I will sign, date and retain in the files of the designated state agency/designated state unit Section 1 of the Preprint, and separate Certification of Lobbying forms (Form ED-80-0013; at http://www.ed.gov/fund/grant/apply/appforms/ed80-013.pdf) for both the VR and SE programs.

*Signature on File*_____

Signature

Name of Signatory: Joe Xavier

Title of Signatory: Director, California Department of Rehabilitation

Date Signed: February 1, 2016

Section 1 Footnotes

[1] Public Law 113-128.

[2] Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

[3] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

[4] No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

[5] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations.

[6] No funds under title VI of the Rehabilitation Act may be awarded without an approved SE supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

[7] Applicable regulations, in part, include the citations in footnote 5.

Preprint - Section 2: Public Comment on State Plan Policies and Procedures

2.1 Public participation requirements.

(Section 101(a)(16)(A) of the Rehabilitation Act; 34 CFR 361.10(d), .20(a), (b), (d); and 363.11(g)(9))

(a) Conduct of public meetings.

The designated state agency, prior to the adoption of any substantive policies or procedures governing the provision of VR services under the State Plan and SE services under the supplement to the State Plan, including making any substantive amendments to the policies and procedures, conducts public meetings throughout the state to provide the public, including individuals with disabilities, an opportunity to comment on the policies or procedures.

(b) Notice requirements.

The designated state agency, prior to conducting the public meetings, provides appropriate and sufficient notice throughout the state of the meetings in accordance with state law governing public meetings or, in the absence of state law governing public meetings, procedures developed by the state agency in consultation with the SRC, if the agency has a council.

(c) Special consultation requirements.

The state agency actively consults with the director of the Client Assistance Program, the SRC, if the agency has a council and, as appropriate, Indian tribes, tribal organizations and native Hawaiian organizations on its policies and procedures governing the provision of VR services under the State Plan and SE services under the supplement to the State Plan.

Preprint - Section 3: Submission of the State Plan and its Supplement

3.1 Submission and revisions of the State Plan and its supplement.

(Sections 101(a)(1), (23) and 625(a)(1) of the Rehabilitation Act; Section 501 of the Workforce Investment Act; 34 CFR 76.140; 361.10(e), (f), and (g); and 363.10)

(a) The state submits to the Commissioner of RSA the State Plan and its supplement on the same date that the state submits either a State Plan under Section 112 of the Workforce Investment Act of 1998 or a state Unified Plan under Section 501 of that Rehabilitation Act.

(b) The state submits only those policies, procedures or descriptions required under this State Plan and its supplement that have not been previously submitted to and approved by the Commissioner.

(c) The state submits to the Commissioner, at such time and in such manner as the Commissioner determines to be appropriate, reports containing annual updates of the information relating to the:

1. comprehensive system of personnel development;
2. assessments, estimates, goals and priorities, and reports of progress;
3. innovation and expansion activities; and
4. other updates of information required under Title I, Part B, or Title VI, Part B, of the Rehabilitation Act that are requested by the Commissioner.

(d) The State Plan and its supplement are in effect subject to the submission of modifications the state determines to be necessary or the Commissioner requires based on a change in state policy, a change in federal law, including regulations, an interpretation of the Rehabilitation Act by a federal court or the highest court of the state, or a finding by the Commissioner of state noncompliance with the requirements of the Rehabilitation Act, 34 CFR 361 or 34 CFR 363.

3.2 Supported Employment State Plan supplement.

(Sections 101(a)(22) and 625(a) of the Rehabilitation Act; 34 CFR 361.34 and 363.10)

(a) The state has an acceptable plan for carrying out Part B, of Title VI of the Rehabilitation Act that provides for the use of funds under that part to supplement funds made available under Part B, of Title I of the Rehabilitation Act for the cost of services leading to SE.

(b) The SE State Plan, including any needed annual revisions, is submitted as a supplement to the State Plan.

Preprint - Section 4: Administration of the State Plan

4.1 Designated state agency and designated state unit.

(Section 101(a)(2) of the Rehabilitation Act; 34 CFR 361.13(a) and (b))

(a) Designated state agency.

1. There is a state agency designated as the sole state agency to administer the State Plan or to supervise its administration in a political subdivision of the state by a sole local agency.

2. The designated state agency is:

   A. **X** a state agency that is primarily concerned with VR or vocational and other rehabilitation of individuals with disabilities; or

   B. a state agency that is not primarily concerned with VR or vocational and other rehabilitation of individuals with disabilities and includes a VR unit as provided in paragraph (b) of this section.

3. In American Samoa, the designated state agency is the governor.

(b) Designated state unit.

1. If the designated state agency is not primarily concerned with VR or vocational and other rehabilitation of individuals with disabilities, in accordance with subparagraph 4.1(a)(2)(B) of this section, the state agency includes a VR bureau, division or unit that:

   A. is primarily concerned with VR or vocational and other rehabilitation of individuals with disabilities and is responsible for the administration of the designated state agency's VR program under the State Plan;

   B. has a full-time director;

   C. has a staff, at least 90 percent of whom are employed full-time on the rehabilitation work of the organizational unit; and

   D. is located at an organizational level and has an organizational status within the designated state agency comparable to that of other major organizational units of the designated state agency.

2. The name of the designated state VR unit is: **California Department of Rehabilitation**

4.2 State independent commission or State Rehabilitation Council.

(Sections 101(a)(21) and 105 of the Rehabilitation Act; 34 CFR 361.16 and .17)

The State Plan must contain one of the following assurances:

(a) The designated state agency is an independent state commission that:

1. is responsible under state law for operating or overseeing the operation of the VR program in the state and is primarily concerned with the VR or vocational and other rehabilitation of individuals with disabilities in accordance with subparagraph 4.1(a)(2)(A) of this section.

2. is consumer controlled by persons who:

   A. are individuals with physical or mental impairments that substantially limit major life activities; and
   B. represent individuals with a broad range of disabilities, unless the designated state unit under the direction of the commission is the state agency for individuals who are blind;

3. includes family members, advocates or other representatives of individuals with mental impairments; and

4. undertakes the functions set forth in Section 105(c)(4) of the Rehabilitation Act and 34 CFR 361.17(h)(4).

or

(b) **X** The state has established a SRC that meets the criteria set forth in Section 105 of the Rehabilitation Act, 34 CFR 361.17 and the designated state unit.

1. jointly with the SRC develops, agrees to and reviews annually state goals and priorities and jointly submits to the Commissioner annual reports of progress in accordance with the provisions of Section 101(a)(15) of the Rehabilitation Act, 34 CFR 361.29 and subsection 4.11 of this State Plan;

2. regularly consults with the SRC regarding the development, implementation and revision of state policies and procedures of general applicability pertaining to the provision of VR services;

3. includes in the State Plan and in any revision to the State Plan a summary of input provided by the SRC, including recommendations from the annual report of the council described in Section 105(c)(5) of the Rehabilitation Act and 34 CFR 361.17(h)(5), the review and analysis of consumer satisfaction described in Section 105(c)(4) of the Rehabilitation Act and 34 CFR 361.17(h)(4), and other reports prepared by the council and the response of the designated state unit to the input and recommendations, including explanations for rejecting any input or recommendation; and

4. transmits to the council:

A. all plans, reports and other information required under 34 CFR 361 to be submitted to the Commissioner;
B. all policies and information on all practices and procedures of general applicability provided to or used by rehabilitation personnel in carrying out this State Plan and its supplement; and
C. copies of due process hearing decisions issued under 34 CFR 361.57, which are transmitted in such a manner as to ensure that the identity of the participants in the hearings is kept confidential.

(c) If the designated state unit has a SRC, 4.2(c) provides a summary of the input provided by the council consistent with the provisions identified in subparagraph (b)(3) of this section; the response of the designated state unit to the input and recommendations; and, explanations for the rejection of any input or any recommendation.

CDOR Response:
4.2(c) – Input of the State Rehabilitation Council. Throughout the year, the SRC works in partnership with CDOR to improve VR services for individuals with disabilities. The 2015 SRC Annual Report (posted on CDOR's public website) provides information on the complete scope of the SRC's activities. Highlights of the SRC's input and recommendations to CDOR in 2015 include the following:

- The CDOR and the SRC jointly developed, reviewed and agreed to the State Plan priorities and goals presented in section 4.11(c)(1) of the State Plan.
- The CDOR collaborated with the SRC to develop and administer the annual Consumer Satisfaction Survey, which provides feedback on CDOR's progress in meeting its VR program responsibilities. The results are used to inform CDOR and the SRC on how to increase effectiveness and efficiency in the VR service delivery process. In 2015, CDOR received satisfactory marks for its services. CDOR also received satisfactory marks for its assistance to consumers who were employed. To assist CDOR in its quality improvement efforts, the SRC will further evaluate the 2015 survey results to determine if recommendations might be warranted.
- The SRC continues to be an active partner with CDOR on the CSNA, which is conducted over a three-year period to identify the rehabilitation needs of individuals with disabilities. In 2015, the SRC participated in interactive discussions regarding the development and methodology for the CSNA, including the development of questions used during public meetings. During each Quarterly meeting, the SRC reviewed the CSNA progress and provided input and suggestions. Notably, in 2015, the SRC created a new committee that will work with CDOR on the CSNA. Additional information regarding the CSNA is available in section 4.11(a) of the State Plan.
- During the August 2015 Quarterly meeting, the SRC approved recommendations for inclusion into CDOR's State Plan. The SRC's recommendations with CDOR's response are provided below:

SRC Recommendation

It is widely recognized in business and industry that soft skills are important 21st Century skills and are part of workplace readiness. The SRC commends CDOR for developing and implementing its Soft Skills program. The SRC recommends:

a. In an effort to gauge the extent to which this program has been implemented, the SRC requests additional information on how many consumers have attended soft skills training by CDOR, and how many Districts have participated in these efforts.

b. The SRC further recommends CDOR develop an integrated approach to providing soft skills training for all consumers, including youth with disabilities, throughout a consumer's development towards employment, including training by curriculum, workplace training, and job coaching. This integrated approach must include strong business engagement to ensure consumers have the skills to succeed in their employment choice.

CDOR Response

a. The CDOR has provided soft skills training to consumers in all 13 Districts. Although all Districts are providing soft skills training, only two Districts (Greater East Bay and San Diego) have created a tracking mechanism. In those Districts, it is estimated that 123 consumers have received soft skills training between October 2014 and November 2015. CDOR will assess how to best track consumers who are receiving soft skills training.

b. The CDOR will continue to provide soft skills training as part of the on-going VR services, and as appropriate based on need, as identified in each individual's IPE, including youth with disabilities. Additionally, CDOR will provide continual training to Employment Coordinators and other service delivery team members. Soft skills training will be incorporated into the curriculum for youth with disabilities. In order to increase the quality and the number of successful job placements, CDOR will consider business feedback, as appropriate, when updating its existing soft skills curriculum and, or training needed for its consumers.

SRC Recommendation

To understand the evolving hiring needs of business and to implement changes needed to improve quality employment outcomes, the SRC recommends CDOR expand engagement with business at each level of CDOR, including executive leadership, and ensure a focus on business engagement is disseminated throughout the organization.

CDOR Response

The CDOR welcomes continued opportunities to speak and collaborate with businesses on their employment and training needs. CDOR recognizes that understanding the ever changing business environment and the skills needed by employers will benefit its

consumers in their training plans and employment goals. As CDOR builds partnerships and relationships with businesses throughout the state, CDOR will provide training and resources to management and staff. CDOR is committed to ensuring that business needs are met, consistent with WIOA and Section 508, and incorporated into practices that lead to successful employment outcomes for our consumers.

SRC Recommendation

To more effectively partner with the regional and local Workforce Development Boards, the SRC recommends CDOR should develop a consistent partnership agenda to guide District Offices to successfully engage in regional planning and local service delivery efforts with Workforce Boards.

CDOR Response

Through collaboration with CWDB, CDOR is developing a partnership at the State level that can be replicated at the regional and local levels based on the operational needs of each district. Through the Unified State Plan, CDOR has provided four priorities (Youth, Business Engagement, Capacity Building, and Competitive Integrated Employment) to CWDB. CDOR has also identified how it may partner at the regional and local levels to address service delivery needs with the intention of increasing skills attainment and quality employment outcomes. CDOR is interested in leveraging resources to benefit its consumers and creating partnership models that may be replicated throughout the state to ensure CDOR is fully engaged in those efforts.

SRC Recommendation

As CDOR expands engagement efforts with the California Department of Education (CDE) and deepens connections with Local Education Agencies and Special Education Local Plan Areas, the SRC recommends CDOR should include students with 504 Plans in these engagement efforts to provide services to students with disabilities.

CDOR Response

In order to increase the number of high school students with disabilities receiving services through CDOR, students with, or eligible for 504 Plans, will be included in outreach efforts, as appropriate. Through district needs assessments, satisfaction surveys, outreach efforts, and collaboration with Local Education Agencies, CDOR will assess the service needs of students and youth with disabilities and increase the number of eligible students receiving services through the Department. CDOR is in the initial stages of creating marketing material and developing advertising strategies geared towards youth and students with disabilities. CDOR has a social media presence to educate youth with disabilities about the services and to highlight the achievements of people with disabilities.

SRC Recommendation

In order to provide consumers with equal access to the benefits of the 21st century technology, the SRC recommends CDOR proactively educate and inform staff and consumers of the importance of Assistive Technology (AT) and the tools and user

competency which is taken for granted in today's workplace.

CDOR Response
The CDOR will continue to pursue innovation(s) and advanced technology to educate and inform consumers on AT and determine how to increase user competency. In collaboration with the California Department of General Services (DGS), CDOR developed and maintains the State Price Schedule to make improvements in identifying and purchasing AT goods and services in a timely manner. Additionally, CDOR administers the AT Grant and the Assistive Technology Advisory Committee provides advice to CDOR regarding AT programs. Digital Access Project, developed by Ability Tools, the AT grant contractor, provides low-cost Internet service and Wi-Fi devices to people with disabilities.

SRC Recommendation
In its review of the 2015 Consumer Satisfaction Survey results, the SRC noted several areas of continuing concern to consumers. To assist CDOR in its quality improvement efforts, the SRC will further evaluate survey results to determine if recommendations might be warranted.

CDOR Response
The CDOR continues to make efforts to address consumer concerns and welcomes SRC recommendations to enhance and improve services for CDOR consumers. Each consumer that requested follow up was contacted by the Customer Service Unit, and District Administrators and Team Managers received their district results in order to address training needs and make service delivery improvements.

4.3 Consultations regarding the administration of the State Plan.

(Section 101(a)(16)(B) of the Rehabilitation Act; 34 CFR 361.21)

The designated state agency takes into account, in connection with matters of general policy arising in the administration of the plan and its supplement, the views of:

(a) individuals and groups of individuals who are recipients of VR services or, as appropriate, the individuals' representatives;

(b) personnel working in programs that provide VR services to individuals with disabilities;

(c) providers of VR services to individuals with disabilities;

(d) the director of the Client Assistance Program; and

(e) the SRC, if the state has a council.

4.4 Nonfederal share.

(Sections 7(14) and 101(a)(3) of the Rehabilitation Act; 34 CFR 80.24 and 361.60)

The nonfederal share of the cost of carrying out this State Plan is 21.3 percent and is provided through the financial participation by the state or, if the state elects, by the state and local agencies.

4.5 Local administration.

(Sections 7(24) and 101(a)(2)(A) of the Rehabilitation Act; 34 CFR 361.5(b)(47) and .15)

The State Plan provides for the administration of the plan by a local agency. **No**

If "Yes", the designated state agency:

(a) ensures that each local agency is under the supervision of the designated state unit with the sole local agency, as that term is defined in Section 7(24) of the Rehabilitation Act and 34 CFR 361.5(b)(47), responsible for the administration of the VR program within the political subdivision that it serves; and

(b) develops methods that each local agency will use to administer the VR program in accordance with the State Plan.

4.6 Shared funding and administration of joint programs.

(Section 101(a)(2)(A)(ii) of the Rehabilitation Act; 34 CFR 361.27)

The State Plan provides for the state agency to share funding and administrative responsibility with another state agency or local public agency to carry out a joint program to provide services to individuals with disabilities. **No**

If "Yes", the designated state agency submits to the Commissioner for approval a plan that describes its shared funding and administrative arrangement. The plan must include:

(a) a description of the nature and scope of the joint program;

(b) the services to be provided under the joint program;

(c) the respective roles of each participating agency in the administration and provision of services; and

(d) the share of the costs to be assumed by each agency.

4.7 Statewideness and waivers of statewideness.

(Section 101(a)(4) of the Rehabilitation Act; 34 CFR 361.25, .26, and .60(b)(3)(i) and (ii))

X This agency is requesting a waiver of statewideness.

(a) Services provided under the State Plan are available in all political subdivisions of the state.

(b) The state unit may provide services in one or more political subdivisions of the state that increase services or expand the scope of services that are available statewide under this State Plan if the:

1. nonfederal share of the cost of these services is met from funds provided by a local public agency, including funds contributed to a local public agency by a private agency, organization or individual;

2. services are likely to promote the VR of substantially larger numbers of individuals with disabilities or of individuals with disabilities with particular types of impairments; and

3. state, for purposes other than the establishment of a community rehabilitation program or the construction of a particular facility for community rehabilitation program purposes, requests in 4.7(b)(3) a waiver of the statewideness requirement in accordance with the following requirements:

   A. identification of the types of services to be provided;

   B. written assurance from the local public agency that it will make available to the state unit the nonfederal share of funds;

   C. written assurance that state unit approval will be obtained for each proposed service before it is put into effect; and

   D. written assurance that all other State Plan requirements, including a state's OOS, will apply to all services approved under the waiver.

CDOR Response:
4.7(b)(3) – Request for Waiver of Statewideness. CDOR requests a continuation of its waiver of statewideness for third-party cooperative arrangements (referred to in California as Cooperative Agreements) with local education agencies (LEA), public higher education agencies, and county human services agencies. These arrangements between CDOR and local public agencies are designed to increase the availability and quality of VR services which assist consumers to achieve competitive integrated employment. Although cooperative arrangements exist in each CDOR district, CDOR does not have sufficient staff or budget authority to contract with every potential cooperative partner in the state. In geographic areas where a cooperative arrangement is not available, individuals can apply for VR services at any local CDOR field office.

Cooperative arrangements include the following required federal assurances:

- Local funds used as match are certified as non-federal monies. The non-federal share of funds are made available by the local public agencies to CDOR and are either paid through a cash match contribution or reported as certified expenditures of redirected agency staff time to provide a unique pattern of VR services exclusively to CDOR applicants and consumers. Each cooperative arrangement identifies the type and amount of match to be provided by the local public agency.
- The types of VR services provided to CDOR applicants and consumers by the local public agency or associated vendor are identified by the VR Counselor.
- Prior written approval is issued by CDOR to the local public agency or associated community rehabilitation provider, which designates the specific type of VR services to be provided to CDOR applicants and consumers.
- The VR services provided are only for CDOR applicants and consumers and are new services that have a VR focus or existing services that have been modified, adapted, expanded, or reconfigured to have a VR focus; and, that are not customary services the local public agency is legally mandated to provide. The services included in each cooperative arrangement are based on the local needs of CDOR applicants and consumers and the local public agency.
- Program expenses for cooperative arrangement services are under the administrative supervision of CDOR through the cooperative arrangement.
- Each cooperative program and CDOR District establishes a mutual referral system for individuals to apply for VR services.
- The requirements of the VR Services Portion of the Unified State Plan will apply to all services provided to CDOR applicants and consumers under the cooperative arrangement, including the OOS identified in the response for 4.11(c)(3) – Order of Selection.

The CDOR administers VR services through the following cooperative programs for which the waiver of statewideness is requested. Through these arrangements, the participating cooperative program provides one or more new or expanded VR services to CDOR consumer.

Transition Partnership Programs (TPP)
The CDOR administers 111 TPP cooperative programs with LEAs, County Offices of Education or Special Education Local Plan Areas (SELPA) providing VR services to eligible students in hundreds of individual schools. CDOR also administers six case service contracts through associated CRPs in conjunction with TPP cooperative programs. The goal of the TPPs is to serve high school students with disabilities including blind, deaf, intellectual, developmental and mental health disabilities by facilitating the effective transition from school to meaningful competitive integrated employment.

The LEA or SELPA will refer students with disabilities ages 16 – 21 who can benefit from VR services to CDOR. The assigned VR Counselor will then open a case and work in partnership with the individual to complete an IPE as early as possible, but at the latest before the consumer leaves school. Through the cooperative arrangement or case service contract, the

participating LEA, SELPA, or CRP provides one or more new or expanded VR services to students.

These services conform to the definition of Pre-Employment Transition Services (PETS) required by WIOA and contain the following key features: job exploration counseling; work based learning experiences; counseling on post-secondary opportunities; workplace readiness training; and, instruction in self advocacy. These services, in addition to others provided on an individual basis are intended to ultimately result in competitive integrated employment.

WorkAbility I (WAI) Program
The WAI program is administered through the CDE. The goal of the WAI is to provide pre-employment training, employment placement and follow up for high school students in special education who are transitioning from school to work, independent living (IL) and postsecondary education or training.

WorkAbility II (WAII) Cooperative Programs
The CDOR administers four WAII cooperative programs with LEAs, Adult Schools, or Regional Occupational Programs (ROP). The goal of the WAII is to assist adult and out-of-school youth with disabilities to obtain competitive integrated employment. The VR services provided include vocational assessment, employment preparation and vocational instruction, job development, placement, and job retention, and non-SE job coaching.

WorkAbility III (WAIII) Cooperative Programs
The CDOR administers 24 WAIII cooperative programs with community colleges. The goal of the WAIII is to assist college students with disabilities to obtain competitive integrated employment. The VR services provided include vocational assessment, employment preparation, job development, placement, and job retention services.

WorkAbility IV (WAIV) Cooperative Programs
The CDOR administers 11 WAIV cooperative programs with the California State University (CSU) or University of California (UC). The goal of the WAIV is to assist college students with disabilities to obtain competitive integrated employment. The VR services provided include internships, employment preparation, job development, placement, and job retention services.

Mental Health Cooperative Programs
The CDOR administers 23 mental health cooperative programs with county mental health agencies and 34 case service contracts with associated CRPs. The goal of the mental health cooperative programs is to assist individuals with mental health disabilities live independently in the community through obtaining successful competitive integrated employment. The VR services provided include vocational assessments, personal vocational and social adjustment, work adjustment, employment preparation, job development, placement, and job retention services, as well as non-SE job coaching.

Welfare Cooperative Programs
The CDOR administers two Welfare cooperative programs with county human services agencies and one case service contract with an associated CRP. The goal of the Welfare cooperative programs is to assist individuals with disabilities who receive Temporary Assistance to Needy Families (TANF) to achieve competitive integrated employment. County Welfare programs provide work related programs for recipients of TANF, but have exempted people with disabilities. The services they have available for non-disabled TANF recipients do not meet the needs of people with disabilities. The VR services provided include vocational evaluations, employment preparation, job development, placement, and job retention services.

(c) Contributions, consistent with the requirements of 34 CFR 361.60(b)(3)(ii), by private entities of earmarked funds for particular geographic areas within the state may be used as part of the nonfederal share without the state requesting a waiver of the statewideness requirement provided that the state notifies the commissioner that it cannot provide the full nonfederal share without using the earmarked funds.

4.8 Cooperation, collaboration and coordination.

(Sections 101(a)(11), (24)(B), and 625(b)(4) and (5) of the Rehabilitation Act; 34 CFR 361.22, .23, .24, and .31, and 363.11(e))

(a) Cooperative agreements with other components of statewide work force investment system.

The designated state agency or the designated state unit has cooperative agreements with other entities that are components of the statewide work force investment system and replicates those agreements at the local level between individual offices of the designated state unit and local entities carrying out the America's Job Center of California service delivery system or other activities through the statewide work force investment system.

(b) Cooperation and coordination with other agencies and entities.

4.8(b) (1)-(4) describes the designated state agency's:

1. cooperation with and use of the services and facilities of the federal, state, and local agencies and programs, including programs carried out by the undersecretary for Rural Development of the U.S. Department of Agriculture and state use contracting programs, to the extent that those agencies and programs are not carrying out activities through the statewide work force investment system;

CDOR Response:
4.8(b)(1) – Cooperation with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System. CDOR works cooperatively with the following state and local agencies that do not carry out activities under the statewide workforce investment system, through Cooperative Agreements, Memorandum of Understandings

(MOU), Interagency Agreements (IA), or grants:

California Association of Student Financial Aid Administrators

MOU: Guidelines for Joint Financial Support – establishes guidelines for the joint financial support of CDOR student consumers to achieve their educational goals, eventually leading to employment. This MOU supports students enrolled in the California post-secondary setting with a financial aid office on campus.

California Commission on Disability Access (CCDA)

IA: CCDA promotes disability access in California through dialogue and collaboration with stakeholders including, but not limited to, the disability and business community and all levels of government.

CSU

MOU: Service Commitment for CSU Students who are CDOR Consumers – details the commitment of the CSU and CDOR to work cooperatively to provide services to eligible CSU students who are CDOR consumers with disabilities.

CSU Sacramento (CSUS)

IA #1: Supervisory Training – provides 80 hours of supervisory training to CDOR supervisors and managers and reflects the mission and goals of the California Health and Human Services Agency (CHHS).

IA #2: Project, Meeting, and Workgroup Consultation – CSUS, Center for Collaborative Policy provides the California Committee on Employment of People with Disabilities with strategic consultation for project planning, meeting support, and facilitation of work groups.

California Department of General Services (DGS)

Statewide Contracts: CDOR Purchasing Agreements – DGS oversees the statewide contracts for purchasing where agreements establish a pre-qualified list of vendors and simplify the purchasing process. Cooperative agreements are available to all State of California governmental entities, including CDOR, that expend public funds for the acquisition of both goods and services. The California Multiple Award Schedules offers a wide variety of commodities, non-information technology (IT) services and IT products and services at prices which have been assessed to be fair, reasonable, and competitive. The Western States Contracting Alliance is used for cooperative purchasing agreements with other states for IT hardware, software, and non-IT products.

IA #1: CDOR Applicant and Consumer Mediation Assistance – DGS, Office of Administrative Hearings (OAH) mediators assist applicants and consumers who request fair hearing or mediation to explore options for mutual resolution of a dispute in a timely, non-confrontational manner. Through mediation, applicants and consumers can better understand CDOR regulations and policies, and CDOR can better understand the individual's needs.

IA #2: Business Enterprise Program (BEP) Fair Hearing Services – DGS, OAH provides fair hearing services for CDOR BEP vendor appeals.

IA #3: CDOR Applicant and Consumer Fair Hearing Services – DGS, OAH provides fair hearing services to review determinations made by CDOR that affect VR services to individuals with disabilities and applicants and consumers.

IA #4: BEP Insurance Management – DGS, Office of Risk and Insurance Management provides management of the BEP statewide insurance program funded from food service vending machine locations.

California Department of Health Care Services (DHCS) Information Exchange

IA: Verification of CDOR Applicant's Benefit Status – used by CDOR to verify an applicant's Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI) benefit status to assist in determining eligibility for CDOR services including application of the presumptive eligibility rules for SSI or SSDI beneficiaries in accordance with Title I of the Rehabilitation Act.

California Department of Developmental Services (DDS): Individuals Eligible for Home and Community Based Waiver Programs – CDOR has a formal agreement with DDS, California's State agency responsible for administering the Home and Community Based Services waiver for the State Medicaid plan under Title XIX of the Social Security Act (42 U.S.C. 1396 et seq.). DDS has the primary responsibility to provide services and supports for individuals with intellectual disabilities and individuals with developmental disabilities, including extended services, or individuals with the most significant disabilities who have been determined to be eligible for home and community-based services under a Medicaid waiver, Medicaid State plan amendment, or other authority related to a State Medicaid program period.

California Department of Technology Services

IA: Data Processing – provides CDOR data processing services.

Independent Living Centers (ILC)

Statewide Grants: Administration and Oversight of IL Services – Title VII Rehabilitation Act Funds are used to administer CDOR's IL program and monitor 28 ILCs that provide federally required services, including IL skills and AT services to individuals with disabilities.

Grant #1: Provision of IL Services – Assembly Bill 204 grants that are issued to non-profit ILCs provide IL services that assist individuals with disabilities in achieving social and economic independence. Core services provided include peer counseling, advocacy, attendant referral, housing assistance, and IL skills training; and others services and referrals deemed necessary such as transportation, job development, equipment maintenance and evaluation, and mobility assistance and communication.

Grant #2: IL Long-term Stability – Title VII B grants funds used for technical assistance and capacity building to achieve greater long-term stability for IL networks.

Older Individuals who are Blind (OIB)

Grants: OIB Program Administration and Services – Title VII, Chapter 2 Rehabilitation Act funds used to administer and monitor the delivery of local OIB program services to visually impaired individuals age 55 and older to assist them to live independently, including funding 22 vendors to provide training in low-vision assistance, adaptive equipment, orientation and mobility, communication, daily living skills, self-advocacy, adjustment counseling, and transportation skills services to eligible individuals.

The Regents of the UC

MOU: Service Commitment for UC Students who are CDOR Consumers – details the commitment of the UC and CDOR to work cooperatively to provide services to eligible UC students who are CDOR consumers with disabilities.

California State Controller's Office (SCO)

IA #1: **Claim Processing** – expedites services to process claim schedules containing vendor invoices for goods and services provided to CDOR staff and consumers to ensure timely payment for continuance of services and compliance with the California Prompt Payment Act.

IA #2: **Employee Leave System** – provides CDOR Human Resource (HR) staff access and use of the SCO California Leave Accounting System for CDOR employees to perform a variety of functions necessary to accurately record and track leave system eligibility, balances, state service credits, and leave benefit activity.

IA #3: **HR Reports** – provides CDOR HR staff access and use of the Management Information Retrieval System to generate pre-written reports or create ad hoc reports on CDOR employee employment history, payment history, employer-sponsored deductions, and position inventory.

State Independent Living Council (SILC)

Grants: SILC Operation – Title VII B, Rehabilitation Act funds used to operate the SILC and provide SILC funds for various sub-grants and contracts necessary to carry out objectives of the State Plan for IL by programs for people with disabilities.

California State Personnel Board (SPB)

IA #1: **Training Agreement** – CDOR provides training on the Introduction to Fair Employment and Housing Act and the Americans with Disabilities Act, Practical Solutions to Reasonable Accommodation, and Writing an Effective Duty Statement.

IA #2: **Exam Access** – SPB's Selection System provides CDOR computer access to conduct departmental civil service examinations, as well as process and maintain civil service eligible lists and certification lists.

U.S. Department of Agriculture

The CDOR is not a part of an interagency cooperation on the utilization of services and facilities of the programs carried out by the Undersecretary for Rural Development of the U.S. Department of Agriculture. However, CDOR field offices in rural areas do collaborate with local farm worker programs, such as CalAgrAbility, to coordinate and deliver services to farmworkers with disabilities.

Ticket to Work (TTW) and Self-Sufficiency Program

The CDOR actively coordinates with the TTW and Self-Sufficiency Program. TTW is a voluntary work incentive program for SSDI or SSI beneficiaries between the ages of 18 and 64 who are interested in going to work. The TTW Program provides beneficiaries with access to VR, training, and placement services, as well as other services and support. Beneficiaries can use their ticket to obtain employment services and support from CDOR or they can take their ticket to an approved service provider called an Employment Network (EN). A ticket cannot be assigned to an EN and in-use with CDOR at the same time.

The CDOR's Work Incentives Planners (WIPs) and VR Counselors have an active role in the TTW program. CDOR's WIPs verify ticket status, provide information as needed, and facilitate referrals to ENs at case closure. VR counselors distribute CDOR's TTW fact sheet at intake, verify the ticket status prior to approving the IPE, and facilitate sequential services.

State Programs Carried Out Under Section 4 of the Assistive Technology Act of 1998

For information on State programs carried out under section 4 of the Assistive Technology Act, refer to the response for 4.11(d) – State's Strategies, specifically the information under the following header: "Identify how a broad range of Assistive Technology (AT) services and AT devices will be provided to individuals with disabilities at each stage of the rehabilitation process; and on a statewide basis".

Non-educational Agencies Serving Out-of-School Youth

Currently, CDOR does not have cooperative agreements with non-educational agencies serving out-of-school youth.

Coordination with the State Agency Responsible for Providing Mental Health Services

In California, the State agency responsible for mental health services is DHCS. Currently, CDOR has an informal relationship with DHCS to work together to support collaboration between county mental health agencies and local CDOR districts. When the WIOA regulations are finalized, CDOR will explore formalizing a relationship with DHCS through an IA or memorandum of understanding.

2. coordination, in accordance with the requirements of paragraph 4.8(c) of this section, with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services;

CDOR Response:
Refer to the response for 4.8(b)(2) – Coordination with Education Officials.

3. establishment of cooperative agreements with private nonprofit VR service providers, in accordance with the requirements of paragraph 5.10(b) of the State Plan; and

CDOR Response:
4.8(b)(3) – Cooperative Agreements with Private Nonprofit Organizations. CDOR develops federally-required cooperative agreements with private non-profit organizations consistent with California State Contracting Rules, CDOR Title 9 Regulations, and internal policy and procedures for the establishment, development, or improvement of CRPs. CDOR pays CRPs through fee-for-service or contractual agreements to deliver authorized assessment, training, employment, and specialized support services provided to CDOR applicants or consumers.

Fee-for-Services
Fee-for-services are paid to approved vendors per CDOR's Uniform Fee Structure for CRP Providers. The Uniform Fee Structure applies only to those CRPs in a fee-for-service relationship with CDOR. The Uniform Fee Structure does not apply to services provided under a cooperative program or case service contract as described in the response for 4.7(b)(3) – Request for Waiver of Statewideness. The types of services provided include:

- Assessment Services – improves a consumer's outcome by identifying specific barriers to employment and recommendations to eliminate those barriers.
- Training Services – enhances a consumer's employability by providing necessary interactions that remove employment barriers, provide for specific occupational training, or develop appropriate personal and work behaviors, as outlined in a rehabilitation plan.
- Job-Related Services – assists a consumer, in an organized planned manner, to prepare for, obtain, and retain employment.
- Support Services – provides direct services such as IL skills training and AT assessments that enhance independence and employability for CDOR consumers.

New or Expanded VR Services
The need for new services or expansion of VR services by a CRP may be directly identified by CDOR's District, through the needs assessment process identified in 4.11(a) – Comprehensive Statewide Needs Assessment, or by individual requests by consumers. When a needed VR service is identified for a consumer, CDOR will first seek services from current CDOR certified CRPs. In establishing a new vendor, or a new or added service, CDOR staff considers departmental priorities using the following criteria: there is an identified need for the service, and a sufficient number of CDOR applicants and consumers exist to sustain the service; there are no other providers; current providers or cooperative partners cannot fill the need; and, the new service or vendor will fill a service gap for the unserved or underserved population.

CDOR Community Resources Development (CRD) Section
The CDOR's CRD section is responsible for the vendorization and certification functions of CRPs. All new CRPs go through a vendorization process. Further, any new or expanded services beyond those currently approved and offered by a current vendor is subject to the approval procedures in place at the time of the submission of the request. Certain vendors or service categories may require CDOR executive level approval. Once vendorized to provide VR services, each CRP is formally notified of the approved VR service type(s), along with the corresponding CDOR approved standardized fee rate(s) established in 2009.

Case Service Contracts
When CDOR identifies a need for VR services to be provided by CRPs to consumers served through local public agency cooperative arrangements identified in the response for 4.7(b)(3) – Request for Waiver of Statewideness, CDOR's Cooperative Programs Section assists Districts and CRPs in developing case service contracts. These contracts are negotiated between CDOR and the CRPs to indicate the specific VR services, the number of consumers to be served, expected contract outcomes, and the costs needed to provide these services to consumers. Currently, the majority of these contracts are developed to provide VR services to consumers participating in the mental health cooperative agreements.

Certification, Review and Technical Assistance
All CRPs are required to maintain their certification, and those providing work-related programs are required to be accredited by the Commission on Accreditation of Rehabilitation Facilities. CDOR's CRD's Section reviews that CRPs are consistent with CDOR Title 9 Regulations to assure the quality of services, as well as the safety of consumers, and identify any needed improvements. For CRPs associated with cooperative agreements, the Cooperative Programs Section will also perform program reviews to evaluate their effectiveness in meeting the contract VR service objectives and identify any needed improvements. In addition, CDOR's CRD Section and, or, the Cooperative Programs Section will provide technical assistance in response to CRPs' questions or concerns when needed or upon request.

Efforts to Ensure Quality Services and Resources
The CDOR strives to maintain regulatory compliance and advocates for consumer and vendor service quality. Several efforts are taking place to provide quality services and resources for consumers:

- The CDOR continues to review and consolidate Individual Service Providers services in an effort to maintain consistent, fair, and effective services.
- The CDOR's CRD Section continues to conduct comprehensive certification and site reviews of CRPs. The focus of the review process is maximizing employment outcomes for CDOR consumers.
- Efforts are taking place to update the CRP Vendorization and Certification Guidelines with information on PETS and Customized Employment WIOA services.

- In early 2014, a proof of concept titled “Placement Plus” was administered in select CRPs to test a new employment services fee for service structure. The lessons learned and evaluation of the Placement Plus is informing CDOR’s current efforts to redesign employment services statewide.

4. efforts to identify and make arrangements, including entering into cooperative agreements, with other state agencies and entities with respect to the provision of SE and extended services for individuals with the most significant disabilities, in accordance with the requirements of subsection 6.5 of the supplement to this State Plan.

CDOR Response:
4.8(b)(4) – Arrangements and Cooperative Agreements for the Provision of Supported Employment Services. CDOR identifies and makes arrangements with private non-profit organizations, as identified in the response for 4.8(b)(3) – Cooperative Agreements with Private Nonprofit Organizations, to provide SE services for individuals with the most significant disabilities, including youth.

The CDOR collaborates with entities including DDS, Regional Centers, CRPs, CDE, the California workforce development system, local county mental health agencies, CRPs (including ILCs), business partners, and other community partners to provide competitive integrated SE services to eligible individuals. Currently, CDOR has 123 SE vendors (CRPs) statewide with associated locations and satellite offices.

In California, the hourly rates for SE job coaching, intake, placement, and retention services are statutorily-defined. The current rates were set in 2008 (Assembly Bill 1781). CDOR sets a rate structure policy that is consistent with state statutes and policies, including the State Administration Manual, and DGS requirements. The DDS Community Rate Section is responsible to set and maintain billing rates for the Work Activity Program. DDS funds the Work Services Program (WSP) for extended services to consumers with intellectual and developmental disabilities who achieve SE outcomes through CDOR’s VR program and who are eligible for WSP services.

For consumers not served under the WSP, other extended services can be used. These sources vary depending on the individual’s eligibility for other programs or availability of other resources. Funding for extended services for individuals with mental illness may be provided by county mental health agencies, which may allocate Medi-Cal, Mental Health Services Act, or Short-Doyle funds as determined by each county. Social Security Administration Work Incentives, such as Impairment Related Work Expense or an approved Plan for Achieving Self Support, may be used. SE services provided under Veteran’s Health Administration Compensated Work Therapy Program may also be used to fund extended services.

California state regulations do not allow Traumatic Brain Injury (TBI) state match funds to be used for extended services. Consumers with a TBI that require extended services such as ongoing support needed to maintain SE, such as job coaching can be served through additional resources at local ILCs.

Whenever possible, building natural supports at the workplace for consumers with SE needs is encouraged. Natural supports allow the strengthening of the relationship between employer and consumer, thus supporting long-term successful outcomes and to develop opportunities for competitive integrated employment, to the greatest extent practicable.

California Initiatives

California has enacted legislation and implemented statewide initiatives that have made an impact on the provision of SE services to individuals with intellectual and developmental disabilities:

- The Lanterman Developmental Disabilities Services Act (Welf. & Inst. Code, § 4500 et seq.) provides Californians with intellectual and developmental disabilities the right to obtain the services and supports to enable them to live a more independent life; this includes the funding for SE extended services. This Act is unique to California.

- AB 287 (2009) established the Employment First Policy, which led to a standing Employment First Committee formed by the State Council on Developmental Disabilities. The bill expands employment opportunities for people with intellectual and developmental disabilities, and identifies best practices and incentives for increasing integrated employment and gainful employment opportunities for people with intellectual and developmental disabilities. The Employment First policy requires Regional Centers to develop Individual Program Plans to ensure individuals with intellectual and developmental disabilities beginning at age 14 are provided options, competitive integrated employment, and post-secondary education to enable the consumer to transition from school to work. CDOR is an active participant in the Employment First Committee to help with transition planning.

- California Competitive Integrated Employment (Cal CIE): Blueprint for Reform for Individuals with Disabilities. In December 2014, CDOR, CDE, and DDS entered into a MOU to further advance the state's "Employment First" Policy and other federal and state laws to address employment in integrated settings, at competitive wages, for individuals with intellectual and developmental disabilities. The goal of Cal CIE is to develop a "blueprint" that will outline plans for:

    - Improving collaboration and coordination between the three departments to prepare and support all individuals with intellectual and developmental disabilities who choose competitive integrated employment;
    - Building capacity to increase opportunities for individuals with intellectual and developmental disabilities who choose competitive integrated employment to prepare for and participate in the California workforce development system; and,

- Increasing the ability of individuals with intellectual and developmental disabilities to make informed choices, adequately prepare for, transition to, and engage in competitive integrated employment.

Notably, Cal CIE serves populations that have been underserved and unserved in response to WIOA and also expands the provision of services to a broader group of youth. A focus of Cal CIE is exemplary, effective and emerging practices and "Real Work for Real Pay in the Real World."

- Promoting the Readiness of Minors in Supplemental Security Income (CaPROMISE) is a joint initiative of the U.S. Department of Education, Social Security Administration and Department of Health and Human Services and Department of Labor and awarded to California in October 2013. CDOR is the lead coordinator for the grant in California. CaPROMISE will improve the coordination of services and supports for child SSI recipients and their families in order to achieve improved education and employment outcomes and reduce reliance on SSI.

(c) Coordination with education officials.

1. 4.8(b)(2) describes the plans, policies and procedures for coordination between the designated state agency and education officials responsible for the public education of students with disabilities that are designed to facilitate the transition of the students who are individuals with disabilities from the receipt of educational services in school to the receipt of VR services under the responsibility of the designated state agency.

2. The State Plan description must:

   A. provide for the development and approval of an IPE in accordance with 34 CFR 361.45 as early as possible during the transition planning process but, at the latest, before each student determined to be eligible for VR services leaves the school setting or if the designated state unit is operating on an OOS before each eligible student able to be served under the order leaves the school setting; and

   B. include information on a formal IA with the state educational agency that, at a minimum, provides for:

      i. consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post school activities, including VR services;

      ii. transition planning by personnel of the designated state agency and the educational agency for students with disabilities that facilitates the development and completion of their Individualized Education Programs (IEP) under Section 614(d) of the Individuals with Disabilities Education Improvement Act;

iii. roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining state lead agencies and qualified personnel responsible for transition services; and

iv. procedures for outreach to students with disabilities as early as possible during the transition planning process and identification of students with disabilities who need transition services.

CDOR Response:
4.8(b)(2) – Coordination with Education Officials.

Interagency Agreement with CDE
As required by the Individuals with Disabilities Education Improvement Act and the Rehabilitation Act, CDOR participates with the CDE through an IA to create a coordinated system of educational and VR services, including PETS, for eligible students with disabilities. This agreement helps to facilitate a smooth and seamless transition for students with disabilities from school to employment in addition to addressing consultation and technical assistance, transition planning, identifying roles and responsibilities, and outreach activities.

Consultation, Technical Assistance and Community of Practice
The CDOR provides consultation and technical assistance to support state and local agencies in planning for the transition of students with disabilities, including the provision of PETS. Locally, Transition Liaison staff in each CDOR District provide outreach, consultation and technical assistance to LEA seeking information on VR services for students with disabilities. In addition, CDOR participates in the Community of Practice (CoP), which is supported by the National Association of Special Education Administrators and has created a shared work website for programs that support transition practices for students with disabilities. The CoP leadership team includes representatives from CDOR, CDE, DDS, the California Department of Social Services (DSS), the California Employment Development Department (EDD), SILC, educators, and parents who all share the goal of providing a seamless delivery of transition services to students with disabilities that lead to positive post school outcomes.

Regional Training and Technical Assistance Curriculum
In keeping with the goal of collaboration to support transitioning students with disabilities, CDOR provides a core series of regional training and technical assistance curriculum to local CDOR and LEA staff and partners. Expert consultants provide training on topics related to vocational services and supports leading to employment for transition age youth. The training topics include: employment preparation, job development and placement; transition-age youth; disability, medication, and vocational impact; benefits planning and management; and collaboration and team building. These trainings help support the further success of CDOR consumers who are students with disabilities in securing and maintaining employment.

Collaborative Team Process
In the coordination of goals, objectives, and services for transitioning students with disabilities, CDOR and LEAs are encouraged to use a collaborative team process to develop the transition services section of the IEP for students determined eligible for VR services. This process should include the involvement of the student, family, representatives of the LEA, CDOR staff when invited, and other service providers, as appropriate.

The CDOR and CDE's specific responsibilities are defined in the IA by each agency's applicable rules and regulations. The LEA is identified as the lead agency responsible for providing transition services by qualified personnel to students with disabilities to the point of exit from school. In planning for transition, the school should inform the parents and the student with a disability no later than age 16 about CDOR services and facilitate the referral process.

Determining Eligibility and IPE Development
The CDOR is responsible to determine eligibility for VR services needed to prepare for or obtain employment and is designated as the lead agency responsible for providing VR services by qualified personnel to students with disabilities meeting eligibility and OOS requirements, as identified in the response for 4.11(c)(3) – Order of Selection. When a student with a disability is referred to CDOR, is determined eligible, and is able to be served under OOS, CDOR develops the consumer's IPE. The IPE is developed within 90 days or by an agreed-upon extension date, and before leaving the school setting. CDOR is responsible for providing and paying for the transition services, including PETS, agreed upon in the IPE while the student with a disability is still in high school and continuing for the period the consumer is participating in the VR program.

IEP or IPE Responsibilities
The CDOR and CDE's responsibilities include the provision of services outlined and required by the IEP or IPE. When developing these plans, both agencies work to ensure duplication of services does not occur. Where responsibilities overlap, the primary responsibility for specific services rests with the most appropriate agency, as determined by the consumer's present status and when an agency is legally obligated and funded to provide that service. The local agency (LEA, SELPA, or other entity) that develops the eligible students' IEP is responsible for paying for the agreed upon transition services required to be provided under the Individuals with Disabilities Education Improvement Act. CDOR is responsible for providing and paying for the VR services, including PETS, included in the consumer's agreed upon IPE for the period the consumer is in high school and continues to participate in the VR program.

Outreach
Currently, CDOR does not have the fiscal and staffing resources available to cover statewide transition needs, including PETS, for students with disabilities through third-party cooperative agreements, as identified in the response for 4.7(b)(3) – Request for Waiver of Statewideness. However, CDOR implements procedures for enhancing outreach and identification of students with disabilities in need of transition services.

CDOR provides local presentations and informational literature to LEAs, educators, student associations, and parents about CDOR eligibility and program services. Additionally, CDOR assigns liaison VR Counselors to many secondary schools as a single point of contact for Special Education departments. Throughout the next four years, CDOR will continue to provide outreach and information to high schools about available VR services.

Collaboration with Partners
The CDOR communicates the value and benefits of CDOR services by reaching out to organizations that serve and represent students with disabilities, including parent resource centers, ILCs, Regional Centers, and organizations that serve youth who are blind or visually impaired or deaf or hard of hearing.

Cooperative Programs Advisory Committee (CPAC)
In an effort to support the provisions of this IA, CDOR established a CPAC comprised of representatives from CDE, LEAs, mental health agencies, and community based organizations. CPAC assists CDOR in the development of policies and procedures to promote the transition of CDOR students with disabilities from secondary to post-secondary school, and training and employment activities. CPAC members present on the availability and benefits of CDOR services to students with disabilities and advocacy groups. Examples of these groups include: Developmental Disability Council, County Mental Health Directors Association, and the Special Education Council.

(d) Coordination with statewide IL council and IL centers.

The designated state unit, the Statewide Independent Living Council established under Section 705 of the Rehabilitation Act and 34 CFR 364, and the IL centers described in Part C of Title VII of the Rehabilitation Act and 34 CFR 366 have developed working relationships and coordinate their activities.

(e) Cooperative agreement with recipients of grants for services to American Indians.

1. There is in the state a recipient(s) of a grant under Part C of Title I of the Rehabilitation Act for the provision of VR services for American Indians who are individuals with disabilities residing on or near federal and state reservations. **Yes**

2. If "Yes", the designated state agency has entered into a formal cooperative agreement that meets the following requirements with each grant recipient in the state that receives funds under Part C of Title I of the Rehabilitation Act:

   A. strategies for interagency referral and information sharing that will assist in eligibility determinations and the development of IPEs;

   B. procedures for ensuring that American Indians who are individuals with disabilities and are living near a reservation or tribal service area are provided VR services; and

C. provisions for sharing resources in cooperative studies and assessments, joint training activities, and other collaborative activities designed to improve the provision of services to American Indians who are individuals with disabilities.

CDOR Response – Coordination with Employers. WIOA calls for a description of how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of: 1) VR services; and, 2) transition services for youth, and PETS for students. In regards to coordination with employers and VR services, CDOR provides this description through the "Business Engagement" goals and objectives in section 4.11(d) – State's Strategies. In regards to PETS for students and youth with disabilities, CDOR provides this description through Goal 1 and Objective 1.1 for the "Youth" priority, also in section 4.11(d).

4.9 Methods of administration.

(Section 101(a)(6) of the Rehabilitation Act; 34 CFR 361.12, .19 and .51(a) and (b))

(a) In general.

The state agency employs methods of administration, including procedures to ensure accurate data collection and financial accountability, found by the Commissioner to be necessary for the proper and efficient administration of the plan and for carrying out all the functions for which the state is responsible under the plan and 34 CFR 361.

(b) Employment of individuals with disabilities.

The designated state agency and entities carrying out community rehabilitation programs in the state, who are in receipt of assistance under Part B, of Title I of the Rehabilitation Act and this State Plan, take affirmative action to employ and advance in employment qualified individuals with disabilities covered under and on the same terms and conditions as set forth in Section 503 of the Rehabilitation Act.

(c) Facilities.

Any facility used in connection with the delivery of services assisted under this State Plan meets program accessibility requirements consistent with the provisions, as applicable, of the Architectural Barriers Rehabilitation Act of 1968, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act of 1990 and the regulations implementing these laws.

4.10 Comprehensive system of personnel development (CSPD).

(Section 101(a)(7) of the Rehabilitation Act; 34 CFR 361.18)

4.10 describes the designated state agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of

qualified state rehabilitation professional and paraprofessional personnel for the designated state unit. The description includes the following:

(a) Data system on personnel and personnel development.

Development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs and personnel development with respect to:

1. Qualified personnel needs.

   A. The number of personnel who are employed by the state agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

   B. The number of personnel currently needed by the state agency to provide VR services, broken down by personnel category; and

   C. Projections of the number of personnel, broken down by personnel category, who will be needed by the state agency to provide VR services in the state in five years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

2. Personnel development.

   A. A list of the institutions of higher education in the state that are preparing VR professionals, by type of program;

   B. The number of students enrolled at each of those institutions, broken down by type of program; and

   C. The number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

(b) Plan for recruitment, preparation and retention of qualified personnel.

Development, updating on an annual basis, and implementation of a plan to address the current and projected needs for qualified personnel based on the data collection and analysis system described in paragraph (a) of this subsection and that provides for the coordination and facilitation of efforts between the designated state unit and institutions of higher education and professional associations to recruit, prepare and retain personnel who are qualified in accordance with paragraph (c) of this subsection, including personnel from minority backgrounds and personnel who are individuals with disabilities.

(c) Personnel standards.

Policies and procedures for the establishment and maintenance of personnel standards to ensure that designated state unit professional and paraprofessional personnel are appropriately and adequately prepared and trained, including:

1. standards that are consistent with any national- or state-approved or recognized certification, licensing, registration, or, in the absence of these requirements, other comparable requirements (including state personnel requirements) that apply to the profession or discipline in which such personnel are providing VR services.

2. To the extent that existing standards are not based on the highest requirements in the state applicable to a particular profession or discipline, the steps the state is currently taking and the steps the state plans to take in accordance with the written plan to retrain or hire personnel within the designated state unit to meet standards that are based on the highest requirements in the state, including measures to notify designated state unit personnel, the institutions of higher education identified in subparagraph (a)(2), and other public agencies of these steps and the time lines for taking each step.

3. The written plan required by subparagraph (c)(2) describes the following:

   A. specific strategies for retraining, recruiting and hiring personnel;

   B. the specific time period by which all state unit personnel will meet the standards required by subparagraph (c)(1);

   C. procedures for evaluating the designated state unit's progress in hiring or retraining personnel to meet applicable personnel standards within the established time period; and

   D. the identification of initial minimum qualifications that the designated state unit will require of newly hired personnel when the state unit is unable to hire new personnel who meet the established personnel standards and the identification of a plan for training such individuals to meet the applicable standards within the time period established for all state unit personnel to meet the established personnel standards.

(d) Staff development.

Policies, procedures and activities to ensure that all personnel employed by the designated state unit receive appropriate and adequate training. The narrative describes the following:

1. A system of staff development for professionals and paraprofessionals within the designated state unit, particularly with respect to assessment, vocational counseling, job placement and rehabilitation technology.

2. Procedures for the acquisition and dissemination to designated state unit professionals and paraprofessionals significant knowledge from research and other sources.

(e) Personnel to address individual communication needs.

Availability of personnel within the designated state unit or obtaining the services of other individuals who are able to communicate in the native language of applicants or eligible individuals who have limited English speaking ability or in appropriate modes of communication with applicants or eligible individuals.

(f) Coordination of personnel development under the Individuals with Disabilities Education Improvement Act.

Procedures and activities to coordinate the designated state unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Improvement Act.

CDOR Response:
4.10 – Comprehensive System of Personnel Development. CDOR, in partnership with the SRC, develops and maintains a CSPD to ensure a sufficient workforce of qualified state rehabilitation personnel, including professionals and paraprofessionals, is in place for the timely and successful delivery of VR services to Californians with disabilities.

DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

The CDOR has a comprehensive system for collecting, maintaining, and analyzing, on an annual basis, data on qualified personnel needs, training, and development.

Data on Qualified Personnel
The CDOR tracks the following positions: VR Counselor; Teacher, Orientation and Mobility for the Blind; Medical Consultant; Dental Consultant; Consulting Psychologist; Optometric Consultant; and Work Incentive Planner. Employees in each of these positions are required to meet education and, or, certification standards as a condition of employment that CDOR tracks in a database and validates with the appropriate programs. Current staffing patterns and projected vacancies, including personnel expected to retire or leave positions, over the next five years are outlined in the chart below:

Current staffing patterns – End of FFY 2015

Position Title	Total Positions	Current Vacancies	Projected Vacancies Over the Next 5 Years
VR Counselor	537	16.5	166
Teacher, Orientation and Mobility for the Blind	6	0	2
Medical Consultant	7	0	2
Dental Consultant	1	0	0
Team Manager	122	4	38

Position Title	Total Positions	Current Vacancies	Projected Vacancies Over the Next 5 Years
Service Coordinator	201.5	10.5	64
Employment Coordinator	81	9	27
Case Support Staff	184	16.5	60
Consulting Psychologists	6	0	2
Optometric Consultant	1	0	0
Work Incentives Planner	31	0	10

Data Source: CDOR's Personnel Services Section and Budgets, Fiscal Forecasting and Research Section

CSPD Personnel and Caseload Projections

As of the end of FFY 2015, CDOR actively provided VR services to 71,228 applicants and eligible consumers. CDOR is currently operating under an OOS, as identified in the response for 4.11(c)(3) – Order of Selection. Currently, the full range of VR services may be provided to consumers assigned to Priority Categories 1 and 2 who apply on or before June 30, 2016, and Priority Category 3, who applied on or before May 31, 2015, including individuals who are on the Waiting List. The OOS may change in the future based on budgetary constraints.

VRSD Teams

In FFY 2015, CDOR developed and implemented an evaluation and assessment plan to collect and analyze VRSD team data to measure the impact of the team approach and identify improvements on program design and implementation. The evaluation and assessment found that the VRSD team model had cultivated a team environment; majority of CDOR staff were satisfied with the VRSD team model; VRSD team model had standardized practices; and, VRSD team model had led to an increase in the number of employment outcomes. Wages at closure, however, had not increased.

In FFY 2016, 104 VRSD teams will provide services to an estimated 73,000 individuals in open status. In the VRSD team, the VR Counselors are exclusively responsible for the five non-delegable functions (eligibility determination; priority of service; IPE approval and signature; IPE revisions or amendments; and determination that a successful employment outcome has been achieved and the record of services can be closed). Collectively, the VR Counselor, Service Coordinator, Employment Coordinator, and Case Support Staff focus on providing VR services necessary for consumers to prepare for, find, and retain employment. Each VRSD team typically includes 10 direct service personnel: five VR Counselors; two Service Coordinators; one Employment Coordinator, and two Case Support Staff; however, specific teams could vary due to resource or operational needs. On average, each VRSD team provides services to approximately 678 individuals, or about 62 individuals per team member.

Orientation Center for the Blind

The CDOR operates the Orientation Center for the Blind (OCB) to assist CDOR consumers who are blind and visually impaired adjust to their vision loss. Credentialed teachers, including Teachers, Orientation and Mobility for the Blind, provide training and services to

CDOR consumers at OCB including independent travel, daily living skills, assistive technology use, and pre-vocational preparation.

Personnel Development of VR Counselors

The Council on Rehabilitation Education (CORE) provides academic preparation for professional rehabilitation counseling positions and undergraduate programs in Rehabilitation and Disability Studies. CDOR ensures effective systematic coordination with the CORE-accredited programs by discussing, at least biannually, the progress of CDOR staff participating in the Master's in Rehabilitation Counseling programs.

In California, there are six CORE-accredited Master's Degree in Rehabilitation Counseling programs and one CORE-accredited undergraduate Bachelor's of Science Degree in Rehabilitation Services program through the following universities: CSU Fresno (CSUF), CSU Los Angeles (CSULA), CSU Sacramento (CSUS), CSU San Bernardino (CSUSB), San Diego State University (SDSU), and San Francisco State University (SFSU). Only CSULA offers a Bachelor's of Science Degree in Rehabilitation Services.

The tables below provide data on the number of students enrolled in or graduated from a CORE-accredited Master's or Bachelor's Degree program and the numbers of students sponsored by CDOR and, or, the RSA.

Students Enrolled in or Graduated from a CORE-accredited Master's Degree in Rehabilitation Counseling Program for Academic Year 2014-15

University	Students Enrolled	Employees Sponsored by CDOR and, or, RSA	Graduates sponsored by CDOR and, or, RSA	Graduates from the previous academic year
CSUF	27	4	12	2
CSULA	56	3	2	24
CSUS	32	0	0	10
CSUSB	58	20	9	12
SDSU	107	55	21	39
SFSU	21	0	3	21
Total	301	82	47	108

Data Source: CDOR's Staff Development Unit

Students Enrolled in or Graduated from a CORE-accredited Bachelor's of Science Degree in Rehabilitation Services Program for Academic Year 2014-15

University	Students Enrolled	Employees Sponsored by CDOR and, or, RSA	Graduates sponsored by CDOR and, or, RSA	Graduates from the previous academic year
CSULA	325	0	0	122
Total	325	0	0	122

Data Source: CDOR's Staff Development Unit

RECRUITMENT, PREPARATION, AND RETENTION OF VR COUNSELORS AND PARAPROFESSIONALS

The CDOR has a 2012-15 Recruitment and Retention Plan that is reviewed, implemented, monitored, and updated annually by the Department's Diversity Officer. The plan provides a comprehensive strategy to recruit, prepare, and retain educated, high quality, and culturally competent employees by identifying specific goals and strategies. Factors that include achieving and maintaining diversity in the workplace, unserved and underserved population needs by District, alternative communication needs, and CDOR's long-term succession planning were crucial to the development of the plan. The strategies for retraining, recruiting, and hiring personnel involve collaborative approaches among CDOR's field offices, CORE, and CDOR's Executive Leadership Team. The 2016-19 Recruitment and Retention Plan is in development and will include talent management needs across the Department, and support CDOR's efforts to provide effective customer-focused services to consumers, partners, employers, and employees.

Current and Projected Needs for Qualified Personnel

To meet the current needs for qualified personnel, CDOR's Staff Development Unit (SDU) will continue to collaborate with other CDOR Sections to develop employee competencies, knowledge, skills and abilities; provide staff retraining; and comply with mandatory training requirements. SDU will provide logistical support for internal and external training.

The CDOR plans to offer a variety of training to support current professional development needs including:

- Academies for VR Counselors, Service Coordinators, Employment Coordinators and Office Technicians. These academies will increase the capacity of personnel to provide services to consumers and will also enhance existing knowledge of personnel duties.
- Quarterly knowledge-based trainings.
- Training on the medical aspects of disability.
- Continual training for VR Counselors.

To meet the projected needs of personnel, SDU will rely on a number of tools including CDOR's:

- Triennial CSNA
- SDU Needs Assessment
- State and Strategic Plans
- Workforce Strategic Plan
- Triennial Organizational Climate Survey

The SDU will identify projected training needs through analysis of audit findings, program reviews, policy inquiries, and an evaluation of WIOA. Delivery of training regarding services to youth, use of labor market information, and PETS will be priority.

The SDU will support continuing education by offering a variety of methods and topics including rehabilitation technology, documentation, case assessment and post-secondary education. SDU will also coordinate additional classes focusing on Section 508 compliance.

Coordination of CDOR, Higher Education Institutions and Professional Associations

The CDOR offers volunteer internships for VR students looking to gain experience and get a first-hand look at rehabilitation counseling at CDOR. CDOR partners with CORE universities to conduct "How to Apply to the CDOR" workshops that help CORE university students navigate the civil service application process. CDOR also partners with CORE universities and professional associations to promote CDOR career opportunities to their databases.

Personnel from Minority Backgrounds and Individuals with Disabilities

The CDOR is committed to recruiting and hiring employees representative of California's multicultural population including people with disabilities that support the vision of employment, independence, and equality for all Californians with disabilities. As of December 31, 2015, CDOR employed 1,904 staff. Of those, 620, or 32.6 percent indicate they are a person with a disability. Of the 620, 82, or 13.2 percent are in a leadership role. CDOR fosters a workplace environment that respects the diversity of its staff and consumers. CDOR's Diversity and Inclusion Advisory Committee, composed of CDOR management and staff, meets quarterly to discuss practices to ensure a culturally competent and diverse workforce is in order to meet consumer's needs.

PERSONNEL STANDARDS

Personnel Standards

The CDOR maintains adherence to the highest personnel standard that will ensure professional and paraprofessional staff are adequately trained and prepared for employment. Candidates applying for all positions must meet California's personnel standards prior to appointment, including proof of possession of degree, certification, licensing, and registration requirements applicable for each position. At the time of hire, VR Counselors already meet the required national standard, which is a Bachelor's Degree.

The standard CDOR utilizes to certify Senior Vocational Rehabilitation Counselor, Qualified Rehabilitation Professionals (referred to as "VR Counselors" throughout the State Plan) is possession of a Master's Degree in Rehabilitation Counseling from a recognized institution or –

- Possession of a Master's Degree or Doctorate Degree in a closely related field with successful completion of one graduate course with a primary focus on the Theories and Techniques of Counseling, or
- Possession of an active national certification as a Certified Rehabilitation Counselor.

The CDOR recruits entry level Service Coordinators and Employment Coordinators using the state civil service Staff Services Analyst classification. California's standard for the Teacher, Orientation and Mobility for the Blind; Medical Consultant; Dental Consultant; Consulting Psychologist, Optometric Consultant and Work Incentive Planner classifications includes certification, licensing, and registration requirements. These standards are detailed below:

Teacher, Orientation and Mobility for the Blind

Possession of a valid California Teaching credential authorizing the teaching of orientation and mobility to the visually disabled and either:

- Completion of an approved graduate curriculum leading to a Master of Arts degree in Orientation and Mobility Training or Peripatology. Candidates who are within six months of completing the required education will be admitted to the examination, but they will not be appointed until they have completed the curriculum. Or -
- Two years of experience working with the blind in training in mobility skills and physical conditioning (Completion of an approved training course in the orientation and mobility in a Veterans Administration Hospital may be substituted for up to one year of the required experience on the basis of one year of training for one year of experience.) and,
- Equivalent to graduation from college.

Medical Consultant

Possession of legal requirements for the practice of medicine, as determined by the California Board of Medical Quality Assurance or the California Board of Osteopathic Examiners, in addition to one year of experience in the practice of medicine exclusive of internship. Applicants who are in the process of securing approval by the Board of Medical Quality Assurance or the California Board of Osteopathic Examiners will be admitted to the examination, but the Board to which the application is made must determine that all legal requirements have been met before candidate will be eligible for appointment.

Dental Consultant

Possession of the legal requirements for the practice of dentistry in California as determined by the California Board of Dental Examiners and one year of experience in the practice of dentistry. Applicants may be admitted to the examination before meeting these requirements, but the Board of Dental Examiners must determine that all legal requirements have been met before candidates will be eligible for appointment.

Consulting Psychologist

Possession of a valid license as a Psychologist issued by the California Board of Psychology and possession of an earned Doctorate Degree in Psychology from an educational institution meeting the criteria of Section 2914 of the California Business and Professions Code. Unlicensed individuals who are recruited from outside the State of California and who qualify for licensure may take the examination and may be appointed for a maximum of two years at which time licensure shall have been obtained or the employment shall be terminated.). Experience: Either -

- Two years of experience in the California state service performing clinical psychology duties equivalent to those of a Psychologist (Various Specialties), Psychologist (Health Facility) (Various Specialties), or Psychologist Clinical, Correctional Facility. Or,
- Three years of full-time postdoctoral, postinternship experience in the practice of psychology involving either training, research, consultation, or program planning in mental health services.

Optometric Consultant
Possession of the legal requirements for the practice of optometry in California as determined by the California State Board of Optometry. Applicants who are in the process of securing approval of their qualifications by the State Board of Optometry will be admitted to the examination, but that Board must determine that all legal requirements have been met before candidates will be eligible for appointment. Experience - Two years of experience within the past five years as a practicing Optometrist. Experience as an Optometrist in the consultant function of a medical care program can be substituted on a year-for-year basis.

Work Incentive Planner
The CDOR recruits Work Incentive Planners using the state civil service Staff Services Analyst Classification. After the CDOR Work Incentive Planners are hired, they participate in and complete the Cornell University Work Incentives Practitioner Credentialing training for certification.

21st Century Understanding
WIOA describes the need for personnel to have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities. CDOR's existing requirement for VR Counselors to have a Master's Degree in Rehabilitation Counseling supports this need. In addition, CDOR will offer the following training in 2016:

- 21st Century Labor Market (Job-Driven Economy)
- Building Effective Partnerships with America's Job Center of California
- Building Effective Partnerships with Employers
- Competitive Integrated Employment
- Customized Employment
- Medical Aspects of Disability

Staff Development
In 2016, CDOR will provide training through four training tracks to professional and paraprofessional staff:

Track 1: Onboarding Training - provides CDOR employees with an introduction to the Department and how to function successfully within it. Key components include CDOR's mission, CDOR and VR history, and the rehabilitation process. In 2016, onboarding trainings will be offered regularly throughout the year in various modalities and will include:

- Orientation
- Welcome to CDOR
- Accessible Web-based Activity Reporting Environment (AWARE)
- Disability Awareness and Etiquette
- Workplace Communication

Track 2: The Academies - provides practical, job-specific training for each classification of the VRSD team: Team Manager, VR Counselor, Service Coordinator, Employment

Coordinator, and Office Technician. Assessment, vocational counseling and job development are all key components of the curriculum.

Track 3: Continuing Education - provides ongoing training via webinar on a range of current VR topics, including:

- Case Assessment
- Case Assessment Services
- Documentation
- Employment Outcomes
- Medical Aspects of Disability
- Post-Secondary Education
- The Case (Record of Services) Process

Instructor-led continuing education trainings will be offered once or twice a year and include:

- Diffusing Difficult Situations
- Diversity and Inclusion
- Health and Benefits Training on Work and Disability
- Plan to Achieve Self-Support
- Rehabilitation Technology

Track 4: WIOA-Based Training - to be offered regularly and include:

- 21st Century Labor Market (Job-Driven Economy)
- Introduction to WIOA
- PETS
- Working Effectively With Youth

Training for Supervisory Staff

In addition to the four training tracks, the following is offered for supervisory staff:

- CHHS Supervisor's Academy and Leadership Development Academy
- Leadership and Management Balance training
- Managing Diversity
- National Rehabilitation Leadership Institute Executive Leadership Seminar
- Quarterly Knowledge-Based Trainings covering various VR topics

Training-Related Support

The SDU provides the following training-related support services to CDOR employees:

- A master training calendar via CDOR's Intranet site
- CDOR Resource Library
- Technical support for new users of the web-conferencing software Adobe Connect, used for online meetings and virtual classroom instruction
- Timely processing of training request and reimbursement forms

The CDOR continues to routinely acquire and disseminate significant VR research, including:

- Newly published research disseminated via CDOR's Intranet site.

- Procedures for the acquisition and dissemination of significant knowledge from research and other sources to CDOR personnel.
- Topical webinars from VR leaders including the Research Technical Assistance Center, National Center on Leadership for the Employment and Economic Advancement of People with Disabilities, and the Employment and Training Administration.

PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

California is a culturally diverse state and CDOR is committed to providing timely and quality language services, as required, to all persons seeking services. The Dymally-Alatorre Bilingual Services Act is a state law that ensures individuals seeking state government services whose primary language is not English are not precluded from receiving State of California Services because of language barriers. CDOR has a Bilingual Services Program that ensures its services are effectively communicated to limited or non- English speaking individuals, as required by the Act.

To ensure effective communication with applicants and eligible individuals with disabilities, CDOR provides a variety of language services including, but not limited to, bilingual oral interpretation, bilingual written translation, and American Sign Language Interpreting. CDOR translates a variety of written materials that communicate its services in the following languages: Armenian, Cambodian, Chinese, Korean, Spanish, Tagalog, and Vietnamese. Additionally, appropriate auxiliary aids and services are also provided, where necessary and as required, to afford an individual with a disability an equal opportunity to participate in CDOR services. Auxiliary aids include services or devices such as qualified interpreters; assistive listening devices; real time, open, closed captioning; teletypewriters or Video Relay services; videotext displays; readers; taped texts; Braille materials; and large print materials.

Coordination of Personnel Development Under The Individuals With Disabilities Education Improvement Act

The CDOR has an IA with CDE supporting the provisions outlined in the Individuals with Disabilities Education Improvement Act. Through the IA, CDOR and CDE coordinate statewide educational and VR services for eligible secondary students with disabilities to result in an effective transition from school to employment.

The CDOR and CDE are jointly responsible for providing LEAs and CDOR staff with leadership, monitoring, and training. CDOR and CDE facilitate the development of cooperative programs for secondary students to increase the number of secondary and post-secondary transition-age youth with disabilities who receive services from CDOR. To foster state collaboration, a CDE representative is also a member on the SRC.

The CDOR and CDE established a core series of regional training and technical assistance curriculum designed for CDOR and LEA staff. These trainings are initiated by cooperative program partners and include topics on VR-relevant subjects such as Employment Preparation, Job Development and Placement; Transition-Age Youth; Disability, Medication, and Vocational Impact; Benefits Planning and Management; Collaboration and Team Building; and Strategies for Veterans Entering and Reentry into the Civilian Workforce. Additionally, CDOR provides cross-training to LEAs with designated school district VRSD teams to inform and support educators on CDOR services and application processes

4.11. Statewide assessment; annual estimates; annual state goals and priorities; strategies; and progress reports.

(Sections 101(a)(15), 105(c)(2) and 625(b)(2) of the Rehabilitation Act; 34 CFR 361.17(h)(2), .29, and 363.11(b))

(a) Comprehensive statewide needs assessment (CSNA).

1. 4.11(a) documents the results of a comprehensive, statewide assessment, jointly conducted every three years by the designated state unit and the SRC (if the state has such a council). The assessment describes:

   A. the rehabilitation needs of individuals with disabilities residing within the state, particularly the VR services needs of:

      - individuals with the most significant disabilities, including their need for SE services;
      - individuals with disabilities who are minorities and individuals with disabilities who have been unserved or underserved by the VR program carried out under this State Plan; and
      - individuals with disabilities served through other components of the statewide work force investment system.

   B. The need to establish, develop or improve community rehabilitation programs within the state.

2. For any year in which the state updates the assessments, the designated state unit submits to the Commissioner a report containing information regarding updates to the assessments.

CDOR Response:
4.11(a) – Comprehensive Statewide Needs Assessment. CDOR and the SRC jointly conducts a CSNA annually over a three year period to identify the VR services needs of Californians with disabilities and CRPs within the State. The first year of the CSNA was conducted during FFY 2014-15.

CSNA Methodology
The quantitative data consists of CDOR's caseload data compared to other demographic data sets within local, state, and Federal resources, such as CDE, the California Department of Finance (DOF), EDD, and the American Community Survey). The qualitative data consists of input provided through a public meeting, public forums, an annual Consumer Satisfaction Survey, and fair hearings determinations, which are then grouped into themes.

CSNA - Year One – Preliminary Findings
The CSNA analyzes quantitative and qualitative data to identify the needs and barriers of CDOR consumers and populations potentially unserved or underserved by CDOR. The results are used to help guide future State Plan priorities, goals, objectives, and strategies to best meet the needs of Californians with disabilities.

The following needs were identified.

For individuals with the most significant disabilities:
- Additional specialized job development and job retention services.
- Counseling on identifying natural support resources within the community and building the support network necessary to maintain long-term employment.
- Increased SE training provided to vendors on employment and retention strategies for consumers.
- Individualized advocacy focused on increasing success in competitive integrated employment settings.

For individuals with disabilities who are minorities and individuals with disabilities who have been unserved or underserved by the VR program:
- Additional PETS for Hispanic and Latino consumers.
- Increase career pathway services for Hispanic and Latino consumers.
- Increase outreach to potentially eligible individuals in the Asian American, and Hispanic, and Latino communities
- Increase services and collaboration with American Indian organizations.

For individuals who have been served through other components of the statewide workforce development system include:
- Better coordination with America's Job Center of California, Adult Education Programs, and Dislocated Worker Programs.
- Closer collaboration with workforce service providers who assist English language learners.
- Ensure physical, electronic, and programmatic accessibility to other WIOA core programs for individuals with disabilities.
- Increased Disability Awareness and Sensitivity Training at the America's Job Center of California and other WIOA core program partners.
- More CDOR staff assigned to liaison with the America's Job Center of California.

For CRPs within the state:

- Evaluate the vendor reimbursement model to ensure it adequately covers the cost of providing quality services.
- Expand job exploration and placement services for VR consumers to include more time and focus on career pathways and business sector strategies.
- Identify ways for CDOR to assume more of the vendor's risks such as paying for no-show appointments and background checks for new jobs.
- Increase training and coordination efforts between CDOR staff and CRPs regarding the use of AT, including the procedures for purchasing and requesting repairs.
- More in-depth training for consumers and CRP staff regarding CDOR's process for plan development and employment services so consumers and vendors will better understand their roles and responsibilities to each other and to the VRSD team.

For individuals who are eligible for PETS:

- Closer collaboration between VR and LEA staff.
- Connect youth with local business representatives who can provide guidance on what they need from future employees in their respective business sector.
- Expand transition services beyond school to work to include work to work transitions, and school to postsecondary training transitions.
- Information about the transition from school to work provided at an earlier age to youth with disabilities.
- Peer based mentors to provide coaching and model work readiness skills for youth.
- Provide benefits education planning and services to parents and guardians of youth with disabilities.
- Specialized training and increased awareness for VR staff and service providers on the unique needs of youth.
- Strengthen and expand the college to career model.

For information on how transition career services and PETS are coordinated with transition services provided under the Individuals with Disabilities Education Improvement Act, refer to the sections titled "IA with CDE", "IEP or IPE Responsibilities", and "Coordination of Personnel Development Under the Individuals with Disabilities Improvement Act".

(b) Annual estimates.

4.11(b) identifies on an annual basis state estimates of the:

1. number of individuals in the state who are eligible for services under the plan;

2. number of eligible individuals who will receive services provided with funds provided under Part B of Title I of the Rehabilitation Act and under Part B of Title VI of the Rehabilitation Act, including, if the designated state agency uses an OOS in accordance with subparagraph 5.3(b)(2) of this State Plan, estimates of the number of individuals to be served under each priority category within the order; and

3. costs of the services described in subparagraph (b)(1), including, if the designated state agency uses an OOS, the service costs for each priority category within the order.

CDOR Response:
4.11(b) – Annual Estimates. The U.S. Census Bureau, 2012 American Community Survey estimates that in 2015 there will be 1,861,223 adults ages 18-64 with a disability residing in California. These individuals may qualify for VR services under Title I, Part B or Title VI, Part B.

During FFY 2016, CDOR estimates it will provide a range of services to approximately 111,000 individuals with disabilities who will meet the OOS policy, as identified in the response for 4.11(c)(3) – Order of Selection. Approximately 40,000 applications will be received from individuals with disabilities; of which 27,700 may be determined eligible consumers. Currently, the full range of VR services may be provided to consumers assigned to Priority Categories 1 and 2 who apply on or before June 30, 2016, and Priority Category 3, who applied on or before May 31, 2015, including individuals who are on the Waiting List. The chart below includes the estimated costs of services and number of individuals to be served for each priority category.

FFYs 2016 Estimates of Cost of Services for Consumers Served*

Priority Category	Title I or Title VI	Estimated Funds	Estimated Number to be Served	Average Cost of Services
Category 1: Individual With a Most Significant Disability	Title I	$101,329,470	58,442	$1,734
Category 1: Individual With a Most Significant Disability	Title VI	$3,186,000	500	$6,372
Category 2: Individual With a Significant Disability	Title I	$76,441,530	51,826	$1,475
Category 3: All Other Eligible Individuals	Title I	$600,000	500	$1,200
Totals		$181,557,000	111,268	$1,632

Data Source: CDOR's Budgets, Fiscal Forecasting and Research Section

FFYs 2017 Estimates of Cost of Services for Consumers Served*

Priority Category	Title I or Title VI	Estimated Funds	Estimated Number to be Served	Average Cost of Services
Category 1: Individual With a Most Significant Disability	Title I	$101,329,470	58,442	$1,734
Category 1: Individual With a Most Significant Disability	Title VI	$3,186,000	500	$6,372
Category 2: Individual With a Significant Disability	Title I	$76,441,530	51,826	$1,475
Category 3: All Other Eligible Individuals	Title I	$600,000	500	$1,200
Totals		$181,557,000	111,268	$1,632

Data Source: CDOR's Budgets, Fiscal Forecasting and Research Section

*Adjustments to the annual estimates table may be needed to distinctly separate the new 15 percent PETS funding and 50 50 SE funding requirements.

(c) Goals and priorities.

1. 4.11(c)(1) identifies the goals and priorities of the state that are jointly developed or revised, as applicable, with and agreed to by the SRC, if the agency has a council, in carrying out the VR and SE programs.

   CDOR Response:
   4.11(c)(1) – Goals and Priorities. CDOR and the SRC jointly developed, reviewed, and agreed to the following State Plan Priorities and Goals:

   Priority: Youth

   Goal: Increase opportunities and outcomes for training and employment services for youth with disabilities.

   Goal: Outreach to potentially eligible students with disabilities to enhance awareness of, and the opportunities to receive, CDOR services.

   Goal: Increase coordination of services between CDOR and other partners to support youth with disabilities.

   Priority: Business Engagement

   Goal: Increase partnerships with businesses within the local areas to develop or expand work experience, internship, and employment opportunities for adults and youth with disabilities.

   Goal: Promote participation in career pathways to meet business sector and consumer employment needs.

   Priority: Capacity Building

   Goal: Establish or enhance partnerships with WIOA core programs to improve service delivery for adults and youth with disabilities.

   Priority: Competitive Integrated Employment

   Goal: Increase competitive integrated employment opportunities and outcomes and supports for adults and youth with disabilities, particularly those with the most significant disabilities and those underserved.

Priorities and Goals

The priorities and goals were based on input received from stakeholder public forums, WIOA, collaboration with the CWDB and the preliminary results of the CSNA.

The Youth priority and its corresponding goals, as defined by WIOA, addresses both youth with disabilities (14-24 years old) and students (16-21 years old) with disabilities, as students may be youth but not all youth may be students. The second Youth goal is specific to PETS.

The Business Engagement priority and its corresponding goals focuses on business engagement and partnerships and on career pathways and sector needs at the local and regional level.

The Capacity Building priority and its corresponding goal focuses on building and broadening capacity within CDOR and core programs to serve individuals with disabilities.

The Competitive Integrated Employment priority and its corresponding goal focuses on increasing competitive integrated employment opportunities and outcomes and supports for adults and youth with disabilities, particularly those with the most significant disabilities and those underserved.

2. The designated state agency submits to the commissioner a report containing information regarding any revisions in the goals and priorities for any year the state revises the goals and priorities.

3. Order of selection.
   If the state agency implements an OOS, consistent with subparagraph 5.3(b)(2) of the State Plan, 4.11(c)(3):

   A. shows the order to be followed in selecting eligible individuals to be provided VR services;

   B. provides a justification for the order; and

   C. identifies the service and outcome goals, and the time within which these goals may be achieved for individuals in each priority category within the order.

CDOR Response:
4.11(c)(3) – Order of Selection. Since 1995, CDOR has operated the VR program under a Declaration of OOS due to inadequate resources to provide VR services to all individuals with disabilities in California. Annually, CDOR reviews projected resources and projected costs for each state fiscal year (SFY), which starts July 1 and ends June 30, as provided by California Code of Regulations, title 9, section 7052(a), and determines whether the projected resources continue to be inadequate to meet all the projected costs for SFY. If

projected resources remain inadequate to provide VR services to all individuals with disabilities in California, a new OOS is issued, before June 30, informing the public that projected resources are not adequate to serve all eligible individuals, and lists the priority categories which can be served during the next SFY.

Description of Priority Categories
Under the OOS process, California has three priority categories in the following order: Priority Category 1, Individual With A Most Significant Disability; Priority Category 2, Individual With A Significant Disability; and Priority Category 3, All Other Eligible Individuals with Disabilities.

After an individual is found eligible for VR services, the VR Counselor evaluates the functional limitations, anticipated services needed, and duration of the services to identify the level of significance of disability (LSOD). Factors that cannot be used in determining the LSOD of eligible individuals include: residency, type of disability, age, race, color, or national origin, referral source, type of expected employment outcome, need for or anticipated cost of specific VR services required for an individual's plan for employment, nor an individual's or family's income level. The LSOD is used to determine the applicable OOS priority category.

Priority Category 1: Individual With A Most Significant Disability
An individual with a disability who has a serious limitation in terms of employment in at least four functional capacity areas; is expected to require multiple VR services over an extended period of time (more than six months); and has one or more physical or mental disabilities.

Priority Category 2: Individual With A Significant Disability
An individual who the Social Security Administration has determined is eligible for Social Security benefits as a result of a disability or blindness; or, an individual who meets the following three criteria: has a serious limitation in terms of employment in at least one functional capacity area; is expected to require multiple VR services over an extended period of time (more than six months); and has one or more physical or mental disabilities resulting from another disability or a combination of disabilities as determined by the basis of an assessment for determining eligibility and VR needs to cause comparable substantial functional limitation.

Priority Category 3: All Other Eligible Individuals with Disabilities
An individual with a disability who has at least one limitation in terms of employment in any functional capacity area; and, is not expected to require multiple VR services over an extended period of time.

Priority of OOS Categories
The CDOR formally notifies all VR program applicants of their OOS Priority Category in writing. Currently, the full range of VR services may be provided to consumers assigned to Priority Categories 1 and 2 who apply on or before June 30, 2016, and Priority Category 3, who applied on or before May 31, 2015, including individuals who are on

the Waiting List.

Number of Eligible Individuals Not Receiving VR Services
Those Priority Category Three individuals who applied June 1, 2015 or after are on the Waiting List and number five in total as of August 31, 2015.

Service and Outcome Goals
During FFY 2016, CDOR estimates it will serve approximately 111,000 individuals with disabilities who will meet the OOS policy. The total spending for all consumers served is estimated at $181,557,000. CDOR estimates 13,909 individuals will be Closed-Rehabilitated, of which 4,847 will be in Priority Category 1, 9,002 will be in Priority Category 2, and 60 will be in Priority Category 3.

FFY 2016 Estimated Service Numbers and Outcome Goals

Priority Category	Number Served	Closed - Rehabilitated	Closed - Other	Months In Plan To Closure	Cost of Services
1	58,942	4,847	6,810	22	$104,515,470
2	51,826	9,002	18,413	23	$76,441,530
3	500	60	150	28	$600,000
Total	111,268	13,909	25,373	-	$181,557,000

Data Source: CDOR's Budgets, Fiscal Forecasting and Research Section

New WIOA OOS Language
New language (as follows) was added by WIOA regarding the OOS: "If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment." The CDOR is examining the impact of such a policy change to programs and existing resources and will revisit this option during the two-year revision of the PY 2016 – 2020 State Plan. At this time, CDOR has elected to not alter the existing OOS policy to allow provision of services to eligible individuals, whether or not receiving VR services, who require specific services or equipment to maintain employment.

4. Goals and plans for distribution of Title VI, Part B, funds.
   4.11(c)(4) specifies, consistent with subsection 6.4 of the State Plan supplement, the state's goals and priorities with respect to the distribution of funds received under Section 622 of the Rehabilitation Act for the provision of supported employment services.

CDOR Response:
4.11(c)(4) – Goals and Plans for Distribution of Title VI, Part B Funds. CDOR will utilize an estimated $2,759,000 in funds received under the Rehabilitation Act Title VI, Part B to provide SE services for eligible individuals with most significant or significant disabilities. In accordance with WIOA, 50 percent of the funding received is designated for transition-aged youth. During FFY 2016, CDOR anticipates 2,460 consumers will receive SE services under Title VI, Part B and Title I funds. Of this number, an estimated 500

consumers will be funded from Title VI, Part B funds. When these funds are exhausted, CDOR will utilize Title I funds as necessary to meet the needs of the remaining consumers determined eligible and in need of SE services.

The CDOR's goal for Title VI, Part B funds is identified in the response for 4.11(c)(1) – Goals and Priorities under the competitive integrated employment priority: "Goal: increase competitive integrated employment opportunities and outcomes and supports for adults and youth with disabilities, particularly those with the most significant disabilities and those underserved."

The actions that will be used to advance competitive integrated employment of consumers receiving SE services include:

- Coordinating with CDOR Districts to identify outreach strategies and procedures to unserved and underserved populations including minority groups, transition-aged youth with disabilities, and individuals in rural areas who may be eligible for SE services.
- Exploring natural supports as a source for extended services.
- Identifying additional funding sources for extended services.
- Working collaboratively with all extended service providers, including employers.

The CDOR's collaboration efforts regarding SE services and extended services are identified in the response for 4.8(b)(4) – Arrangements and Cooperative Agreements for the Provision of Supported Employment Services.

In regards to leveraging other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most disabilities, California is unique in that through the Lanterman Developmental Disabilities Services Act (Welf. & Inst. Code, § 4500 et seq.), DDS provides extended services.

(d) Strategies.

1. 4.11(d) describes the strategies, including:

   A. the methods to be used to expand and improve services to individuals with disabilities, including how a broad range of AT services and AT devices will be provided to those individuals at each stage of the rehabilitation process and how those services and devices will be provided to individuals with disabilities on a statewide basis;

   B. outreach procedures to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities in accordance with subsection 6.6 of the State Plan supplement, and individuals with disabilities who have been unserved or underserved by the VR program;

   C. as applicable, the plan of the state for establishing, developing or improving CRPs;

D. strategies to improve the performance of the state with respect to the evaluation standards and performance indicators established pursuant to Section 106 of the Rehabilitation Act; and

E. strategies for assisting other components of the statewide work force investment system in assisting individuals with disabilities.

2. 4.11 (d) describes how the designated state agency uses these strategies to:

A. address the needs identified in the assessment conducted under paragraph 4.11(a) and achieve the goals and priorities identified in the State Plan under paragraph 4.11(c);

B. support the innovation and expansion activities identified in subparagraph 4.12(a)(1) and (2) of the plan; and

C. overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the state VR services program and state SE services program.

CDOR Response:
4.11(d) – State's Strategies. CDOR developed measurable objectives to support CDOR's achievement of the Priorities and Goals identified in the response for 4.11(c)(1) – Goals and Priorities. These program goals and objectives represent CDOR's approach to serving youth, expanding business engagement, enhancing capacity building, and increasing competitive integrated employment. Actions (referred to as "Strategies") to achieve the priorities, goals and objectives, consistent with the comprehensive statewide needs assessment are identified below.

CDOR Priority: Youth

Goal 1: Increase opportunities and outcomes for training and employment services for youth with disabilities.

Objective 1.1: By June 30, 2017, provide 2,000 additional students with competitive integrated work experience placements with employers at an average of 100 hours per student for PETS.

Strategies:

- The CDOR's Cooperative Programs Section, Contracts and Procurement Section, and the CDOR Districts will collaborate to add PETS into the TPP contracts.
- The CDOR's Cooperative Programs Section will oversee work experience placements for eligible youth through monitoring of contracts developed with program partners.

- The CDOR will release approximately $4.0 million dollars to LEAs for direct funding of work experience placements for eligible students.
- The LEAs will provide real work experience opportunities to youth in a variety of settings and types of jobs in the community and on campus.
- The CDOR will establish business partnerships on a continual basis to provide opportunities for youth including situational assessments, job shadowing, trial work experience, volunteer work, nonpaid work experience, paid work experience, on the job training, and employment.
- At the local level, with a focus on youth, develop employer outreach materials, facilitate informational interviews and participation in job fairs.

Goal 2: Outreach to potentially eligible students with disabilities to enhance awareness of, and the opportunities to receive, CDOR services.

Objective 2.1: By June 30, 2016, conduct a needs assessment in each CDOR District, focused on outreach to schools without a TPP program that provide services to PETS-eligible youth to identify service gaps and the number of unserved students.

Strategies:

- The CDOR's Cooperative Programs Section will collaborate with CDOR's District Administrators to design the needs assessment.
- The CDOR's Cooperative Programs Section will collaborate with the VRSD teams and field offices to conduct the needs assessment and summarize the results.

Objective 2.2: By June 30, 2018, CDOR will develop a process that schools can use to identify eligible students, make referrals, and conduct outreach.

Strategies:

- The CDOR will develop strategies for conducting outreach to eligible students through multiple and emerging modalities.
- The CDOR Districts will develop local processes for high schools to make referrals for eligible students.
- VR staff will participate in IEP meetings when invited and will be encouraged to visit campuses to provide information about CDOR, conduct outreach, make referrals and identify students.
- The CDOR will conduct an outreach campaign to inform TPP recipients, LEAs, and other program partners serving eligible students on the definition and requirements of PETS.
- The CDOR will disseminate information on VR services to students with disabilities through written communications, IEP meetings, and one-on-one conversations.
- Through the existing TPP contracts and new youth employment initiatives, CDOR will conduct outreach to develop new opportunities for the provision of work experience services and permanent employment opportunities.

Goal 3: Increase coordination of services between CDOR and other partners to support youth with disabilities.

Objective 3.1: By June 30, 2017, release approximately $1.0 million dollars in Request for Proposals (RFPs) for self advocacy training, as well as summer youth employment readiness and work experience training.

Strategies:

- Provide public information about the availability of RFPs when they are released.
- Conduct research on best practices for self advocacy training, summer youth employment readiness and work experience training models.
- CDOR's Cooperative Programs Section, Contracts and Procurement Section, and Districts will collaborate to issue and administer the RFPs.
- The CDOR and LEAs will continually coordinate with the Local Workforce Development Board (LWDB) Youth Councils to participate in summer and year-round youth programs.
- As students training (or working at) work sites through unpaid or paid work experiences and employer paid jobs near the "ready for hiring" process, students will be provided additional services to facilitate placement in permanent competitive integrated employment.

DOR Priority: Business Engagement

Goal 4: Increase partnerships with local businesses to develop or expand work experience, internship, and employment opportunities for adults and youth with disabilities.

Objective 4.1: By June 30, 2018, develop relationships and provide direct services to at least 100 new business partners.

Strategies:

- Develop a "menu" of CDOR services to be used by CDOR staff when conducting outreach to local business partners.
- Coordinate with the LWDBs when conducting outreach to local business partners.
- Identify other stakeholders, such as local business associations, to partner with for outreach efforts.
- Develop an online service request system for businesses.
- Identify and approach businesses that have public contracts with requirements for the hiring of individuals with disabilities.
- Support the recruitment of job seekers with disabilities through direct referral from CDOR offices and through the Talent Acquisition Portal (TAP) online job matching system.

- Serve as a resource to the LWDBs, America's Job Center of California, and core partners to support the hiring, retention and promotion of adults and youth with disabilities.
- Provide Disability Awareness and or Windmills trainings to private and public employers.
- Continue to provide outreach, education, and technical assistance to state and federal employers with the purpose of increasing the number of people with disabilities that they hire.
- Continue engaging business partners with marketing materials to provide information on Section 503.

Goal 5: Promote participation in career pathways to meet business sector and consumer employment needs.

Objective 5.1: By June 30, 2018, develop at least two pilot partnerships with businesses focused on using sector strategies to meet business sector and consumer employment needs.

Strategies:

- Work up-front with businesses to determine local hiring needs and design training programs that are responsive to those needs.
- Measure and evaluate employment and earnings outcomes in different sectors and with different businesses to identify potential pilot partners.
- The CDOR will provide information to direct service providers and program partners on the career pathways model for the purpose of supporting consumers in obtaining employment that meets market sector needs.

Objective 5.2: By January 2017, provide field guidance to CDOR Districts on how to use current local and regional labor market data during the consumer planning and placement process.

Strategies:

- Host quarterly statewide (or regional) calls addressing different sectors (e.g. finance, transportation, healthcare) with businesses and CDOR staff.
- During the calls, have discussions about career pathway options within those businesses to educate CDOR staff.
- The CDOR's Workforce Development Section in collaboration with the staff will recruit business partners for participation in the calls.
- Work in collaboration with EDD, LWDBs, America's Job Center of California, and the Chambers of Commerce and economic development agencies to provide labor market information and identify areas for competitive integrated employment.

DOR Priority: Capacity Building

Goal 6: Establish or enhance partnerships with the WIOA core programs to improve service delivery for adults and youth with disabilities.

Objective 6.1: By June 30, 2018, develop and implement a work plan to enhance the WIOA core program partner's capacity to serve individuals with disabilities.

Strategies:

- Conduct focus groups to solicit feedback about what the partners think is needed to enhance services for people with disabilities.
- Develop a CDOR referral form and referral process for the AJCCs.
- Provide training to local America's Job Center of California staff on topics such as: CDOR services; eligibility; job placement; case management; benefits counseling; job readiness and soft skills; disability awareness and etiquette; hiring persons with disabilities; disability disclosures; competitive integrated employment; customized employment; AT; and, reasonable accommodation.
- Provide tools and resources to the WIOA core programs serving individuals with disabilities such as accommodations for individuals who are blind and visually impaired or deaf and hard of hearing.
- Identify the single point of contact for all local WIOA core program partners.

Objective 6.2: By June 30, 2018, develop and implement a work plan to leverage partnerships with WIOA core program partners to increase CDOR's capacity to serve consumers.

Strategies:

- Develop a CDOR resource guide that includes information about the WIOA core program partners including their services and resources.
- Share data outcomes with the local America's Job Center of California, such as the number of referrals, IPEs developed and closures.
- Increase and maintain communication with the WIOA core program partners about policies, procedures, and outcomes.
- Assess each CDOR District's unserved and underserved populations and use this information as a strategy to leverage partnerships.
- CDOR Districts to have reoccurring meetings with the WIOA core program partners to identify issues and implement solutions.
- Provide training and educational opportunities including, but not limited to, webinars, on-line instruction, classroom training, presentations, workshops, fairs, and events in the areas of disability employment, physical access, program access, and digital access.

- Increase technical assistance and informational responses for WIOA core program partners in the areas of disability employment, physical access, program access, and digital access.

DOR Priority: Competitive Integrated Employment

Goal 7: Increase competitive integrated employment opportunities and outcomes and supports for adults and youth with disabilities, particularly those with the most significant disabilities and those underserved.

Objective 7.1: By June 30, 2018, implement a statewide cross-departmental partnership for increasing competitive integrated employment opportunities, outcomes and supports for adults and youth with disabilities.

Strategies:

- Continue coordination and collaboration with CDE and DDS through the Cal CIE effort to prepare and support all individuals with intellectual and developmental disabilities in attaining competitive integrated employment.
- Improve data collection and sharing between CDOR, CDE, and DDS.
- Promote collaboration at the local level and develop MOUs that address competitive integrated employment.
- Hold stakeholder meetings and forums to communicate information on achieving competitive integrated employment for individuals with intellectual and developmental disabilities.
- Amend the current IAs and MOUs between CDOR, CDE, and DDS to include an emphasis on competitive integrated employment.

Identify how a broad range of Assistive Technology (AT) services and AT devices will be provided to individuals with disabilities at each stage of the rehabilitation process; and on a statewide basis.

The Assistive Technology Act (AT Act) of 1998, as amended in 2004, funds each state and U.S. territory to provide AT services. In California the program is the AT Unit, which is housed within CDOR and funded by a federal grant through the U.S. Department of Health and Human Services' Administration for Community Living. To implement the required services, CDOR contracts with the California Foundation for Independent Living Centers to provide AT services statewide to assist individuals with disabilities to live independently and participate in the community. Through these activities, as detailed below, CDOR assures coordination with AT programs.

The CDOR provides AT services and devices for applicants and consumers based on their need at each stage of the rehabilitation process, from initial interview through case closure and post-employment services to help achieve their employment goal. AT services include providing devices, equipment, hardware, and, or, software to promote

greater independence. CDOR informs applicants and consumers about their rights and remedies for decisions made regarding AT services and devices.

To educate VR Counselors, Service Coordinators, and Employment Coordinators about AT options for applicants and consumers, CDOR offers a Rehabilitation Technology two-day training class at least once per year. This training includes reviewing the different types of assistive devices available to consumers, and where and how to obtain appropriate assessments and recommendations for these devices. A statewide CDOR AT Services Coordinator is available to assist CDOR staff with technical assistance and guidance.

Through a statewide contract, CDOR also provides AT services through the California AT Systems, a statewide program federally funded through the AT Act of 1998, as amended in 2004 including:

- Device Loan Program: Short-term loans can be provided up to one month to qualifying individuals and can be renewed.
- Device Reutilization Program: A web-based program for individuals and organizations to list AT devices for sale. There are five centers providing reused equipment to their communities at low or no cost.
- AT and Transportation Loan Guarantee Program: An individual with a disability, family member or legal guardian of a child with a disability, and an employer (only for the AT Loan Program) can apply for a loan to purchase a vehicle, modifications for a vehicle, AT services and devices.

Individuals with disabilities can access CDOR's Internet website for information on AT program resources and services. To address ongoing issues with timely delivery of AT goods and services for consumers, CDOR worked with DGS to streamline the procurement process. In 2013, CDOR negotiated a contract with DGS to streamline the process of procuring AT goods and services through the State Price Schedule. CDOR also created an AT vendor website where field staff can search for and select products and services for consumers. CDOR continues to evaluate ways to increase the number of vendors and the timeliness of services to meet consumer AT needs. CDOR continues to identify improvements to AT processes, including upgrading the AT vendor website to make it easier to use, providing training to field staff and vendors, and addressing focused concerns regarding use of the SPS for purchases for individuals with particular physical impairments.

Identify what outreach procedures will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities; and individuals who are unserved and underserved by the VR program.

Through the CSNA, as identified in 4.11(a) – Comprehensive Statewide Needs Assessment, CDOR conducts an assessment on the level of its outreach to individuals with disabilities, including those who are minorities, with the most significant disabilities to determine who may be unserved or underserved by the VR program

Based on the assessment, strategies to better serve consumers who may be from unserved or underserved minority groups are shared with staff. For example, CDOR established bi-monthly meeting taskforces to address the needs, barriers, and services deficits of individuals with disabilities who are Asian American, African American, and Hispanic. CDOR also established the Diversity and Inclusion Advisory Committee to conduct outreach to unserved and underserved individuals and consumers, and to diversify CDOR employee applicant pools to ensure a diverse workforce in order to meet consumer needs. The Diversity and Inclusion Advisory Committee meets quarterly to identify outreach and diversity gaps and determine potential solutions for consideration by CDOR's Executive Leadership Team. To enhance CDOR's ability to reach out to individuals with disabilities, consumers, and stakeholders electronically, CDOR maintains Facebook, Twitter, You Tube, Vimeo, and Intranet and Internet websites. Through these sites, CDOR provides information about current events, resources, consumer highlights, and VR services for staff, consumers, and the public. To promote deaf awareness and sensitivity, CDOR provides annual training to VRSD team members on how to effectively serve individuals who are deaf, hard of hearing, late-deafened, and deaf-blind.

Identify plans for establishing, developing, or improving CRPs, if applicable.

The CDOR continues to implement plans to establish, develop, and improve CRPs that address the needs of consumers. Efforts continue to take place to identify improvements to CDOR program evaluation processes for CRPs. Established in 2012, CDOR created a review process to create consistency and increase efficiencies, particularly for CRPs receiving payments to provide CDOR services to applicants and consumers under different VR and SE programs. CDOR continues to evaluate the effectiveness of the review processes and update the master program review calendar each year.

The CDOR's CRD Section continues to update and use the Rehabilitation Resources Directory (RRD), an online resource on CDOR's website that provides users with complete information about CRPs throughout California. CDOR's CRD Section is updating the CRP Vendorization and Certification Guidelines with information on PETS and Customized Employment WIOA services. In early 2014, a proof of concept titled "Placement Plus" was administered in select CRPs to test a new employment services fee for service structure. The lessons learned and evaluation of the Placement Plus is informing CDOR's current efforts to redesign employment services statewide.

Strategies to improve the performance with respect to the evaluation Standards and Performance Indicators.

In FFY 2015, CDOR passed performance indicators 1.1, 1.2, 1.3, 1.4, 1.6, and 2.1, but experienced challenges in meeting performance indicator 1.5., Average Hourly Earnings.

The performance indicators under WIA will remain in effect until the new performance indicators, under WIOA, go into effect July 1, 2016. Until that time, CDOR will implement

current and new strategies to improve performance, including: monthly monitoring of performance indicator data; attend California Model Employer Initiative meetings in order to increase the number of individuals with disabilities in state employment; identify and implement improvements in furtherance of the state's "Employment First" policy to gain integrated competitive wages for persons with intellectual and developmental disabilities; increase jobs-driven employment and consumer self-sufficiency for consumers who are job ready through WIP; establish new partnerships with employers through the National Employment Team; maximize the use of TAP, an online system which includes both a national talent pool of VR candidates looking for employment and a job posting system for businesses looking to hire individuals with disabilities, to link job ready consumers with employers; and, enhancement of staff training curriculums to include the use of social media strategies and the electronic job application process. These efforts are expected to contribute towards passing the performance indicators in FFY 2016.

Local Partnerships

The CDOR will partner with the LWDBs and America's Job Center of California. CDOR Central Office staff will provide support to the CDOR District Administrators and local Team Managers as they implement the priorities and strategies at the local level. CDOR will also coordinate with the CWDB to develop local and regional level MOUs for the America's Job Center of California.

WIOA Performance Measures

The CDOR will utilize an updated AWARE system to collect some of the data needed to calculate the WIOA performance measures. The data will be collected and entered by VRSD Teams located throughout California. Wage data is currently (and will continue to be) collected through an IA with EDD. CDOR may also partner with EDD or CDE to collect postsecondary credential or diploma or its recognized equivalent. CDOR will report individual consumer record data quarterly through the report titled "RSA-911" as required by WIOA.

Strategies to assist other components of the statewide workforce investment system in assisting individuals with disabilities.

The CDOR's Director is a member of the WIOA Implementation Work Group, which is responsible for a collaborative approach on how to adequately implement WIOA. The WIOA workgroup includes state department heads who are experts in policy, education, and employment. CDOR collaborates with the CWDB as an active partner with the 49 Local Workforce Development Boards, and has contracts with the America's Job Center of California for co-locating staff, and collaborates with the following agencies within the workforce investment system to meet consumer need:

California Department of Education

See 4.8(b)(4) under "California Initiatives".

Chancellor's Office of the California Community Colleges
The California Community Colleges offers academic and vocational education at the lower division level for both younger and older students, including those persons returning to school. Potentially eligible students are referred to CDOR for eligibility determination and, if appropriate, services.

UC Regents
The UC provides services to students who are CDOR consumers with disabilities.

The California Association of Student Financial Aid Administrators (CASFAA)
The CASFAA supports mutual students who are consumers with disabilities to achieve their educational goals leading to employment. Guidelines are established for joint financial support of CDOR student consumers in the California post-secondary educations system.

Sycuan Inter-Tribal Vocational Rehabilitation Program (SITVR)
The SITVR implements effective liaison, outreach, referral, and VR service delivery for Native American people with disabilities living on or near reservations in San Diego County.

California State Universities
The CSU campuses refer appropriate student to CDOR for eligibility determination and if qualified for services. CDOR will refer appropriate consumers to the CSU as part of the consumer's IPE.

CDOR Strategies:

(a) Achieve goals and priorities identified in the response for 4.11(c)(1):

The CDOR will achieve its priorities and goals as identified in 4.11(c)(1) – Goals and Priorities. In addition, CDOR continues to establish initiatives and continuous improvement efforts designed to improve service delivery, outreach, and administrative business operations.

(b) Support innovation and expansion activities:
The CDOR will use Section 110 funds of the Rehabilitation Act towards improvements to the AWARE case management and financial modules and to support the activities of the SRC.

AWARE
Working closely with the AWARE vendor, CDOR will implement enhancements for the case services and financial modules to continuously improve the user interface and provide a more streamlined business process. On September 2, 2015, AWARE update 5.17 was implemented. Future releases are under development and will include new features for WIOA reporting requirements.

State Rehabilitation Council
Section 110 funds will be used to support SRC travel and administrative costs. The SRC meets at least eight times a year as a full council or for executive planning. The SRC is a partner with CDOR in major programs, policies, and projects including the State Plan, CSNA, and Consumer Satisfaction Survey.

In addition to the activities supported by Section 110 funds, CDOR has several additional innovation and expansion activities taking place. Examples include:

CalHR Core Group and Workgroups
The CDOR is participating in CalHR's Core Group and Workgroups which will increase the number of persons with disabilities working in state service; improve the reasonable accommodation process to enable employees with disabilities to work more effectively; and will enhance promotional opportunities.

Consumer Highlight Campaign
The CDOR's Consumer Highlight Campaign is designed to increase the visibility of the Department, highlight the work of CDOR staff and consumers, and showcase CDOR's contributions to the community. Key elements of the campaign include brief audio interviews with present and former consumers, their friends and family, CDOR staff, and other community members; a rolling blog housing the audio interviews accompanied by a picture and written synopsis; media pitches and social media spotlights.

District Quality Assurance Project (DQAP)
The CDOR established the DQAP to support operational excellence and quality service delivery through the provision of management tools, activities and resources for performance management, quality assurance and oversight of districts. Notably, a District Management Portal was created on CDOR's Intranet to provide tools and resources for CDOR management and staff on AWARE, benefits planning, case management, communication, desk manuals, fair hearings, regulations, the California Rehabilitation Administrative Manual, and tracking and monitoring supports.

(c) Overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and State SE Services Program:

The CDOR's policy is to serve all qualified individuals with a disability without discrimination based on their protected status, including: physical or mental disability, age, sex, color, ethnic group, race, national origin, ancestry, religion, medical condition, sexual orientation, or marital status. Through CDOR's CSNA, potential barriers and strategies identified in the response for 4.11(a) – Comprehensive Statewide Needs Assessment include:

- The need for closer coordination, cross referrals, and cross training between CDOR VRSD teams, vendors, and WIOA program partners.

- Awareness of VR services and benefits of receiving services, particularly in the Asian American, Hispanic, and Latino communities.
- The need for more service delivery models that address the unique needs of youth and students with disabilities.

In compliance with Section 427 of the U.S. Department of Education's General Education Provisions Act, CDOR continuously plans to identify and provide services to individuals with disabilities to ensure equitable access to and participation in VR and SE services. As outlined in the strategies described above and the recommendations in 4.11(a) – Comprehensive Statewide Needs Assessment, to overcome identified barriers and ensure equal access to all individuals with disabilities, CDOR will:

- Undertake capacity building of internal resources, vendors, and of WIOA program partners through cross training, entering into more formalized partnerships, establishing more regular communication opportunities, and developing systems for sharing data.
- Conduct outreach through a variety of modalities and languages, directly and indirectly through program partners, while continuously assessing which communities continue to be unserved or underserved.
- Conduct assessments, provide training, establish new partnerships, and develop new services with the aim of addressing the PETS needs of youth and students with disabilities.

(e) Evaluation and reports of progress.

1. The designated state unit and the SRC, if the state unit has a council, jointly submits to the Commissioner an annual report on the results of an evaluation of the effectiveness of the VR program and the progress made in improving the effectiveness of the program from the previous year.

2. 4.11(e)(2):

   A. provides an evaluation of the extent to which the goals identified in 4.11(c)(1) and, if applicable, 4.11(c)(3) were achieved;

   B. identifies the strategies that contributed to the achievement of the goals and priorities;

   C. describes the factors that impeded their achievement, to the extent they were not achieved;

   D. assesses the performance of the state on the standards and indicators established pursuant to Section 106 of the Rehabilitation Act; and

   E. provides a report consistent with paragraph 4.12(c) of the plan on how the funds reserved for innovation and expansion activities were utilized in the preceding year.

CDOR Response:
4.11(e)(2) – Evaluation and Reports of Progress. CDOR, jointly with the SRC, established three program goals for FFY 2014. These program goals were developed based on information from the CSNA, requirements related to the federal Standards and Performance Indicators, CDOR's 2013-2018 Strategic Plan, and stakeholder input.

FFY 2014 STATE PLAN PROGRAM GOALS

Program Goal 1: Increase the quality and quantity of VR and SE employment outcomes for CDOR consumers, including unserved and underserved individuals with disabilities.

Objective 1.1: By September 30, 2014, increase the number of applications for individuals with Autism Spectrum Disorder (ASD) and Acquired Brain Injury (ABI) and TBI by one percent over the FFY 2013 level.

FFY 2014 target:	842 ASD and 392 ABI TBI
FFY 2014 achieved:	1,415 ASD and 410 ABI TBI

Objective 1.2: By September 30, 2014, increase the number of successfully rehabilitated SE consumer case closures by two percent over the FFY 2013 level.

FFY 2014 target:	1,443 consumers
FFY 2014 achieved:	1,552 consumers

Objective 1.3: By September 30, 2014, increase the median hourly wage of consumers achieving competitive integrated employment by five percent to increase placement outcomes in higher-wage positions.

FFY 2014 target:	$10.50
FFY 2014 achieved:	$9.90

Objective 1.4: During FFY 2014, reduce the number of cases closed from "Service-Status" to "Closed-Other" with a closure outcome description of "Other Than Rehabilitated" and the reason description of "Unable to Locate, Contact or Moved" by 25 percent under the FFY 2013 level.

FFY 2014 target:	3,130 outcomes
FFY 2014 achieved:	3,948 outcomes

Program Goal 2: Advance accessibility and equality to improve opportunities for individuals with disabilities to achieve their employment goals and independence.

Objective 2.1: By September 30, 2014, make AT Network and AT Loan Guarantee Program information available to all applicants and consumers.

FFY 2014 target: Meet by September 30, 2014
FFY 2014 achieved: Partially met by September 30, 2014

Objective 2.2: By September 30, 2014, improve the Soft Skills Training curriculum and instructional delivery provided by the SDU.

FFY 2014 target: Meet by September 30, 2014
FFY 2014 achieved: Met by September 30, 2014

Program Goal 3: Continuously improve the service delivery system and administrative operations to better serve consumers.

Objective 3.1: By September 30, 2014, implement VR Modernization project activities that will result in an improved VR and SE service delivery system.

FFY 2014 target: Meet by September 30, 2014
FFY 2014 achieved: Met by September 30, 2014

Objective 3.2: During FFY 2014, increase the response rate of the Consumer Satisfaction Survey by 15 percent over the 2012 level. Based on the mid-year 2013 estimate, the FFY 2014 projection is 1,457 surveys will be returned.

FFY 2014 target: 1,457
FFY 2014 achieved: 1,911

EVALUATION AND REPORTS OF PROGRESS ON VR GOALS

Factors Contributing to the Achievement of VR Goals
The CDOR was successful in achieving Goal 3. The strategies that contributed to the success included CDOR communication through internal and external websites and stakeholder meetings on the VRSD team model implementation.

Factors Limiting the Achievement of VR Goals
The CDOR had challenges in achieving Goals 1 and 2.

Goal 1, Objective 1.3: By September 30, 2014, the median hourly wage of consumers achieving competitive integrated employment was not increased by five percent to increase placement outcomes in higher-wage positions.

The limiting factors to achieving Objective 1.3 include:

- CDOR convened the Business Partner Forum in October 2014. As this was the inaugural forum, actual business partner attendance was limited to only five partners.

- Due to limited staff resources, only new VR Counselors were trained on emerging labor market trends and job seeking strategies via the New Counselor Academy.
- Employer utilization of TAP was not commensurate with CDOR consumer enrollment levels.
- While Employment Coordinators continue to collaborate with the Workforce Development Section to coordinate employment resources and job opportunities for consumers via monthly conference calls, many Employment Coordinators are just now acclimating to their new roles. Employment Coordinators receive job-leads from large employers statewide via "Hot Jobs" and, or, direct email from the Workforce Development Section.

To improve on objective 1.3, CDOR's SDU is currently engaged with enhancing appropriate staff training curriculums to also include the use of social media strategies and the electronic job application process.

Goal 1, Objective 1.4: During FFY 2014, CDOR did not reduce the number of cases closed from "Service-Status" to "Closed-Other" with a closure outcome description of "Other Than Rehabilitated" and the reason description of "Unable to Locate, Contact or Moved" by 25 percent under the FFY 2013 level.

As an unplanned, and most likely a temporary consequence following VRSD implementation, due to team involvement, more consumer cases were identified and closed as "unable to locate, contact, or moved". This resulted in frequent attempts to reestablish contact which allowed for a timely determination that the consumer had moved, relocated or discontinued working on their VR program. Factors limiting the successful achievement of objective 1.4 included the vacancies of the Deputy Director and AT staff positions within the Independent Living and Community Access Division and Assistive Technology Unit.

To improve on objective 1.4, CDOR will prepare the VRSD teams with training opportunities, resources, and tools to monitor the effectiveness of services delivery to consumers; and further improve communication between the VRSD team, consumers, service providers, employers and others, as appropriate, resulting in timely identification of consumers who have moved, discontinued participation in the VR process or who, due to non-responsiveness, are determined to have lost contact with CDOR.

Goal 2, Objective 2.1: CDOR was partially able to make AT Network and AT Loan Guarantee Program information available to all applicants and consumers by the goal date of September 30, 2014.

Factors limiting the complete achievement of objective 2.1 include the:

- Need to strengthen the structure of the Assistive Technology Advisory Committee.
- Lack of lender participation in CDOR's low-interest Loan Guarantee Program (LGP).
- CDOR does not engage in direct marketing of the AT program, which created challenges for increasing the number of organizations that donated new AT products and devices to the AT Network; however, CDOR's subcontractor did engage in marketing activities as part of the AT Act funding contract.

To improve on the partially met goal, CDOR is currently working to strengthen the structure and better define the purpose of the ATAC. The ATAC continues to be updated on current issues related to the AT Network, WIOA and the status of the LGP. In regards to the LGP, CDOR has a strategy in place that will allow the Department to partner with lenders next year.

PERFOMANCE ON THE STANDARDS AND INDICATORS

The CDOR met the federally-required performance for Evaluation Standard 1- VR's Impact on Employment and Evaluation Standard 2 - Equal Access Opportunity for Individuals of All Groups and Backgrounds.

To meet Evaluation Standards, federal regulations require VR agencies to pass at least four of the six performance indicators: Change in Employment Outcomes (1.1), Percent of Employment Outcomes (1.2), Competitive Employment Outcomes (1.3), Significance of Disability (1.4), Earnings Ratio (1.5), and Self-Support (1.6); and Minority Background Service Rate (2.1). Also, federal regulations require passing at least two of the three performance indicators 1.3, 1.4, and 1.5.

Strategies Contributing to the Successful Passing of Performance Indicators
The CDOR passed performance indicators 1.1, 1.2, 1.3, 1.4, 1.6, and 2.1 and credits its success to the combined efforts of CDOR staff and community providers. CDOR engaged in local partnerships with community partners to help provide VR services to consumers. These partners included third-party cooperative programs, CRPs, and ISPs who contributed to or supported the consumers' employment outcomes.

Factors Limiting the Successful Passing of Performance Indicators
The CDOR was unable to pass 1.5. The State of California's Average Hourly Wage is $26.91. For consumers exiting CDOR, it was $11.81. Refer to the limiting factors outlined under objective 1.3 for additional details.

INNOVATION AND EXPANSION ACTIVITIES
During FFY 2014, innovation and expansion funds were used to support the development and implementation of the AWARE releases which expanded and improved the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities, consistent with the findings of the

CSNA and the state's program priorities and goals. Between July 2014 and July 2015, CDOR released AWARE version updates.

Innovation and expansion funds were also used to support the activities of the SRC including their travel costs. The SRC meets at least quarterly in person and teleconferences between full council meetings. In addition to direct participation in the development of the State Plan, the SRC partners with CDOR in major programs, policies, and projects including the CSNA and the Consumer Satisfaction Survey.

4.12 Innovation and expansion.

(Section 101(a)(18) of the Rehabilitation Act; 34 CFR 361.35)

(a) The designated state agency reserves and uses a portion of the funds allotted to the state under Section 110 of the Rehabilitation Act for the:

1. development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities under this State Plan, particularly individuals with the most significant disabilities, consistent with the findings of the statewide assessment identified in 4.11(a) and goals and priorities of the state identified in 4.11(c)(1) and, if applicable, 4.11(c)(3); and

2. support of the funding for the SRC, if the state has such a council, consistent with the resource plan prepared under Section 105(d)(1) of the Rehabilitation Act and 34 CFR 361.17(i), and the funding of the Statewide Independent Living Council, consistent with the resource plan prepared under Section 705(e)(1) of the Rehabilitation Act and 34 CFR 364.21(i).

(b) 4.11 (d) describes how the reserved funds identified in subparagraph 4.12(a)(1) and (2) will be utilized.

(c) 4.11(e)(2) describes how the reserved funds were utilized in the preceding year.

4.13 Reports.

(Section 101(a)(10) of the Rehabilitation Act; 34 CFR 361.40)

(a) The designated state unit submits reports in the form and level of detail and at the time required by the commissioner regarding applicants for and eligible individuals receiving services under the State Plan.

(b) Information submitted in the reports provides a complete count, unless sampling techniques are used, of the applicants and eligible individuals in a manner that permits the greatest possible cross-classification of data and protects the confidentiality of the identity of each individual.

CDOR Response: Per WIOA, CDOR will report on the following new data requirements:

- The number of applicants and the number of individuals determined to be eligible or ineligible for the program carried out under this title, including the number of individuals determined to be ineligible (disaggregated by type of disability and age).
- The number of individuals with open cases (disaggregated by those who are receiving training and those who are in post-secondary education), and the type of services the individuals are receiving (including SE).
- The number of students with disabilities who are receiving PETS under this title
- The number of individuals referred to CDOR by America's Job Center of California operators and the number of individuals referred to such America's Job Center of California operators by CDOR.
- The number who ended their participation in the program carried out under this title and the number who achieved employment outcomes after receiving VR services and, for those who achieved employment outcomes, the average length of time to obtain employment.

In addition, per WIOA, CDOR will report on the following information to the Administration of the Wage and Hour Division of the U.S. Department of Labor for each fiscal year:

- Semiannual review of the status of each individual with a disability served who is employed for 2 years after the beginning of such employment, and annually thereafter.
- Signed acknowledgement by the individual that the review took place.
- Maximum efforts to assist individuals in attaining competitive integrated employment.

Preprint - Section 5: Administration of the Provision of VR Services

5.1 Information and referral services.

(Sections 101(a)(5)(D) and (20) of the Rehabilitation Act; 34 CFR 361.37)

The designated state agency has implemented an information and referral system that is adequate to ensure that individuals with disabilities, including individuals who do not meet the agency's OOS criteria for receiving VR services if the agency is operating on an OOS, are provided accurate VR information and guidance, including counseling and referral for job placement, using appropriate modes of communication, to assist such individuals in preparing for, securing, retaining or regaining employment, and are referred to other appropriate federal and state programs, including other components of the statewide work force investment system in the state.

5.2 Residency.

(Section 101(a)(12) of the Rehabilitation Act; 34 CFR 361.42(c)(1))

The designated state unit imposes no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the state.

5.3 Ability to serve all eligible individuals; Order of Selection for services.

(Sections 12(d) and 101(a)(5) of the Rehabilitation Act; 34 CFR 361.36)

(a) The designated state unit is able to provide the full range of services listed in Section 103(a) of the Rehabilitation Act and 34 CFR 361.48, as appropriate, to all eligible individuals with disabilities in the state who apply for services. **No**

(b) If No:

1. Individuals with the most significant disabilities, in accordance with criteria established by the state, are selected first for VR services before other individuals with disabilities.

2. 4.11(c)(3):

   A. shows the order to be followed in selecting eligible individuals to be provided VR services;

   B. provides a justification for the OOS; and

   C. identifies the state's service and outcome goals and the time within which these goals may be achieved for individuals in each priority category within the order.

3. Eligible individuals who do not meet the OOS criteria have access to the services provided through the designated state unit's information and referral system established under Section 101(a)(20) of the Rehabilitation Act, 34 CFR 361.37, and subsection 5.1 of this State Plan.

5.4 Availability of comparable services and benefits.

(Sections 101(a)(8) and 103(a) of the Rehabilitation Act; 34 CFR 361.53)

(a) Prior to providing any VR services, except those services identified in paragraph (b), to an eligible individual or to members of the individual's family, the state unit determines whether comparable services and benefits exist under any other program and whether those services and benefits are available to the individual.

(b) The following services are exempt from a determination of the availability of comparable services and benefits:

1. assessment for determining eligibility and VR needs by qualified personnel, including, if appropriate, an assessment by personnel skilled in rehabilitation technology;

2. counseling and guidance, including information and support services to assist an individual in exercising informed choice consistent with the provisions of Section 102(d) of the Rehabilitation Act;

3. referral and other services to secure needed services from other agencies, including other components of the statewide work force investment system, through agreements developed under Section 101(a)(11) of the Rehabilitation Act, if such services are not available under this State Plan;

4. job-related services, including job search and placement assistance, job retention services, follow-up services, and follow-along services;

5. rehabilitation technology, including telecommunications, sensory and other technological aids and devices; and

6. post-employment services consisting of the services listed under subparagraphs (1) through (5) of this paragraph.

(c) The requirements of paragraph (a) of this section do not apply if the determination of the availability of comparable services and benefits under any other program would interrupt or delay:

1. progress of the individual toward achieving the employment outcome identified in the IPE;

2. an immediate job placement; or

3. provision of VR services to any individual who is determined to be at extreme medical risk, based on medical evidence provided by an appropriate qualified medical professional.

(d) The governor in consultation with the designated state VR agency and other appropriate agencies ensures that an IA or other mechanism for interagency coordination that meets the requirements of Section 101(a)(8)(B)(i)-(iv) of the Rehabilitation Act takes effect between the designated state unit and any appropriate public entity, including the state Medicaid program, a public institution of higher education, and a component of the statewide work force investment system to ensure the provision of the VR services identified in Section 103(a) of the Rehabilitation Act and 34 CFR 361.48, other than the services identified in paragraph (b) of this section, that are included in the IPE of an eligible individual, including the provision of those VR services during the pendency of any dispute that may arise in the implementation of the IA or other mechanism for interagency coordination.

5.5 Individualized plan for employment (IPE).

(Section 101(a)(9) of the Rehabilitation Act; 34 CFR 361.45 and .46)

(a) An IPE meeting the requirements of Section 102(b) of the Rehabilitation Act and 34 CFR 361.45 and .46 is developed and implemented in a timely manner for each individual determined to be eligible for VR services, except if the state has implemented an OOS, and is developed and implemented for each individual to whom the designated state unit is able to provide VR services.

(b) Services to an eligible individual are provided in accordance with the provisions of the IPE.

5.6 Opportunity to make informed choices regarding the selection of services and providers.

(Sections 101(a)(19) and 102(d) of the Rehabilitation Act; 34 CFR 361.52)

Applicants and eligible individuals or, as appropriate, their representatives are provided information and support services to assist in exercising informed choice throughout the rehabilitation process, consistent with the provisions of Section 102(d) of the Rehabilitation Act and 34 CFR 361.52.

5.7 Services to American Indians.

(Section 101(a)(13) of the Rehabilitation Act; 34 CFR 361.30)

The designated state unit provides VR services to American Indians who are individuals with disabilities residing in the state to the same extent as the designated state agency provides such services to other significant populations of individuals with disabilities residing in the state.

5.8 Annual review of individuals in extended employment or other employment under special certificate provisions of the fair labor standards act of 1938.

(Section 101(a)(14) of the Rehabilitation Act; 34 CFR 361.55)

(a) The designated state unit conducts an annual review and reevaluation of the status of each individual with a disability served under this State Plan:

1. who has achieved an employment outcome in which the individual is compensated in accordance with Section 14(c) of the Fair Labor Standards Act (29 U.S.C. 214(c)); or

2. whose record of services is closed while the individual is in extended employment on the basis that the individual is unable to achieve an employment outcome in an integrated setting or that the individual made an informed choice to remain in extended employment.

(b) The designated state unit carries out the annual review and reevaluation for two years after the individual's record of services is closed (and thereafter if requested by the individual or, if appropriate, the individual's representative) to determine the interests, priorities and needs of the individual with respect to competitive employment or training for competitive employment.

(c) The designated state unit makes maximum efforts, including the identification and provision of VR services, reasonable accommodations and other necessary support services, to assist the individuals described in paragraph (a) in engaging in competitive employment.

(d) The individual with a disability or, if appropriate, the individual's representative has input into the review and reevaluation and, through signed acknowledgement, attests that the review and reevaluation have been conducted.

5.9 Use of Title I funds for construction of facilities.

(Sections 101(a)(17) and 103(b)(2)(A) of the Rehabilitation Act; 34 CFR 361.49(a)(1), .61 and .62(b))

If the state elects to construct, under special circumstances, facilities for CRPs, the following requirements are met:

(a) The federal share of the cost of construction for facilities for a fiscal year does not exceed an amount equal to ten percent of the state's allotment under Section 110 of the Rehabilitation Act for that fiscal year.

(b) The provisions of Section 306 of the Rehabilitation Act that were in effect prior to the enactment of the Rehabilitation Act Amendments of 1998 apply to such construction.

(c) There is compliance with the requirements in 34 CFR 361.62(b) that ensure the use of the construction authority will not reduce the efforts of the designated state agency in providing other VR services other than the establishment of facilities for CRPs.

5.10 Contracts and cooperative agreements.

(Section 101(a)(24) of the Rehabilitation Act; 34 CFR 361.31 and .32)

(a) Contracts with for-profit organizations.

The designated state agency has the authority to enter into contracts with for-profit organizations for the purpose of providing, as VR services, on-the-job training and related programs for individuals with disabilities under Part A of Title VI of the Rehabilitation Act, upon the determination by the designated state agency that for-profit organizations are better qualified to provide VR services than nonprofit agencies and organizations.

(b) Cooperative agreements with private nonprofit organizations.

4.8(b)(3) describes the manner in which the designated state agency establishes cooperative agreements with private nonprofit VR service providers.

Preprint - Section 6: Program Administration

6.1 Designated state agency.

(Section 625(b)(1) of the Rehabilitation Act; 34 CFR 363.11(a))

The designated state agency for VR services identified in paragraph 1.2 of the Title I State Plan is the state agency designated to administer the state SE services program authorized under Title VI, Part B, of the Rehabilitation Act.

6.2 Statewide assessment of supported employment services needs.

(Section 625(b)(2) of the Rehabilitation Act; 34 CFR 363.11(b))

4.11(a) describes the results of the CSNA conducted under Section 101(a)(15)(a)(1) of the Rehabilitation Act and subparagraph 4.11(a)(1) of the Title I State Plan with respect to the rehabilitation needs of individuals with most significant disabilities and their need for SE services, including needs related to coordination.

6.3 Quality, scope and extent of supported employment services.

(Section 625(b)(3) of the Rehabilitation Act; 34 CFR 363.11(c) and .50(b)(2))

6.3 describes the quality, scope and extent of SE services to be provided to individuals with the most significant disabilities who are eligible to receive SE services. The description also addresses the timing of the transition to extended services to be provided by relevant state agencies, private nonprofit organizations or other sources following the cessation of SE service provided by the designated state agency.

CDOR Response:
6.3 – Quality, Scope and Extent of Supported Employment Services. CDOR provides SE services to eligible consumers with the most significant disabilities to ensure they are engaged in competitive integrated employment, or in an integrated work setting in which they are working on a short-term basis toward competitive integrated employment. The following information outlines how CDOR monitors the quality of the services consumers receive, scope of services provided, extent of SE services, and timing of transition to extended services. Additional information on extended services for SE are identified in the response for 4.8(b)(4) – Arrangements and Cooperative Agreements for the Provision of Supported Employment Services.

Quality of SE Services
SE services are mostly provided to consumers by CRP and partner agencies. In areas where CRP vendors are not available, or an individual has needs beyond those that can be met by a CRP, CDOR may authorize approved individual service providers to provide job coaching services.

CRP vendors providing SE services follow guidelines provided by CDOR's CRD section. These guidelines include submitting timely reports to VR Counselors as well as providing efficient services to consumers. Located at CDOR's Central Office is a statewide liaison to assist local CDOR Districts and CRPs with technical assistance and identify training needs. Locally, each district has nominated two district SE liaisons to assist in sharing information and training district staff. Additionally, CRD Specialists conduct on-site reviews, monitor CDOR certifications, review Commission on Accreditation of Rehabilitation Facilities accreditation of CRPs, and conduct ongoing assessment and evaluation of consumer services.

Scope of SE Services

The VR process for SE is the same used for all consumers when establishing eligibility, and an eligible individual's Priority Category, when CDOR is under an OOS. The difference applies once the consumer and VR Counselor has identified SE services are required to reach an employment outcome. SE services for a consumer begins with a comprehensive assessment to identify strengths for employment, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. CDOR provides the full scope of SE services to individuals who:

- Are determined eligible with the most significant disabilities;
- Have not achieved competitive integrated employment, or it has been interrupted or intermittent;
- Require transitional employment due to mental illness;
- Are working on a short-term basis toward competitive integrated employment so long as they can reasonably anticipate achieving competitive integrated employment within six months of achieving an employment outcome of SE.
- Require intensive SE services and extended services to maintain employment; and
- Have at least a reasonable expectation that a source of extended services will be available at the time of transition to extended services.

As consumers' needs vary, CDOR provides additional options for SE programs, including Transitional Employment for consumers with mental health disabilities.

SE services are provided to consumers with varying disabilities including, but not limited to, consumers with ABI, ASD, intellectual disabilities, metal health disabilities, and TBI. The SE services provided meet the specialized needs of each consumer and include:

- A general meeting to review the SE job placement parameters used in developing a plan for employment.
- An evaluation of labor market and identification of suitable employment sites; employer contacts; job seeking skills training; work site assessment; task analysis; evaluation and recommendation for a job coaching plan.
- If necessary, external situational assessments to assess the consumer's interests and abilities and allow the individual to consider different jobs, environments, settings, and tasks to maximize his or her potential. Situational assessments are also used to determine the techniques best suited to assist the consumer to learn the work skills and behaviors necessary for employment.

- On-site job coaching support services in a group or individual placement at the work place, and off-site services in an individual placement if they are needed to maintain the consumer's employment, including training, destination training, advocacy, and job loss intervention.
- As needed, coordinated benefits planning discussions with the consumer, CDOR WIPs, and, or, other third parties to identify appropriate work incentive programs as well as potential sources for ongoing support.
- Post-employment services, if needed to support and maintain employment and are not available through extended services, are available for Closed-Rehabilitated SE consumers in integrated settings.
- As appropriate, career counseling and information and referral to opportunities for competitive integrated employment.

With the passage of WIOA, CDOR will coordinate new PETS with LEAs under the Individuals with Disabilities Education Improvement Act. New or enhanced services that may be provided to eligible youth receiving SE services may include:

- Counseling on opportunities for enrollment in comprehensive vocational training and postsecondary educational programs.
- Instruction in self-advocacy, including peer mentoring.
- Job exploration counseling.
- Summer programs that provide work-based learning experiences and workplace readiness training.
- Work-based learning experiences, including in-school or after school work experience and internship opportunities provided in an integrated environment.
- Workplace readiness training to develop social skills and IL.

Extent of SE Services
SE services are ongoing support services needed to support and maintain an individual with a most significant disability, including youth. SE services are:

- Organized and made available, singly or in combination, in such a way as to assist an eligible individual to achieve competitive integrated employment;
- Based on a determination of the needs of an eligible individual, as specified in an IPE;
- Provided by CDOR for a period of time not to exceed 24 months, unless under special circumstances the eligible individual and the VR Counselor jointly agree to extend the time to achieve the employment outcome identified in the IPE; and
- Following transition, as post-employment services that are unavailable from an extended services provider and that are necessary to maintain or regain the job placement or advance in employment.

Timing of Transition to Extended Services
Once a consumer has maintained stability on the job for at least 60 days, the funding for and provision of job coaching transitions to an extended services provider. The VR Counselor continues to track the consumer's progress and job stability during the transition period. If the

consumer maintains stabilization for 60 days after transition to extended services, the case is Closed-Rehabilitated.

Transition to extended service providers is essential to maintain consistency and support for consumers receiving SE services. CDOR works to identify funding sources for extended services, collaborates with extended service providers, and identifies sources of extended services, including natural supports which are vital for the long-term success of the consumer. Sources of extended services for a consumer eligible for SE services include: public resources such as DDS, TTW Programs; private resources such as trust funds, private non-profits, religious or community organizations, and family; and, natural supports to ensure the consumer receiving SE services has greater success in the work environment.

Through outreach efforts, CDOR works closely with the Cooperative Programs identified in the response for 4.7(b)(3) – Request for Waiver of Statewideness for transition-aged youth and eligible individuals with mental health disabilities to identify those in need of SE services. Also, CDOR works directly with the California TBI Program to identify consumers with TBI who could benefit from SE services.

Youth with the Most Significant Disabilities

In California, activities are conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities. Under the Lanterman Developmental Disabilities Services Act (Welf. & Inst. Code, § 4500 et seq.), California established a commitment to provide services and supports to individuals with developmental disabilities throughout their lifetime. Services and supports are provided through a combination of federal, state, county and local government services, private businesses, support groups and volunteers. CDOR works closely with DDS to leverage Medicaid funds for habilitation services for persons with intellectual and developmental disabilities, including the provision of “extended services” to help an individual with a most significant disability maintain employment after the CDOR case is closed.

Toward this end, CDOR will continue to refer youth with the most significant disabilities to extended services currently funded by the DDS regional centers upon CDOR closure or when placed on a wait list. CDOR will continue to review the impacts of providing extended services to youth with the most significant disabilities who do not qualify or are unable to receive extended services funded by DDS or another funding source. Additional information on CDOR’s services for youth is provided in Section 4.11(d) – State’s Strategies under the youth goals, objectives and strategies.

6.4 Goals and plans for distribution of Title VI, Part B, funds.

(Section 625(b)(3) of the Rehabilitation Act; 34 CFR 363.11(d) and .20)

4.11(c)(4) identifies the state's goals and plans with respect to the distribution of funds received under Section 622 of the Rehabilitation Act.

6.5 Evidence of collaboration with respect to supported employment services and extended services.

(Sections 625(b)(4) and (5) of the Rehabilitation Act; 34 CFR 363.11(e))

4.8(b)(4) describes the efforts of the designated state agency to identify and make arrangements, including entering into cooperative agreements, with other state agencies and other appropriate entities to assist in the provision of SE services and other public or nonprofit agencies or organizations within the state, employers, natural supports, and other entities with respect to the provision of extended services.

6.6 Minority outreach.

(34 CFR 363.11(f))

4.11(d) includes a description of the designated state agency's outreach procedures for identifying and serving individuals with the most significant disabilities who are minorities.

6.7 Reports.

(Sections 625(b)(8) and 626 of the Rehabilitation Act; 34 CFR 363.11(h) and .52)

The designated state agency submits reports in such form and in accordance with such procedures as the commissioner may require and collects the information required by Section 101(a)(10) of the Rehabilitation Act separately for individuals receiving SE services under Part B, of Title VI and individuals receiving SE services under Title I of the Rehabilitation Act.

Preprint - Section 7: Financial Administration

7.1 Five percent limitation on administrative costs.

(Section 625(b)(7) of the Rehabilitation Act; 34 CFR 363.11(g)(8))

The designated state agency expends no more than five percent of the state's allotment under Section 622 of the Rehabilitation Act for administrative costs in carrying out the state SE services program.

7.2 Use of funds in providing services.

(Sections 623 and 625(b)(6)(A) and (D) of the Rehabilitation Act; 34 CFR 363.6(c)(2)(iv), .11(g)(1) and (4))

(a) Funds made available under Title VI, Part B, of the Rehabilitation Act are used by the designated state agency only to provide SE services to individuals with the most significant disabilities who are eligible to receive such services.

(b) Funds provided under Title VI, Part B, are used only to supplement and not supplant the funds provided under Title I, Part B, of the Rehabilitation Act, in providing SE services specified in the IPE.

(c) Funds provided under Part B of Title VI or Title I of the Rehabilitation Act are not used to provide extended services to individuals who are eligible under Part B of Title VI or Title I of the Rehabilitation Act.

Preprint - Section 8: Provision of Supported Employment (SE) Services

8.1 Scope of supported ES.

(Sections 7(36) and 625(b)(6)(F) and (G) of the Rehabilitation Act; 34 CFR 361.5(b)(54), 363.11(g)(6) and (7))

(a) SE services are those services as defined in Section 7(36) of the Rehabilitation Act and 34 CFR 361.5(b)(54).

(b) To the extent job skills training is provided, the training is provided on-site.

(c) SE services include placement in an integrated setting for the maximum number of hours possible based on the unique strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice of individuals with the most significant disabilities.

8.2 Comprehensive assessments of individuals with significant disabilities.

(Sections 7(2)(B) and 625(b)(6)(B); 34 CFR 361.5(b)(6)(ii) and 363.11(g)(2))

The comprehensive assessment of individuals with significant disabilities conducted under Section 102(b)(1) of the Rehabilitation Act and funded under Title I of the Rehabilitation Act includes consideration of SE as an appropriate employment outcome.

8.3 Individualized plan for employment (IPE).

(Sections 102(b)(3)(F) and 625(b)(6)(C) and (E) of the Rehabilitation Act; 34 CFR 361.46(b) and 363.11(g)(3) and (5))

(a) An IPE that meets the requirements of Section 102(b) of the Rehabilitation Act and 34 CFR 361.45 and .46 is developed and updated using funds under Title I.

(b) The IPE:

1. specifies the SE services to be provided;

2. describes the expected extended services needed; and

3. identifies the source of extended services, including natural supports, or, to the extent that it is not possible to identify the source of extended services at the time the IPE plan is developed, a statement describing the basis for concluding that there is a reasonable expectation that sources will become available.

(c) Services provided under an IPE are coordinated with services provided under other individualized plans established under other federal or state programs.

Certification Regarding Lobbying

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
California Department of Rehabilitation PY 2016 – 2020 Vocational Rehabilitation Program	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Joe Xavier, Director	
SIGNATURE: *on file*	DATE: February 1, 2016

ED 80-0013 06/04

Certification Regarding Lobbying

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
California Department of Rehabilitation PY 2016 – 2020 Supported Employment Program	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Joe Xavier, Director	
SIGNATURE: *on file*	DATE: February 1, 2016

ED 80-0013 06/04

Glossary

ABI:	Acquired Brain Injury
ACS:	American Community Survey
AJCC:	America's Job Centers of California
ASD:	Autism Spectrum Disorder
AT Act:	Assistive Technology Act
AT:	Assistive Technology
ATAC:	Assistive Technology Advisory Committee
AWARE:	Accessible Web-based Activity Reporting Environment
BEP:	Business Enterprise Program
Cal CIE:	California Competitive Integrated Employment
CalHR:	California Department of Human Resources
CaPROMISE:	Promoting the Readiness of Minors in Supplemental Security Income
CASFAA:	California Association of Student Financial Aid Administrators
CCDA:	California Commission on Disability Access
CDE:	California Department of Education
CDOR:	California Department of Rehabilitation
CHHS:	California Health and Human Services Agency
CoP:	Community of Practice
CORE:	Council on Rehabilitation Education
CPAC:	Cooperative Programs Advisory Committee
CRD:	CDOR Community Resources Development Section
CRP:	Community Rehabilitation Program
CSNA:	Comprehensive Statewide Needs Assessment
CSPD:	Comprehensive System of Personnel Development
CSS:	Consumer Satisfaction Survey
CSU:	California State University
CSUF:	California State University Fresno
CSULA:	California State University Los Angeles
CSUS:	California State University Sacramento
CSUSB:	California State University San Bernardino
CWDB:	California Workforce Investment Board
DDS:	California Department of Developmental Services
DGS:	California Department of General Services
DHCS:	California Department of Health Care Services
DOF:	California Department of Finance
DQAP:	District Quality Assurance Project
DSS:	California Department of Social Services
EDD:	California Employment Development Department
EN:	Employment Network
FFY:	Federal Fiscal Year
HR:	Human Resources
IA:	Interagency Agreements
IEP:	Individualized Education Program
IL:	Independent Living

ILC:	Independent Living Centers
IPE:	Individualized Plan for Employment
ISP:	Individual Service Providers
IT:	Information Technology
LEA:	Local Education Agencies
LGP:	Loan Guarantee Program
LSOD:	Level of Significance of Disability
MOU:	Memorandum of Understandings
OAH:	California Department of General Services Office of Administrative Hearings
OCB:	Orientation Center for the Blind
OIB:	Older Individuals who are Blind
OOS:	Order of Selection
PETS:	Pre-Employment Transition Services
PY:	Program Year
RAM:	Rehabilitation Administrative Manual
RFPs:	Request for Proposals
ROP:	Regional Occupational Programs
RSA:	Rehabilitation Services Administration
RRD:	Rehabilitation Resources Directory
SCO:	State Controller's Office
SDSU:	San Diego State University
SDU:	Staff Development Unit
SE:	Supported Employment
SELPA:	Special Education Local Plan Areas
SFSU:	San Francisco State University
SFY:	State Fiscal Year
SILC:	State Independent Living Council
SITVR:	Sycuan Inter-Tribal Vocational Rehabilitation Program
SPB:	State Personnel Board
SPS:	State Price Schedule
SRC:	State Rehabilitation Council
SSDI:	Social Security Disability Insurance
SSI:	Supplemental Security Income
TANF:	Temporary Assistance to Needy Families
TAP:	Talent Acquisition Portal
TBI:	Traumatic Brain Injury
TPP:	Transition Partnership Programs
TTW:	Ticket to Work
UC:	University of California
VR:	Vocational Rehabilitation
VRSD:	Vocational Rehabilitation Service Delivery
WAI:	WorkAbility I
WAII:	WorkAbility II
WAIII:	WorkAbility III
WAIV:	WorkAbility IV

WDB:	Workforce Development Board
WIOA:	Workforce Innovation and Opportunity Act
WIPs:	Work Incentives Planners
WSP:	Work Services Program

Appendix F: Labor Market Analysis by EDD's LMID

Table of Contents

A. California's Economy is Big and Growing 3

B. The Great Recession and Its Aftermath 4

1. The Great Recession 4
   - i. Statewide Nonfarm Job Loss 4
   - ii. Unemployment 5
   - iii. California Gross Domestic Product (GDP) 6
2. Recovery and Expansion 7
   - i. Statewide Nonfarm Job Growth 7
   - ii. Demand and Emergent Industries (Over the Last Three Years) 8
   - a. Industry Wages in the Fourth Quarter of 2014 9
   - iii. California's Economic Markets 10
   - iv. Future Projected Demand and Emergent Industries 11
   - a. Top 25 Middle-Skilled Occupations with Replacement Needs 12
   - b. Knowledge Requirements in California's Top 10 Middle-Skilled Occupations 13
   - c. Skill Requirements in California's Top 10 Middle-Skilled Occupations 14
   - d. Ability Requirements in California's Top 10 Middle-Skilled Occupations 16
   - e. California Middle Skill Supply and Demand Analysis 19
   - v. Regional Planning Unit Framework 20

C. While California's Economy is Big and Growing, It is Still Characterized by Inequality 21

1. Unemployment 21
   - i. Educational Attainment, Age, Industry, Occupation 22
   - a. Educational Attainment 22
   - b. Age 22
   - c. Industry Sector 23
   - d. Occupations 23
   - ii. Long-Term Unemployed 23
   - iii. Labor Underutilization and Underemployment 24
2. Labor Force Numbers 26
3. Coastal Versus Inland Areas of California 27

4. High Wage vs. Low Wage 29
5. Demographic Data 31
i. Gender, Race/Ethnicity, Educational Attainment, Veteran Status 31
a. Gender 31
b. Ethnicity 31
c. Race 31
ii. Californians with Disabilities 33
iii. Youth Employment Trends 34
iv. Baby Boomer Population 34
v. Role of In-Migration 35
vi. Populations with Barriers to Employment 36
a. Ex-Offenders 36
b. Homeless 37
D. References 38
1. Reference A: California Total Nonfarm Payroll Jobs over the Last Decade 38
2. Reference B: Change in California Industry Sector Jobs during the Great Recession 39
3. Reference C: Regional Economic Markets 40
4. Reference D: Change in California Economic Markets during the Great Recession 41
5. Reference E: California Unemployment Rate Since 2006 42
6. Reference F: California Civilian Unemployment, 10-Year Trend 43
7. Reference G: Unemployment Rates in CA Economic Markets at Key Points of the Business Cycle 44
8. Reference H: Change in California Industry Sector Jobs during the Current Expansion ... 45
9. Reference I: Change in California Industry Sector Jobs from July 2007 through July 2015 46
10. Reference J: CA's Fastest Growing Industries over the Last Three Years 48
11. Reference K: Change in California Economic Markets during the Economic Expansion .. 49
12. Reference L: Projected Job Growth by Industry Sector between 2012-2022 50
13. Reference M: Projected Employment Percent Change by Major Industries 51
14. Reference N: Projected Job Gains for Demand Industry Groups 52
15. Reference O: CA's Top 25 Middle-Skilled Occupations with Replacement Needs (2012-2022) 53
16. Reference P: California Middle Skill Supply/Demand Table, 2012-2022 56
17. Reference Q: Unemployment Rates by Age, Gender, Race/Ethnicity and Educational Attainment in CA 57
18. Reference R: July Unemployment Rates in California Economic Markets 2005-2015 58
19. Reference S: Labor Force Definitions 59

A. CALIFORNIA'S ECONOMY IS BIG AND GROWING

- With a Gross Domestic Product of over $2.1 trillion in 2014, a labor market with more than 19 million participants, and a nonfarm economy with over 16 million jobs, California has the largest economy of any state in the nation.

- California experienced an economic rollercoaster ride over the decade ending in July 2015, beginning with a bursting of the housing bubble and ensuing Great Recession, a prolonged period of economic recovery, and ending with the economy in sustained expansion.

- The state also experienced a demographic transformation over the last decade as the predominantly white and native-born baby boomer generation has gotten older and begun retiring from the labor force, leaving the more racially and ethnically diverse millennial generation to take their place.

B. THE GREAT RECESSION AND ITS AFTERMATH

1. The Great Recession

- U.S. economic business cycles are officially arbitrated and dated by the National Bureau of Economic Research (NBER) based on their analysis of a basket of economic indicators, including real Gross Domestic Product (GDP), real income, employment, industrial production, and wholesale-retail sales. According to the NBER, the U.S. Great Recession began December 2007 and ended in June 2009. However, the NBER does not officially date business cycles in states, for which available data is more limited.

- By convention, economists date state business cycles by the peaks and troughs in total nonfarm payroll employment. Based on this criterion, California's economy entered recession earlier than the nation in July 2007 and emerged from recession later, in February 2010. However one dates the Great Recession in California, it was the deepest and most severe recession the state has experienced in the post-World War II era. The Great Recession continues to affect California's labor market to this day, even as its impacts fade with time.

i. Statewide Nonfarm Job Loss

- California lost 1,333,000 nonfarm jobs from July 2007 through February 2010, a decline of 8.6 percent (see Reference A and B). One out of every 12 of the state's nonfarm wage and salary jobs disappeared during this extraordinary 31-month great recession period. Prior to the Great Recession, the worst recession that California had experienced in the post-World War II era was that of July 1990 through May 1993, during which time nonfarm job losses totaled 506,000 or 4.0 percent.

- The recession originated in the housing-oriented construction and financial activities industries, spread into the consumer economy, and from there into the rest of the economy. Although government was the last sector of the economy to be affected by recession, its effects were no less devastating as revenue losses due to the recession wreaked havoc on state and local government budgets beginning with the 2008-09 fiscal year. By its conclusion, all California industry sectors experienced substantial job losses during the July 2007 to February 2010 Great Recession with one notable exception (Reference B). Educational and health services added 117,800 jobs over the July 2007-February 2010 period. Construction (335,900) experienced the largest job loss in number over the July 2007 to February 2010 period, followed by trade, transportation, and utilities (311,000). Three additional industry sectors lost more than 100,000 jobs: manufacturing (226,100), professional and business services (222,500), and financial activities (137,700).

- All regions of the state experienced substantial job losses during the recession. The California Employment Development Department has identified eight economic markets for economic analysis based on population, commute patterns, labor market size, industry composition, and geographic location (see Reference C). Not seasonally adjusted data[1] show that California lost 1,258,700 nonfarm jobs from July 2007 through July 2010 (see Reference D), which is the period of time that best approximates the July 2007 to

[1] Seasonal adjustment is a statistical technique that models and filters out normal and predictable seasonal patterns of employment that are associated with recurring events during the calendar year such as the beginning and end of the school year or the holiday season. Once seasonality is removed from a data series, observed changes between any two points in time are presumed to reflect economic factors. Although seasonally adjusted total nonfarm employment data are available for most California metropolitan divisions and statistical areas, several areas of the state are uncovered. As such, a thorough analysis of regional and area job growth trends requires the use of not seasonally adjusted jobs data. The most effective way to filter seasonality out of not seasonally adjusted data is to compare like months in a year.

February 2010 recession when using unadjusted data. The Southern Economic Market, which includes the Los Angeles Basin and represents the state's largest economic market, lost 689,900 jobs over this three-year period. Nonfarm job losses in the state's seven remaining economic markets ranged from a high of 251,000 in the San Francisco Bay Area to a low of 5,300 jobs in the Eastern Sierra, the state's smallest economic market.

- In percentage terms, California total nonfarm payrolls fell by 8.2 percent over the July 2007 to July 2010 period. Sacramento (10.6 percent) experienced the largest percentage job loss among the state's eight economic markets, followed by Southern (9.4 percent), Eastern Sierra (8.6 percent) and Northern (8.6 percent). San Joaquin Valley (8.3 percent) was the remaining economic market that had a larger percentage job loss than the state as a whole over the July 2007 to July 2010 period. Although Coastal (6.3 percent), Southern Border (6.3 percent), and the San Francisco Bay Area (7.4 percent) experienced smaller percentage job losses than the state as a whole from July 2007 through July 2010, each economic market experienced significant job losses.

ii. Unemployment

- Unemployment in California skyrocketed during the Great Recession. From its pre-recession low of 4.9 percent during the months of March 2006 through December 2006, California's seasonally adjusted unemployment rate rose by 7.3 percentage points to a peak of 12.2 percent in the months of February through April and September and October of 2010 (see Reference E). This was the highest unemployment rate on record that California has experienced in a series dating back to January 1976, eclipsing the previous high of 11.0 percent that occurred in December 1982 and January 1983.[2]

- The number of unemployed Californians rose from a pre-recession low of 859,000 persons in August and September 2006 to a peak of 2,231,000 in October 2010 (see Reference F), an increase of nearly 1.4 million persons (160 percent).

- All of California's economic markets experienced steep increases in unemployment during the Great Recession (see Reference G). California's not seasonally adjusted unemployment rate rose from 5.2 percent in July 2006 to 12.6 percent in July 2010, an increase of 7.4 percentage points.[3] Unemployment rate increases in California's eight economic markets over this same period ranged from a low of 5.9 percentage points in the San Francisco Bay Area and Coastal economic markets to a high of 8.8 percentage points in San Joaquin Valley. Moreover, the unemployment rate in each of California's 58 counties rose by 4.0 percentage points or more during the period.

- All demographic groups in California experienced rising unemployment during the recession. The unemployment rates of demographic groups are calculated differently from the official unemployment rate in that they are derived from raw Current Population Survey (CPS) of household data and are expressed on a 12-month average basis only. According to these 12-month average CPS data, California's overall unemployment rate attained a low of 4.8 percent in March 2007 and rose 7.4 percentage points to reach 12.2 percent in December 2010. Over this same period the unemployment rate among California men rose by 8.1 percentage points compared to just 6.4 percent among women. Unemployment rates rose among all of California's major racial and ethnic groups between March 2007 and December 2010, with the largest increase occurring among African Americans (9.8 percentage points) and Latinos (9.2 percentage points) and the smallest increases occurring among Asians (6.0 percentage points) and Whites (7.3 percentage points).

[2] According to unofficial historical data, the peak unemployment rate of 12.2 percent that was associated with the Great Recession was the highest unemployment rate the state has experienced since December 1940.
[3] Using not seasonally adjusted data, the July 2006 through July 2010 best approximates the trough-to peak increase in the seasonally adjusted unemployment that was discussed previously.

- Unemployment was strongly correlated with age (work experience) and education (skill level), with inexperienced youths and less educated or unskilled workers suffering most during the recession. The unemployment rate among California youths age 16 to 24 increased from 10.8 percent in March 2007 to 22.8 percent in December 2010, an increase of 12.0 percentage points from March 2007. The unemployment rate among teens and youths age 20 to 24 rose by 16.5 and 11.2 percentage points, respectively, over the same period to 34.4 and 19.0 percent in December 2010. In contrast, the unemployment rate among prime working age Californians age 25 to 54 increased from 3.9 percent in March 2007 to 10.9 percent in December 2010, an increase of 7.0 percentage points. Older workers had the lowest unemployment rates of any age group in December 2010 - 9.5 percent among workers age 55 to 64 and 9.0 percent among workers age 65 and older. Both of these older worker cohorts experienced an unemployment rate increase of 6.0 percentage points over the March 2007 to December 2010 period.

- The unemployment rate among California workers who attained less than a high school diploma shot up from 9.3 percent in March 2007 to 19.1 percent in December 2010, an increase of 9.9 percentage points. High school diploma holders and workers who had attended some college but hadn't received a degree fared little better, experiencing unemployment rate increases of 9.7 and 9.3 percentage points, respectively, over the March 2007 through December 2010 period. In contrast, the unemployment rate among associate degree holders and those with a bachelor's degree or higher increased by 6.5 and 4.0 percentage points, respectively, over the same period. The unemployment rate among workers with a Bachelor's degree or higher stood at just 6.7 percent in December 2010.

iii.California Gross Domestic Product (GDP)

- The economic costs of the Great Recession in California can be measured through California's GDP provided by the U.S. Bureau of Economic Analysis. In real terms, or chained 2009 dollars, California GDP fell from $2.0 trillion in 2008 to $1.9 trillion in 2009, a decrease of 4.4 percent. The state lost $88 billion in economic activity in a single year.

- California's GDP grew by $198 billion over the five years from 2009 through 2014. The pace at which it was growing accelerated during this period. The state GDP grew at a comparatively sluggish pace early in the recovery, growing by 1.1 and 1.2 percent in 2010 and 2011, respectively. GDP growth accelerated to 2.5 percent in 2012, held more or less steady at 2.3 percent in 2013, and strengthened to 2.8 percent in 2014. 2014 was California's strongest year of GDP growth since 2006, when it grew by 3.6 percent.

- The share of two industry sectors in total GDP grew by more than one percent over the 2009 through 2014 period. Professional and business services share of total GDP increased 1.5 percentage points from 12.3 percent to 13.8 percent and information's share grew 1.3 percentage points from 7.4 to 8.7 percent. In contrast, the share of government and manufacturing in total GDP fell by 1.0 percentage point or more. Government's share of total GDP fell 1.5 percentage points from 13.7 percent in 2009 to 12.2 percent in 2014 and manufacturing's share 1.0 percentage point from 12.0 percent in 2009 to 11.0 percent in 2014.

2. Recovery and Expansion

i. Statewide Nonfarm Job Growth

- California total nonfarm employment finally bottomed out in February 2010 and the economy has been expanding ever since. However, the recovery from the recession was a slow and arduous process. It took four years (48 months) or until February 2014 for California to recover the 1,333,000 nonfarm jobs it lost during the 31-month period from July 2007 to February 2014. In so doing, total nonfarm employment returned to where it had peaked previously in July 2007, nearly seven years prior. Although this was a major milestone for the economy, it was only one part of the recovery process since the state's working age population grew by over 2.7 million persons over the July 2007 to February 2010 period. Fortunately, California's economic and employment growth since February 2014 has been strong enough to begin narrowing the gap between where it is and where it needs to be to accommodate the state's growing population.

- California total nonfarm payrolls grew by 2,027,700 jobs from February 2010 through July 2015, an increase of 14.4 percent over this 65-month period (see Reference H). It took time for the economy to gather strength. Over the first 22 months of the expansion, or from February 2010 through December 2010, the California economy added 342,200 jobs, growing at an average pace of 15,600 nonfarm jobs per month or an annualized pace of 1.3 percent. Beginning in 2012, the California's economic expansion took off. The state gained 1,685,500 jobs from December 2011 through July 2015, growing at a remarkably consistent pace of 39,200 jobs per month, or an annualized pace of 3.3 percent.

- Nine of California's 11 major industry sectors gained jobs during the early recovery period with job growth concentrated in high technology, trade, and consumer-oriented industries. The state's professional and business services sector added 129,200 jobs from February 2010 through December 2010, growing at an annualized pace of 3.4 percent over the period. Over half (55.6 percent) of the sector's job gains during this period occurred in the high-technology-oriented professional, scientific, and technical services subsector, which added 71,800 jobs and grew at an annualized pace of 3.9 percent. The state's trade, transportation, and utilities sector added 92,000 jobs during the early recovery period, with the strongest growth occurring in wholesale trade (29,100 jobs; 2.5 percent annualized growth) and retail trade (51,500 jobs; 1.9 percent annualized growth). Leisure and hospitality added 73,100 jobs and grew at an annualized pace of 2.7 percent from February 2010 through December 2010, with 90.0 percent of this gain occurring in the accommodation and food services subsector. Educational and health services added 63,500 jobs and grew at an annualized rate of 1.7 percent during the early recovery period, with over half of these gains occurring in educational services. Mining and logging (9.6 percent) and other services (3.6 percent) were the other California industry sectors that grew at a faster annualized pace than the economy-wide rate of 1.3 percent.

- California's overall job growth during the early recovery period was dampened by job losses in government, and to a much lesser extent, information. California government lost 55,500 jobs over the February 2010 to December 2011 period, with local government accounting for over 90 percent of the sector's job loss. Information lost 1,900 jobs over the period.

- California's economic expansion gathered force at the beginning of 2012 and extended throughout the economy. Ten of California's 11 industry sectors gained jobs from December 2011 through July 2015, when the economy expanded at a more robust pace. Professional and business services (412,000) continued to add the most jobs of any sector over this period, followed by educational and health services (391,100); leisure and hospitality (274,400); and trade, transportation, and utilities (253,500). In addition, construction gained 149,500 jobs over the December 2011 to July 2015 period, and government and information, the two industry sectors that lost jobs during the early recovery period, gained 47,600 and 45,800 jobs, respectively. Mining and logging (1,100) was the only California industry sector that experienced a net job loss over the December 2011 through July 2015 period, reflecting the collapse in oil prices that occurred in 2014.
- In percentage terms, construction enjoyed the fastest job growth over the December 2011 through July 2015 period, growing at an annualized pace of 7.3 percent. Professional and business services (5.3 percent), educational and health services (5.2 percent), and leisure and hospitality (4.9 percent) were the other California industry sectors that grew at a faster rate than the overall economy's annualized rate of 3.3 percent over the December 2011 through July 2015. Every California industry sector experienced more rapid job growth over the December 2011 through July 2015 period than it did during the early recovery period, with the exception of mining and logging.

- Looking at the entire February 2010 to July 2015 expansion, professional and business (541,200) gained the most jobs of any California industry sector, with half (273,000 jobs) of these gains occurring in the professional, scientific, and technical services subsector. Educational and health services (454,500) had the second largest job gain, over four-fifths of which occurred in the health care and social assistance subsector. Leisure and hospitality (347,500); trade, transportation, and utilities (345,500); and construction (157,400) were the remaining industry sectors that gained at least 150,000 jobs. Government was the only California industry sector to experience a net loss of jobs over the period, losing 7,900 jobs.

- In July 2015, California total nonfarm employment exceeded its pre-recession peak in July 2007 by 694,700 jobs (see Reference I). Employment increased in six industry sectors: educational and health services; professional and business services; leisure and hospitality; other services; trade, transportation, and utilities; and mining and logging. However, employment in five industry sectors had yet to return to their July 2007 levels. In order of the magnitude of the shortfall, they were: manufacturing, construction, financial activities, government, and information. In addition, within the trade, transportation, and utilities sector, employment in the retail trade subsector had yet to return to July 2007 levels.

ii. Demand and Emergent Industries (Over the Last Three Years)

- As discussed previously, four industry sectors have driven California's economic expansion: professional and business services, educational and health services, leisure and hospitality, and construction. Within these sectors are a range of high, middle, and low paying industries. However, the drivers of California's economy have been its high technology and information services (including social media) industries, international trade, and a recovering housing market.

- The best way to identify demand and emergent industries using available labor market information resources is to identify the fastest growing industries in the highest level of detail available. Although the identification of emergent industries is beyond the scope of this analysis given the limitations of the historically-oriented North American Industry Classification System (NAICS)[4], it is safe to assume they are included within what are currently the fastest growing industries in the economy.

[4] Essentially, an industry has to have already emerged for it to receive a NAICS classification.

- California has experienced strong and steady job growth since the beginning of 2012. Reference J shows the detailed California industries that experienced the largest job gains and grew at the fastest rate over the three years ending in July 2015. Because industry data are not seasonally adjusted, this time interval best approximates industry job growth trends at the height of the current economic expansion. Not seasonally adjusted, California total nonfarm payrolls grew by 9.8 percent from July 2012 through July 2015. The industries shown (see Reference J) grew by 14.8 percent or more over the three years ending in July 2015. Also listed are industries that gained 9,000 or more jobs over the last three years.

- Several information technology industries are among California's fastest growing industries, including: other information services; data processing, hosting, and related services; computer systems design and related services; management, scientific, and technical consulting services; electronic computer manufacturing; and specialized design services. These tend to be high paying industries that demand highly skilled workers.

- California's fastest growing industries also include several industries associated with California's rebounding housing and construction sector, including but not limited to: building material and garden equipment and supply dealers; building finishing contractors; residential and nonresidential building construction; building foundation and exterior contractors; lumber and other construction materials merchant wholesalers; and offices of real estate agents and brokers. These industries tend to employ middle skilled workers and pay middle level wages.

- Several of California's fastest growing industries are in the population-serving educational and health services sector, including but not limited to: individual family services; offices of other health practitioners; (private) elementary and secondary schools, and community care facilities for the elderly. As a group, these industries employ a mix of middle and low skill workers and pay middle-to-low wages.

- Several industries that tend to employ low skill workers and pay low wage industries are also among California's fastest growing, including but not limited to: amusement parks and arcades; employment services; limited-service eating places; special food services; investigation and security services; and drinking places.

a. Industry Wages in the Fourth Quarter of 2014

- While industry job growth totals tell a story of how different industry sectors are performing, they say little about whether an industry tends to pay high or low wages. This section provides an industry wage template using Quarterly Census of Wages and Employment (QCEW) data. The most recent QCEW data that are available are from the fourth quarter of 2014.

- The QCEW publishes average weekly wages for California industries based on the employment and payroll totals reported by California businesses that participate in the Unemployment Insurance program. This covers about 98 percent of businesses in California. Based on the QCEW, California industry sectors and subsectors can be classified as high wage, middle wage, and low wage sectors.

- California's high wage industry sectors, with the average weekly wage listed in parentheses for the fourth quarter of 2014, include: mining and logging ($3,062), information ($2,725), financial activities ($1,879), manufacturing ($1,648), and professional and business services ($1,626). Professional and business services have something of a split personality. Whereas average weekly wages in the management of companies and enterprises and professional, scientific, and technical services subsectors were $2,265 and $2,254 respectively, they were only $762 in the low wage administrative and support and waste remediation services subsector.

- California's middle wage industry sectors, with the average weekly wage listed in parentheses for the fourth quarter of 2014, include: construction ($1,250); government (approximately $1,200); educational and health services ($977); and trade, transportation, and utilities ($948). Within the trade, transportation, and utilities sector, the wholesale trade ($1,499) and transportation, warehousing, and utilities ($1,114) subsectors may be classified as middle wage industries, but retail trade ($664) is clearly a low wage industry.

- The industries with the lowest average weekly wages include: leisure and hospitality ($594); agriculture, forestry, fisheries, and forestry ($603); and other services ($707). The retail trade and administrative and support and waste remediation subsectors can also be classified as low wage industries.

iii.California's Economic Markets

- California's recovery and expansion have extended to all regions of California. From July 2010 through July 2015, which is the time period that best captures the expansion using not seasonally adjusted data, California total nonfarm payrolls grew by 1,905,900 jobs, or by 13.5 percent (see Reference K). Each of the state's eight economic markets experienced net job gains over this period. As befitting its large size, the Southern Economic Market gained the most jobs of any region, adding 818,000 jobs over the five-year period. San Francisco Bay Area had the second highest five-year growth among regions, adding 592,200 jobs. Southern Border (159,300) and San Joaquin Valley (128,400) were the other economic markets that gained more than 100,000 jobs over the July 2010 to July 2015 period, although Sacramento's 95,000-job gain came close.

- In percentage terms, San Francisco Bay Area (18.9 percent) experienced far and away the strongest job growth among California economic markets over the five years ending in July 2015. San Francisco Bay Area was the only California economic market, which bettered the overall economy's 13.5 percent job gain. Underscoring the important role that high technology and information technology industries have as drivers of California's economy, San Francisco-Redwood City-South San Francisco Metropolitan Division (MD) and San Jose-Sunnyvale-Santa Clara Metropolitan Statistical Area (MSA), the two areas that encapsulate Silicon Valley, were the fastest growing areas in the San Francisco Bay Area Economic Market with five-year job gains totaling 23.1 and 23 percent, respectively.

- Total nonfarm payrolls in both the Southern and Southern Border economic markets grew by 12.4 percent, by 11.9 percent in San Joaquin Valley, and by 10.7 percent in Sacramento over the five years ending in July 2015. Although each of California's three smallest regions, which tend to be more sparsely populated and agriculturally-oriented, added jobs over the July 2010 to July 2015 period, their percentage job gains were weaker than those in the state's five largest regions, ranging from a 3.0 percent gain in Eastern Sierra to a 7.6 percent gain in Coastal Economic Market.

- The San Francisco Bay Area Economic Market led California's economy out of recession and into recovery. From the trough in February 2010 through February 2012, California total nonfarm payrolls grew by 3.2 percent (not seasonally adjusted). San Francisco Bay Area (4.2 percent) had the strongest growth of any region during this period. The recovery was more mixed in other regions of the state, but strongest in Southern Border (2.7 percent), Southern (2.4 percent), Coastal (2.2 percent), and San Joaquin Valley (1.9 percent). In contrast, job growth lagged behind this in Sacramento (0.8 percent) and Northern and Eastern Sierra Economic Markets experienced job losses of 1.4 and 3.2 percent, respectively, from February 2010 through February 2012. Generally speaking, job growth was weakest where government or housing-oriented industries played a comparatively large role in the regional economy.

- Job growth in California and each of its eight economic markets was appreciably stronger over the three years ending in July 2015 as government finances stabilized and housing markets bottomed out and joined the

recovery. California total nonfarm payrolls grew by 9.8 percent over the July 2012 to July 2015 period, or at a pace of 3.2 percent per year. At the regional level, job growth in San Francisco Bay Area Economic Area continued to outpace that of other regions, growing by 12.3 percent or 4.1 percent per year. Southern Border (9.0 percent), Southern (8.9 percent), Sacramento (8.6 percent), and San Joaquin Valley (8.2 percent) were the other economic markets with three-year job gains of more than 8 percent. Although the rate of job growth lagged behind in the state's three smallest economic markets, each region experienced net job growth over the three years ending in July 2015, ranging from a gain of 4.5 percent in Eastern Sierra to a 7.6 percent gain in the Northern Economic Market.

iv. Future Projected Demand and Emergent Industries

Total industry employment in California, which includes self-employment, unpaid family workers, private household workers, farm employment, and nonfarm employment, is expected to reach 18,708,600 by 2022, an increase of 14.9 percent during the 10-year projection period. Total nonfarm employment is projected to add 2,296,700 jobs during the same period. Seventy-two percent of all projected nonfarm growth is concentrated in four industry sectors, educational services, health care, and social assistance; professional and business services; leisure and hospitality; and retail trade.

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

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

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

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

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

- Seven of the top 25 industry groups generating the most employment are within the health care and social assistance subsector. They are expected to generate 439,100 jobs during the 10-year projection period.
- Individual and family services tops the list with a projected employment growth of 197,300 jobs during the 10-year projection period.

The top 25 industry groups by percentage growth are expected to grow a combined 40.4 percent (1,038,900 jobs) during the 10-year projection period.

- Six of the top 25 fastest growing industry groups are within the health care and social assistance subsector.
- Management, scientific, and technical consulting services tops the list with an expected growth rate of 69.2 percent during the 10-year projection period.

a. Top 25 Middle-Skilled Occupations with Replacement Needs

Middle-skilled occupations are those that require more than a high school education but less than a four-year degree. The top 25 middle-skilled occupations (see Reference O) that are expected to generate the most job openings are projected to account for nearly 497,000 job openings during the 2012-2022 projection period. These openings include approximately 225,000 openings due to new job growth and 272,000 due to replacement needs. Replacement needs estimate the number of job openings created when workers retire or permanently leave an occupation and need to be replaced.

- Registered nurses top the list with an expected 92,300 openings during the projection period (see Reference O).
- Ten of the top 25 occupations are in a health care related field and are expected to generate 256,000 openings during the 10-year projection period.
- Annual salaries range from $19,115 for manicurists and pedicurists to $100,312 for dental hygienists.

(next page)

b. Knowledge Requirements in California's Top 10 Middle-Skilled Occupations

The table below lists the top 10 occupations and associated knowledge requirements categorized by middle-skilled[5] education level and total projected job openings[6]. Knowledge requirements are organized sets of principles and facts applying to a wide range of situations acquired through education or experience. These are grouped into 33 categories, which include some of the following: administration and management; computers and electronics; education and training; mathematics; sales and marketing; and transportation. The most common among the top 10 occupations are customer and personal service; education and training; and English language. The knowledge requirements identified for each occupation are from the U.S. Department of Labor's Occupational Information Network (O*NET) which is a comprehensive system that provides information for over 950 occupations within the U.S. economy.

[5] Middle-skilled occupations are jobs, which require education beyond high school but not a four-year degree.
[6] For the 2012-2022 period, the total projected job openings reflect the sum of new and replacement jobs.

Occupations	Knowledge																								
	Administration and Management	Biology	Chemistry	Clerical	Communications and Media	Computers and Electronics	Customer and Personal Service	Education and Training	Engineering and Technology	English Language	Geography	Law and Government	Mathematics	Mechanical	Medicine and Dentistry	Personnel and Human Resources	Philosophy and Theology	Production and Processing	Psychology	Public Safety and Security	Sales and Marketing	Sociology and Anthropology	Telecommunications	Therapy and Counseling	Transportation
Registered Nurses		●		●			●	●		●			●		●				●			●		●	
Teacher Assistants				●		●	●	●		●	●		●						●			●		●	
Heavy and Tractor-Trailer Truck Drivers	●						●	●		●	●	●	●	●						●					●
Nursing Assistants				●		●	●	●		●					●	●			●	●				●	
Medical Assistants	●			●		●	●	●		●					●				●	●				●	
Licensed Practical and Licensed Vocational Nurses			●	●			●	●		●			●		●		●		●					●	
Computer User Support Specialists	●			●	●	●	●	●	●	●			●										●		
Preschool Teachers, Except Special Education	●						●	●		●	●						●		●	●		●		●	
Hairdressers, Hairstylists, and Cosmetologists	●		●		●		●	●		●			●			●			●		●				
Dental Assistants			●	●		●	●	●		●					●			●	●		●				

Source: U.S. Department of Labor's Occupational Information Network (O*NET) *at www.onetonline.org.*

c. Skill Requirements in California's Top 10 Middle-Skilled Occupations

The table below lists the top 10 occupations and associated skill requirements categorized by middle-skilled[7] education level and total projected job openings[8]. Skills are developed capacities that facilitate learning or the more rapid acquisition of knowledge that are developed through training or experience. Skills cover performance applicable to a broad range of jobs in the world's economy. These are grouped into six categories: basic; complex problem solving; resource management; social systems; and technical. The most commonly shared skills are active listening; critical thinking; monitoring; service orientation; and speaking. The skill requirements identified for each occupation are from the U.S. Department of Labor's Occupational Information Network (O*NET) which is a comprehensive system that provides information for over 950 occupations within the U.S. economy.

[7] Middle-skilled occupations are jobs, which require education beyond high school but not a four-year degree.
[8] For the 2012-2022 period, the total projected job openings reflect the sum of new and replacement jobs.

Occupations	Skills																		
	Active Learning	Active Listening	Complex Problem Solving	Coordination	Critical Thinking	Equipment Maintenance	Instructing	Judgment and Decision Making	Learning Strategies	Monitoring	Operation and Control	Operation Monitoring	Persuasion	Reading Comprehension	Service Orientation	Social Perceptiveness	Speaking	Time Management	Writing
Registered Nurses	●	●		●	●		●			●				●	●	●	●		
Teacher Assistants		●		●	●		●		●	●				●	●	●	●		
Heavy and Tractor-Trailer Truck Drivers		●	●		●	●				●	●	●		●			●	●	
Nursing Assistants	●	●		●	●					●				●	●	●	●		●
Medical Assistants	●	●		●	●					●				●	●	●	●		●
Licensed Practical and Licensed Vocational Nurses		●		●	●			●		●				●	●	●	●	●	
Computer User Support Specialists	●	●		●	●		●			●				●	●		●		●
Preschool Teachers, Except Special Education		●		●	●				●	●				●	●	●	●	●	
Hairdressers, Hairstylists, and Cosmetologists	●	●			●		●		●	●			●		●	●	●		
Dental Assistants	●	●			●		●			●				●	●	●	●		●

*Source: U.S. Department of Labor's Occupational Information Network (O*NET) at www.onetonline.org.*

d. Ability Requirements in California's Top 10 Middle-Skilled Occupations

The table below lists the top 10 occupations and associated ability requirements categorized by middle-skilled[9] education level and total projected job openings[10]. Abilities are enduring attributes of the individual that influence performance and demonstrates proficiency in a particular area. These are grouped into four categories: cognitive; physical; psychomotor; and sensory abilities. The most common include oral comprehension and oral expression, followed by near vision; deductive reasoning; problem sensitivity; and written comprehension. The ability requirements identified for each occupation are from the U.S. Department of Labor's Occupational Information Network (O*NET) which is a comprehensive system that provides information for over 950 occupations within the U.S. economy.

[9] Middle-skilled occupations are jobs which require education beyond high school but not a four-year degree.
[10] For the 2012-2022 period, the total projected job openings reflect the sum of new and replacement jobs.

Occupations	Abilities																									
	Arm-Hand Steadiness	Control Precision	Deductive Reasoning	Far Vision	Finger Dexterity	Fluency of Ideas	Inductive Reasoning	Information Ordering	Manual Dexterity	Multilimb Coordination	Near Vision	Oral Comprehension	Oral Expression	Originality	Problem Sensitivity	Rate Control	Reaction Time	Response Orientation	Speech Clarity	Speech Recognition	Static Strength	Trunk Strength	Visual Color Discrimination	Visualization	Written Comprehension	Written Expression
Registered Nurses			●				●	●			●	●	●		●					●					●	●
Teacher Assistants							●	●			●	●	●		●				●	●					●	●
Heavy and Tractor-Trailer Truck Drivers		●		●						●	●	●	●			●	●	●			●					
Nursing Assistants			●								●	●	●		●				●	●	●	●			●	
Medical Assistants			●				●				●	●	●		●				●	●					●	●
Licensed Practical and Licensed Vocational Nurses			●				●	●			●	●	●		●					●					●	●
Computer User Support Specialists			●				●	●			●	●	●		●				●						●	●
Preschool Teachers, Except Special Education			●			●		●				●	●	●	●					●					●	●
Hairdressers, Hairstylists, and Cosmetologists	●		●		●	●			●		●	●	●										●	●		
Dental Assistants	●		●				●				●	●	●		●					●					●	●

*Source: U.S. Department of Labor's Occupational Information Network (O*NET) at www.onetonline.org.*

e. California Middle Skill Supply and Demand Analysis

According to the National Skills Coalition (NSC), middle-skill jobs account for more of California's economy than either low-skill or high-skill jobs. These middle-skill jobs, requiring an education beyond high school but less than a four-year degree, are in high demand in California (see Reference P). In 2012, 50 percent of all jobs in California were middle-skill. Projecting into the future, from 2010-2020, it is expected that middle-skill jobs will represent 47 percent of job openings, showing a continually strong demand. Unfortunately, only 40 percent of the state's workers have education and/or training at the middle-skill level even though middle-skill jobs make up half of California's labor market.[11]

The State Workforce and Education Alignment Project (SWEAP), a National Skills Coalition initiative, is a strategic endeavor to provide state officials with supply and demand information to identify and measure industry skill gaps. These supply and demand reports are essential as one of several system-wide data tools. By comparing the supply of skilled workers who have completed education and training programs with employer demand using job openings as a short-term indicator and employment projections as a long-term indicator, workforce development, legislative and other government officials can assess where education and training programs in the state are needed to address gaps, and to direct resources to where they are most needed to meet employer demand.

California has completed a literature review on best practices for capturing supply and demand data and has concluded that both short-term and long-term demand indicators are necessary to capture long-term trends as well as to adjust for seasonal and temporary economic fluctuations. On the supply side, California's project scope currently focuses on using the California Community Colleges Chancellor's Office's completer data. The table below displays the supply and demand for the top 10 middle skills occupations in California, with their respective long-term total projected job openings and real-time Help Wanted Online™ (HWOL) job advertisements, along with associate degree and certificate completer data.

California's SWEAP participation is ongoing with a goal to create a robust supply and demand tool to inform the workforce development community and policy and decision-makers in their concerted efforts to most effectively close middle-skill gaps.

[11] Bryan Wilson, "How Many More Skilled Workers Do We Need? Using Supply and Demand Reports for State Workforce Planning." National Skills Coalition, June 2014.

v. Regional Planning Unit Framework

The Regional Planning Unit (RPU) framework provides a basis upon which Local Boards and chief elected officials (CEOs) can incorporate each of their local plans into a regional plan. The WIOA requires Local Boards and CEOs to cooperate within a planning region and develop a common response to local planning requirements that discusses regional labor market information. The use of economic and labor market information ensures that local strategies are based on a thorough understanding of the economic opportunities and workforce needs of the region, and informs the alignment of the best interests of job seekers and employers with the economic future of the state.

The RPU framework is primarily based on population and commute patterns, but also labor market information and geographic location. The purpose of this framework is to place counties with shared labor markets into regional planning units as a basis to satisfy local and regional planning requirements. The WIOA also prohibits the division of existing Local Workforce Development Areas (LWDAs) for the purpose of creating regional planning units. Therefore, the RPU framework protects the current configuration of LWDAs and places them into regional planning units based on shared labor markets and workforce investment opportunities.

There is a total of 14 Regional Planning Units:

- Coastal Region
- Middle Sierra
- North Coast
- North State
- Capitol Region
- East Bay
- North Bay
- Bay Peninsula
- San Joaquin Valley and Associated Counties
- Southern Border
- Los Angeles Basin
- Orange
- Inland Empire
- Ventura

C. WHILE CALIFORNIA'S ECONOMY IS BIG AND GROWING, IT IS STILL CHARACTERIZED BY INEQUALITY

1. Unemployment

- Unemployment in California has decreased steadily over the course of the current expansion. California's seasonally adjusted unemployment rate stood at 6.2 percent in July 2015, which was the lowest the rate had been since February 2008. California's unemployment rate fell by 6.0 percentage points from its most recent peak of 12.2 percent in October 2010 through July 2015.

- There were 1,179,000 unemployed Californians in July 2015, which less than there had been in any month since March 2008. The number of unemployed Californians fell by 1,052,000 from its recessionary high in October 2010 through July 2015. California civilian unemployment fell at a remarkably consistent pace over this period and as of July 2015, has fallen in 56 out 57 months. Despite this improvement, 320,000 more Californians were unemployed in July 2015 than in September 2006, which was the pre-recession low.

- The unemployment situation has improved across age, racial and ethnic, and educational attainment groups during the current expansion (see Reference Q). According to a 12-month average of Current Population Survey data, California's unemployment rate peaked at 12.2 percent in December 2010 and fell to 6.7 percent in July 2015, a decrease of 5.5 percentage points. Over this same period:

    - The unemployment rate among youths age 16 to 24 decreased from 22.8 percent in December 2010 to 13.8 percent in July 2015, a decrease of 9.0 percentage points. The unemployment rate of teens age 16 to 19 and youths age 20 to 24 fell by 11.9 and 7.7 percentage points, respectively.[12] In contrast, the unemployment rate among prime working age workers (age 25 to 54) fell by 5.3 percentage points over the same period, and the rate among older workers age 55 to 64 and over 65 fell by 4.2 and 3.2 percentage point, respectively.
    - The unemployment rate of California men fell by 6.3 percentage points to 6.6 percent and the rate among women fell 4.4 percentage points to 6.9 percent.
    - Unemployment rates among each of California's major racial and ethnic groups decreased substantially, with the largest decrease occurring among Latinos (6.9 percentage points) and the smallest decrease occurring among Asians (4.7 percentage points).
    - Unemployment rates also fell across the educational attainment spectrum. The largest unemployment rate decrease occurred among those who had not completed high school (8.6 percentage points) and the smallest decrease occurred among persons holding at least a Bachelor's degree (2.9 percent).[13]

- California's not seasonally adjusted rate was 6.5 percent in July 2015. This was 6.1 percentage points lower than was in July 2010, when the unemployment rate was hovering at its pre-recession peak. Unemployment

[12] Despite this improvement, the July 2015 unemployment rates among teens age 16 to 19 was 22.5 percent and that of youths age 20 to 24 was 11.3 percent.

[13] However, July 2015 unemployment rates remained highest among workers who had not completed high school (10.5 percent) and lowest among workers who had obtained at least a Bachelor's Degree (3.8 percent).

rates in California's eight economic markets ranged from a low of 4.5 percent in San Francisco Bay Area to a high of 9.9 percent in San Joaquin Valley in July 2015 (see Reference R). Regional unemployment rates decreased by at least 4.9 percentage points in every California economic market over the five years ending in July 2015. San Joaquin Valley, Northern, and Sacramento economics experienced the largest rate improvement, with their regional unemployment rates falling by 6.7 percentage points since July 2010. The smallest five-year rate decreases were in Coastal (4.9 percentage points) and Southern Border (5.8 percentage points). The July 2015 unemployment rates of California and every economic market except San Francisco Bay area were the lowest of any July since 2007. San Francisco Bay Area's July 2015 unemployment rate was the lowest its rate had been in July 2000.

i. Educational Attainment, Age, Industry, Occupation

a. Educational Attainment

- The following educational attainment levels will be examined to show trends in unemployment rates and education levels: less than a high school diploma; high school graduate, no college; some college, no degree; Associate degree; and Bachelor's degree or higher.

- Among California's unemployed, the largest share (29.4 percent) of individuals was high school graduates with no college experience and their unemployment rate was 8.5 percent in July 2015. The members of the unemployed with the highest unemployment rate (10.6 percent) were those with less than a high school diploma. Unemployed persons with a bachelor's degree or higher had the lowest unemployment rate (3.8 percent). The unemployed with an associate degree (8.0 percent share) or a bachelor's degree or higher (19.9 percent share) made up the smallest shares of the unemployed population.

- Unemployed individuals of all education levels experienced declines in their respective unemployment rates over the past five years. The unemployment rate of those with less than a high school diploma dropped by the 8.8 percentage points between July 2010 and July 2015, the largest drop when compared to other education levels. The unemployment rates of individuals with an Associate degree (2.5 percent) or a Bachelor's degree or higher (2.7 percent) declined by less than 3 percentage points over the past five years.

b. Age

- The following age groups will be highlighted to show trends in unemployment rates and age groups: 16 to 19; 20-24; 25-34; 35-44; 45-54; 55 years and older.

- Members of the civilian labor force between the ages of 16 and 19 had the highest unemployment rate of any group in July 2015, with a rate of 21.7 percent. Persons between the ages of 20 and 24 had an unemployment rate that was twice (11.4 percent) as high as individuals that were 35 years or older. Those in the labor force between the ages of 45 and 54 had the lowest unemployment rate (4.8 percent) in July. The unemployed between the ages of 35 and 44 (5.1 percent); and 55 years and older (5.4 percent) had unemployment rates that were just over 5.0 percent.

- As the state economy improved over the past five years, so did the employment prospects of those of all ages seeking work, as seen in the declines in every age group's unemployment rate. Persons between the ages of 16 and 19 had an unemployment rate of 34.1 percent in July 2010, 12.4 percentage points higher their July 2015

rate (21.7 percent). Other notable five-year declines were experienced by individuals between the ages of 20 and 24 (7.7 percentage points); and 35 and 44 (5.5 percentage points).

c. Industry Sector

- When the state's 11 major industry sectors are compared, the leisure and hospitality (7.3 percent); and the construction (7.0 percent) sectors had the highest unemployment rates in July 2015. Each sector's unemployment rate tends to be higher than other sectors, due to the seasonal nature of each sector. The demand for workers within an industry such as financial services tends to be throughout the year while workers in the leisure and hospitality sector tend to be in the highest demand during the months in which tourism is highest.

- The trade, transportation, and utilities (6.5 percent); and other services (6.1 percent) sectors each had unemployment rates that hovered above 6.0 percent in July 2015. The sectors with the lowest unemployment rates were the government (3.3 percent) and financial activities (3.3 percent) sectors in July 2015.

- Between July 2010 and July 2015, the construction sector's unemployment rate dropped by 16.5 percentage points, the highest decline of any industry sector over the past five years. The information (8.7 percentage points); and manufacturing (7.7 percentage points) sectors experienced declines in excess of 7 percentage points during this five-year period as well. The industry sector with the smallest five-year decline was the educational and health services sector, whose rate dipped from 6.3 percent in July 2010 to 4.6 percent in July 2015. This sector's unemployment rate has been amongst the lowest of any of the state's industry sectors over the past five years.

d. Occupations

- Members of the workforce within farming, fishing, and forestry (17.3 percent); construction (8.7 percent); and transportation and material moving (8.4 percent) occupations had the highest unemployment rates in July 2015. Occupational groups with the lowest unemployment rates were the management, business, and financial (3.3 percent); and professional and related occupations (3.7 percent) groups.

- Workers within personal service occupations such as gaming dealers, recreation workers, and ushers made up the largest share (237,000) of unemployed persons statewide. Furthermore, one out of every five unemployed persons (21.4 percent) was in a service occupation.

- In July 2010, the unemployment rates of the farming, fishing, and forestry (27.0 percent); and the construction (26.9 percent) occupational groups exceeded 20.0 percent. In addition, the transportation and material moving (15.5); and production (15.5 percent) groups had unemployment rates that topped 15.0 percent as well. The only groups with unemployment rates below 10.0 percent were the management, business, and financial (7.7 percent); and professional and related occupations (6.6 percent) groups.

ii. Long-Term Unemployed

- Persons defined as long-term unemployed are those that sought work and remained jobless for 27 weeks or more. In July 2015, 2.6 million of the nation's unemployed were classified as long-term unemployed. During

this month, 31.1 percent (395,000 unemployed) of California's 1.3 million unemployed were unemployed long-term.

- At the start of the most recent U.S. recession (December 2007 to June 2009), 16.8 percent of the state's unemployed population was unemployed for 27 weeks or more. Between the start (December 2007) and the end of the U.S. recession (June 2009), the share of long-term unemployed increased by 9.9 percentage points. In March 2011, the share of long-term unemployed peaked at 46.8 percent, as just over 1 million people were unemployed for 27 weeks or more.

- Since the March 2011 peak, the share of long-term unemployed has steadily declined and by July 2015, roughly one out of every three unemployed persons (31.1. percent) was defined as long-term unemployed. Despite this decline, July's percent share was roughly twice as high as the share during the start of the U.S. recession (16.8 percent).

- In terms of age groups, nearly one out of every four long-term unemployed people (23.1 percent) were between the ages of 24 and 34 years old, followed by persons aged 55 years and older (21.0 percent). The unemployed between the ages of 16 and 24 made up 18.2 percent of the long-term unemployed. The smallest shares (17.4 percent) of long-term unemployed were between the ages of 45 and 54.

- The highest level of education for nearly 50 percent (47.1 percent) of the Golden State's long-term unemployed was a high school diploma or less. Just over 29 percent of the long-term unemployed had a high school diploma and no college experience (29.1 percent); and 18.0 percent of the state's long-term unemployed had less than a high school diploma.

- Despite an improved economy, the share of long-term unemployed has remained relatively high when compared to its levels at the start of the most recent recession. Research suggests that business trends such as the increased use of a contingent workforce contributed to the slow, rather than rapid, decline in the number of long-term unemployed. Contingent workers are hired by firms to address seasonal and cyclical workloads and the labor demands of just-in-time production. Examples of contingent workers are as follows: independent contractors, part-time, seasonal, temporary, and leased workers.

- Research conducted by Manpower and Staffing Industry Analysts suggest that businesses will continue to increase their use of this specialized workforce to meet their needs. In addition, the Bureau of Labor Statistics 2010-2020 forecast projects that the number of jobs in the employment services industry, which includes temporary help services, was expected to increase at an annual rate of 2.1 percent through 2020.

iii.Labor Underutilization and Underemployment

- The six alternative measures of labor underutilization are derived from the Current Population Survey (CPS) in a designated range from U-1 to U-6. The U-3 and states' official unemployment estimates are measured as the total unemployed as a percent of the civilian labor force. However, the U-3 may differ from the state's official estimates because calculation of the official estimates includes additional inputs (e.g., official job count, unemployment insurance claims). When compared to the U-3, the U-4, U-5, and U-6 rates provide a more robust view of the state's workforce, since they are inclusive of discouraged, involuntary part-time, and marginally attached workers.

- In the second quarter of 2015, the state's U-4 rate was 7.2 percent and has been on a steady decline since the first quarter of 2011 (12.9 percent). The U-4 rate is inclusive of the total number of unemployed and discouraged workers and this decline suggests that there was a decline in the number of people that believed no jobs were available; or there were none for which they would qualify. At the start of the most recent U.S.

recession (2007:Q4), the U-4 rate was 5.5 percent and by its conclusion (2009:Q3), the rate increased 5.4 percentage points to 10.9 percent. After the close of the U.S. recession, the state's U-4 continued to increase, hitting a high of 12.9 percent in 2010:Q3 and 2011:Q1.

- For the second quarter of 2015, the state's U-5 rate was 8.2 percent, but is still 2.0 percentage points higher than its pre-recession low of 6.2 percent (2007:Q4). The U-5 includes the total unemployed, discouraged workers, and the marginally attached. The marginally attached are persons not in the labor force who want and are available for work; and have looked for a job sometime in the prior 12 months. During the U.S. recession (2007:Q4-2009:Q3), the U-5 peaked at 12.0 percent, 5.8 percentage points higher than its rate at the start (6.2 percent) of the recession period. During the post-recession period (2009:Q3-2015:Q2), the rate hit its highest level from 2010:Q3-2011:Q1; 14.0 percent. Between 2011:Q1 and 2015:Q2, this rate has declined by 5.8 percentage points.

- The state's U-6 was 14.0 percent in 2015:Q2, 8.1 percentage points lower than its post-recession peak of 22.1 percent. The U-6 contains the total unemployed, marginally attached, and those that worked part-time (1-34 hours) for economic reasons. At the start of the U.S. recession, the U-6 was less than 10 percent (9.9 percent) and it steadily rose in every quarter of the recession period. By the end of the recession (2009:Q3), the rate was more than twice as large (19.6 percent) as level seen at the start of the recession (9.9 percent). During the current expansion period (2009:Q4-2015:2), the U-6 topped 20.0 percent from 2009:Q4 to 2012:Q2. Since 2012:Q2, the rate declined by 6.3 percentage points and stood at 14.0 percent in 2015:Q2.

- The U-6 contains persons that worked part-time for economic reasons and two subsets within this group are persons that work part-time due to slack work or business conditions; and persons that could only find part-time work. At the start of the U.S. recession period, roughly 2 out of every three persons (61.4 percent) that worked part-time for economic reasons did so because they could only find part-time work. By 2015, this number had increased to over 75 percent or 3 out of every 4 persons.

- In contrast, the share of persons that worked part-time due to slack work or business conditions has been on the decline since the start of the most recent recession period (December 2007 to June 2009). At the start of the U.S. recession period roughly 1 out of every three persons (38.6 percent) that worked part-time for economic reasons did so because of slack work or business conditions. By the close of the recession period in June 2009, this share declined by 2.4 percentage points and held at 36.2 percent. Over the course of the expansion period (July 2009 to July 2015), the rate declined to just over 20 percent (22.8 percent), meaning, one out of every five persons that worked part-time for economic reasons did so because of slack work or business conditions.

2. Labor Force Numbers

- The labor force includes all persons classified as employed or unemployed. The employed are persons 16 years and over in the civilian non-institutional population that worked at least one hour as a paid employee during a reference week, that includes the 12th day of the month (see Reference S for a complete definition). The unemployed are persons 16 years and older who had no employment, but were available for work and made efforts to find employment within the previous four weeks.

- With a labor force of more than 19 million people in July 2015, California has the largest labor market in the nation. The state's civilian labor force was made up of 17.9 million employed and 1.1 unemployed persons in July 2015. May 2015 marked the first time the state's labor force exceeded 19 million people.

- The U.S. labor force was made up of 157 million people in July 2015 and the state of California represented 12.1 percent of it. California has held a 12 percent share of the U.S. labor force since March 2013; the largest share held by any state. Texas (8.2 percent), New York (6.1 percent), and Florida (6.0 percent) held less than a ten percent share of the nation's labor force in July 2015.

- Since the start of California's economic expansion in February 2010 to July 2015, the state's civilian labor force increased by 801,000 persons. During this period, the number of employed persons increased by 1.8 million people and the number of unemployed persons declined by 1.0 million people. The state increased its labor force by 4.4 percent over the course of the current expansion, growing at twice the pace set by the nation (2.2 percent) during this period.

- The labor force participation rate (LFPR) refers to the share of the working age population that is actively participating in the labor force (i.e., is employed or is unemployed). Historically, labor force participation increases when the economy is in expansion but dips when it is in recession, but has expanded over time. This appears to have changed in both California and the nation during the Great Recession.

- The seasonally adjusted California LFPR peaked at 66.1 percent in the months of August through October 2008 and began to fall precipitously thereafter when the economy fell into recession. By January 2012, which was previously identified as the point in time that job growth in California began to expand robustly, the LFPR had fallen 3.1 percentage points to 63.0 percent. It continued to fall even as the labor market strengthened until it bottomed out at 62.3 percent in October 2013. This was the state's lowest LFPR since April 1976. From October 2013 through July 2015, the California LFPR was stable overall, increasing by 0.1 percentage point only.

- It is not immediately clear why the LFPR has not increased even after five years of economic expansion. The aging and retiring baby boom population certainly has had a dampening on labor force participation. Labor force participation rates typically begin to decrease when workers turn 55 and fall at an increased pace thereafter. According to the Current Population Survey of households, the LFPR among Californians age 54 was 76.3 percent in 2014. In contrast, the LFPR of persons aged 60 was 63.4 percent, the LFPR of persons age 63 was 52.3, the LFPR of persons age 65 was 50.0 percent, and that of persons age 70 was 21.5 percent. The oldest baby boomers that were born in 1946 would have turned 60 in 2006 and 65 in 2011. Thus, waves of

aging baby boomers will have a dampening effect on the overall California LFPR. However, this tells only part of the story because the wave of retiring baby boomers has really only just begun.

- The unprecedented decrease in the California LFPR since late 2008 also suggests that large numbers Californians responded employment losses and bleak prospects to finding a job during the Great Recession by exiting the labor force, and even after over five years of economic expansion and employment growth, many have yet to be drawn into the labor force. In other words, even as the economy has expanded vigorously, there has continued to be slack in California's labor market which is slowly being winnowed away.
- According to a 12-month average of Current Population Survey data, labor force participation peaked at 66.9 percent in March 2009 and bottomed out at 62.0 percent in July 2014 through March 2015. The decline in the LFPR appears to have been correlated with age. The largest decrease in labor participation between March 2009 and July 204 occurred among teens age 16 to 19 (8.6 percentage points) followed by youths age 20 to 24 (4.0 percentage points). The only age group that experienced increased labor participation during this time period was those age 65 and older, whose LFPR increased by 1.7 percentage points.

- California youths face a particularly challenging labor market after the events of the business cycle these last eight years. In fact, the labor force participation rates among California youths, and particularly teens, have steadily eroded over time. The LFPR among California teens peaked at 46.9 percent in March 2001. By the December 2005, the teen LFPR had fallen to 38.6, and by December 2010 it had fallen to 28.1 percent. It was only in the months of October and November 2014 that the teen LFPR appears to have bottomed out at 24.5 percent, after which it increased to 27.3 percent by July 2015. In other words, California's economic expansion appears to have reached teenagers belatedly.

- The LFPR of California youths age 20 to 24 peaked at 76.4 percent in April 2002. By December 2005, it had fallen to 73.0 percent and by December 2010, it had fallen to 67.5 percent. In July 2015, the youth LFPR stood at 66.3 percent.

- In contrast, the LFPR of prime working age Californians held constant at around 80 percent from the beginning of 2000 through the middle of 2015, give or take a percentage point or two. In contrast, older workers have been staying in the labor force longer. In January 2000, only 12.1 percent of Californians age 65 and over participated in the labor force. The 65 and over LFPR rose to 15.6 percent by December 2005 and to 16.8 percent by December 2010. The trend of rising LFPR among Californians age 65 and over has accelerated thereafter, rising to 20.0 percent in July 2015

3. Coastal Versus Inland Areas of California

- Many observers point to growing inequalities between the coastal and inland areas of California. This section analyzes the economies of coastal and inland areas of California. Coastal areas include all California counties that border upon the Pacific Ocean or San Francisco Bay as well as San Benito County, whose jobs are estimated as part of the coastal San Jose-Sunnyvale-Santa Clara MSA. Napa County is considered to be inland. Roughly, three-quarters of California's jobs were in coastal areas in July 2015.

- Overall, inland areas of California experienced deeper job losses than coastal areas during the Great Recession. From July 2007 through July 2010, which is the period of time that best captures the Great Recession using not seasonally adjusted data, total nonfarm payrolls in inland areas fell by a total of 387,800 jobs, or by 10.1 percent. This compares to an 8.0 percent (1,414,200 jobs) job loss in coastal areas. Generally speaking, job losses in construction and manufacturing were deeper in inland areas than in coastal areas, although the difference is mostly one of degree.

- In contrast, coastal areas of California have experienced stronger job growth than inland areas during the current expansion. Total nonfarm payrolls in coastal areas grew by 1,414,200 jobs from July 2010 through July 2015, an increase of 13.7 percent. This bettered the 13.0 percent (448,200 jobs) increase in nonfarm payrolls that occurred in inland areas over the same period, but not by a lot.

- Closer inspection reveals that job growth in coastal areas was stronger than in inland areas early in the expansion, but has been slightly weaker later in the expansion. Whereas total nonfarm payrolls in coastal areas grew by 4.0 percent from July 2010 through July 2012, they grew by 2.6 percent in inland areas. In contrast, total nonfarm payrolls grew by 9.4 percent in coastal areas from July 2012 through July 2015, compared to 10.1 percent in inland areas.

- In conclusion, any inequalities between coastal and inland areas of California do not appear to emanate from the business cycle. They instead reflect differences in the structure of coastal and inland area economies. In July 2015, a much higher percentage of total industry jobs were in the following industries in inland areas than in coastal areas: total farm employment (7.0 percent of jobs in inland areas but only 1.4 percent of jobs in coastal areas); government (19.0 percent inland vs 12.7 percent coastal); trade, transportation, and utilities (19.2 percent inland vs 17.0 percent coastal).

- In contrast, the following industries made up a much larger proportion of total industry jobs in coastal areas than in inland areas: professional and business services (16.7 percent coastal jobs vs just 10 percent inland); information (3.5 percent coastal vs 1.0 inland); manufacturing (8.5 percent coastal vs 6.6 percent inland); financial activities (5.2 percent coastal vs 3.6 percent inland); and leisure and hospitality (11.9 percent coastal vs 10.3 percent) inland.

- The share of mining and logging and other services jobs in coastal and inland economies was more or less similar.

- Categorizing industries by wage levels as discussed previously reveals that high-wage industry sectors represent a much larger share of total coastal economy jobs (34.0 percent) than inland economy jobs (21.5 percent). In contrast, middle wage industry sector jobs comprise 57.9 percent of inland area jobs and low wage industries account for 20.4 percent of inland jobs. The share of middle and low wage industry sector jobs in coastal areas was 49.2 and 16.8 percent, respectively.

- The different wage structure of coastal and inland area economies is magnified if one breaks the trade, transportation, and utilities sector into wholesale trade; retail trade, and transportation, warehousing, and utilities because the low wage retail trade subsector represents a larger share of inland area employment than coastal employment. While this change does not affect the share of high wage industry jobs in either the inland or coastal economies, it does increase the share of low wage industry jobs in inland economies to 31.8 percent from 20.8 percent and the share of low wage industry jobs in coastal economies to 26.6 percent from 16.8 percent in coastal economies.

- The concentration of high wage industry jobs in coastal areas is magnified if one looks at the component parts of professional and business services sector in coastal and inland areas. An analysis of fourth quarter 2014 QCEW data indicated that over three-fifths (61.3 percent) of professional and business services jobs in coastal areas were in the high wage professional, scientific, and technical services and management of companies and enterprises subsectors compared to just two-fifths (42.2 percent) in inland areas. In other words, professional and business services jobs in coastal areas are more likely to be high wage jobs in coastal areas but low wage jobs in inland areas.

- Because of the differences in the industry structure of coastal and inland areas, unemployment rates in inland areas tend to be higher than in coastal areas. In July 2015, the unemployment rate in inland areas of California

was 8.1 percent but just 5.9 percent in coastal areas. While the inland unemployment rate rose by more than the coastal unemployment rate during the recession, it has fallen more during the expansion.

4. High Wage vs. Low Wage

- The Bureau of Labor Statistics identifies high wage jobs as those jobs that exceed the median earnings for jobs on the whole at the state or national level. The following wage analysis is based upon Occupational Employment Statistics (OES) wage data collected by the EDD's Labor Market Information Division for the state of California.

- In California, the median hourly wage in 2015 was $19.20, which equates to $39,900 per year. Roughly, one out of every three jobs in the state of California could be classified as a high wage job in 2015. Just over 60 percent of the state's jobs were low wage jobs, jobs that did not exceed the state's median hourly wage of $19.20.

- Major occupational groups were designed by the U.S. Office of Management and Budget as a means of bringing together detailed occupations, which have similar qualifications, skills, training, and experience. Generally speaking, the state's high wage jobs derived from the following occupational groups: management; business; computer; engineering; sciences; legal; education; design; healthcare practitioner; and construction. According to the most recent estimates (May 2014), 5.4 million jobs or 35.4 percent of the state's workforce are associated these groups.

- A majority of the state's low wage jobs are found in the following occupational groups: office and administrative support; sales; and food preparation. The total number of jobs found within these three groups (5.4 million) is comparable to the total number of high wage jobs (5.4 million) statewide.

- Over 800,000 low wage jobs were found in the state's production occupations; and transportation and material moving occupational groups. In terms of workforce size, the smallest low wage occupational groups were the state's community and social services (228,000 jobs); and farming, fishing, and forestry (211,000 jobs) occupational groups.

- The management and legal occupational groups had the highest hourly wages earning $53.49 and $48.05 respectively. Within these groups, the occupations with the highest hourly wages were as follows: chief executives (>$90.00), judges ($83.85), architectural and engineering managers ($75.42), marketing managers ($72.90), and lawyers ($69.53).

- The farming, fishing, and forestry ($9.25); food preparation ($9.85); and personal care and service ($11.06) occupational groups had the lowest hourly wages statewide. Among these groups, the occupations with the lowest wages included: forest and conservation workers ($8.19); animal product graders and sorters ($9.20); gaming dealers ($9.26); dining room attendants ($9.30); fast food cooks ($9.36); and manicurists ($9.36).

5. Demographic Data

i. Gender, Race/Ethnicity, Educational Attainment, Veteran Status

- The Golden State had the largest population in the nation with over 38 million people in 2014. The state's population increased from 37.3 million to 38.8 million between 2010 and 2014. Twelve percent of the nation's population (318 million) derived from California in 2014. Furthermore, the Golden State has accounted for at least 12 percent of the nation's population since 2010.

a. Gender

- Women made up the largest share of the state's population in 2015. Over 50 percent (51.1 percent) of the state's population was made up of women in July 2015. Within this demographic group, one out of every three women were 55 years or older. There were 2.6 million women in each of the following age groups in July 2015: 25 and 34 years old; 35 and 44 years; and 45 and 54 years old. Over the past five years, the number of women in California's population has increased by 1.1 million. The age group that experienced the largest five-year increase was women 55 years and older, growing from 4.3 million in 2010 to 5.0 million in 2015.

- In July 2015, men made up 48.9 percent of the state's population. Men 55 years and older made up nearly one-third (29.5 percent) of all men in California in July. Men between the ages of 16 and 24 (2.7 million); and 25 and 34 (2.7 million) were the only age groups to outnumber women in 2015. During this year, women between the age groups of 16 and 24; and 25 and 34 made up 2.4 million and 2.6 million persons respectively. Despite increases in overall numbers, between 2010 (13.9 million) and 2015 (14.8 million), the share of men in the Golden State has declined from 49.2 percent to 48.9 percent.

b. Ethnicity

- One out of every three (35.0 percent) Californians was Hispanic in July 2015. The overall population of Hispanics in the state increased from 9.5 million in July 2010 to 10.6 million in July 2015. Over the past five years the following age groups increased by at least 200,000 people: 55 years and older (429,500); 16 and 24 years old (299,600); and 45 and 54 years old (291,800). Just over 40 percent of the state's Hispanic population were within the age groups of 16 and 24 (22.6 percent); and 25 and 34 (21.5 percent).

- Hispanics have grown at a faster rate than non-Hispanics over the past five years in California. Between July 2010 and July 2015, the state's Hispanic population has grown by 11.2 percent, outpacing the growth rate of non-Hispanics (4.7 percent) by 6.5 percentage points. Among Hispanics, the fastest growing age groups were persons 55 years and older (26.3 percent); 45-54 year olds (19.3 percent); and 16-24 year olds (14.3 percent).

c. Race

- The following is an analysis of population trends by race and inclusive of the following racial distinctions: White only; Black only; American Indian, Alaskan Native only; Asian only; and Hawaiian/Pacific Islander only. Please note that due to data limitations within the Census Bureau's Current Population Survey, 2010 data by race were not available for analysis purposes.

- In July 2015, Whites made up 75.5 percent of the state's total population and year-over this demographic group increased by 76,700 people. Despite this increase, year-over there was a decline of 94,700 and 84,400 whites between the ages of 16 and 24; and 25 and 34 respectively. However, year-over gains were experienced in the remaining groups 35 and 44 (28,000); 45 and 54 (41,600); and 55 years and older (185,100). Persons aged 55 years and older made up over 30 percent of the white population in California in 2014 (31.5 percent) and 2015 (32.2 percent).
- Asians made up 15.6 percent of the state's population in July 2015. The percent share of Asians in California has increased from 14.8 percent in July 2014 to 15.6 percent in July 2015. Over 1.4 million Asians were 55 years and older. Asians were the only racial group to have increases in every one of its age categories between 2014 and 2015. Gains ranged from 40,700 for persons between the ages of 25 and 34; and 80,900 for persons between the ages of 35 and 44.

- The number of Blacks in the state has increased and this group's percent share has held steady at 6.4 percent over the past two years. Year-over figures showed an increase in the numbers of blacks between the ages of 35 and 44 (22,400); and 45 and 54 (20,600). The largest year-over decline was seen in the number of blacks between the ages of 25 and 34 (18,400). The other groups that declined included blacks between the ages of 16 and 24 (less than 1,000); and 55 years and older (1,500).

- American Indian, Alaskan Native; and Hawaiian/Pacific Islanders made up less than 2 percent of the state's total population in July 2015. Year-over, the American Indian population increased from 1.3 percent in July 2014 to 1.6 percent in July 2015. Among the 459,300 American Indians in California, those between the ages of 16 and 24 years old made up the largest share (22.9 percent) of the population for this group in July 2015. The number of Hawaiian/Pacific Islanders decreased by 4,400 persons between July 2014 and July 2015, with the largest decreases between the ages of 25 and 34 (9,400).

Educational Attainment

- The following is an analysis of population trends by educational attainment and inclusive of the following: less than a high school diploma; high school graduates, no college; some college, no degree; Associate degree; and Bachelor's degree or higher.

- More than one out of every three Californians had an Associates or a Bachelor's degree or higher in July 2015. Just over nine million people in California had a Bachelor's degree or higher and 2.4 million people had an Associate degree.

- The overall numbers of persons with either an Associate or Bachelor's degree or higher has increased over the past five years. Between July 2010 and July 2015, the number of person with a Bachelor's degree or higher increased by just over 1 million people. Over this period, the number of individuals with an Associate degree increased by 140,700 people. In terms of percent share, persons with either an Associate or Bachelor's degree or higher, increased from 36.2 percent in July 2010 to 37.8 percent in July 2015. The age group with the largest number of Associate degrees (900,800) or had a Bachelor's degree or higher (3.1 million) were those aged 55 years or more.

- The number of persons with less than a high school diploma has been on the decline since 2010. Roughly 5.8 million people had less than a high school diploma in 2010, but that number has steadily declined and hovered around 5.5 million people in 2015. Over this five-year period, the percent share of persons with less than a high school diploma fell from 20.5 percent (July 2010) to 18.1 percent (July 2015). The age groups that represented

the largest shares of persons with less than a high school diploma were those 55 years and older (28.9 percent); and 16 to 24 year olds (27.9 percent). Each age group represented 1.5 million people.

- The percent shares of high school graduates with no college experience; and those with some college and no degree remained relatively unchanged over the past five years. High school graduates made up 23.4 percent of the state's population in July 2010 and 23.7 percent in July 2015 despite increasing by 564,900 people over that period of time.

Veterans

- In July 2015, California accounted for 8.6 percent of the nation's 21.3 million veterans. Over 1.8 million veterans resided in California in 2015. Year-over, the state experienced an increase of roughly 16,000 veterans between July 2014 and July 2015.

- Two out of every three veterans in California were 55 years and older. Just over 450,000 (25.0 percent) of veterans were between the ages of 35 and 54. The age group that represented the smallest share of veterans was between the ages of 16 and 24 (11.3 percent).

- Twenty-eight percent of the state's military veterans served during the Vietnam era (August 1964 to April 1975). During the Gulf War I (August 1990 to August 2001) and Gulf War II (September 2001 or later) eras, over 200,000 military veterans were involved in each military campaign. Just over 350,000 veterans served between May 1975 and July 1990.

- California's 188,400 women veterans made up 10.2 percent of the veterans' population statewide in July 2015. More than 100,000 women served during the Gulf War I (52,100) and Gulf War II (56,000) eras. Nine out of every ten military veterans in California are men.

ii. Californians with Disabilities

- In July 2015, there were 2.9 million people with a disability in California, nearly 10 percent of the state's general population. The U.S. Department of Housing and Urban Development defines a person with a disability as any person who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such an impairment. Examples of major life activities include: walking, talking, hearing, seeing, breathing, performing manual tasks, or caring for oneself.

- The unemployment rate for disabled persons in the civilian labor force (e.g., employed person, unemployed person) was 13.1 percent in July 2015, more than twice as high as the state unemployment rate (6.2 percent). However, July's unemployment rate for disabled persons has been on the decline since January 2013. Between January 2013 (18.7 percent) and July 2015 (13.1 percent), this rate has declined by 5.6 percentage points.

- In July 2014, nearly 40 percent of disabled persons within California's labor force had an associate degree or higher. Roughly, 30 percent (28.2 percent) of disabled persons had a bachelor's degree or higher and 10.4 percent had an associate degree. Disabled and non-disabled members of California's civilian labor force had comparable levels of educational attainment, with the largest difference being between shares with a bachelor's degree or higher. One-third of non-disabled persons (35.4 percent) had a bachelor's degree or higher, 7 percentage points more than the share for disabled persons (28.2 percent).

- The labor force participation rate for disabled persons was 19.7 percent in July 2014, 1.3 percentage points higher than its rate in July 2013 (18.4 percent). Increases in the number of employed and declines in the number of unemployed within this population have contributed to increases in the labor force participation rate. Year-over, there was a gain of 24,000 employed persons that had a disability in California. Furthermore, there was a decline of 2,400 unemployed persons with disabilities over this same period.

iii.Youth Employment Trends

- In July 2015, workers between the ages of 16 and 24 made up 13.1 percent of the state's workforce. Over the past five years, their percent share of the workforce has remained unchanged at 13.0 percent. However, the overall number of employed 16 to 24 year olds has increased by 271,000 workers between July 2010 and July 2015.
- The unemployment rate for 16 to 24 year olds was 13.8 percent in July 2015. The unemployment rate has been on the steady decline since reaching 23.4 percent in September 2010. At the start of the most recent U.S. recession, the unemployment rate for 16 to 24 year olds was 11.6 percent and it steadily rose to 18.6 percent by the last month of the recession (June 2009). As of July 2015, the unemployment rate for 16 to 24 year olds was still 2.2 percentage points higher than its rate at the start of the recession (11.6 percent).

- Nearly two-thirds (63.6 percent) of all 16 to 24 year olds in California were employed in either the leisure and hospitality; or trade, transportation, and utilities sector in July 2015. These industries are well suited for members of the workforce that have not received high levels of specialized training yet. Occupations within these industry sectors such as: retail salesperson, cashier, and recreation attendant require most of the basic skills (e.g., basic mathematics, communication, etc.) that 16-24 year olds generally have. Just over 10 percent (11.9 percent) of 16-24 year olds were employed in the other services sector that typically employs people with general repair skills, personal care services training, and experience providing social services.

- In terms of occupations, 44 percent or roughly 1.2 million 16 to 24 year olds in California were employed in a sales (23.0 percent) or service (21.0 percent) occupation in July 2015. These occupations ranged from child care workers to ushers. Just over 17 percent were employed in office and administrative support occupations that include: customer service representatives, dispatchers, and office clerks.

- In July 2015, over 85 percent of the state's 16 to 24 year olds were not in the labor force because they were in school. Roughly nine percent cited the need to take care of family as the reason why they were not in the labor force. Less than one percent of 16 to 24 year olds were too disabled or ill to participate in the state's labor force.

iv.Baby Boomer Population

- The baby boomer generation was born between 1946 and 1964. Based upon this time period, in 2010 baby boomers would be between the ages of 46 and 64; and in 2015, between the ages of 51 and 69 years of age.

- In July 2015, members of the baby boomer generation in California made up roughly 27 percent of the state's population (27.1 percent) and civilian labor force (26.8 percent). There were 4.8 million employed and 269,300 unemployed baby boomers in the state's civilian labor force in July. Over the past five years, the share of baby boomers in the state's population and labor force has declined noticeably. In July 2010, baby boomers made up 29.9 percent of the state's population and by July 2015, it dropped by 2.8 percentage points to 27.1 percent. In addition, the share of baby boomers in the labor force also declined from 33.9 percent in July 2010 to 26.8

percent in July 2015. Baby boomers decline in the civilian labor force has been attributed to the rise in retirements that have occurred due to by-products (e.g., improved investment portfolio, economic stability) of the improved state and national economies.

- In July 2015, 1.9 million baby boomers were employed in either the educational and health services (1.1 million); or trade, transportation, and utilities (876,900) sectors. Over 700,000 were employed in professional and business services sector as well. Sectors that employed just over 300,000 baby boomers includes the: construction (348,000); other services (312,000); and leisure and hospitality (306,500) sectors.

- Over the past five years, the total number of employed baby boomers declined from 6.3 million in 2010 to 5.1 million in 2015. The industry sectors that experienced the largest five-year declines in their number of baby boomers were the educational and health services (337,800); trade, transportation, and utilities (187,100); and manufacturing (182,900) sectors. Every one of California's major industry sectors, except mining, experienced a decline in its number of baby boomers from July 2010 through July 2015.

- Among the 5 million baby boomers employed across the state, over 1.0 million of them were employed in either a professional and related occupation (1.2 million); or management (1.0 million) occupation. Over 500,000 were employed in either a service (816,100); or office and administrative support (524,600) occupation. Less than 300,000 baby boomers were employed in production (291,400); transportation and material moving (276,700); or construction (226,700) occupations in 2015.

v. Role of In-Migration

- Migration is defined as the movement of people from one location to another permanent place of residence. The reasons why people migrate are due to push and pull factors. Push factors such as retirement, movement of a business, or lack of work often drive people from their current place of residence. A healthy economy and a pleasant climate are examples of pull factors that attract people to new locations.

- According to the latest figures from the American Community Survey, 485,500 people migrated out of California in 2013 and 581,700 migrated in from the nation's 49 states. Between 2012 and 2013, the number of people migrating out of the state declined by 8,200. Over this one-year period, migration into the Golden State increased from 567,000 in 2013 to 582,000 in 2013, an increase of roughly 14,700 people.

- In 2013, Californians that moved out of the state tended to gravitate towards the states of: Washington (37,200), Arizona (36,600), Texas (32,300), and New York (30,700), with over 30,000 people taking up new residence in each state. One out of every four Californians that migrated out of the Golden State moved to one of these four areas.

- The Golden State attracted 581,700 residents from across the country in 2013 and most previously resided in the states of: Texas (66,300), Arizona (48,000), Nevada (47,900), and Washington (37,200). One in three persons that migrated into California that year came from one of these four states.

- In terms of global migration, one out of every four Californians was foreign born in 2014. Roughly 9.7 million California residents were either foreign-born citizens by naturalization or foreign born non-citizens. The number of foreign-born non-citizens has been on a steady decline since 2010, as this group of foreign born went from 5.2 million in 2010 to 4.8 million in 2014. In contrast, the number of foreign born citizens by naturalization has increased by 7.2 percent going from 4.5 million in 2010 to 4.8 million in 2014.

- Just over 50 percent (56.2 percent) of California's foreign-born held jobs in the following industry sectors: educational and health services (15.6 percent); professional and business services (14.7 percent); wholesale and retail trade (13.3 percent); and manufacturing (12.6 percent). Less than 3 percent were employed in the public administration (2.7 percent); information (1.8 percent); or the mining (0.2 percent) sectors.

- A majority of the Golden State's foreign-born worked in service (23.0 percent); professional (18.0 percent); or management, business, and financial occupations (11.6 percent) in 2014. Just over 3 percent of the state's foreign-born were employed in occupations related to farming, fishing, and forestry (3.2 percent); or installation, maintenance, and repair (3.2 percent).

vi. Populations with Barriers to Employment

a. Ex-Offenders

- Barriers to employment are any of the job candidates attributes (e.g., skills, experience, and work history) that may hinder their chances for acquiring gainful employment. California's ex-offenders are challenged by barriers such as: a limited education, a lack of work experience, and negative stigmas when trying to find a job in today's economy.

- The Center for Economic and Policy Research finds that time behind bars often leads to a reduction in a worker's human capital. Meaning, it limits the workers ability to attain a formal education, gain on-the-job experience, and use soft skills (e.g., customer relations) in a work environment.

- In addition to these barriers, ex-offenders trying to find a job often lack the social networking skills necessary to acquire employment. A criminal record also subjects ex-offenders to legal restrictions that limit employment within specific industries and their ability to acquire professional licenses. Occupations that are often legally closed to ex-offenders are those that require contact with children, certain healthcare professions, and jobs that provide security services.

- The Bureau of Justice Statistics estimated that in 2014, 70 million U.S. adults had an arrest or conviction record. Furthermore, data from the Bureau's Survey of State Criminal History Information Systems indicated that 27.8 percent or roughly 8 million Californians 18 years or older had a criminal record on file with the state in 2012.

- California's Department of Corrections and Rehabilitation annual data on parolees provides insight into the number of persons being released from confinement in state prison. This information helps to gauge the number of ex-offenders that may have sought entry into the state's labor force within a given year. Parole population data reflect point-in-time data from June 30th of each respective year.

- California's parole population has been on the decline since 2007 and this trend is forecasted to continue through 2015. Between 2007 and 2013, the state's parole population declined from 126,000 to 51,000, a decline of 59.4 percent. From 2013 to 2015, parolee numbers are projected to decline by 22 percent, going from 51,000 in 2013 to 40,000 in 2015.

b. Homeless

- The U.S. Public Health Service Act defines a homeless individual as an individual who lacks housing (without regard to whether the individual is a member of a family), including an individual whose primary residence during the night is a supervised public or private facility (e.g., shelters) that provides temporary living accommodations, and an individual who is a resident in transitional housing.

- The U.S. Department of Housing and Urban Development estimates that there were 578,400 homeless individuals in the U.S. and 69 percent (401,100) of these individuals were sheltered and 31 percent (177,400) were unsheltered. Nearly two-thirds of the nation's homeless were over the age of 24. Between 2012 and 2014, the total number of homeless persons in the U.S. declined by 7.1 percent, as this population declined from 623,000 to 578,400 persons.

- California had 114,000 sheltered and unsheltered homeless people in 2014. This total accounted for roughly 20 percent of the nation's homeless population. Year-over, the state's homeless population declined by 4,600 persons (3.9 percent), second only to Florida (6,300) in terms on year-over declines between 2013 and 2014. Between 2007 and 2014, California's homeless population dropped by 25,000 persons, the largest decline of any state during that period.

- The nation's homeless population was concentrated in some of its most populous states. California (114,000, 20.0 percent), New York (80,600, 14.0 percent), Florida (41,500, 7.0 percent) Texas (28,500, 5.0 percent), and Massachusetts (21,200, 4.0 percent) accounted for roughly half of the nation's homeless population.

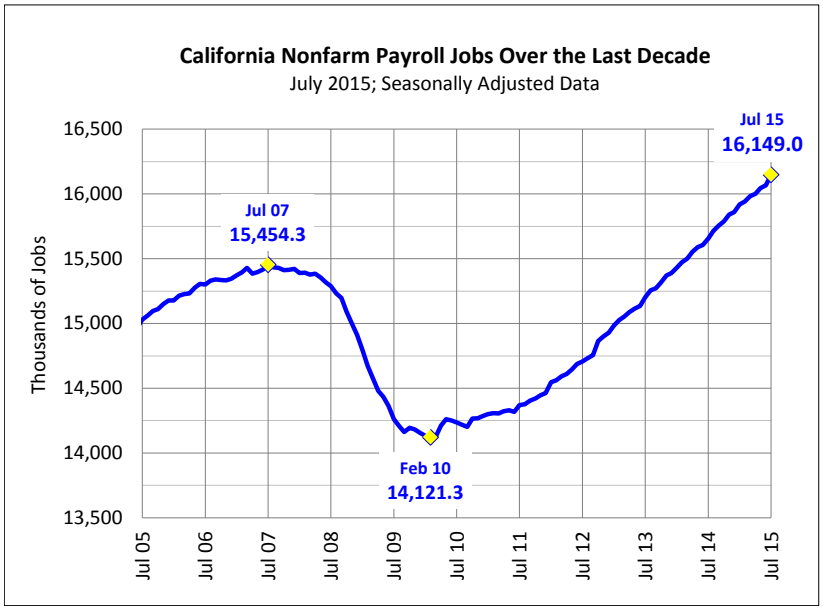
- Thirty percent of California's homeless population was located in Los Angeles in 2014. At least five percent of the state's homeless population were located in San Diego (8,500, 7.0 percent), San Jose (7,600 persons, 6.1 percent), or San Francisco (6,400 persons, 5.2 percent). Nearly one in five homeless people were located in New York City (67,800 persons) or Los Angeles (34,400 persons).

- Homeless people in families are people who are homeless, as part of households, that have at least one adult and one child. California had 23,200 homeless people in families, 10.7 percent of the national total, only New York had a higher share (22.2 percent) of the national total in 2014. The overall number of homeless people in families declined from 28,034 in 2007 to 23,187 in 2014, a 17.3 percent decline.

- In 2014, there were 49,900 homeless veterans in the U.S. and roughly, two-thirds of them were in a shelter, mission, single room occupancy facility, abandoned building, or vehicle. Just over 12,000 of these veterans were located in California and 4,500 were sheltered and 7,600 were unsheltered. Between 2013 and 2014, the state saw its number of homeless veterans decline by 800 individuals and over the past seven years, this population has declined by 27.5 percent.

D. REFERENCES

1. Reference A: California Total Nonfarm Payroll Jobs over the Last Decade



Source: Employment Development Department, Labor Market Information Division

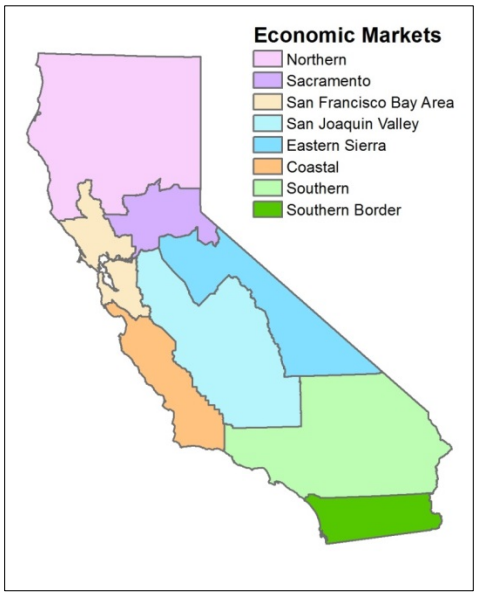
2. *Reference B: Change in California Industry Sector Jobs during the Great Recession*

Change in California Industry Sector Jobs during the Great Recession
(July 2007 - February 2010; Seasonally Adjusted Data)

Change in Number (Thousands)		**Change in Percent (%)**	
Total Nonfarm	-1,333.0	Total Nonfarm	-8.6
Educational and Health Services	117.8	Educational and Health Services	6.1
Mining and Logging	-1.1	Government	-2.4
Other Services	-31.3	Mining and Logging	-4.1
Information	-46.4	Leisure and Hospitality	-5.1
Government	-59.0	Other Services	-6.1
Leisure and Hospitality	-79.8	Information	-9.8
Financial Activities	-137.7	Professional and Business Services	-9.8
Professional and Business Services	-222.5	Trade, Transportation and Utilities	-10.6
Manufacturing	-226.1	Financial Activities	-15.3
Trade, Transportation and Utilities	-311.0	Manufacturing	-15.4
Construction	-335.9	Construction	-37.3
Total Private	-1,274.0	Total Private	-9.8

Source: Employment Development Department, Labor Market Information Division

3. Reference C: Regional Economic Markets



Source: Employment Development Department, Labor Market Information Division

4. *Reference D: Change in California Economic Markets during the Great Recession*

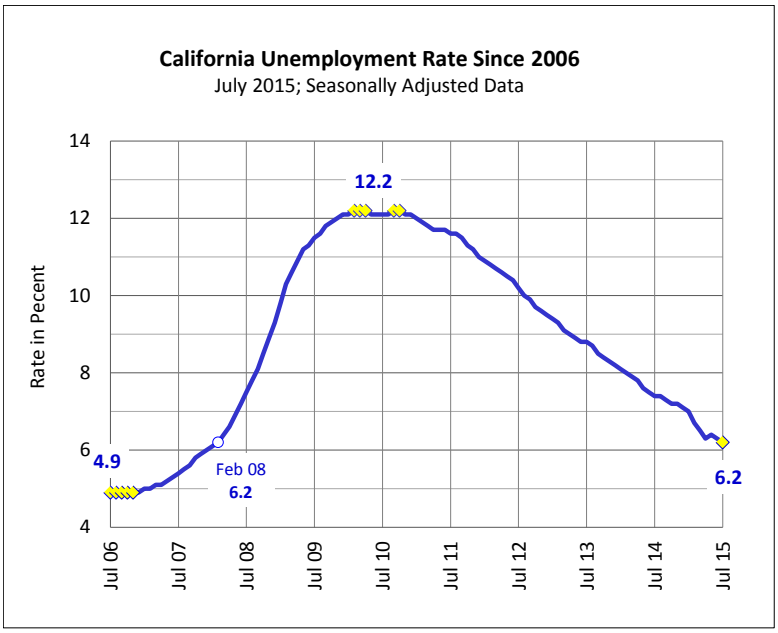
Change in Nonfarm Jobs in California Economic Markets During the Great Recession
(July 2007 - July 2010: Not Seasonally Adjusted Data)

Change in Number		Change in Percent (%)	
California	-1,258,700	California	-8.2%
Largest Markets		Largest Markets	
Southern California	-689,900	Greater Sacramento	-10.6%
Bay Area	-250,990	Southern California	-9.4%
Greater Sacramento	-104,840	San Joaquin Valley	-8.3%
San Joaquin Valley	-97,800	Bay Area	-7.4%
Southern Border	-86,200	Southern Border	-6.3%
Smaller Markets		Smaller Markets	
Central Coast	-32,500	Northern California	-8.6%
Northern California	-25,470	Central Sierra	-8.6%
Central Sierra	-5,270	Central Coast	-6.3%

1) The sum of economic markets does not equal the California total because of statewide reporters whose jobs can't be assigned to a specific area.
2) Dates only approximate the recession because not seasonally adjusted data require that like months in the year be compared to control for seasonal patterns of employment.

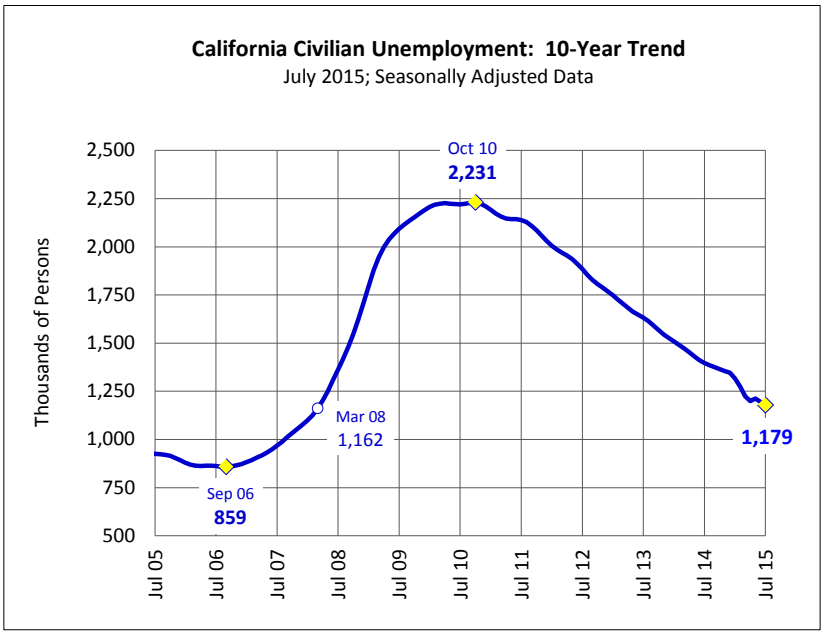
Source: Employment Development Department, Labor Market Information Division

5. Reference E: California Unemployment Rate Since 2006



Source: Employment Development Department, Labor Market Information Division

6. Reference F: California Civilian Unemployment, 10-Year Trend



Source: Employment Development Department, Labor Market Information Division

7. Reference G: Unemployment Rates in CA Economic Markets at Key Points of the Business Cycle

Unemployment Rates in California Economic Markets at Key Points of the Business Cycle
(Unemployed as a Percent of the Labor Force; Not Seasonally Adjusted Data)

	July 2006	July 2010	July 2015	Recession Change (July 06 to July 10)	Expansion Change (July 10 to July 15)
CALIFORNIA	5.2	12.6	6.5	7.4	-6.1
Coastal	4.7	10.6	5.7	5.9	-4.9
Eastern Sierra	5.4	12.9	6.5	7.5	-6.4
Northern	6.5	14.1	7.4	7.6	-6.7
Sacramento	5.1	12.9	6.2	7.8	-6.7
San Francisco Bay Area	4.6	10.5	4.5	5.9	-6.0
San Joaquin Valley	7.8	16.6	9.9	8.8	-6.7
Southern	5.0	12.8	6.8	7.8	-6.0
Southern Border	4.9	12.1	6.3	7.2	-5.8

Notes: Dates only approximate the business cycle because not seasonally adjusted data require that like months in the year be compared to control for seasonal patterns of employment.

Source: Employment Development Department, Labor Market Information Division

8. Reference H: Change in California Industry Sector Jobs during the Current Expansion

Change in California Industry Sector Jobs During the Current Expansion
(February 2010 - July 2015; Seasonally Adjusted Data)

Change in Number (Thousands)		**Change in Percent (%)**	
Total Nonfarm	2,027.7	Total Nonfarm	14.4
Professional and Business Services	541.2	Construction	27.9
Educational and Health Services	454.5	Professional and Business Services	26.4
Leisure and Hospitality	347.5	Leisure and Hospitality	23.4
Trade, Transportation and Utilities	345.5	Educational and Health Services	22.3
Construction	157.4	Other Services	13.9
Other Services	67.3	Mining and Logging	13.3
Information	43.9	Trade, Transportation and Utilities	13.2
Financial Activities	39.4	Information	10.3
Manufacturing	35.5	Financial Activities	5.2
Mining and Logging	3.4	Manufacturing	2.9
Government	-7.9	Government	-0.3
Total Private	2,035.6	Total Private	17.4

Source: Employment Development Department, Labor Market Information Division

9. Reference I: Change in California Industry Sector Jobs from July 2007 through July 2015

Recovery: Change in California Industry Sector Jobs from July 2007 through July 2015
(Seasonally Adjusted Data)

Change in Number (Thousands)		**Change in Percent (%)**	
Total Nonfarm	694.7	Total Nonfarm	4.5%
Educational and Health Services	572.3	Educational and Health Services	29.8%
Professional and Business Services	318.7	Leisure and Hospitality	17.1%
Leisure and Hospitality	267.7	Professional and Business Services	14.0%
Other Services	36.0	Mining and Logging	8.6%
Trade, Transportation and Utilities	34.5	Other Services	7.0%
Mining and Logging	2.3	Trade, Transportation and Utilities	1.2%
Information	-2.5	Information	-0.5%
Government	-66.9	Government	-2.7%
Financial Activities	-98.3	Financial Activities	-10.9%
Construction	-178.5	Manufacturing	-13.0%
Manufacturing	-190.6	Construction	-19.8%
Total Private	761.6	Total Private	5.9%

Source: Employment Development Department, Labor Market Information Division

10. Reference J: CA's Fastest Growing Industries over the Last Three Years

California's Fastest Growing Industries Over the Last Three Years of the Economic Expansion

(July 2012 - July 2015; Not Seasonally Adjusted Data)

Individual and Family Services	188,900	Other Information Services	55.7%
Limited-Service Eating Places	98,800	Motor Vehicle Manufacturing	50.0%
Employment Services	91,900	Individual and Family Services	49.3%
Full-Service Restaurants	72,300	Building Material and Garden Equip.and Suppliers	34.6%
Computer Systems Design and Related Services	59,100	Data Processing, Hosting and Related Services	33.6%
Management, Scientific and Technical Consulting Svcs.	45,300	Building Finishing Contractors	30.4%
Building Equipment Contractors	40,500	Electronic Shopping and Mail-Order	30.3%
Other Information Services	29,600	Used Merchandise Stores	28.3%
Building Finishing Contractors	29,100	Amusement Parks and Arcades	26.8%
Offices of Physicians	27,200	Computer Systems Design and Related Services	25.7%
Grocery Stores	22,300	Building Equipment Contractors	25.0%
Management of Companies and Enterprises	20,400	Employment Services	24.5%
Investigation and Security Services	20,300	Management, Scientific and Technical Consulting Svcs.	24.1%
Residential Building Construction	19,100	Lessors of Nonfinancial Intangible Assets	24.1%
Architectural, Engineering and Related Services	18,700	Residential Building Construction	23.5%
State Government Education	18,400	Lumber and Other Const Materials Merchant Wholesalers	22.9%
Building Foundation and Exterior Contractors	17,300	Building Foundation and Exterior Contractors	22.3%
Automobile Dealers	17,300	Offices of Real Estate Agents and Brokers	21.7%
Services to Buildings and Dwellings	17,000	Nonresidential Building Construction	20.5%
Accounting, Tax Preparation and Bookkeeping Services	15,700	Other Personal Services	20.4%
Outpatient Care Centers	15,400	Electronic Computer Manufacturing	20.0%
Accommodation	15,200	Apparel, Piece Goods and Notions Merchant Wholesalers	19.6%
Nursing Care Facilities	14,700	Performing Arts, Spectator Sports, and Related	19.4%
Elementary and Secondary Schools	13,700	Limited-Service Eating Places	19.3%
Other Amusement and Recreation Industries	12,900	Special Food Services	18.7%
Amusement Parks and Arcades	12,500	Specialized Design Services	18.6%
Warehousing and Storage	12,200	Facilities Support Services	18.3%
Nonresidential Building Construction	12,100	Offices of Other Health Practitioners	18.0%
Offices of Other Health Practitioners	12,100	Other Financial Investment Activities	17.7%
Community Care Facilities for the Elderly	11,800	Other Specialty Trade Contractors	17.5%
Scientific Research and Development Services	11,500	Elementary and Secondary Schools	17.4%
Other General Merchandise Stores	11,000	Warehousing and Storage	17.2%
Agencies, Broker and Other Insurance Related Activities	10,500	Advertising and Related Services	17.0%
Advertising and Related Services	10,200	Investigation and Security Services	16.7%
Special Districts	10,200	Other Schools and Instruction	16.3%
County Government	10,000	Drinking Places (Alcoholic Beverages)	16.2%
Electronic Computer Manufacturing	9,600	Motor Vehicle and Parts Merchant Wholesalers	16.0%
General Freight Trucking	9,600	Commercial and Industrial Machinery Rental and Leasing	16.0%
Special Food Services	9,500	Automobile Dealers	15.9%
Wholesalers Electronic Markets Agents and Brokers	9,200	Independent Artists, Writers and Performers	15.9%
Other Specialty Trade Contractors	9,100	Land Subdivision	15.6%
Electronic Shopping and Mail-Order	9,100	Nonmetallic Mineral Product Manufacturing	15.4%
Colleges, Universities and Professional Schools	9,000	Community Care Facilities for the Elderly	15.2%
		Nondepository Credit Intermediation	14.8%

Source: Employment Development Department, Labor Market Information Division

11. Reference K: Change in California Economic Markets during the Economic Expansion

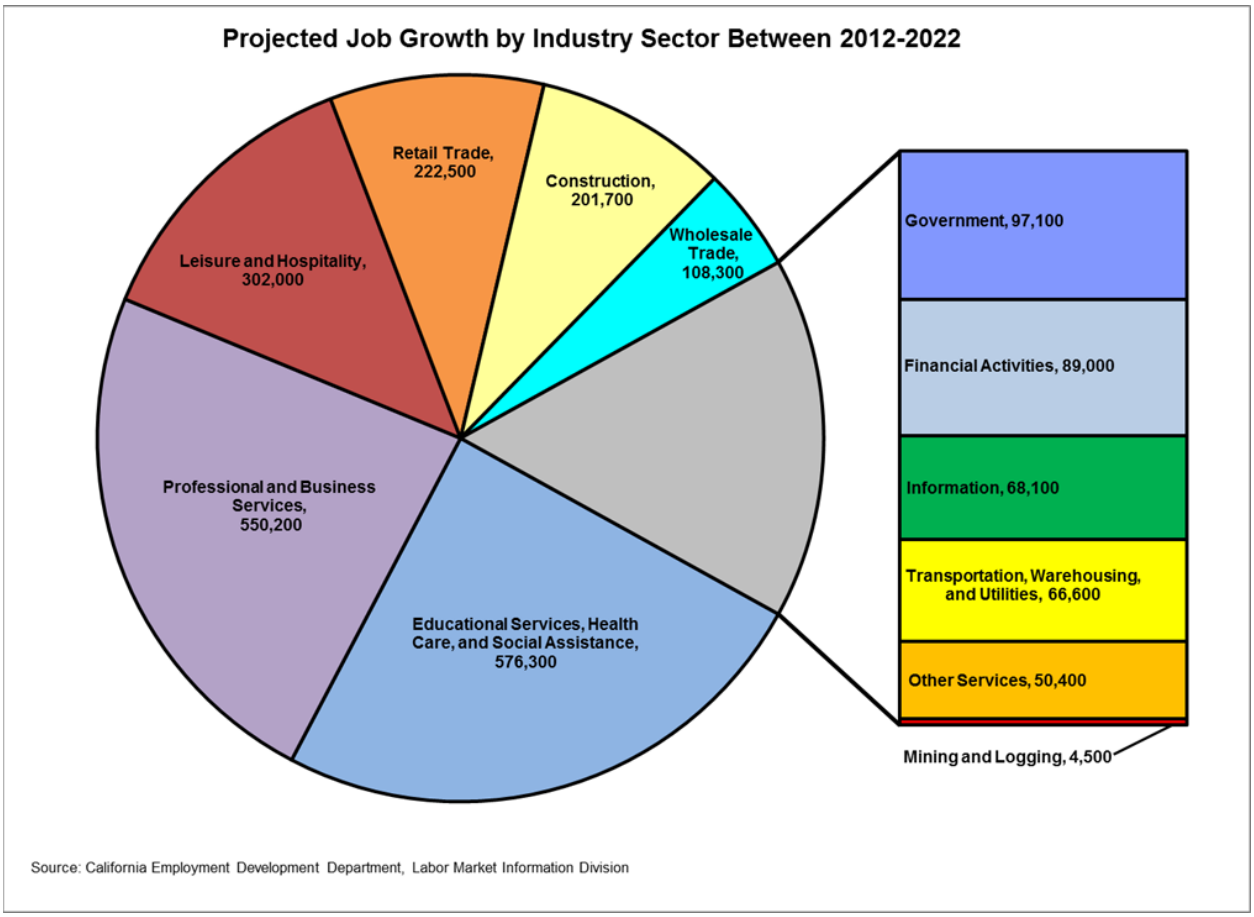
Change in Nonfarm Jobs in California Economic Markets During the Economic Expansion
(July 2010 - July 2015: Not Seasonally Adjusted Data)

California	1,905,900	California	13.5%
Largest Markets		Largest Markets	
Southern California	818,000	Bay Area	18.9%
Bay Area	592,160	Southern Border	12.4%
Southern Border	159,300	Southern California	12.4%
San Joaquin Valley	128,400	San Joaquin Valley	11.9%
Greater Sacramento	94,960	Greater Sacramento	10.7%
Smaller Markets		Smaller Markets	
Central Coast	36,900	Central Coast	7.6%
Northern California	18,300	Northern California	6.8%
Central Sierra	1,670	Central Sierra	3.0%

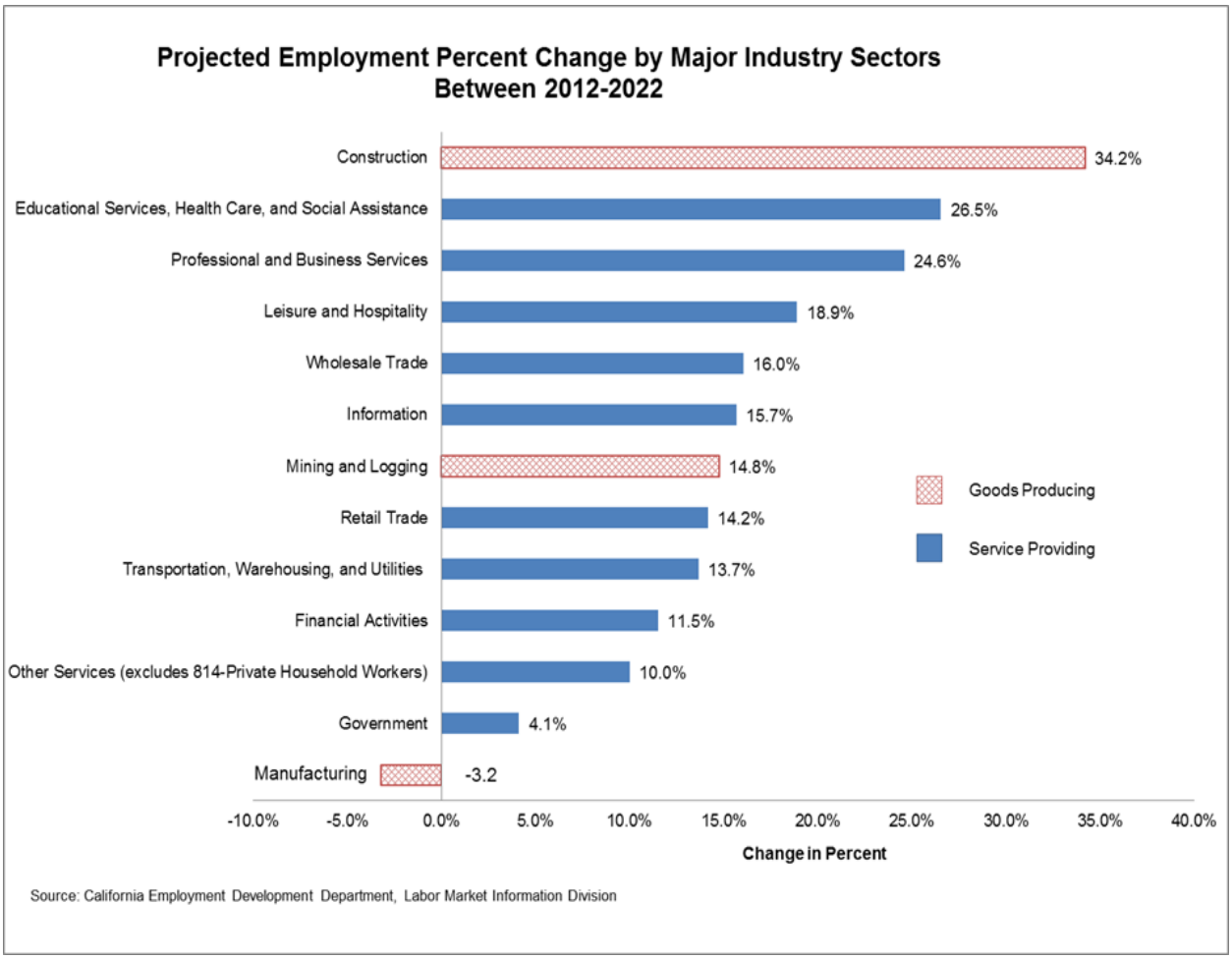
Notes:
1) The sum of economic markets does not equal the California total because of statewide reporters whose jobs can't be assigned to a specific area.
2) Dates only approximate the recession because not seasonally adjusted data require that like months in the year be compared to control for seasonal patterns of employment.

Source: Employment Development Department, Labor Market Information Division

12. Reference L: Projected Job Growth by Industry Sector between 2012-2022



13. Reference M: Projected Employment Percent Change by Major Industries



14. Reference N: Projected Job Gains for Demand Industry Groups

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

Source: Employment Development Department, Labor Market Information Division

15. Reference O: CA's Top 25 Middle-Skilled Occupations with Replacement Needs (2012-2022)

SOC Code*	Occupational Title	Average Annual Job Openings			2014 First Quarter Wages [4]	
		New Jobs [1]	Replacement Needs [2]	Total Jobs [3]	Median Hourly	Median Annual
29-1141	Registered Nurses	4,300	4,930	9,230	$45.87	$95,415
25-9041	Teacher Assistants	1,190	3,280	4,470	[5]	$29,623
53-3032	Heavy and Tractor-Trailer Truck Drivers	2,240	2,180	4,410	$19.77	$41,117
31-1014	Nursing Assistants	2,310	1,870	4,180	$13.66	$28,426
31-9092	Medical Assistants	1,890	1,560	3,450	$15.83	$32,940
29-2061	Licensed Practical and Licensed Vocational Nurses	1,560	1,480	3,040	$25.11	$52,225
15-1151	Computer User Support Specialists	1,530	960	2,490	$26.24	$54,582
25-2011	Preschool Teachers, Except Special Education	250	1,570	1,820	$15.26	$31,727
39-5012	Hairdressers, Hairstylists, and Cosmetologists	810	950	1,750	$11.07	$23,045
31-9091	Dental Assistants	700	940	1,640	$17.71	$36,850
27-2011	Actors	400	1,100	1,500	$40.83	N/A
29-2021	Dental Hygienists	510	560	1,060	$48.23	$100,312
15-1134	Web Developers	680	340	1,020	$35.04	$72,874
23-2011	Paralegals and Legal Assistants	530	490	1,020	$27.44	$57,081
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	600	380	980	$30.72	$63,897
33-2011	Firefighters	180	780	970	$33.49	$69,659
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	460	510	970	$25.34	$52,702
29-2012	Medical and Clinical Laboratory Technicians	450	420	870	$20.48	$42,593
29-2041	Emergency Medical Technicians and Paramedics	390	460	850	$14.40	$29,947
51-1011	First-Line Supervisors	60	740	800	$26.70	$55,539

	of Production and Operating Workers					
29-2071	Medical Records and Health Information Technicians	340	440	780	$19.61	$40,782
39-5092	Manicurists and Pedicurists	550	190	740	$9.19	$19,115
25-4031	Library Technicians	90	550	640	$19.89	$41,359
31-9011	Massage Therapists	310	180	500	$17.09	$35,540
15-1152	Computer Network Support Specialists	190	290	470	$35.44	$73,724

Source: Employment Development Department, Labor Market Information Division

Notes:

*The Standard Occupational Classification (SOC) system is used by government agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.

**Data sources: U.S. Bureau of Labor Statistics' Current Employment Statistics (CES) March 2013 benchmark, Quarterly Census of Employment and Wages (QCEW) industry employment, and Occupational Employment Statistics (OES) data.

Occupational employment projections include self-employed, unpaid family workers, private household workers, farm, and nonfarm employment.

[1] New jobs are only openings due to growth and do not include job declines. If an occupation's employment change is negative, there is no job growth and new jobs are set to zero. New jobs may not equal numerical change.

[2] Replacement needs estimate the number of job openings created when workers retire or permanently leave an occupation and need to be replaced.

[3] Total jobs are the sum of new jobs and replacement needs.

[4] Median hourly and annual wages are the estimated 50th percentile of the distribution of wages; 50 percent of workers in an occupation earn wages below, and 50 percent earn wages above the median wage. The wages are from 2014 first quarter and do not include self-employed or unpaid family workers.

[5] In occupations where workers do not work full-time all year-round, it is not possible to calculate an hourly wage.

16. Reference P: California Middle Skill Supply/Demand Table, 2012-2022

California Middle Skill[14] Supply/Demand Table						
Occupational Title	**Average Annual Total Projected Job Openings[15]**	**Supply**		**Demand**	**2014 First Quarter Wages[16]**	
		AA/AS Attainment	**Certificate Attainment**	**HWOL Job Ads[17]**	**Median Hourly Wage**	**Median Annual Wage**
Registered Nurses	9,230	5,085	458	58,060	$45.87	$95,415
Teacher Assistants	4,470	49	37	8,743	-- [18]	$29,623
Heavy and Tractor-Trailer Truck Drivers[19]	4,410	0	0	34,706	$19.77	$41,117
Nursing Assistants	4,180	0	302	3,805	$13.66	$28,426
Medical Assistants	3,450	355	1,171	8,003	$15.83	$32,940
Licensed Practical and Licensed Vocational Nurses	3,040	306	711	8,245	$25.11	$52,225
Computer User Support Specialists	2,490	44	63	19,571	$26.24	$54,582
Preschool Teachers, Except Special Education	1,820	71	175	7,815	$15.26	$31,727
Hairdressers, Hairstylists, and Cosmetologists	1,750	130	1,388	4,967	$11.07	$23,045
Dental Assistants	1,640	145	429	7,207	$17.71	$36,850

[14] The Bureau of Labor Statistics develops and assigns education and training categories to each occupation. For more information on these categories, please see http://www.bls.gov/emp/ep_education_training_system.htm
[15] For the 2012-2022 period, the total projected job openings reflect the sum of new and replacement jobs.
[16] EDD/LMID Occupational Employment Statistics; Median hourly and annual wages are the point at which half of workers earn more and half earn less. The wages are from the 2014 first quarter and do not include self-employed or unpaid family workers.
[17] The data from The Conference Board Help Wanted OnLine™ (HWOL) data series reflects occupations with the highest number of online job advertisements in 120 day period ending September 2, 2015.
[18] In occupations where workers do not work full-time all year-round, it is not possible to calculate an hourly wage.
[19] Heavy and Tractor-Trailer Truck Drivers represent an occupation where potential candidates are generally trained through private, independent truck driving schools. Training programs for this occupation may not be available at the California Community Colleges.

17. Reference Q: Unemployment Rates by Age, Gender, Race/Ethnicity and Educational Attainment in CA

Unemployment Rates by Age, Gender, Race/Ethnicity, and Educational Attainment at Key Points of California's Business Cycle

(Unemployed as a Percent of the Labor Force; 12-Month Average of Current Population Survey Data)

	Mar 07	Dec 10	Jul 15	Change: Mar 07-Dec 10	Change: Dec 10-Jul 15
Total (All Groups)	4.8	12.2	6.7	7.4	-5.5
Age					
Age 16-19	17.9	34.4	22.5	16.5	-11.9
Age 20-24	7.8	19.0	11.3	11.2	-7.7
Age 25-34	4.4	12.0	7.0	7.6	-5.0
Age 35-44	3.9	10.7	5.0	6.8	-5.7
Age 45-54	3.5	9.9	4.8	6.4	-5.1
Age 55-64	3.5	9.5	5.3	6.0	-4.2
Age 65+	3.0	9.0	5.8	6.0	-3.2
Gender					
Men	4.8	12.9	6.6	8.1	-6.3
Women	4.9	11.3	6.9	6.4	-4.4
Race/Ethnicity					
White	4.6	11.9	6.4	7.3	-5.5
Black	9.7	19.5	12.9	9.8	-6.6
Asian	3.4	9.4	4.7	6	-4.7
Hispanic/Latino	5.5	14.7	7.8	9.2	-6.9
Educational Attainment					
Did not complete high school	9.3	19.1	10.5	9.9	-8.6
High school graduates, no college	5.6	15.3	8.5	9.7	-6.7
Some college, no degree	4.4	13.7	7.5	9.3	-6.2
Associate degree	3.1	9.6	6.3	6.5	-3.3
Bachelor's degree or higher	2.7	6.7	3.8	4.0	-2.9

Source: Employment Development Department, Labor Market Information Division

18. Reference R: July Unemployment Rates in California Economic Markets 2005-2015

July Unemployment Rates in California Economic Markets: 2005 - 2015

(Unemployed as a Percent of the Labor Force: Not Seasonally Adjusted Data)

	Jul 05	Jul 06	Jul 07	Jul 08	Jul 09	Jul 10	Jul 11	Jul 12	Jul 13	Jul 14	Jul 15
CALIFORNIA	5.5	5.2	5.7	7.6	11.7	12.6	12.2	10.9	9.3	7.9	6.5
Coastal	4.9	4.7	5.0	6.3	9.4	10.6	10.5	9.6	8.2	6.9	5.7
Eastern Sierra	5.7	5.4	5.8	7.6	11.4	12.9	12.8	11.8	9.5	8.0	6.5
Northern	6.9	6.5	7.1	8.8	12.7	14.1	14.2	13.0	10.7	9.1	7.4
Sacramento	5.2	5.1	5.7	7.5	11.5	12.9	12.5	11.1	9.2	7.7	6.2
San Francisco Bay Area	5.2	4.6	4.9	6.2	10.3	10.5	9.8	8.6	7.0	5.8	4.5
San Joaquin Valley	8.2	7.8	8.4	10.3	14.6	16.6	16.3	14.8	12.6	11.1	9.9
Southern	5.3	5.0	5.5	7.8	12.0	12.8	12.5	11.2	9.8	8.3	6.8
Southern Border	5.1	4.9	5.6	7.3	10.9	12.1	11.9	10.7	9.1	7.9	6.3

Source: Employment Development Department, Labor Market Information Division

19. Reference S: Labor Force Definitions

- **Civilian labor force.** Included are all persons in the civilian non-institutional population ages 16 and older classified as either employed or unemployed.

- **Employed persons.** These are all persons who, during the reference week (the week including the 12th day of the month), (a) did any work as paid employees, worked in their own business or profession or on their own farm, or worked 15 hours or more as unpaid workers in an enterprise operated by a member of their family, or (b) were not working but who had jobs from which they were temporarily absent because of vacation, illness, bad weather, childcare problems, maternity or paternity leave, labor-management dispute, job training, or other family or personal reasons, whether or not they were paid for the time off or were seeking other jobs. Each employed person is counted only once, even if he or she holds more than one job.

- **Unemployed persons.** Included are all persons who had no employment during the reference week, were available for work, except for temporary illness, and had made specific efforts to find employment some time during the 4 week-period ending with the reference week. Persons who were waiting to be recalled to a job from which they had been laid off need not have been looking for work to be classified as unemployed.

- **Unemployment rate.** The unemployed percent of the civilian labor force.

Source: Bureau of Labor Statistics, Local Area Unemployment Statistics

APPENDIX G

Regional Planning Unit Summaries

Employment Development Department, Labor Market Information Division
November 9, 2015

This document contains LMI-based components for inclusion into the California Workforce Development Board's (CWDB) State Strategic Plan. This document is intended as a resource document for CWDB staff to draw from and edit (as deemed necessary by CWDB staff) into the CWDB State Strategic Plan.

Contents

Regional Planning Unit: Coastal Region 3
Regional Planning Unit: Middle Sierra 9
Regional Planning Unit: Humboldt 15
Regional Planning Unit: North State 21
Regional Planning Unit: Capitol Region 27
Regional Planning Unit: East Bay 33
Regional Planning Unit: North Bay 39
Regional Planning Unit: Bay Peninsula 45
Regional Planning Unit: San Joaquin Valley and Associated Counties 51
Regional Planning Unit: Southern Border 57
Regional Planning Unit: Los Angeles Basin 63
Regional Planning Unit: Orange 69
Regional Planning Unit: Inland Empire 75
Regional Planning Unit: Ventura 81

Regional Planning Unit: Coastal Region

Local Workforce Development Area(s): Monterey, San Luis Obispo, Santa Barbara, and Santa Cruz
County(s): Monterey, San Luis Obispo, Santa Barbara, and Santa Cruz

Labor Market Profile

	July 2015	July 2014	Change	Percent
Labor Market	740,900	732,500	8,400	1.1%
Employed	698,400	682,300	16,100	2.4%
Unemployed	42,500	50,300	-7,800	-15.5%
Unemployment Rate	5.7%	6.9%	-1.2%	-

Source: Employment Development Department, Labor Market Information Division
Data Note: Numbers may not add due to rounding.

Unemployment Insurance Claims

	2014 Annual
Total Number of UI Claimants	49,958

Source: Employment Development Department, Unemployment Insurance Division, Program Analysis and Reporting Unit
Data Note: Addresses geocoded within and outside of California, which could not be located geographically due to address errors are not included in the total.

Regional Economic Growth

Major Industry Sector	July 2015	July 2012	Change	Percent
Total All Industries	630,600	399,900	230,700	57.69%
Total Farm	108,500	81,600	26,900	32.97%
Total Nonfarm	522,100	485,400	36,700	7.56%
Mining and Logging	1,300	1,500	-200	-13.33%
Construction	11,900	11,300	600	5.31%
Manufacturing	31,900	29,800	2,100	7.05%
Trade, Transportation and Utilities	94,500	88,000	6,500	7.39%
Information	8,000	7,700	300	3.90%
Financial Activities	18,100	18,500	-400	-2.16%
Professional and Business Services	60,500	55,500	5,000	9.01%
Educational and Health Services	75,800	66,700	9,100	13.64%
Leisure and Hospitality	83,900	75,000	8,900	11.87%
Other Services	20,000	18,500	1,500	8.11%
Government	105,800	104,400	1,400	1.34%

Source: Employment Development Department, Labor Market Information Division
Data Note: Numbers may not add due to suppression.

Demand Industry Sectors

Top Demand Industry Sub Sector	Total Projected Job Openings, 2012-2022	Average Annual Wage, 2014
Restaurants and Other Eating Places	25,024	$18,362
Support Activities for Crop Production	23,312	$30,294
Self Employed Workers, All Jobs	13,404	N/A
Elementary and Secondary Schools	11,781	$46,907
Fruit and Tree Nut Farming	8,844	$27,757
Local Government, Excluding Education and Hospitals	7,899	N/A
Colleges, Universities, and Professional Schools	7,664	$61,607
Traveler Accommodation	7,624	$29,296
Individual and Family Services	6,103	$16,802
General Medical and Surgical Hospitals	5,961	$78,716

Source: Employment Development Department, Labor Market Information Division

Emergent Industry Sectors

Top Emergent Industry Sub Sector	Total Projected Job Openings, 2012-2022	Percent Change	Average Annual Wage, 2014
Other General Merchandise Stores	3,030	97.00%	$31,435
Management, Scientific, and Technical Consulting Services	3,213	64.40%	$70,522
Building Finishing Contractors	1,925	54.68%	$39,536
Residential Building Construction	2,334	48.48%	$47,492
Computer Systems Design and Related Services	2,313	43.92%	$91,748
Individual and Family Services	6,103	43.57%	$16,802
Office Administrative Services	1,534	43.20%	$75,552
Business Support Services	717	42.74%	$35,409
Foundation, Structure, and Building Exterior Contractors	1,442	42.68%	$43,577
Beverage Manufacturing	2,570	41.22%	$39,479

Source: Employment Development Department, Labor Market Information Division

Top Middle-Skill Occupations

Top Middle-Skill Occupations	Total Projected Job Openings, 2012-2022	HWOL Job Ads	Median Annual Wage, 2015 2nd Quarter
Registered Nurses	3,440	3,006	$99,323
Teacher Assistants	1,832	485	$31,246
Medical Assistants	1,533	550	$35,360
Heavy and Tractor-Trailer Truck Drivers	1,469	1,493	$43,298
Nursing Assistants	1,232	274	$30,302
Licensed Practical and Licensed Vocational Nurses	774	604	$54,211
Computer User Support Specialists	710	733	$51,237
Preschool Teachers, Except Special Education	683	358	$31,040
Dental Assistants	606	409	$39,005
Firefighters	532	9	$61,423

Source: Employment Development Department, Labor Market Information Division; The Conference Board Help Wanted OnLineTM (HWOL) Data Series, 120-day period ending September 22, 2015.

Demographic Data

Age	Population	Percent Share of Total Population
Under 5 Years	89,466	6.5%
5 to 9 Years	86,672	6.3%
10 to 14 Years	85,366	6.2%
15 to 17 Years	54,386	3.9%
18 and 19 Years	58,701	4.2%
20 Years	30,955	2.2%
21 Years	32,350	2.3%
22 to 24 Years	70,761	5.1%
25 to 29 Years	95,018	6.9%
30 to 34 Years	89,925	6.5%
35 to 39 Years	82,619	6.0%
40 to 44 Years	84,920	6.1%
45 to 49 Years	88,614	6.4%
50 to 54 Years	93,183	6.7%
55 to 59 Years	88,234	6.4%
60 and 61 Years	33,843	2.4%
62 to 64 Years	43,310	3.1%
65 and 66 Years	25,511	1.8%
67 to 69 Years	28,580	2.1%
70 to 74 Years	39,027	2.8%
75 to 79 Years	30,629	2.2%
80 to 84 Years	24,319	1.8%
85 Years and Older	28,370	2.0%
TOTAL	1,384,759	100.0%

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

Race	Population	Percentage
Hispanic or Latino	563,176	100%
White Alone	386,023	68.5%
Black or African American Alone	3,059	0.5%
American Indian and Alaska Native Alone	7,481	1.3%
Asian Alone	2,555	0.5%
Native Hawaiian and Other Pacific Islander Alone	234	0.0%
Some Other Race Alone	143,188	25.4%
Two or More Races	20,636	3.7%
Non-Hispanic or Latino	821,583	100.0%
White Alone	687,887	83.7%
Black or African American Alone	26,386	3.2%
American Indian and Alaska Native Alone	5,111	0.6%
Asian Alone	65,712	8.0%
Native Hawaiian and Other Pacific Islander Alone	3,421	0.4%
Some Other Race Alone	1,551	0.2%
Two or More Races	31,515	3.8%

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

Educational Attainment	Male	Percentage	Female	Percentage
Less than 9th grade	60,414	11.2%	55,070	10.4%
9th to 12th grade, no diploma	49,743	9.2%	36,847	7.0%
High school graduate (includes equivalency)	106,998	19.8%	98,515	18.6%
Some college, no degree	151,321	28.0%	151,765	28.7%
Associate's degree	36,200	6.7%	45,606	8.6%
Bachelor's degree	81,970	15.2%	91,316	17.3%
Graduate or professional degree	53,115	9.8%	49,989	9.4%
Total	539,761	100.0%	529,108	100.0%

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

Gender	Population
Male	701,852
Female	682,907
TOTAL	1,384,759

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

Veteran Status	Population
Total Male Veterans	75,758
Total Female Veterans	5,631
TOTAL	81,389

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

Educational Attainment by Race, 25 Years and Over	White Alone	Percent of White Alone, Total	Black or African American Alone	Percent of Black or African American Alone, Total	American Indian and Alaska Native Alone	Percent of American Indian and Alaska Native Alone, Total	Asian Alone	Percent of Asian Alone, Total	Native Hawaiian and Other Pacific Islander Alone	Percent of Native Hawaiian and Other Pacific Islander Alone, Total	Some Other Race Alone	Percent of Some Other Race Alone, Total	Two or More Races	Percent of Two or more races, Total
Less than high school diploma	122,519	17.4%	3,386	16.6%	2,295	29.2%	5,032	11.5%	325	12.9%	38,455	51.0%	3,602	16.4%
High school graduate (includes equivalency)	129,076	18.3%	5,193	25.4%	2,548	32.4%	6,844	15.6%	942	37.3%	16,149	21.4%	3,830	17.5%
Some college or associate's degree	225,615	32.0%	7,766	38.0%	1,945	24.7%	12,709	29.0%	772	30.6%	15,838	21.0%	8,649	39.4%
Bachelor's degree or higher	226,910	32.2%	4,068	19.9%	1,075	13.7%	19,283	44.0%	484	19.2%	4,925	6.5%	5,867	26.7%
Total	704,120	100.0%	20,413	100.0%	7,863	100.0%	43,868	100.0%	2,523	100.0%	75,367	100.0%	21,948	100.0%

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

Educational Attainment, 25 Years and Over	Hispanic or Latino	Percent of Hispanic or Latino, Total	White alone, not Hispanic or Latino	Percent of White alone, not Hispanic or Latino, Total
Less than high school diploma	142,243	48.6%	23,139	4.6%
High school graduate (includes equivalency)	64,929	22.2%	87,430	17.4%
Some college or associate's degree	60,992	20.8%	181,211	36.2%
Bachelor's degree or higher	24,678	8.4%	209,323	41.8%
Total	292,842	100.0%	501,103	100.0%

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

Disability Status	Population
With Any Disability	127,294
No Disability	1,221,822

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

County	Median Household Income
Monterey	$59,168
Santa Barbara	$62,779
Santa Cruz	$66,519
San Luis Obispo	$58,697

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

Poverty Status	Population
Income in the Past 12 Months Below Poverty Level	207,752

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

English Learners	Population
Speaks English Less Than "Very Well"	233,945

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

Individuals with Barriers to Employment	Total
Ethnic Minorities	310,849
Households with Cash Public Assistance or Food Stamps	33,434
Population 18 and Over with Less Than a 9th Grade Level Education	115,484
Single Parent Households	76,603
Speak English Less Than "Very Well"	233,945
Youth Ages 10 to 24	332,519

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

Regional Planning Unit: Middle Sierra

Local Workforce Development Area(s): Mother Lode Consortium

County(s): Amador, Calaveras, Mariposa, and Tuolumne

Labor Market Profile

	July 2015	July 2014	Change	Percent
Labor Market	66,600	66,100	500	0.8%
Employed	62,100	60,600	1,500	2.5%
Unemployed	4,400	5,500	-1,100	-20.0%
Unemployment Rate	6.7%	8.3%	-1.6%	-

Source: Employment Development Department, Labor Market Information Division

Data Note: Numbers may not add due to rounding.

Unemployment Insurance Claims

	2014 Annual
Total Number of UI Claimants	5,111

Source: Employment Development Department, Unemployment Insurance Division, Program Analysis and Reporting Unit

Data Note: Addresses geocoded within and outside of California, which could not be located geographically due to address errors are not included in the total.

Regional Economic Growth

Major Industry Sector	July 2015	July 2012	Change	Percent
Total All Industries	44,370	41,750	2,620	6.28%
Total Farm	580	561	19	3.39%
Total Nonfarm	43,790	41,190	2,600	6.31%
Mining and Logging	330	331	-1	-0.30%
Construction	1,320	920	400	43.48%
Manufacturing	2,190	2,040	150	7.35%
Trade, Transportation and Utilities	6,600	6,010	590	9.82%
Information	490	480	10	2.08%
Financial Activities	1,060	1,020	40	3.92%
Professional and Business Services	2,040	1,890	150	7.94%
Educational and Health Services	6,170	5,270	900	17.08%
Leisure and Hospitality	7,520	7,230	290	4.01%
Other Services	1,180	1,190	-10	-0.84%
Government	14,020	14,010	10	0.07%

Source: Employment Development Department, Labor Market Information Division

Data Note: Numbers may not add due to suppression.

Demand Industry Sectors

Top Demand Industry Sub Sector	Total Projected Job Openings, 2012-2022	Average Annual Wage, 2014
Local Government, Excluding Education and Hospitals	2,349	N/A
Restaurants and Other Eating Places	1,364	$14,215
State Government, Excluding Education and Hospitals	1,228	N/A
Elementary and Secondary Schools	819	$39,548
Self Employed Workers, All Jobs	767	N/A
Grocery Stores	557	$27,553
Individual and Family Services	518	$12,975
Other Amusement and Recreation Industries	323	$18,286
Building Equipment Contractors	259	$46,473
Offices of Physicians	232	$75,533

Source: Employment Development Department, Labor Market Information Division

Emergent Industry Sectors

Top Emergent Industry Sub Sector	Total Projected Job Openings, 2012-2022	Percent Change	Average Annual Wage, 2014
Outpatient Care Centers	131	93.75%	$53,341
Individual and Family Services	518	62.86%	$12,975
Management, Scientific, and Technical Consulting Services	130	60.00%	$39,996
Foundation, Structure, and Building Exterior Contractors	126	56.25%	$33,380
Offices of Other Health Practitioners	131	55.56%	$36,719
Other Specialty Trade Contractors	136	52.94%	$45,167
Building Equipment Contractors	259	45.45%	$46,473
Computer Systems Design and Related Services	112	41.67%	$90,174
Business, Professional, Labor, Political, and Similar Organizations	70	37.50%	$20,624
Automotive Parts, Accessories, and Tire Stores	114	36.84%	$26,345

Source: Employment Development Department, Labor Market Information Division

Top Middle-Skill Occupations

Top Middle-Skill Occupations	Total Projected Job Openings, 2012-2022	HWOL Job Ads	Median Annual Wage, 2015 2nd Quarter
Registered Nurses	383	211	$99,323
Firefighters	174	8	$31,246
Teacher Assistants	139	46	$35,360
Nursing Assistants	124	22	$43,298
Forest and Conservation Technicians	122	21	$30,302
Heavy and Tractor-Trailer Truck Drivers	112	62	$54,211
Medical Assistants	104	30	$51,237
Licensed Practical and Licensed Vocational Nurses	72	30	$31,040
Emergency Medical Technicians and Paramedics	70	10	$39,005
Dental Assistants	67	20	$61,423

Source: Employment Development Department, Labor Market Information Division; The Conference Board Help Wanted OnLineTM (HWOL) Data Series, 120-day period ending September 22, 2015.

Demographic Data

Age	Population	Percent Share of Total Population
Under 5 Years	6,156	4.0%
5 to 9 Years	7,570	4.9%
10 to 14 Years	7,800	5.0%
15 to 17 Years	5,697	3.7%
18 and 19 Years	3,561	2.3%
20 Years	1,481	1.0%
21 Years	1,487	1.0%
22 to 24 Years	4,543	2.9%
25 to 29 Years	7,198	4.6%
30 to 34 Years	7,380	4.8%
35 to 39 Years	7,120	4.6%
40 to 44 Years	8,880	5.7%
45 to 49 Years	10,988	7.1%
50 to 54 Years	13,575	8.7%
55 to 59 Years	14,626	9.4%
60 and 61 Years	5,305	3.4%
62 to 64 Years	8,115	5.2%
65 and 66 Years	5,209	3.4%
67 to 69 Years	6,385	4.1%
70 to 74 Years	8,307	5.3%
75 to 79 Years	5,820	3.7%
80 to 84 Years	4,293	2.8%
85 Years and Older	3,862	2.5%
TOTAL	155,358	100.0%

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

Race	Population	Percentage
Hispanic or Latino	17,203	100.0%
White Alone	10,874	63.2%
Black or African American Alone	72	0.4%
American Indian and Alaska Native Alone	451	2.6%
Asian Alone	74	0.4%
Native Hawaiian and Other Pacific Islander Alone	40	0.2%
Some Other Race Alone	4,061	23.6%
Two or More Races	1,631	9.5%
Non-Hispanic or Latino	138,155	100.0%
White Alone	126,944	91.9%
Black or African American Alone	2,551	1.8%
American Indian and Alaska Native Alone	2,118	1.5%
Asian Alone	1,823	1.3%
Native Hawaiian and Other Pacific Islander Alone	274	0.2%
Some Other Race Alone	350	0.3%
Two or More Races	4,095	3.0%

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

Educational Attainment	Male	Percentage	Female	Percentage
Less than 9th grade	1,962	2.9%	1,285	2.1%
9th to 12th grade, no diploma	7,101	10.6%	3,905	6.4%
High school graduate (includes equivalency)	20,573	30.8%	16,949	27.6%
Some college, no degree	19,917	29.8%	21,046	34.3%
Associate's degree	5,317	8.0%	5,884	9.6%
Bachelor's degree	8,236	12.3%	8,806	14.4%
Graduate or professional degree	3,669	5.5%	3,485	5.7%
Total	66,775	100.0%	61,360	100.0%

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

Gender	Population
Male	80,712
Female	74,646
TOTAL	155,358

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

Veteran Status	Population
Total Male Veterans	16,614
Total Female Veterans	761
TOTAL	17,375

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

Educational Attainment by Race, 25 Years and Over	White Alone	Percent of White Alone, Total	Black or African American Alone	Percent of Black or African American Alone, Total	American Indian and Alaska Native Alone	Percent of American Indian and Alaska Native Alone, Total	Asian Alone	Percent of Asian Alone, Total	Native Hawaiian and Other Pacific Islander Alone	Percent of Native Hawaiian and Other Pacific Islander Alone, Total	Some Other Race Alone	Percent of Some Other Race Alone, Total	Two or More Races	Percent of Two or more races, Total
Less than high school diploma	8,478	8.1%	754	36.1%	510	24.1%	292	20.9%	57	18.2%	1,310	42.3%	602	21.4%
High school graduate (includes equivalency)	30,228	28.7%	461	22.1%	746	35.2%	419	30.0%	139	44.3%	803	25.9%	675	24.0%
Some college or associate's degree	44,149	42.0%	680	32.6%	657	31.0%	324	23.2%	95	30.3%	829	26.8%	1,239	44.0%
Bachelor's degree or higher	22,383	21.3%	191	9.2%	206	9.7%	363	26.0%	23	7.3%	153	4.9%	297	10.6%
Total	105,238	100.0%	2,086	100.0%	2,119	100.0%	1,398	100.0%	314	100.0%	3,095	100.0%	2,813	100.0%

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

Educational Attainment, 25 Years and Over	Hispanic or Latino	Percent of Hispanic or Latino, Total	White alone, not Hispanic or Latino	Percent of White alone, not Hispanic or Latino, Total
Less than high school diploma	2,849	27.6%	7,203	7.3%
High school graduate (includes equivalency)	3,642	35.2%	28,575	28.9%
Some college or associate's degree	2,783	26.9%	41,637	42.1%
Bachelor's degree or higher	1,062	10.3%	21,566	21.8%
Total	10,336	100.0%	98,981	100.0%

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

Disability Status	Population
With Any Disability	26,403
No Disability	120,521

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

County	Median Household Income
Amador	$53,684
Calaveras	$55,295
Mariposa	$49,820
Tuolumne	$48,426

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

Poverty Status	Population
Income in the Past 12 Months Below Poverty Level	19,286

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

English Learners	Population
Speaks English Less Than "Very Well"	3,846

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

Individuals with Barriers to Employment	Total
Ethnic Minorities	17,540
Households with Cash Public Assistance or Food Stamps	5,920
Population 18 and Over with Less Than a 9th Grade Level Education	3,247
Single Parent Households	8,387
Speak English Less Than "Very Well"	3,846
Youth Ages 10 to 24	24,569

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

Regional Planning Unit: Humboldt
Local Workforce Development Area(s): Humboldt
County(s): Humboldt

Labor Market Profile

	July 2015	July 2014	Change	Percent
Labor Market	61,700	62,000	-300	-0.5%
Employed	58,000	57,500	500	0.9%
Unemployed	3,700	4,400	-700	-15.9%
Unemployment Rate	6.0%	7.2%	-1.2%	-

Source: Employment Development Department, Labor Market Information Division
Data Note: Numbers may not add due to rounding.

Unemployment Insurance Claims

	2014 Annual
Total Number of UI Claimants	3,594

Source: Employment Development Department, Unemployment Insurance Division, Program Analysis and Reporting Unit
Data Note: Addresses geocoded within and outside of California, which could not be located geographically due to address errors are not included in the total.

Regional Economic Growth

Major Industry Sector	July 2015	July 2012	Change	Percent
Total All Industries	46,900	45,300	1,600	3.53%
Total Farm	800	900	-100	-11.11%
Total Nonfarm	46,100	44,400	1,700	3.83%
Mining and Logging	400	500	-100	-20.00%
Construction	1,700	1,900	-200	-10.53%
Manufacturing	2,000	2,000	0	0.00%
Trade, Transportation and Utilities	9,200	9,100	100	1.10%
Information	500	500	0	0.00%
Financial Activities	1,700	1,600	100	6.25%
Professional and Business Services	2,600	2,600	0	0.00%
Educational and Health Services	8,100	6,900	1,200	17.39%
Leisure and Hospitality	5,400	5,300	100	1.89%
Other Services	2,100	1,800	300	16.67%
Government	12,400	12,200	200	1.64%

Source: Employment Development Department, Labor Market Information Division
Data Note: Numbers may not add due to suppression.

Demand Industry Sectors

Top Demand Industry Sub Sector	Total Projected Job Openings, 2012-2022	Average Annual Wage, 2014
Restaurants and Other Eating Places	2,018	$15,150
Local Government, Excluding Education and Hospitals	2,012	N/A
Elementary and Secondary Schools	1,163	$34,667
Self Employed Workers, All Jobs	1,030	N/A
Individual and Family Services	549	$12,358
Grocery Stores	510	$26,262
Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	490	$20,225
Management, Scientific, and Technical Consulting Services	438	$35,074
State Government, Excluding Education and Hospitals	384	N/A
Offices of Physicians	383	$64,527

Source: Employment Development Department, Labor Market Information Division

Emergent Industry Sectors

Top Emergent Industry Sub Sector	Total Projected Job Openings, 2012-2022	Percent Change	Average Annual Wage, 2014
Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	490	169.23%	$20,225
Management, Scientific, and Technical Consulting Services	438	161.90%	$35,074
Miscellaneous Durable Goods Merchant Wholesalers	191	84.62%	$38,103
Employment Services	169	80.95%	$22,784
Lawn and Garden Equipment and Supplies Stores	303	80.77%	$32,789
Wired Telecommunications Carriers	96	60.00%	$67,829
Computer Systems Design and Related Services	104	57.14%	$53,533
Building Finishing Contractors	167	55.00%	$28,216
Personal Care Services	117	50.00%	$16,801
Logging	227	45.71%	$50,770

Source: Employment Development Department, Labor Market Information Division

Top Middle-Skill Occupations

Top Middle-Skill Occupations	Total Projected Job Openings, 2012-2022	HWOL Job Ads	Median Annual Wage, 2015 2nd Quarter
Heavy and Tractor-Trailer Truck Drivers	302	130	$38,408
Teacher Assistants	242	42	$21,291
Registered Nurses	147	475	$59,296
Firefighters	106	2	$57,785
Forest and Conservation Technicians	95	7	$28,850
Computer User Support Specialists	65	38	$38,889
Medical Assistants	64	64	$33,363
Dental Assistants	54	12	$40,524
First-Line Supervisors of Production and Operating Workers	43	37	$47,760
Nursing Assistants	40	18	$24,527

Source: Employment Development Department, Labor Market Information Division; The Conference Board Help Wanted OnLineTM (HWOL) Data Series, 120-day period ending September 22, 2015.

Demographic Data

Age	Population	Percent Share of Total Population
Under 5 Years	7,464	5.5%
5 to 9 Years	7,293	5.4%
10 to 14 Years	7,239	5.4%
15 to 17 Years	4,682	3.5%
18 and 19 Years	4,947	3.7%
20 Years	3,180	2.4%
21 Years	2,646	2.0%
22 to 24 Years	6,648	4.9%
25 to 29 Years	9,790	7.3%
30 to 34 Years	9,503	7.1%
35 to 39 Years	8,120	6.0%
40 to 44 Years	7,248	5.4%
45 to 49 Years	8,109	6.0%
50 to 54 Years	9,646	7.2%
55 to 59 Years	10,930	8.1%
60 and 61 Years	3,963	2.9%
62 to 64 Years	4,796	3.6%
65 and 66 Years	2,974	2.2%
67 to 69 Years	3,132	2.3%
70 to 74 Years	4,255	3.2%
75 to 79 Years	3,285	2.4%
80 to 84 Years	2,315	1.7%
85 Years and Older	2,448	1.8%

TOTAL	134,613	100.0%

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

Race	Population	Percentage
Hispanic or Latino	13,584	100.0%
White Alone	7,926	58.3%
Black or African American Alone	80	0.6%
American Indian and Alaska Native Alone	365	2.7%
Asian Alone	3	0.0%
Native Hawaiian and Other Pacific Islander Alone	0	0.0%
Some Other Race Alone	3,320	24.4%
Two or More Races	1,890	13.9%
Non-Hispanic or Latino	121,029	100.0%
White Alone	103,483	85.5%
Black or African American Alone	1,552	1.3%
American Indian and Alaska Native Alone	7,260	6.0%
Asian Alone	3,070	2.5%
Native Hawaiian and Other Pacific Islander Alone	465	0.4%
Some Other Race Alone	215	0.2%
Two or More Races	4,984	4.1%

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

Educational Attainment	Male	Percentage	Female	Percentage
Less than 9th grade	1,738	3.2%	1,156	2.1%
9th to 12th grade, no diploma	4,082	7.6%	3,451	6.4%
High school graduate (includes equivalency)	14,912	27.7%	13,187	24.4%
Some college, no degree	16,260	30.2%	18,194	33.6%
Associate's degree	4,728	8.8%	4,572	8.4%
Bachelor's degree	8,372	15.6%	9,265	17.1%
Graduate or professional degree	3,724	6.9%	4,294	7.9%
Total	53,816	100.0%	54,119	100.0%

Gender	Population
Male	67,457
Female	67,156
TOTAL	134,613

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

Veteran Status	Population
Total Male Veterans	9,796
Total Female Veterans	641
TOTAL	10,437

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

Educational Attainment by Race, 25 Years and Over	White Alone	Percent of White Alone, Total	Black or African American Alone	Percent of Black or African American Alone, Total	American Indian and Alaska Native Alone	Percent of American Indian and Alaska Native Alone, Total	Asian Alone	Percent of Asian Alone, Total	Native Hawaiian and Other Pacific Islander Alone	Percent of Native Hawaiian and Other Pacific Islander Alone, Total	Some Other Race Alone	Percent of Some Other Race Alone, Total	Two or More Races	Percent of Two or more races, Total
Less than high school diploma	7,019	8.9%	199	21.5%	682	16.0%	278	15.3%	35	13.3%	328	19.7%	192	7.6%
High school graduate (includes equivalency)	19,973	25.3%	273	29.5%	1,472	34.5%	273	15.1%	133	50.6%	607	36.5%	684	27.0%
Some college or associate's degree	29,578	37.4%	308	33.3%	1,423	33.3%	565	31.2%	30	11.4%	547	32.9%	1,045	41.3%
Bachelor's degree or higher	22,474	28.4%	146	15.8%	694	16.2%	697	38.4%	65	24.7%	183	11.0%	611	24.1%
Total	79,044	100.0%	926	100.0%	4,271	100.0%	1,813	100.0%	263	100.0%	1,665	100.0%	2,532	100.0%

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

Educational Attainment, 25 Years and Over	Hispanic or Latino	Percent of Hispanic or Latino, Total	White alone, not Hispanic or Latino	Percent of White alone, not Hispanic or Latino, Total
Less than high school diploma	1,719	26.6%	5,724	7.6%
High school graduate (includes equivalency)	1,883	29.2%	18,856	25.2%
Some college or associate's degree	1,825	28.3%	28,554	38.2%
Bachelor's degree or higher	1,026	15.9%	21,696	29.0%
Total	6,453	100.0%	74,830	100.0%

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

Disability Status	Population
With Any Disability	20,911
No Disability	112,540

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

County	Median Household Income
Humboldt	$41,426

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

Poverty Status	Population
Income in the Past 12 Months Below Poverty Level	26,600

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

English Learners	Population
Speaks English Less Than "Very Well"	4,331

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

Individuals with Barriers to Employment	Total
Ethnic Minorities	23,204
Households with Cash Public Assistance or Food Stamps	5,204
Population 18 and Over with Less Than a 9th Grade Level Education	2,894
Single Parent Households	8,893
Speak English Less Than "Very Well"	4,331
Youth Ages 10 to 24	29,342

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

Regional Planning Unit: North State

Local Workforce Development Area(s): Northern Rural Training and Employment Consortium (NORTEC)
County(s): Butte, Del Norte, Lassen, Modoc, Nevada, Plumas, Shasta, Sierra, Siskiyou, Tehama, and Trinity

Labor Market Profile

	July 2015	July 2014	Change	Percent
Labor Market	307,300	307,100	200	0.1%
Employed	284,500	271,300	13,200	4.9%
Unemployed	22,900	28,000	-5,100	-18.2%
Unemployment Rate	7.4%	9.1%	-1.7%	-

Source: Employment Development Department, Labor Market Information Division
Data Note: Numbers may not add due to rounding.

Unemployment Insurance Claims

	2014 Annual
Total Number of UI Claimants	25,006

Source: Employment Development Department, Unemployment Insurance Division, Program Analysis and Reporting Unit
Data Note: Addresses geocoded within and outside of California, which could not be located geographically due to address errors are not included in the total.

Regional Economic Growth

Major Industry Sector	July 2015	July 2012	Change	Percent
Total All Industries	236,570	218,440	18,130	8.30%
Total Farm	7,810	7,473	337	4.51%
Total Nonfarm	228,760	210,970	17,790	8.43%
Mining and Logging	580	541	39	7.21%
Construction	1,580	1,330	250	18.80%
Manufacturing	12,200	10,811	1,389	12.85%
Trade, Transportation and Utilities	40,190	38,130	2,060	5.40%
Information	2,450	2,470	-20	-0.81%
Financial Activities	8,200	8,151	49	0.60%
Professional and Business Services	17,340	15,360	1,980	12.89%
Educational and Health Services	46,360	38,170	8,190	21.46%
Leisure and Hospitality	26,810	24,910	1,900	7.63%
Other Services	8,730	8,160	570	6.99%
Government	53,940	53,790	150	0.28%

Source: Employment Development Department, Labor Market Information Division
Data Note: Numbers may not add due to suppression.

Demand Industry Sectors

Top Demand Industry Sub Sector	Total Projected Job Openings, 2012-2022	Average Annual Wage, 2014
Restaurants and Other Eating Places	8,792	$14,736
Elementary and Secondary Schools	6,299	$37,597
Local Government, Excluding Education and Hospitals	5,464	N/A
Self Employed Workers, All Jobs	5,121	N/A
Individual and Family Services	5,111	$12,003
State Government, Excluding Education and Hospitals	3,819	N/A
Offices of Physicians	2,906	$67,683
General Medical and Surgical Hospitals	2,832	$65,283
Grocery Stores	1,910	$28,491
Nursing Care Facilities (Skilled Nursing Facilities)	1,512	$35,589

Source: Employment Development Department, Labor Market Information Division

Emergent Industry Sectors

Top Emergent Industry Sub Sector	Total Projected Job Openings, 2012-2022	Percent Change	Average Annual Wage, 2014
Home Health Care Services	1,087	72.58%	$28,504
Individual and Family Services	5,111	59.46%	$12,003
Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	1,423	59.04%	$19,652
Other General Merchandise Stores	1,484	58.64%	$26,320
Offices of Physicians	2,906	46.99%	$67,683
Offices of Other Health Practitioners	1,001	45.89%	$32,419
Building Equipment Contractors	934	33.51%	$44,566
Automotive Repair and Maintenance	1,094	33.51%	$35,758
Management of Companies and Enterprises	600	32.76%	$72,776
Automotive Parts, Accessories, and Tire Stores	823	30.71%	$31,703

Source: Employment Development Department, Labor Market Information Division

Top Middle-Skill Occupations

Top Middle-Skill Occupations	Total Projected Job Openings, 2012-2022	HWOL Job Ads	Median Annual Wage, 2015 2nd Quarter
Registered Nurses	1,725	1,402	$77,875
Teacher Assistants	1,335	400	$26,878
Heavy and Tractor-Trailer Truck Drivers	950	1,392	$40,342
Forest and Conservation Technicians	921	110	$32,283
Medical Assistants	876	175	$30,572
Nursing Assistants	786	210	$28,064
Licensed Practical and Licensed Vocational Nurses	747	245	$50,127
Firefighters	408	47	$57,776
Preschool Teachers, Except Special Education	321	208	$25,038
Computer User Support Specialists	310	239	$46,732

Source: Employment Development Department, Labor Market Information Division; The Conference Board Help Wanted OnLineTM (HWOL) Data Series, 120-day period ending September 22, 2015.

Demographic Data

Age	Population	Percent Share of Total Population
Under 5 Years	39,021	5.5%
5 to 9 Years	39,842	5.6%
10 to 14 Years	42,106	5.9%
15 to 17 Years	27,592	3.9%
18 and 19 Years	20,230	2.8%
20 Years	11,025	1.5%
21 Years	10,715	1.5%
22 to 24 Years	32,375	4.5%
25 to 29 Years	42,185	5.9%
30 to 34 Years	40,186	5.6%
35 to 39 Years	37,666	5.3%
40 to 44 Years	40,427	5.7%
45 to 49 Years	47,032	6.6%
50 to 54 Years	53,142	7.5%
55 to 59 Years	55,062	7.7%
60 and 61 Years	21,101	3.0%
62 to 64 Years	29,951	4.2%
65 and 66 Years	18,184	2.6%
67 to 69 Years	21,733	3.0%
70 to 74 Years	28,955	4.1%
75 to 79 Years	20,905	2.9%
80 to 84 Years	16,812	2.4%
85 Years and Older	16,708	2.3%
TOTAL	712,955	5.5%

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

Race	Population	Percentage
Hispanic or Latino	90,609	100.0%
White Alone	57,034	62.9%
Black or African American Alone	399	0.4%
American Indian and Alaska Native Alone	2,037	2.2%
Asian Alone	259	0.3%
Native Hawaiian and Other Pacific Islander Alone	184	0.2%
Some Other Race Alone	21,004	23.2%
Two or More Races	9,692	10.7%
Non-Hispanic or Latino	622,346	100.0%
White Alone	554,941	89.2%
Black or African American Alone	9,955	1.6%
American Indian and Alaska Native Alone	11,689	1.9%
Asian Alone	17,982	2.9%
Native Hawaiian and Other Pacific Islander Alone	1,577	0.3%
Some Other Race Alone	479	0.1%
Two or More Races	25,723	4.1%

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

Educational Attainment	Male	Percentage	Female	Percentage
Less than 9th grade	10,766	3.8%	9,236	3.3%
9th to 12th grade, no diploma	29,619	10.4%	20,746	7.4%
High school graduate (includes equivalency)	76,640	27.0%	67,512	24.1%
Some college, no degree	87,746	30.9%	97,034	34.6%
Associate's degree	23,614	8.3%	29,367	10.5%
Bachelor's degree	37,123	13.1%	38,728	13.8%
Graduate or professional degree	18,476	6.5%	17,787	6.3%
Total	283,984	100.0%	280,410	100.0%

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

Gender	Population
Male	360,688
Female	352,267
TOTAL	712,955

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

Veteran Status	Population
Total Male Veterans	63,526
Total Female Veterans	4,378
TOTAL	67,904

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

Educational Attainment by Race, 25 Years and Over	White Alone	Percent of White Alone, Total	Black or African American Alone	Percent of Black or African American Alone, Total	American Indian and Alaska Native Alone	Percent of American Indian and Alaska Native Alone, Total	Asian Alone	Percent of Asian Alone, Total	Native Hawaiian and Other Pacific Islander Alone	Percent of Native Hawaiian and Other Pacific Islander Alone, Total	Some Other Race Alone	Percent of Some Other Race Alone, Total	Two or More Races	Percent of Two or more races, Total
Less than high school diploma	46,101	10.6%	1,783	25.3%	1,738	19.4%	2,179	20.8%	129	11.9%	5,603	45.5%	2,650	16.8%
High school graduate (includes equivalency)	108,866	25.1%	2,076	29.5%	3,688	41.2%	1,943	18.6%	461	42.5%	2,985	24.2%	3,519	22.3%
Some college or associate's degree	180,103	41.5%	2,438	34.6%	2,752	30.8%	2,898	27.7%	355	32.7%	2,848	23.1%	7,104	45.1%
Bachelor's degree or higher	99,375	22.9%	746	10.6%	764	8.5%	3,434	32.8%	139	12.8%	884	7.2%	2,488	15.8%
Total	434,445	100.0%	7,043	100.0%	8,942	100.0%	10,454	100.0%	1,084	100.0%	12,320	100.0%	15,761	100.0%

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

Educational Attainment, 25 Years and Over	Hispanic or Latino	Percent of Hispanic or Latino, Total	White alone, not Hispanic or Latino	Percent of White alone, not Hispanic or Latino, Total
Less than high school diploma	17,233	36.6%	35,487	8.8%
High school graduate (includes equivalency)	13,512	28.7%	101,694	25.1%
Some college or associate's degree	11,277	24.0%	171,633	42.4%
Bachelor's degree or higher	5,037	10.7%	95,868	23.7%
Total	47,059	100.0%	404,682	100.0%

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

Disability Status	Population
With Any Disability	121,409
No Disability	571,584

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

County	Median Household Income
Butte	$43,752
Del Norte	$37,909
Lassen	$53,107
Modoc	$36,212
Nevada	$57,353
Plumas	$45,794
Shasta	$44,651
Sierra	$39,009
Siskiyou	$37,709
Tehama	$41,924
Trinity	$36,890

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

Poverty Status	Population
Income in the Past 12 Months Below Poverty Level	125,071

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

English Learners	Population
Speaks English Less Than “Very Well”	29,234

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

Individuals with Barriers to Employment	Total
Ethnic Minorities	100,980
Households with Cash Public Assistance or Food Stamps	30,084
Population 18 and Over with Less Than a 9th Grade Level Education	20,002
Single Parent Households	44,142
Speak English Less Than “Very Well”	29,234
Youth Ages 10 to 24	144,043

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

Regional Planning Unit: Capitol Region

Local Workforce Development Area(s): Golden Sierra Consortium, North Central Counties Consortium, Sacramento Employment and Training Agency (SETA), and Yolo

County(s): Alpine, Colusa, El Dorado, Glenn, Placer, Sacramento, Sutter, Yolo, and Yuba

Labor Market Profile

	July 2015	July 2014	Change	Percent
Labor Market	1,163,900	1,151,800	12,100	1.1%
Employed	1,090,100	1,061,700	28,400	2.7%
Unemployed	73,700	90,100	-16,400	-18.2%
Unemployment Rate	6.3%	7.8%	-1.5%	-

Source: Employment Development Department, Labor Market Information Division

Data Note: Numbers may not add due to rounding.

Unemployment Insurance Claims

	2014 Annual
Total Number of UI Claimants	72,384

Source: Employment Development Department, Unemployment Insurance Division, Program Analysis and Reporting Unit

Data Note: Addresses geocoded within and outside of California, which could not be located geographically due to address errors are not included in the total.

Regional Economic Growth

Major Industry Sector	July 2015	July 2012	Change	Percent
Total All Industries	988,260	911,140	77,120	8.46%
Total Farm	22,490	21,710	780	3.59%
Total Nonfarm	965,770	889,430	76,340	8.58%
Mining and Logging	500	400	100	25.00%
Construction	49,500	40,700	8,800	21.62%
Manufacturing	40,070	38,420	1,650	4.29%
Trade, Transportation and Utilities	159,650	149,800	9,850	6.58%
Information	13,900	16,100	-2,200	-13.66%
Financial Activities	50,780	50,400	380	0.75%
Professional and Business Services	128,370	116,960	11,410	9.76%
Educational and Health Services	145,570	125,780	19,790	15.73%
Leisure and Hospitality	108,310	92,430	15,880	17.18%
Other Services	32,800	29,700	3,100	10.44%
Government	233,570	226,110	7,460	3.30%

Source: Employment Development Department, Labor Market Information Division

Data Note: Numbers may not add due to suppression.

Demand Industry Sectors

Top Demand Industry Sub Sector	Total Projected Job Openings, 2012-2022	Average Annual Wage, 2014
Restaurants and Other Eating Places	35,758	$16,185
Self Employed Workers, All Jobs	23,086	N/A
State Government, Excluding Education and Hospitals	19,963	N/A
Elementary and Secondary Schools	19,781	$45,195
Individual and Family Services	15,819	$14,645
Local Government, Excluding Education and Hospitals	15,183	N/A
Employment Services	12,059	$31,859
General Medical and Surgical Hospitals	10,287	$78,572
Management, Scientific, and Technical Consulting Services	8,628	$65,890
Outpatient Care Centers	8,214	$103,989

Source: Employment Development Department, Labor Market Information Division

Emergent Industry Sectors

Top Emergent Industry Sub Sector	Total Projected Job Openings, 2012-2022	Percent Change	Average Annual Wage, 2014
Building Finishing Contractors	4,906	69.36%	$41,336
Management, Scientific, and Technical Consulting Services	8,628	68.31%	$65,890
Other Specialty Trade Contractors	2,844	64.78%	$55,013
Social Advocacy Organizations	1,006	64.04%	$49,982
Foundation, Structure, and Building Exterior Contractors	4,790	61.39%	$43,909
Home Health Care Services	2,489	61.32%	$40,947
Office Administrative Services	3,033	58.16%	$67,745
Individual and Family Services	15,819	56.36%	$14,645
Building Equipment Contractors	7,507	53.40%	$59,375
Lumber and Other Construction Materials Merchant Wholesalers	996	52.00%	$49,044

Source: Employment Development Department, Labor Market Information Division

Top Middle-Skill Occupations

Top Middle-Skill Occupations	Total Projected Job Openings, 2012-2022	HWOL Job Ads	Median Annual Wage, 2015 2nd Quarter
Registered Nurses	6,700	3,323	$108,540
Teacher Assistants	3,261	871	$30,224
Heavy and Tractor-Trailer Truck Drivers	2,839	2,802	$39,636
Medical Assistants	2,734	517	$35,608
Nursing Assistants	2,171	245	$29,578
Licensed Practical and Licensed Vocational Nurses	1,626	486	$56,952
Computer User Support Specialists	1,192	1,253	$56,056
Preschool Teachers, Except Special Education	1,185	687	$28,385
Dental Assistants	1,128	529	$40,241
Dental Hygienists	1,096	111	$105,613

Source: Employment Development Department, Labor Market Information Division; The Conference Board Help Wanted OnLineTM (HWOL) Data Series, 120-day period ending September 22, 2015.

Demographic Data

Age	Population	Percent Share of Total Population
Under 5 Years	159,299	6.7%
5 to 9 Years	164,312	6.9%
10 to 14 Years	165,118	6.9%
15 to 17 Years	104,653	4.4%
18 and 19 Years	68,486	2.9%
20 Years	38,956	1.6%
21 Years	36,713	1.5%
22 to 24 Years	101,867	4.3%
25 to 29 Years	167,058	7.0%
30 to 34 Years	158,377	6.6%
35 to 39 Years	151,425	6.3%
40 to 44 Years	158,489	6.6%
45 to 49 Years	167,298	7.0%
50 to 54 Years	169,652	7.1%
55 to 59 Years	150,775	6.3%
60 and 61 Years	55,228	2.3%
62 to 64 Years	75,012	3.1%
65 and 66 Years	42,576	1.8%
67 to 69 Years	53,338	2.2%
70 to 74 Years	68,153	2.8%
75 to 79 Years	52,578	2.2%
80 to 84 Years	41,471	1.7%
85 Years and Older	41,513	1.7%
TOTAL	2,392,347	100.0%

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

Race	Population	Percentage
Hispanic or Latino	512,299	100.0%
White Alone	293,414	57.3%
Black or African American Alone	6,767	1.3%
American Indian and Alaska Native Alone	8,792	1.7%
Asian Alone	4,545	0.9%
Native Hawaiian and Other Pacific Islander Alone	778	0.2%
Some Other Race Alone	157,339	30.7%
Two or More Races	40,664	7.9%
Non-Hispanic or Latino	1,880,048	100.0%
White Alone	1,314,556	69.9%
Black or African American Alone	153,362	8.2%
American Indian and Alaska Native Alone	13,864	0.7%
Asian Alone	279,797	14.9%
Native Hawaiian and Other Pacific Islander Alone	16,303	0.9%
Some Other Race Alone	5,870	0.3%
Two or More Races	96,296	5.1%

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

Educational Attainment	Male	Percentage	Female	Percentage
Less than 9th grade	49,279	5.7%	53,009	5.7%
9th to 12th grade, no diploma	73,966	8.5%	62,520	6.7%
High school graduate (includes equivalency)	203,599	23.4%	203,355	21.9%
Some college, no degree	245,679	28.2%	275,865	29.7%
Associate's degree	70,456	8.1%	90,079	9.7%
Bachelor's degree	149,297	17.1%	166,589	18.0%
Graduate or professional degree	79,312	9.1%	75,960	8.2%
Total	871,588	100.0%	927,377	100.0%

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

Gender	Population
Male	1,175,741
Female	1,216,606
TOTAL	2,392,347

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

Veteran Status	Population
Total Male Veterans	153,370
Total Female Veterans	13,898
TOTAL	167,268

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

Educational Attainment by Race, 25 Years and Over	White Alone	Percent of White Alone, Total	Black or African American Alone	Percent of Black or African American Alone, Total	American Indian and Alaska Native Alone	Percent of American Indian and Alaska Native Alone, Total	Asian Alone	Percent of Asian Alone, Total	Native Hawaiian and Other Pacific Islander Alone	Percent of Native Hawaiian and Other Pacific Islander Alone, Total	Some Other Race Alone	Percent of Some Other Race Alone, Total	Two or More Races	Percent of Two or more races, Total
Less than high school diploma	113,183	10.2%	12,051	12.5%	3,001	20.6%	34,835	19.3%	2,326	21.8%	33,652	37.8%	6,395	11.9%
High school graduate (includes equivalency)	244,613	22.1%	22,111	22.9%	5,726	39.3%	30,134	16.7%	4,343	40.7%	22,185	24.9%	10,673	19.8%
Some college or associate's degree	412,038	37.2%	43,750	45.3%	3,722	25.5%	45,796	25.4%	2,877	26.9%	23,742	26.7%	23,037	42.7%
Bachelor's degree or higher	338,097	30.5%	18,736	19.4%	2,139	14.7%	69,467	38.5%	1,132	10.6%	9,360	10.5%	13,822	25.6%
Total	1,107,931	100.0%	96,648	100.0%	14,588	100.0%	180,232	100.0%	10,678	100.0%	88,939	100.0%	53,927	100.0%

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

Educational Attainment, 25 Years and Over	Hispanic or Latino	Percent of Hispanic or Latino, Total	White alone, not Hispanic or Latino	Percent of White alone, not Hispanic or Latino, Total
Less than high school diploma	90,704	34.1%	60,398	6.4%
High school graduate (includes equivalency)	74,897	28.2%	205,760	21.6%
Some college or associate's degree	65,269	24.6%	369,217	38.8%
Bachelor's degree or higher	34,780	13.1%	315,748	33.2%
Total	265,650	100.0%	951,123	100.0%

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

Disability Status	Population
With Any Disability	290,880
No Disability	2,073,221

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

County	Median Household Income
Alpine	$58,636
Colusa	$52,158
El Dorado	$69,297
Glenn	$43,023
Placer	$72,725
Sacramento	$55,064
Sutter	$50,408
Yolo	$55,918
Yuba	$44,902

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

Poverty Status	Population
Income in the Past 12 Months Below Poverty Level	371,553

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

English Learners	Population
Speaks English Less Than "Very Well"	267,927

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

Individuals with Barriers to Employment	Total
Ethnic Minorities	784,377
Households with Cash Public Assistance or Food Stamps	91,095
Population 18 and Over with Less Than a 9th Grade Level Education	102,288
Single Parent Households	158,717
Speak English Less Than "Very Well"	267,927
Youth Ages 10 to 24	515,793

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

Regional Planning Unit: East Bay

Local Workforce Development Area(s): Alameda, Contra Costa, Oakland City, and Richmond City

County(s): Contra Costa and Alameda

Labor Market Profile

	July 2015	July 2014	Change	Percent
Labor Market	1,379,900	1,366,200	13,700	1.0%
Employed	1,309,600	1,278,900	30,700	2.4%
Unemployed	70,200	87,300	-17,100	-19.6%
Unemployment Rate	5.1%	6.4%	-1.3%	-

Source: Employment Development Department, Labor Market Information Division

Data Note: Numbers may not add due to rounding.

Unemployment Insurance Claims

	2014 Annual
Total Number of UI Claimants	66,649

Source: Employment Development Department, Unemployment Insurance Division, Program Analysis and Reporting Unit

Data Note: Addresses geocoded within and outside of California, which could not be located geographically due to address errors are not included in the total.

Regional Economic Growth

Major Industry Sector	July 2015	July 2012	Change	Percent
Total All Industries	1,088,400	1,001,700	86,700	8.66%
Total Farm	1,700	1,800	-100	-5.56%
Total Nonfarm	1,086,700	999,900	86,800	8.68%
Mining and Logging	700	1,000	-300	-30.00%
Construction	63,200	53,700	9,500	17.69%
Manufacturing	83,800	80,500	3,300	4.10%
Trade, Transportation and Utilities	193,400	179,900	13,500	7.50%
Information	21,500	22,100	-600	-2.71%
Financial Activities	47,000	49,000	-2,000	-4.08%
Professional and Business Services	189,900	166,900	23,000	13.78%
Educational and Health Services	175,100	157,200	17,900	11.39%
Leisure and Hospitality	109,100	94,200	14,900	15.82%
Other Services	38,800	36,900	1,900	5.15%
Government	164,200	158,500	5,700	3.60%

Source: Employment Development Department, Labor Market Information Division

Data Note: Numbers may not add due to suppression.

Demand Industry Sectors

Top Demand Industry Sub Sector	Total Projected Job Openings, 2012-2022	Average Annual Wage, 2014
Restaurants and Other Eating Places	36,028	$19,089
Self Employed Workers, All Jobs	22,214	N/A
Elementary and Secondary Schools	19,045	$51,136
General Medical and Surgical Hospitals	15,458	$91,032
Individual and Family Services	14,446	$16,993
Local Government, Excluding Education and Hospitals	12,146	N/A
Management, Scientific, and Technical Consulting Services	12,008	$83,246
Computer Systems Design and Related Services	11,991	$134,915
Grocery Stores	9,194	$31,476
Management of Companies and Enterprises	9,099	$145,953

Source: Employment Development Department, Labor Market Information Division

Emergent Industry Sectors

Top Emergent Industry Sub Sector	Total Projected Job Openings, 2012-2022	Percent Change	Average Annual Wage, 2014
Utility System Construction	2,275	80.87%	$82,346
Other Financial Investment Activities	1,631	67.53%	$128,289
Other Information Services	1,117	66.67%	$168,761
Beer, Wine, and Distilled Alcoholic Beverage Merchant Wholesalers	2,105	65.31%	$76,943
Management, Scientific, and Technical Consulting Services	12,008	62.75%	$83,246
Other General Merchandise Stores	7,042	62.67%	$33,203
Wired Telecommunications Carriers	1,557	59.41%	$104,724
Grantmaking and Giving Services	863	56.76%	$55,512
Other Schools and Instruction	3,885	55.34%	$21,062
Software Publishers	2,101	52.08%	$149,578

Source: Employment Development Department, Labor Market Information Division

Top Middle-Skill Occupations

Top Middle-Skill Occupations	Total Projected Job Openings, 2012-2022	HWOL Job Ads	Median Annual Wage, 2015 2nd Quarter
Registered Nurses	8,571	4,137	$130,096
Nursing Assistants	3,538	218	$33,369
Teacher Assistants	2,631	1,074	$29,856
Heavy and Tractor-Trailer Truck Drivers	2,324	2,520	$47,084
Licensed Practical and Licensed Vocational Nurses	1,923	464	$62,884
Computer User Support Specialists	1,673	1,759	$61,528
Medical Assistants	1,537	690	$41,235
Preschool Teachers, Except Special Education	1,300	1,349	$34,558
Dental Assistants	1,040	1,004	$38,919
Hairdressers, Hairstylists, and Cosmetologists	962	365	$24,268

Source: Employment Development Department, Labor Market Information Division; The Conference Board Help Wanted OnLineTM (HWOL) Data Series, 120-day period ending September 22, 2015.

Demographic Data

Age	Population	Percent Share of Total Population
Under 5 Years	163,671	6.3%
5 to 9 Years	169,156	6.5%
10 to 14 Years	165,351	6.4%
15 to 17 Years	103,256	4.0%
18 and 19 Years	68,077	2.6%
20 Years	34,647	1.3%
21 Years	34,508	1.3%
22 to 24 Years	102,492	3.9%
25 to 29 Years	181,129	7.0%
30 to 34 Years	184,928	7.1%
35 to 39 Years	185,027	7.1%
40 to 44 Years	193,660	7.4%
45 to 49 Years	195,688	7.5%
50 to 54 Years	191,398	7.4%
55 to 59 Years	167,672	6.4%
60 and 61 Years	60,978	2.3%
62 to 64 Years	84,653	3.3%
65 and 66 Years	46,641	1.8%
67 to 69 Years	54,716	2.1%
70 to 74 Years	72,835	2.8%
75 to 79 Years	52,835	2.0%
80 to 84 Years	41,253	1.6%
85 Years and Older	46,471	1.8%
TOTAL	2,601,042	100.0%

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

Race	Population	Percentage
Hispanic or Latino	607,274	100.0%
White Alone	352,136	58.0%
Black or African American Alone	7,436	1.2%
American Indian and Alaska Native Alone	6,986	1.2%
Asian Alone	4,566	0.8%
Native Hawaiian and Other Pacific Islander Alone	719	0.1%
Some Other Race Alone	190,517	31.4%
Two or More Races	44,914	7.4%
Non-Hispanic or Latino	1,993,768	100.0%
White Alone	1,020,931	51.2%
Black or African American Alone	275,092	13.8%
American Indian and Alaska Native Alone	7,353	0.4%
Asian Alone	563,425	28.3%
Native Hawaiian and Other Pacific Islander Alone	16,961	0.9%
Some Other Race Alone	7,532	0.4%
Two or More Races	102,474	5.1%

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

Educational Attainment	Male	Percentage	Female	Percentage
Less than 9th grade	57,891	6.0%	64,537	6.2%
9th to 12th grade, no diploma	68,855	7.1%	61,870	6.0%
High school graduate (includes equivalency)	198,824	20.6%	201,159	19.4%
Some college, no degree	221,098	22.9%	242,392	23.4%
Associate's degree	60,506	6.3%	78,138	7.6%
Bachelor's degree	215,130	22.3%	247,540	23.9%
Graduate or professional degree	143,058	14.8%	138,610	13.4%
Total	965,362	100.0%	1,034,246	100.0%

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

Gender	Population
Male	1,273,060
Female	1,327,982
TOTAL	2,601,042

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

Veteran Status	Population
Total Male Veterans	113,583
Total Female Veterans	7,629
TOTAL	121,212

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

Educational Attainment by Race, 25 Years and Over	White Alone	Percent of White Alone, Total	Black or African American Alone	Percent of Black or African American Alone, Total	American Indian and Alaska Native Alone	Percent of American Indian and Alaska Native Alone, Total	Asian Alone	Percent of Asian Alone, Total	Native Hawaiian and Other Pacific Islander Alone	Percent of Native Hawaiian and Other Pacific Islander Alone, Total	Some Other Race Alone	Percent of Some Other Race Alone, Total	Two or More Races	Percent of Two or more races, Total
Less than high school diploma	100,316	10.2%	19,058	10.3%	2,008	20.8%	50,836	12.8%	1,786	15.8%	41,228	36.1%	6,792	10.9%
High school graduate (includes equivalency)	185,683	19.0%	44,991	24.3%	3,036	31.5%	54,796	13.8%	3,919	34.8%	34,414	30.2%	11,404	18.3%
Some college or associate's degree	275,664	28.1%	77,412	41.7%	2,429	25.2%	78,219	19.7%	3,804	33.7%	24,802	21.7%	21,742	34.9%
Bachelor's degree or higher	417,784	42.7%	43,976	23.7%	2,180	22.6%	213,783	53.8%	1,767	15.7%	13,637	12.0%	22,418	36.0%
Total	979,447	100.0%	185,437	100.0%	9,653	100.0%	397,634	100.0%	11,276	100.0%	114,081	100.0%	62,356	100.0%

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

Educational Attainment, 25 Years and Over	Hispanic or Latino	Percent of Hispanic or Latino, Total	White alone, not Hispanic or Latino	Percent of White alone, not Hispanic or Latino, Total
Less than high school diploma	113,303	33.5%	32,975	4.2%
High school graduate (includes equivalency)	80,617	23.8%	133,824	17.2%
Some college or associate's degree	91,594	27.1%	227,985	29.3%
Bachelor's degree or higher	52,946	15.6%	382,851	49.2%
Total	338,460	100.0%	777,635	100.0%

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

Disability Status	Population
With Any Disability	246,763
No Disability	2,335,935

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

County	Median Household Income
Alameda	$72,112
Contra Costa	$78,756

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

Poverty Status	Population
Income in the Past 12 Months Below Poverty Level	299,674

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

English Learners	Population
Speaks English Less Than "Very Well"	405,611

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

Individuals with Barriers to Employment	Total
Ethnic Minorities	1,227,975
Households with Cash Public Assistance or Food Stamps	67,703
Population 18 and Over with Less Than a 9th Grade Level Education	122,428
Single Parent Households	160,327
Speak English Less Than "Very Well"	405,611
Youth Ages 10 to 24	508,331

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

Regional Planning Unit: North Bay

Local Workforce Development Area(s): Marin, Mendocino, Napa-Lake Consortium, Solano, and Sonoma
County(s): Lake, Marin, Mendocino, Napa, Solano, and Sonoma

Labor Market Profile

	July 2015	July 2014	Change	Percent
Labor Market	760,200	752,800	7,400	1.0%
Employed	722,000	705,400	16,600	2.4%
Unemployed	38,200	47,400	-9,200	-19.4%
Unemployment Rate	4.5%	6.3%	-1.8%	-

Source: Employment Development Department, Labor Market Information Division
Data Note: Numbers may not add due to rounding.

Unemployment Insurance Claims

	2014 Annual
Total Number of UI Claimants	39,031

Source: Employment Development Department, Unemployment Insurance Division, Program Analysis and Reporting Unit
Data Note: Addresses geocoded within and outside of California, which could not be located geographically due to address errors are not included in the total.

Regional Economic Growth

Major Industry Sector	July 2015	July 2012	Change	Percent
Total All Industries	578,790	419,920	158,870	37.83%
Total Farm	18,150	17,810	340	1.91%
Total Nonfarm	560,640	508,510	52,130	10.25%
Mining and Logging	1,040	1,010	30	2.97%
Construction	28,750	23,550	5,200	22.08%
Manufacturing	52,070	46,480	5,590	12.03%
Trade, Transportation and Utilities	101,670	93,950	7,720	8.22%
Information	7,510	7,640	-130	-1.70%
Financial Activities	23,350	23,600	-250	-1.06%
Professional and Business Services	59,830	54,620	5,210	9.54%
Educational and Health Services	97,520	83,990	13,530	16.11%
Leisure and Hospitality	77,310	67,350	9,960	14.79%
Other Services	20,390	19,170	1,220	6.36%
Government	87,270	83,960	3,310	3.94%

Source: Employment Development Department, Labor Market Information Division
Data Note: Numbers may not add due to suppression.

Demand Industry Sectors

Top Demand Industry Sub Sector	Total Projected Job Openings, 2012-2022	Average Annual Wage, 2014
Restaurants and Other Eating Places	22,985	$19,460
Self Employed Workers, All Jobs	12,749	N/A
Elementary and Secondary Schools	11,561	$45,581
Local Government, Excluding Education and Hospitals	10,412	N/A
General Medical and Surgical Hospitals	8,099	$80,247
Individual and Family Services	7,602	$15,931
Beverage Manufacturing	7,140	$56,022
Grocery Stores	6,559	$29,211
Management, Scientific, and Technical Consulting Services	5,225	$73,811
Traveler Accommodation	5,128	$28,577

Source: Employment Development Department, Labor Market Information Division

Emergent Industry Sectors

Top Emergent Industry Sub Sector	Total Projected Job Openings, 2012-2022	Percent Change	Average Annual Wage, 2014
Management, Scientific, and Technical Consulting Services	5,225	99.77%	$73,811
Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	3,012	56.58%	$27,808
Residential Building Construction	3,485	54.90%	$59,459
Computer Systems Design and Related Services	2,732	51.76%	$110,007
Beer, Wine, and Distilled Alcoholic Beverage Merchant Wholesalers	1,547	47.56%	$84,145
Other General Merchandise Stores	3,696	47.31%	$27,604
Nonresidential Building Construction	912	46.98%	$72,592
Other Support Services	834	44.00%	$45,163
Electronic Shopping and Mail Order Houses	912	42.36%	$54,273
Building Finishing Contractors	2,194	42.16%	$47,646

Source: Employment Development Department, Labor Market Information Division

Top Middle-Skill Occupations

Top Middle-Skill Occupations	Total Projected Job Openings, 2012-2022	HWOL Job Ads	Median Annual Wage, 2015 2nd Quarter
Registered Nurses	4,627	3,356	$109,577
Teacher Assistants	1,674	559	$30,973
Heavy and Tractor-Trailer Truck Drivers	1,444	1,086	$44,726
Nursing Assistants	1,024	209	$31,641
Licensed Practical and Licensed Vocational Nurses	818	386	$55,456
Emergency Medical Technicians and Paramedics	739	34	$38,553
Medical Assistants	642	335	$38,048
Preschool Teachers, Except Special Education	635	358	$31,424
Dental Assistants	590	376	$48,084
Firefighters	547	6	$59,911

Source: Employment Development Department, Labor Market Information Division; The Conference Board Help Wanted OnLineTM (HWOL) Data Series, 120-day period ending September 22, 2015.

Demographic Data

Age	Population	Percent Share of Total Population
Under 5 Years	84,359	5.8%
5 to 9 Years	88,590	6.1%
10 to 14 Years	91,619	6.3%
15 to 17 Years	57,210	3.9%
18 and 19 Years	37,279	2.6%
20 Years	19,707	1.4%
21 Years	17,784	1.2%
22 to 24 Years	52,272	3.6%
25 to 29 Years	89,533	6.2%
30 to 34 Years	87,438	6.0%
35 to 39 Years	89,198	6.2%
40 to 44 Years	95,569	6.6%
45 to 49 Years	105,766	7.3%
50 to 54 Years	111,967	7.7%
55 to 59 Years	107,256	7.4%
60 and 61 Years	42,294	2.9%
62 to 64 Years	57,369	4.0%
65 and 66 Years	31,752	2.2%
67 to 69 Years	39,102	2.7%
70 to 74 Years	48,336	3.3%
75 to 79 Years	35,857	2.5%
80 to 84 Years	28,066	1.9%
85 Years and Older	30,641	2.1%
TOTAL	1,448,964	100.0%

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

Race	Population	Percentage
Hispanic or Latino	340,561	100.0%
White Alone	190,142	55.8%
Black or African American Alone	2,859	0.8%
American Indian and Alaska Native Alone	5,795	1.7%
Asian Alone	2,517	0.7%
Native Hawaiian and Other Pacific Islander Alone	435	0.1%
Some Other Race Alone	119,695	35.1%
Two or More Races	19,118	5.6%
Non-Hispanic or Latino	1,108,403	100.0%
White Alone	858,031	77.4%
Black or African American Alone	75,720	6.8%
American Indian and Alaska Native Alone	10,971	1.0%
Asian Alone	104,853	9.5%
Native Hawaiian and Other Pacific Islander Alone	6,259	0.6%
Some Other Race Alone	3,745	0.3%
Two or More Races	48,824	4.4%

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

Educational Attainment	Male	Percentage	Female	Percentage
Less than 9th grade	35,953	6.5%	30,032	5.2%
9th to 12th grade, no diploma	45,101	8.2%	34,454	6.0%
High school graduate (includes equivalency)	127,229	23.0%	114,631	20.0%
Some college, no degree	148,091	26.8%	162,777	28.4%
Associate's degree	40,472	7.3%	52,885	9.2%
Bachelor's degree	96,812	17.5%	119,019	20.7%
Graduate or professional degree	59,553	10.8%	60,177	10.5%
Total	553,211	100.0%	573,975	100.0%

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

Gender	Population
Male	718,004
Female	730,960
TOTAL	1,448,964

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

Veteran Status	Population
Total Male Veterans	98,551
Total Female Veterans	7,972
TOTAL	106,523

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

Educational Attainment by Race, 25 Years and Over	White Alone	Percent of White Alone, Total	Black or African American Alone	Percent of Black or African American Alone, Total	American Indian and Alaska Native Alone	Percent of American Indian and Alaska Native Alone, Total	Asian Alone	Percent of Asian Alone, Total	Native Hawaiian and Other Pacific Islander Alone	Percent of Native Hawaiian and Other Pacific Islander Alone, Total	Some Other Race Alone	Percent of Some Other Race Alone, Total	Two or More Races	Percent of Two or more races, Total
Less than high school diploma	74,567	9.8%	6,614	12.7%	2,586	25.8%	8,131	10.6%	560	11.9%	30,092	44.2%	3,427	12.0%
High school graduate (includes equivalency)	150,765	19.8%	13,025	25.0%	3,577	35.6%	12,143	15.8%	1,840	39.3%	17,146	25.2%	6,580	23.0%
Some college or associate's degree	263,989	34.8%	22,554	43.2%	2,784	27.7%	23,865	31.0%	1,521	32.5%	14,762	21.7%	11,870	41.5%
Bachelor's degree or higher	270,256	35.6%	9,993	19.1%	1,090	10.9%	32,774	42.6%	766	16.3%	6,132	9.0%	6,735	23.5%
Total	759,577	100.0%	52,186	100.0%	10,037	100.0%	76,913	100.0%	4,687	100.0%	68,132	100.0%	28,612	100.0%

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

Educational Attainment, 25 Years and Over	Hispanic or Latino	Percent of Hispanic or Latino, Total	White alone, not Hispanic or Latino	Percent of White alone, not Hispanic or Latino, Total
Less than high school diploma	72,294	39.9%	35,454	5.4%
High school graduate (includes equivalency)	43,850	24.2%	126,187	19.2%
Some college or associate's degree	44,284	24.4%	239,011	36.4%
Bachelor's degree or higher	20,974	11.6%	256,817	39.1%
Total	181,402	100.0%	657,469	100.0%

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

Disability Status	Population
With Any Disability	159,588
No Disability	1,258,290

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

County	Median Household Income
Lake	$36,548
Marin	$90,839
Mendocino	$43,469
Napa	$70,443
Solano	$67,177
Sonoma	$63,356

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

Poverty Status	Population
Income in the Past 12 Months Below Poverty Level	175,171

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

English Learners	Population
Speaks English Less Than "Very Well"	149,144

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

Individuals with Barriers to Employment	Total
Ethnic Minorities	400,791
Households with Cash Public Assistance or Food Stamps	40,638
Population 18 and Over with Less Than a 9th Grade Level Education	65,985
Single Parent Households	89,627
Speak English Less Than "Very Well"	149,144
Youth Ages 10 to 24	275,871

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

Regional Planning Unit: Bay Peninsula

Local Workforce Development Area(s): Northern Valley Job Training Consortium (NOVA), San Benito, San Francisco, San Jose/Silicon Valley Workforce Investment Network (Work 2 Future), and San Mateo County(s): San Benito, San Francisco, San Mateo, and Santa Clara

Labor Market Profile

	July 2015	July 2014	Change	Percent
Labor Market	2,069,900	1,995,900	74,000	3.7%
Employed	1,986,700	1,893,100	93,600	4.9%
Unemployed	83,200	102,800	-19,600	-19.1%
Unemployment Rate	4.0%	5.1%	-1.1%	-

Source: Employment Development Department, Labor Market Information Division

Data Note: Numbers may not add due to rounding.

Unemployment Insurance Claims

	2014 Annual
Total Number of UI Claimants	79,151

Source: Employment Development Department, Unemployment Insurance Division, Program Analysis and Reporting Unit

Data Note: Addresses geocoded within and outside of California, which could not be located geographically due to address errors are not included in the total.

Regional Economic Growth

Major Industry Sector	July 2015	July 2012	Change	Percent
Total All Industries	2,117,700	1,847,200	270,500	14.64%
Total Farm	7,900	7,300	600	8.22%
Total Nonfarm	2,109,800	1,839,900	269,900	14.67%
Mining and Logging	300	200	100	50.00%
Construction	83,400	67,600	15,800	23.37%
Manufacturing	203,300	192,800	10,500	5.45%
Trade, Transportation and Utilities	289,400	267,700	21,700	8.11%
Information	135,800	102,600	33,200	32.36%
Financial Activities	110,000	101,800	8,200	8.06%
Professional and Business Services	496,400	397,800	98,600	24.79%
Educational and Health Services	288,300	242,300	46,000	18.98%
Leisure and Hospitality	233,100	208,200	24,900	11.96%
Other Services	69,000	61,000	8,000	13.11%
Government	200,800	197,900	2,900	1.47%

Source: Employment Development Department, Labor Market Information Division

Data Note: Numbers may not add due to suppression.

Demand Industry Sectors

Top Demand Industry Sub Sector	Total Projected Job Openings, 2012-2022	Average Annual Wage, 2014
Restaurants and Other Eating Places	69,376	$22,837
Computer Systems Design and Related Services	54,732	$163,634
Self Employed Workers, All Jobs	39,227	N/A
Individual and Family Services	26,095	$16,720
Other Information Services	24,516	$362,132
Management, Scientific, and Technical Consulting Services	22,978	$125,309
Colleges, Universities, and Professional Schools	22,710	$86,967
Elementary and Secondary Schools	22,451	$54,378
General Medical and Surgical Hospitals	20,880	$91,776
Local Government, Excluding Education and Hospitals	18,551	N/A

Source: Employment Development Department, Labor Market Information Division

Emergent Industry Sectors

Top Emergent Industry Sub Sector	Total Projected Job Openings, 2012-2022	Percent Change	Average Annual Wage, 2014
Facilities Support Services	1,418	96.75%	$60,879
Electronic Shopping and Mail Order Houses	7,153	70.62%	$161,461
Other Information Services	24,516	55.52%	$362,132
Management, Scientific, and Technical Consulting Services	22,978	54.82%	$125,309
Other Electrical Equipment and Component Manufacturing	1,810	52.40%	$112,001
Individual and Family Services	26,095	48.13%	$16,720
Support Activities for Crop Production	1,338	47.98%	$34,569
Wired Telecommunications Carriers	4,051	46.68%	$119,156
Software Publishers	17,763	46.32%	$210,088
Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	6,152	45.82%	$31,830

Source: Employment Development Department, Labor Market Information Division

Top Middle-Skill Occupations

Top Middle-Skill Occupations	Total Projected Job Openings, 2012-2022	HWOL Job Ads	Median Annual Wage, 2015 2nd Quarter
Registered Nurses	11,321	7,871	$134,831
Computer User Support Specialists	5,730	4,620	$70,014
Teacher Assistants	4,866	1,114	$33,690
Medical Assistants	3,504	862	$41,922
Nursing Assistants	3,370	337	$35,649
Web Developers	3,031	8,983	$101,054
Preschool Teachers, Except Special Education	2,907	1,227	$36,182
Paralegals and Legal Assistants	2,085	905	$67,698
Hairdressers, Hairstylists, and Cosmetologists	1,921	386	$24,423
Licensed Practical and Licensed Vocational Nurses	1,738	555	$60,002

Source: Employment Development Department, Labor Market Information Division; The Conference Board Help Wanted OnLineTM (HWOL) Data Series, 120-day period ending September 22, 2015.

Demographic Data

Age	Population	Percent Share of Total Population
Under 5 Years	210,294	6.2%
5 to 9 Years	204,992	6.0%
10 to 14 Years	187,242	5.5%
15 to 17 Years	115,188	3.4%
18 and 19 Years	77,309	2.3%
20 Years	40,078	1.2%
21 Years	40,141	1.2%
22 to 24 Years	136,283	4.0%
25 to 29 Years	279,111	8.2%
30 to 34 Years	278,665	8.2%
35 to 39 Years	269,872	7.9%
40 to 44 Years	261,691	7.7%
45 to 49 Years	254,930	7.5%
50 to 54 Years	242,232	7.1%
55 to 59 Years	210,329	6.2%
60 and 61 Years	77,549	2.3%
62 to 64 Years	103,532	3.0%
65 and 66 Years	57,650	1.7%
67 to 69 Years	71,963	2.1%
70 to 74 Years	96,678	2.8%
75 to 79 Years	76,026	2.2%
80 to 84 Years	60,527	1.8%
85 Years and Older	63,085	1.8%
TOTAL	3,415,367	100.0%

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

Race	Population	Percentage
Hispanic or Latino	826,432	100.0%
White Alone	486,655	58.9%
Black or African American Alone	7,849	0.9%
American Indian and Alaska Native Alone	9,025	1.1%
Asian Alone	9,297	1.1%
Native Hawaiian and Other Pacific Islander Alone	705	0.1%
Some Other Race Alone	266,104	32.2%
Two or More Races	46,797	5.7%
Non-Hispanic or Latino	2,588,935	100.0%
White Alone	1,295,885	50.1%
Black or African American Alone	108,632	4.2%
American Indian and Alaska Native Alone	7,142	0.3%
Asian Alone	1,039,879	40.2%
Native Hawaiian and Other Pacific Islander Alone	19,711	0.8%
Some Other Race Alone	10,282	0.4%
Two or More Races	107,404	4.1%

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

Educational Attainment	Male	Percentage	Female	Percentage
Less than 9th grade	84,060	6.2%	100,420	7.4%
9th to 12th grade, no diploma	87,651	6.5%	79,673	5.9%
High school graduate (includes equivalency)	221,525	16.5%	220,122	16.3%
Some college, no degree	269,916	20.1%	270,594	20.0%
Associate's degree	81,922	6.1%	95,299	7.0%
Bachelor's degree	338,622	25.2%	366,631	27.1%
Graduate or professional degree	261,940	19.5%	219,276	16.2%
Total	1,345,636	100.0%	1,352,015	100.0%

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

Gender	Population
Male	1,712,490
Female	1,702,877
TOTAL	3,415,367

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

Veteran Status	Population
Total Male Veterans	123,949
Total Female Veterans	7,325
TOTAL	131,274

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

Educational Attainment by Race, 25 Years and Over	White Alone	Percent of White Alone, Total	Black or African American Alone	Percent of Black or African American Alone, Total	American Indian and Alaska Native Alone	Percent of American Indian and Alaska Native Alone, Total	Asian Alone	Percent of Asian Alone, Total	Native Hawaiian and Other Pacific Islander Alone	Percent of Native Hawaiian and Other Pacific Islander Alone, Total	Some Other Race Alone	Percent of Some Other Race Alone, Total	Two or More Races	Percent of Two or more races, Total
Less than high school diploma	128,297	9.8%	9,253	11.4%	2,480	23.0%	108,587	14.2%	2,032	16.3%	60,647	37.3%	7,056	10.4%
High school graduate (includes equivalency)	197,857	15.2%	17,725	21.9%	3,875	36.0%	95,820	12.5%	4,197	33.7%	41,417	25.5%	10,987	16.1%
Some college or associate's degree	330,396	25.3%	33,452	41.4%	2,445	22.7%	149,772	19.6%	4,249	34.1%	37,933	23.4%	21,054	30.9%
Bachelor's degree or higher	647,339	49.6%	20,405	25.2%	1,970	18.3%	411,207	53.7%	1,992	16.0%	22,392	13.8%	29,004	42.6%
Total	1,303,889	100.0%	80,835	100.0%	10,770	100.0%	765,386	100.0%	12,470	100.0%	162,389	100.0%	68,101	100.0%

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

Educational Attainment, 25 Years and Over	Hispanic or Latino	Percent of Hispanic or Latino, Total	White alone, not Hispanic or Latino	Percent of White alone, not Hispanic or Latino, Total
Less than high school diploma	159,244	33.2%	36,830	3.6%
High school graduate (includes equivalency)	120,882	25.2%	128,098	12.6%
Some college or associate's degree	117,610	24.5%	258,146	25.4%
Bachelor's degree or higher	81,878	17.1%	593,483	58.4%
Total	479,614	100.0%	1,016,557	100.0%

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

Disability Status	Population
With Any Disability	285,349
No Disability	3,110,915

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

County	Median Household Income
San Benito	$66,237
Santa Clara	$91,702
San Francisco	$75,604
San Mateo	$88,202

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

Poverty Status	Population
Income in the Past 12 Months Below Poverty Level	351,226

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

English Learners	Population
Speaks English Less Than "Very Well"	678,840

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

Individuals with Barriers to Employment	Total
Ethnic Minorities	1,632,827
Households with Cash Public Assistance or Food Stamps	67,050
Population 18 and Over with Less Than a 9th Grade Level Education	184,480
Single Parent Households	179,352
Speak English Less Than "Very Well"	678,840
Youth Ages 10 to 24	596,241

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

Regional Planning Unit: San Joaquin Valley and Associated Counties

Local Workforce Development Area(s): Fresno, Kern-Inyo-Mono, Kings, Madera, Merced, San Joaquin, Stanislaus, and Tulare

County(s): Fresno, Kern, Inyo, Mono, Kings, Madera, Merced, San Joaquin, Stanislaus, and Tulare

Labor Market Profile

	July 2015	July 2014	Change	Percent
Labor Market	1,854,700	1,851,300	3,400	0.2%
Employed	1,672,500	1,645,900	26,600	1.6%
Unemployed	182,200	205,400	-23,200	-11.3%
Unemployment Rate	9.8%	11.1%	-1.3%	-

Source: Employment Development Department, Labor Market Information Division

Data Note: Numbers may not add due to rounding.

Unemployment Insurance Claims

	2014 Annual
Total Number of UI Claimants	195,396

Source: Employment Development Department, Unemployment Insurance Division, Program Analysis and Reporting Unit

Data Note: Addresses geocoded within and outside of California, which could not be located geographically due to address errors are not included in the total.

Regional Economic Growth

Major Industry Sector	July 2015	July 2012	Change	Percent
Total All Industries	1,451,400	1,353,830	97,570	7.21%
Total Farm	232,020	225,911	6,109	2.70%
Total Nonfarm	1,219,380	1,127,920	91,460	8.11%
Mining and Logging	11,040	14,051	-3,011	-21.43%
Construction	41,570	38,240	3,330	8.71%
Manufacturing	113,020	108,130	4,890	4.52%
Trade, Transportation and Utilities	260,340	239,030	21,310	8.92%
Information	11,260	11,460	-200	-1.75%
Financial Activities	42,570	42,280	290	0.69%
Professional and Business Services	109,620	101,040	8,580	8.49%
Educational and Health Services	195,000	169,680	25,320	14.92%
Leisure and Hospitality	123,630	108,270	15,360	14.19%
Other Services	39,070	35,090	3,980	11.34%
Government	253,880	245,530	8,350	3.40%

Source: Employment Development Department, Labor Market Information Division

Data Note: Numbers may not add due to suppression.

Demand Industry Sectors

Top Demand Industry Sub Sector	Total Projected Job Openings, 2012-2022	Average Annual Wage, 2014
Support Activities for Crop Production	53,533	$22,779
Restaurants and Other Eating Places	50,829	$14,947
Elementary and Secondary Schools	35,929	$43,892
Self Employed Workers, All Jobs	28,655	N/A
Local Government, Excluding Education and Hospitals	23,307	N/A
Individual and Family Services	20,045	$13,692
General Medical and Surgical Hospitals	18,716	$66,195
Employment Services	14,915	$24,082
Offices of Physicians	13,370	$75,128
State Government, Excluding Education and Hospitals	11,519	N/A

Source: Employment Development Department, Labor Market Information Division

Emergent Industry Sectors

Top Emergent Industry Sub Sector	Total Projected Job Openings, 2012-2022	Percent Change	Average Annual Wage, 2014
Motor Vehicle Parts Manufacturing	1,449	108.47%	$49,457
Other General Merchandise Stores	9,151	73.40%	$25,455
Social Advocacy Organizations	1,089	71.67%	$27,786
Highway, Street, and Bridge Construction	1,559	71.01%	$67,844
Other Support Services	1,890	68.93%	$22,961
Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	5,794	68.02%	$23,318
Building Finishing Contractors	5,006	64.24%	$35,174
Wired Telecommunications Carriers	1,406	63.37%	$69,787
Petroleum and Coal Products Manufacturing	1,044	59.82%	$116,585
Management, Scientific, and Technical Consulting Services	4,988	59.51%	$50,406

Source: Employment Development Department, Labor Market Information Division

Top Middle-Skill Occupations

Top Middle-Skill Occupations	Total Projected Job Openings, 2012-2022	HWOL Job Ads	Median Annual Wage, 2015 2nd Quarter
Heavy and Tractor-Trailer Truck Drivers	10,494	9,442	$40,131
Registered Nurses	9,600	6,800	$87,934
Teacher Assistants	5,245	1,208	$28,840
Nursing Assistants	4,863	571	$25,234
Medical Assistants	4,231	774	$29,650
Licensed Practical and Licensed Vocational Nurses	2,956	783	$50,165
Preschool Teachers, Except Special Education	1,935	501	$28,358
Dental Assistants	1,586	525	$31,079
First-Line Supervisors of Production and Operating Workers	1,478	1,337	$55,644
Firefighters	1,080	37	$54,992

Source: Employment Development Department, Labor Market Information Division; The Conference Board Help Wanted OnLineTM (HWOL) Data Series, 120-day period ending September 22, 2015.

Demographic Data

Age	Population	Percent Share of Total Population
Under 5 Years	335,395	8.3%
5 to 9 Years	326,762	8.1%
10 to 14 Years	329,018	8.1%
15 to 17 Years	203,050	5.0%
18 and 19 Years	129,764	3.2%
20 Years	68,808	1.7%
21 Years	65,774	1.6%
22 to 24 Years	181,167	4.5%
25 to 29 Years	296,134	7.3%
30 to 34 Years	275,469	6.8%
35 to 39 Years	256,573	6.3%
40 to 44 Years	255,646	6.3%
45 to 49 Years	258,282	6.4%
50 to 54 Years	251,101	6.2%
55 to 59 Years	217,271	5.4%
60 and 61 Years	76,248	1.9%
62 to 64 Years	102,818	2.5%
65 and 66 Years	62,319	1.5%
67 to 69 Years	72,829	1.8%
70 to 74 Years	94,778	2.3%
75 to 79 Years	71,180	1.8%
80 to 84 Years	55,981	1.4%
85 Years and Older	54,231	1.3%
TOTAL	4,040,598	100.0%

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

Race	Population	Percentage
Hispanic or Latino	1,977,853	100.0%
White Alone	1,306,765	66.1%
Black or African American Alone	12,489	0.6%
American Indian and Alaska Native Alone	20,271	1.0%
Asian Alone	7,286	0.4%
Native Hawaiian and Other Pacific Islander Alone	1,148	0.1%
Some Other Race Alone	542,090	27.4%
Two or More Races	87,804	4.4%
Non-Hispanic or Latino	2,062,745	100.0%
White Alone	1,462,764	70.9%
Black or African American Alone	180,103	8.7%
American Indian and Alaska Native Alone	24,847	1.2%
Asian Alone	289,829	14.1%
Native Hawaiian and Other Pacific Islander Alone	11,105	0.5%
Some Other Race Alone	5,961	0.3%
Two or More Races	88,136	4.3%

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

Educational Attainment	Male	Percentage	Female	Percentage
Less than 9th grade	200,509	14.1%	185,016	13.0%
9th to 12th grade, no diploma	199,640	14.0%	154,298	10.9%
High school graduate (includes equivalency)	385,035	27.0%	362,376	25.5%
Some college, no degree	357,055	25.0%	388,182	27.3%
Associate's degree	90,782	6.4%	114,008	8.0%
Bachelor's degree	128,911	9.0%	151,124	10.6%
Graduate or professional degree	64,919	4.5%	64,518	4.5%
Total	1,426,851	100.0%	1,419,522	100.0%

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

Gender	Population
Male	2,037,167
Female	2,003,431
TOTAL	4,040,598

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

Veteran Status	Population
Total Male Veterans	186,216
Total Female Veterans	12,905
TOTAL	199,121

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

Educational Attainment by Race, 25 Years and Over	White Alone	Percent of White Alone, Total	Black or African American Alone	Percent of Black or African American Alone, Total	American Indian and Alaska Native Alone	Percent of American Indian and Alaska Native Alone, Total	Asian Alone	Percent of Asian Alone, Total	Native Hawaiian and Other Pacific Islander Alone	Percent of Native Hawaiian and Other Pacific Islander Alone, Total	Some Other Race Alone	Percent of Some Other Race Alone, Total	Two or More Races	Percent of Two or more races, Total
Less than high school diploma	413,225	24.2%	19,929	17.7%	7,062	25.8%	44,020	24.5%	1,243	16.6%	144,801	49.3%	16,651	23.1%
High school graduate (includes equivalency)	442,518	25.9%	28,944	25.7%	9,938	36.2%	34,592	19.3%	3,197	42.6%	68,967	23.5%	18,719	26.0%
Some college or associate's degree	559,299	32.7%	47,649	42.4%	7,784	28.4%	47,829	26.7%	2,235	29.8%	63,375	21.6%	25,126	34.9%
Bachelor's degree or higher	293,287	17.2%	15,935	14.2%	2,641	9.6%	52,984	29.5%	832	11.1%	16,489	5.6%	11,589	16.1%
Total	1,708,329	100.0%	112,457	100.0%	27,425	100.0%	179,425	100.0%	7,507	100.0%	293,632	100.0%	72,085	100.0%

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

Educational Attainment, 25 Years and Over	Hispanic or Latino	Percent of Hispanic or Latino, Total	White alone, not Hispanic or Latino	Percent of White alone, not Hispanic or Latino, Total
Less than high school diploma	461,669	46.5%	112,039	10.6%
High school graduate (includes equivalency)	229,545	23.1%	287,926	27.2%
Some college or associate's degree	236,027	23.8%	408,170	38.6%
Bachelor's degree or higher	65,372	6.6%	248,851	23.5%
Total	992,613	100.0%	1,056,986	100.0%

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

Disability Status	Population
With Any Disability	473,298
No Disability	3,476,474

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

County	Median Household Income
Fresno	$45,563
Kern	$48,552
Inyo	$44,796
Mono	$61,757
Kings	$48,133
Madera	$45,625
Merced	$42,591
San Joaquin	$53,380
Stanislaus	$49,297
Tulare	$42,708

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

Poverty Status	Population
Income in the Past 12 Months Below Poverty Level	897,615

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

English Learners	Population
Speaks English Less Than "Very Well"	705,674

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

Individuals with Barriers to Employment	Total
Ethnic Minorities	1,271,069
Households with Cash Public Assistance or Food Stamps	210,662
Population 18 and Over with Less Than a 9th Grade Level Education	385,525
Single Parent Households	290,802
Speak English Less Than "Very Well"	705,674
Youth Ages 10 to 24	977,581

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

Regional Planning Unit: Southern Border
Local Workforce Development Area(s): San Diego and Imperial
County(s): San Diego and Imperial

Labor Market Profile

	July 2015	July 2014	Change	Percent
Labor Market	1,660,100	1,634,100	26,000	1.6%
Employed	1,556,000	1,505,000	51,000	3.4%
Unemployed	104,100	129,100	-25,000	-19.4%
Unemployment Rate	6.3%	7.9%	-1.6%	-

Source: Employment Development Department, Labor Market Information Division
Data Note: Numbers may not add due to rounding.

Unemployment Insurance Claims

	2014 Annual
Total Number of UI Claimants	105,003

Source: Employment Development Department, Unemployment Insurance Division, Program Analysis and Reporting Unit
Data Note: Addresses geocoded within and outside of California, which could not be located geographically due to address errors are not included in the total.

Regional Economic Growth

Major Industry Sector	July 2015	July 2012	Change	Percent
Total All Industries	1,462,200	1,343,400	118,800	8.84%
Total Farm	19,900	19,600	300	1.53%
Total Nonfarm	1,442,300	1,323,800	118,500	8.95%
Mining and Logging	400	400	0	0.00%
Construction	69,400	57,700	11,700	20.28%
Manufacturing	100,000	98,200	1,800	1.83%
Trade, Transportation and Utilities	232,100	217,900	14,200	6.52%
Information	25,700	25,000	700	2.80%
Financial Activities	74,900	72,400	2,500	3.45%
Professional and Business Services	244,300	220,200	24,100	10.94%
Educational and Health Services	200,700	174,100	26,600	15.28%
Leisure and Hospitality	195,400	171,500	23,900	13.94%
Other Services	53,700	50,400	3,300	6.55%
Government	243,400	234,500	8,900	3.80%

Source: Employment Development Department, Labor Market Information Division
Data Note: Numbers may not add due to suppression.

Demand Industry Sectors

Top Demand Industry Sub Sector	Total Projected Job Openings, 2012-2022	Average Annual Wage, 2014
Restaurants and Other Eating Places	64,622	$18,167
Self Employed Workers, All Jobs	34,975	N/A
Elementary and Secondary Schools	23,190	$46,891
Local Government, Excluding Education and Hospitals	21,784	N/A
Management, Scientific, and Technical Consulting Services	19,426	$73,236
Colleges, Universities, and Professional Schools	17,332	$62,934
Individual and Family Services	16,127	$15,229
Traveler Accommodation	13,766	$30,958
Employment Services	13,232	$37,325
Federal Government, Excluding Post Office	12,861	N/A

Source: Employment Development Department, Labor Market Information Division

Emergent Industry Sectors

Top Emergent Industry Sub Sector	Total Projected Job Openings, 2012-2022	Percent Change	Average Annual Wage, 2014
Management, Scientific, and Technical Consulting Services	19,426	87.26%	$73,236
Beer, Wine, and Distilled Alcoholic Beverage Merchant Wholesalers	1,294	81.73%	$57,523
Wired Telecommunications Carriers	2,418	79.18%	$75,263
Technical and Trade Schools	1,620	71.52%	$43,682
Other General Merchandise Stores	11,029	71.33%	$28,306
Wholesale Electronic Markets and Agents and Brokers	5,093	69.00%	$75,567
Residential Building Construction	5,693	64.55%	$51,739
Amusement Parks and Arcades	5,144	58.56%	$21,711
Nondepository Credit Intermediation	3,095	57.49%	$83,390
Business Schools and Computer and Management Training	982	56.48%	$85,912

Source: Employment Development Department, Labor Market Information Division

Top Middle-Skill Occupations

Top Middle-Skill Occupations	Total Projected Job Openings, 2012-2022	HWOL Job Ads	Median Annual Wage, 2015 2nd Quarter
Registered Nurses	7,140	3,791	$84,753
Nursing Assistants	3,567	339	$28,228
Computer User Support Specialists	3,099	1,995	$53,129
Teacher Assistants	3,031	591	$29,983
Medical Assistants	2,787	762	$35,497
Licensed Practical and Licensed Vocational Nurses	2,632	757	$51,614
Heavy and Tractor-Trailer Truck Drivers	2,382	1,565	$40,025
Hairdressers, Hairstylists, and Cosmetologists	2,054	529	$24,153
Preschool Teachers, Except Special Education	2,017	656	$34,144
Paralegals and Legal Assistants	1,553	410	$59,372

Source: Employment Development Department, Labor Market Information Division; The Conference Board Help Wanted OnLineTM (HWOL) Data Series, 120-day period ending September 22, 2015.

Demographic Data

Age	Population	Percent Share of Total Population
Under 5 Years	220,815	6.7%
5 to 9 Years	212,104	6.4%
10 to 14 Years	208,533	6.3%
15 to 17 Years	134,202	4.1%
18 and 19 Years	100,425	3.0%
20 Years	60,593	1.8%
21 Years	59,383	1.8%
22 to 24 Years	166,307	5.0%
25 to 29 Years	269,189	8.1%
30 to 34 Years	240,960	7.3%
35 to 39 Years	221,736	6.7%
40 to 44 Years	222,544	6.7%
45 to 49 Years	226,212	6.8%
50 to 54 Years	224,115	6.8%
55 to 59 Years	196,905	5.9%
60 and 61 Years	69,303	2.1%
62 to 64 Years	93,232	2.8%
65 and 66 Years	53,747	1.6%
67 to 69 Years	64,130	1.9%
70 to 74 Years	86,608	2.6%
75 to 79 Years	67,586	2.0%
80 to 84 Years	55,436	1.7%
85 Years and Older	59,401	1.8%
TOTAL	3,313,466	100.0%

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

Race	Population	Percentage
Hispanic or Latino	1,157,071	100.0%
White Alone	831,897	71.9%
Black or African American Alone	8,978	0.8%
American Indian and Alaska Native Alone	11,973	1.0%
Asian Alone	6,517	0.6%
Native Hawaiian and Other Pacific Islander Alone	1,106	0.1%
Some Other Race Alone	239,282	20.7%
Two or More Races	57,318	5.0%
Non-Hispanic or Latino	2,156,395	100.0%
White Alone	1,529,051	70.9%
Black or African American Alone	155,286	7.2%
American Indian and Alaska Native Alone	12,424	0.6%
Asian Alone	345,037	16.0%
Native Hawaiian and Other Pacific Islander Alone	13,442	0.6%
Some Other Race Alone	5,005	0.2%
Two or More Races	96,150	4.5%

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

Educational Attainment	Male	Percentage	Female	Percentage
Less than 9th grade	81,280	6.4%	98,365	7.8%
9th to 12th grade, no diploma	106,422	8.4%	95,669	7.5%
High school graduate (includes equivalency)	278,821	22.0%	252,241	19.9%
Some college, no degree	325,857	25.7%	328,256	25.9%
Associate's degree	97,920	7.7%	117,273	9.2%
Bachelor's degree	236,232	18.6%	245,383	19.3%
Graduate or professional degree	142,181	11.2%	131,912	10.4%
Total	1,268,713	100.0%	1,269,099	100.0%

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

Gender	Population
Male	1,666,178
Female	1,647,288
TOTAL	3,313,466

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

Veteran Status	Population
Total Male Veterans	218,273
Total Female Veterans	22,343
TOTAL	240,616

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

Educational Attainment by Race, 25 Years and Over	White Alone	Percent of White Alone, Total	Black or African American Alone	Percent of Black or African American Alone, Total	American Indian and Alaska Native Alone	Percent of American Indian and Alaska Native Alone, Total	Asian Alone	Percent of Asian Alone, Total	Native Hawaiian and Other Pacific Islander Alone	Percent of Native Hawaiian and Other Pacific Islander Alone, Total	Some Other Race Alone	Percent of Some Other Race Alone, Total	Two or More Races	Percent of Two or more races, Total
Less than high school diploma	225,411	14.2%	10,609	10.4%	3,731	24.5%	29,634	12.2%	1,504	16.0%	55,249	40.9%	8,172	13.1%
High school graduate (includes equivalency)	303,695	19.2%	25,245	24.9%	5,713	37.6%	36,127	14.9%	3,776	40.1%	30,401	22.5%	11,491	18.4%
Some college or associate's degree	505,535	31.9%	44,174	43.5%	3,649	24.0%	65,372	26.9%	2,715	28.8%	34,306	25.4%	23,351	37.3%
Bachelor's degree or higher	549,535	34.7%	21,505	21.2%	2,116	13.9%	111,827	46.0%	1,423	15.1%	15,237	11.3%	19,601	31.3%
Total	1,584,176	100.0%	101,533	100.0%	15,209	100.0%	242,960	100.0%	9,418	100.0%	135,193	100.0%	62,615	100.0%

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

Educational Attainment, 25 Years and Over	Hispanic or Latino	Percent of Hispanic or Latino, Total	White alone, not Hispanic or Latino	Percent of White alone, not Hispanic or Latino, Total
Less than high school diploma	232,759	37.1%	56,244	5.0%
High school graduate (includes equivalency)	163,930	26.1%	201,883	17.9%
Some college or associate's degree	139,956	22.3%	386,978	34.4%
Bachelor's degree or higher	90,348	14.4%	481,115	42.7%
Total	626,993	100.0%	1,126,220	100.0%

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

Disability Status	Population
With Any Disability	306,461
No Disability	2,893,229

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

County	Median Household Income
Imperial	$41,807
San Diego	$62,962

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

Poverty Status	Population
Income in the Past 12 Months Below Poverty Level	479,934

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

English Learners	Population
Speaks English Less Than "Very Well"	528,119

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

Individuals with Barriers to Employment	Total
Ethnic Minorities	952,518
Households with Cash Public Assistance or Food Stamps	78,981
Population 18 and Over with Less Than a 9th Grade Level Education	179,645
Single Parent Households	195,822
Speak English Less Than "Very Well"	528,119
Youth Ages 10 to 24	729,443

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

Regional Planning Unit: Los Angeles Basin

Local Workforce Development Area(s): Los Angeles City, Los Angeles, Foothill Consortium, Southeast Los Angeles County Consortium (SELACO), South Bay Consortium, Verdugo Consortium, and Pacific Gateway Workforce Investment Network

County(s): Los Angeles

Labor Market Profile

	July 2015	July 2014	Change	Percent
Labor Market	5,086,400	5,049,500	36,900	0.7%
Employed	4,707,300	4,597,100	110,200	2.4%
Unemployed	379,100	452,400	-73,300	-16.2%
Unemployment Rate	7.5%	9.0%	-1.5%	-

Source: Employment Development Department, Labor Market Information Division

Data Note: Numbers may not add due to rounding.

Unemployment Insurance Claims

	2014 Annual
Total Number of UI Claimants	253,517

Source: Employment Development Department, Unemployment Insurance Division, Program Analysis and Reporting Unit

Data Note: Addresses geocoded within and outside of California, which could not be located geographically due to address errors are not included in the total.

Regional Economic Growth

Major Industry Sector	July 2015	July 2012	Change	Percent
Total All Industries	4,289,000	3,973,900	315,100	7.93%
Total Farm	5,400	5,300	100	1.89%
Total Nonfarm	4,283,600	3,968,600	315,000	7.94%
Mining and Logging	4,500	4,300	200	4.65%
Construction	127,800	110,700	17,100	15.45%
Manufacturing	363,200	369,100	-5,900	-1.60%
Trade, Transportation and Utilities	817,100	764,100	53,000	6.94%
Information	192,600	190,700	1,900	1.00%
Financial Activities	211,400	212,400	-1,000	-0.47%
Professional and Business Services	622,400	570,200	52,200	9.15%
Educational and Health Services	758,300	653,500	104,800	16.04%
Leisure and Hospitality	492,200	421,800	70,400	16.69%
Other Services	156,200	142,300	13,900	9.77%
Government	537,900	529,500	8,400	1.59%

Source: Employment Development Department, Labor Market Information Division

Data Note: Numbers may not add due to suppression.

Demand Industry Sectors

Top Demand Industry Sub Sector	Total Projected Job Openings, 2012-2022	Average Annual Wage, 2014
Restaurants and Other Eating Places	162,502	$18,795
Individual and Family Services	111,070	$13,366
Self Employed Workers, All Jobs	87,842	N/A
Elementary and Secondary Schools	64,054	$48,844
Local Government, Excluding Education and Hospitals	57,077	N/A
Employment Services	46,154	$28,554
Colleges, Universities, and Professional Schools	43,024	$70,219
Motion Picture and Video Industries	38,560	$104,125
Management, Scientific, and Technical Consulting Services	37,758	$77,543
General Medical and Surgical Hospitals	35,715	$72,422

Source: Employment Development Department, Labor Market Information Division

Emergent Industry Sectors

Top Emergent Industry Sub Sector	Total Projected Job Openings, 2012-2022	Percent Change	Average Annual Wage, 2014
Other Information Services	9,154	78.88%	$107,466
Electronic Shopping and Mail Order Houses	7,082	75.80%	$63,255
Wired Telecommunications Carriers	12,660	75.61%	$97,911
Other General Merchandise Stores	29,729	62.20%	$26,326
Individual and Family Services	111,070	60.62%	$13,366
Management, Scientific, and Technical Consulting Services	37,758	60.46%	$77,543
Home Health Care Services	16,087	52.82%	$31,261
Software Publishers	3,851	51.28%	$147,358
Taxi and Limousine Service	1,482	50.00%	$33,626
Outpatient Care Centers	15,785	49.18%	$60,383

Source: Employment Development Department, Labor Market Information Division

Top Middle-Skill Occupations

Top Middle-Skill Occupations	Total Projected Job Openings, 2012-2022	HWOL Job Ads	Median Annual Wage, 2015 2nd Quarter
Registered Nurses	23,591	12,613	$96,988
Nursing Assistants	11,949	665	$28,427
Teacher Assistants	11,380	1,233	$29,714
Licensed Practical and Licensed Vocational Nurses	10,302	1,740	$51,130
Medical Assistants	9,095	1,683	$32,623
Heavy and Tractor-Trailer Truck Drivers	8,200	6,889	$40,446
Computer User Support Specialists	5,410	3,950	$53,594
Preschool Teachers, Except Special Education	5,213	1,234	$30,061
Hairdressers, Hairstylists, and Cosmetologists	4,433	1,187	$22,669
Dental Assistants	3,671	1,390	$36,858

Source: Employment Development Department, Labor Market Information Division; The Conference Board Help Wanted OnLineTM (HWOL) Data Series, 120-day period ending September 22, 2015.

Demographic Data

Age	Population	Percent Share of Total Population
Under 5 Years	646,180	6.5%
5 to 9 Years	630,923	6.4%
10 to 14 Years	662,325	6.7%
15 to 17 Years	432,044	4.4%
18 and 19 Years	297,329	3.0%
20 Years	160,247	1.6%
21 Years	158,671	1.6%
22 to 24 Years	448,990	4.5%
25 to 29 Years	773,464	7.8%
30 to 34 Years	727,987	7.4%
35 to 39 Years	702,596	7.1%
40 to 44 Years	719,986	7.3%
45 to 49 Years	701,220	7.1%
50 to 54 Years	668,915	6.8%
55 to 59 Years	577,663	5.8%
60 and 61 Years	205,224	2.1%
62 to 64 Years	268,695	2.7%
65 and 66 Years	155,617	1.6%
67 to 69 Years	189,216	1.9%
70 to 74 Years	255,787	2.6%
75 to 79 Years	195,400	2.0%
80 to 84 Years	155,313	1.6%
85 Years and Older	159,689	1.6%
TOTAL	9,893,481	100.0%

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

Race	Population	Percentage
Hispanic or Latino	4,741,492	100.0%
White Alone	2,556,274	53.9%
Black or African American Alone	29,564	0.6%
American Indian and Alaska Native Alone	34,175	0.7%
Asian Alone	16,677	0.4%
Native Hawaiian and Other Pacific Islander Alone	2,303	0.0%
Some Other Race Alone	1,939,425	40.9%
Two or More Races	163,074	3.4%
Non-Hispanic or Latino	5,151,989	100.0%
White Alone	2,721,187	52.8%
Black or African American Alone	803,913	15.6%
American Indian and Alaska Native Alone	17,674	0.3%
Asian Alone	1,356,049	26.3%
Native Hawaiian and Other Pacific Islander Alone	23,829	0.5%
Some Other Race Alone	23,933	0.5%
Two or More Races	205,404	4.0%

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

Educational Attainment	Male	Percentage	Female	Percentage
Less than 9th grade	427,407	11.7%	481,558	12.5%
9th to 12th grade, no diploma	414,006	11.3%	372,922	9.7%
High school graduate (includes equivalency)	806,347	22.0%	804,347	20.9%
Some college, no degree	822,606	22.4%	887,859	23.0%
Associate's degree	215,406	5.9%	273,229	7.1%
Bachelor's degree	642,840	17.5%	705,719	18.3%
Graduate or professional degree	337,578	9.2%	330,185	8.6%
Total	3,666,190	100.0%	3,855,819	100.0%

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

Gender	Population
Male	4,878,648
Female	5,014,833
TOTAL	9,893,481

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

Veteran Status	Population
Total Male Veterans	311,669
Total Female Veterans	19,973
TOTAL	331,642

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

Educational Attainment by Race, 25 Years and Over	White Alone	Percent of White Alone, Total	Black or African American Alone	Percent of Black or African American Alone, Total	American Indian and Alaska Native Alone	Percent of American Indian and Alaska Native Alone, Total	Asian Alone	Percent of Asian Alone, Total	Native Hawaiian and Other Pacific Islander Alone	Percent of Native Hawaiian and Other Pacific Islander Alone, Total	Some Other Race Alone	Percent of Some Other Race Alone, Total	Two or More Races	Percent of Two or more races, Total
Less than high school diploma	750,907	21.1%	66,072	12.0%	10,297	29.8%	130,722	12.9%	2,541	15.7%	519,941	47.0%	29,857	17.1%
High school graduate (includes equivalency)	714,005	20.0%	134,720	24.4%	10,928	31.7%	151,506	15.0%	5,882	36.3%	278,867	25.2%	31,862	18.2%
Some college or associate's degree	959,513	26.9%	223,094	40.4%	7,743	22.4%	230,090	22.8%	5,017	30.9%	219,444	19.8%	57,484	32.9%
Bachelor's degree or higher	1,136,923	31.9%	127,985	23.2%	5,547	16.1%	498,991	49.3%	2,781	17.1%	88,295	8.0%	55,758	31.9%
Total	3,561,348	100.0%	551,871	100.0%	34,515	100.0%	1,011,309	100.0%	16,221	100.0%	1,106,547	100.0%	174,961	100.0%

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

Educational Attainment, 25 Years and Over	Hispanic or Latino	Percent of Hispanic or Latino, Total	White alone, not Hispanic or Latino	Percent of White alone, not Hispanic or Latino, Total
Less than high school diploma	1,172,484	43.7%	131,762	6.3%
High school graduate (includes equivalency)	576,577	21.5%	361,595	17.3%
Some college or associate's degree	653,542	24.4%	634,279	30.3%
Bachelor's degree or higher	277,623	10.4%	964,934	46.1%
Total	2,680,226	100.0%	2,092,570	100.0%

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

Disability Status	Population
With Any Disability	929,737
No Disability	8,890,443

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

County	Median Household Income
Los Angeles	$55,909

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

Poverty Status	Population
Income in the Past 12 Months Below Poverty Level	1,737,224

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

English Learners	Population
Speaks English Less Than "Very Well"	2,424,409

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

Individuals with Barriers to Employment	Total
Ethnic Minorities	4,616,020
Households with Cash Public Assistance or Food Stamps	298,343
Population 18 and Over with Less Than a 9th Grade Level Education	908,965
Single Parent Households	725,072
Speak English Less Than "Very Well"	2,424,409
Youth Ages 10 to 24	2,159,606

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

Regional Planning Unit: Orange

Local Workforce Development Area(s): Anaheim City, Orange, and Santa Ana City

County(s): Orange

Labor Market Profile

	July 2015	July 2014	Change	Percent
Labor Market	1,607,000	1,581,000	26,000	1.6%
Employed	1,531,400	1,486,400	45,000	3.0%
Unemployed	75,600	94,600	-19,000	-20.1%
Unemployment Rate	4.7%	6.0%	-1.3%	-

Source: Employment Development Department, Labor Market Information Division

Data Note: Numbers may not add due to rounding.

Unemployment Insurance Claims

	2014 Annual
Total Number of UI Claimants	64,754

Source: Employment Development Department, Unemployment Insurance Division, Program Analysis and Reporting Unit

Data Note: Addresses geocoded within and outside of California, which could not be located geographically due to address errors are not included in the total.

Regional Economic Growth

Major Industry Sector	July 2015	July 2012	Change	Percent
Total All Industries	1,541,400	1,416,100	125,300	8.85%
Total Farm	2,700	2,700	0	0.00%
Total Nonfarm	1,538,700	1,413,400	125,300	8.87%
Mining and Logging	700	600	100	16.67%
Construction	88,900	72,900	16,000	21.95%
Manufacturing	165,600	159,400	6,200	3.89%
Trade, Transportation and Utilities	261,200	247,800	13,400	5.41%
Information	23,800	24,400	-600	-2.46%
Financial Activities	116,000	108,800	7,200	6.62%
Professional and Business Services	283,400	261,700	21,700	8.29%
Educational and Health Services	197,600	169,400	28,200	16.65%
Leisure and Hospitality	202,200	185,200	17,000	9.18%
Other Services	51,600	44,600	7,000	15.70%
Government	147,700	138,600	9,100	6.57%

Source: Employment Development Department, Labor Market Information Division

Data Note: Numbers may not add due to suppression.

Demand Industry Sectors

Top Demand Industry Sub Sector	Total Projected Job Openings, 2012-2022	Average Annual Wage, 2014
Restaurants and Other Eating Places	70,508	$18,328
Self Employed Workers, All Jobs	35,571	N/A
Employment Services	30,957	$34,159
Elementary and Secondary Schools	22,672	$51,252
Management of Companies and Enterprises	15,328	$96,940
Management, Scientific, and Technical Consulting Services	13,945	$72,308
Services to Buildings and Dwellings	13,927	$27,124
Individual and Family Services	11,945	$17,635
Grocery Stores	11,331	$28,634
Computer Systems Design and Related Services	10,841	$101,407

Source: Employment Development Department, Labor Market Information Division

Emergent Industry Sectors

Top Emergent Industry Sub Sector	Total Projected Job Openings, 2012-2022	Percent Change	Average Annual Wage, 2014
Electronic Shopping and Mail Order Houses	3,112	122.64%	$56,363
Waste Collection	1,224	78.23%	$52,150
Wired Telecommunications Carriers	2,022	77.88%	$86,965
Activities Related to Credit Intermediation	4,457	69.12%	$75,171
Cut and Sew Apparel Manufacturing	3,926	68.88%	$47,242
Other Information Services	1,576	68.79%	$95,441
Electric Lighting Equipment Manufacturing	881	64.00%	$51,825
Grocery and Related Product Wholesalers	4,101	58.89%	$56,982
Individual and Family Services	11,945	53.50%	$17,635
Other Support Services	2,644	52.92%	$46,391

Source: Employment Development Department, Labor Market Information Division

Top Middle-Skill Occupations

Top Middle-Skill Occupations	Total Projected Job Openings, 2012-2022	HWOL Job Ads	Median Annual Wage, 2015 2nd Quarter
Registered Nurses	6,459	3,216	$90,130
Teacher Assistants	4,975	610	$34,813
Nursing Assistants	3,751	237	$27,887
Medical Assistants	2,965	761	$35,188
Licensed Practical and Licensed Vocational Nurses	2,880	511	$50,270
Computer User Support Specialists	2,654	1,984	$55,852
Hairdressers, Hairstylists, and Cosmetologists	2,135	510	$20,304
Preschool Teachers, Except Special Education	1,913	770	$31,911
Dental Assistants	1,835	815	$34,604
Paralegals and Legal Assistants	1,663	480	$52,906

Source: Employment Development Department, Labor Market Information Division; The Conference Board Help Wanted OnLineTM (HWOL) Data Series, 120-day period ending September 22, 2015.

Demographic Data

Age	Population	Percent Share of Total Population
Under 5 Years	192,168	6.3%
5 to 9 Years	199,292	6.5%
10 to 14 Years	208,005	6.8%
15 to 17 Years	133,376	4.4%
18 and 19 Years	88,071	2.9%
20 Years	48,051	1.6%
21 Years	45,836	1.5%
22 to 24 Years	128,164	4.2%
25 to 29 Years	218,134	7.1%
30 to 34 Years	203,955	6.7%
35 to 39 Years	208,866	6.8%
40 to 44 Years	226,793	7.4%
45 to 49 Years	229,155	7.5%
50 to 54 Years	218,679	7.2%
55 to 59 Years	184,350	6.0%
60 and 61 Years	64,426	2.1%
62 to 64 Years	87,073	2.9%
65 and 66 Years	51,997	1.7%
67 to 69 Years	61,085	2.0%
70 to 74 Years	86,691	2.8%
75 to 79 Years	64,104	2.1%
80 to 84 Years	50,606	1.7%
85 Years and Older	52,894	1.7%
TOTAL	3,051,771	100.0%

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

Race	Population	Percentage
Hispanic or Latino	1,032,879	100.0%
White Alone	585,236	56.7%
Black or African American Alone	3,936	0.4%
American Indian and Alaska Native Alone	5,497	0.5%
Asian Alone	3,934	0.4%
Native Hawaiian and Other Pacific Islander Alone	961	0.1%
Some Other Race Alone	399,190	38.6%
Two or More Races	34,125	3.3%
Non-Hispanic or Latino	2,018,892	100.0%
White Alone	1,327,507	65.8%
Black or African American Alone	45,900	2.3%
American Indian and Alaska Native Alone	6,163	0.3%
Asian Alone	555,650	27.5%
Native Hawaiian and Other Pacific Islander Alone	9,138	0.5%
Some Other Race Alone	5,967	0.3%
Two or More Races	68,567	3.4%

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

Educational Attainment	Male	Percentage	Female	Percentage
Less than 9th grade	85,415	7.5%	96,716	8.2%
9th to 12th grade, no diploma	94,187	8.3%	90,143	7.6%
High school graduate (includes equivalency)	214,289	18.9%	228,042	19.3%
Some college, no degree	274,605	24.2%	292,031	24.7%
Associate's degree	75,938	6.7%	97,877	8.3%
Bachelor's degree	250,408	22.1%	258,829	21.9%
Graduate or professional degree	139,601	12.3%	120,849	10.2%
Total	1,134,443	100.0%	1,184,487	100.0%

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

Gender	Population
Male	1,509,674
Female	1,542,097
TOTAL	3,051,771

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

Veteran Status	Population
Total Male Veterans	124,444
Total Female Veterans	6,785
TOTAL	131,229

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

Educational Attainment by Race, 25 Years and Over	White Alone	Percent of White Alone, Total	Black or African American Alone	Percent of Black or African American Alone, Total	American Indian and Alaska Native Alone	Percent of American Indian and Alaska Native Alone, Total	Asian Alone	Percent of Asian Alone, Total	Native Hawaiian and Other Pacific Islander Alone	Percent of Native Hawaiian and Other Pacific Islander Alone, Total	Some Other Race Alone	Percent of Some Other Race Alone, Total	Two or More Races	Percent of Two or more races, Total
Less than high school diploma	161,558	12.3%	2,315	6.9%	1,305	16.9%	51,526	13.2%	805	13.4%	102,281	46.8%	5,392	12.8%
High school graduate (includes equivalency)	239,539	18.3%	6,138	18.4%	2,967	38.3%	52,260	13.4%	2,010	33.6%	52,869	24.2%	6,791	16.1%
Some college or associate's degree	418,516	31.9%	13,439	40.2%	1,903	24.6%	88,332	22.6%	1,976	33.0%	43,319	19.8%	14,716	35.0%
Bachelor's degree or higher	491,281	37.5%	11,509	34.5%	1,565	20.2%	197,981	50.8%	1,195	20.0%	20,159	9.2%	15,161	36.0%
Total	1,310,894	100.0%	33,401	100.0%	7,740	100.0%	390,099	100.0%	5,986	100.0%	218,628	100.0%	42,060	100.0%

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

Educational Attainment, 25 Years and Over	Hispanic or Latino	Percent of Hispanic or Latino, Total	White alone, not Hispanic or Latino	Percent of White alone, not Hispanic or Latino, Total
Less than high school diploma	227,525	40.8%	41,227	4.2%
High school graduate (includes equivalency)	126,689	22.7%	165,260	16.7%
Some college or associate's degree	130,850	23.4%	341,230	34.5%
Bachelor's degree or higher	72,975	13.1%	441,571	44.6%
Total	558,039	100.0%	989,288	100.0%

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

Disability Status	Population
With Any Disability	237,972
No Disability	2,796,627

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

County	Median Household Income
Orange	$75,422

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

Poverty Status	Population
Income in the Past 12 Months Below Poverty Level	373,049

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

English Learners	Population
Speaks English Less Than "Very Well"	597,313

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

Individuals with Barriers to Employment	Total
Ethnic Minorities	1,139,028
Households with Cash Public Assistance or Food Stamps	63,401
Population 18 and Over with Less Than a 9th Grade Level Education	182,131
Single Parent Households	172,645
Speak English Less Than "Very Well"	597,313
Youth Ages 10 to 24	651,503

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

Regional Planning Unit: Inland Empire

Local Workforce Development Area(s): Riverside, San Bernardino City, and San Bernardino
County(s): Riverside and San Bernardino

Labor Market Profile

	July 2015	July 2014	Change	Percent
Labor Market	1,947,200	1,916,700	30,500	1.6%
Employed	1,808,800	1,746,500	62,300	3.6%
Unemployed	138,400	170,100	-31,700	-18.6%
Unemployment Rate	7.1%	8.9%	-1.8%	-

Source: Employment Development Department, Labor Market Information Division
Data Note: Numbers may not add due to rounding.

Unemployment Insurance Claims

	2014 Annual
Total Number of UI Claimants	127,988

Source: Employment Development Department, Unemployment Insurance Division, Program Analysis and Reporting Unit
Data Note: Addresses geocoded within and outside of California, which could not be located geographically due to address errors are not included in the total.

Regional Economic Growth

Major Industry Sector	July 2015	July 2012	Change	Percent
Total All Industries	1,332,300	1,175,100	157,200	13.38%
Total Farm	13,900	15,500	-1,600	-10.32%
Total Nonfarm	1,318,400	1,159,600	158,800	13.69%
Mining and Logging	1,200	1,200	0	0.00%
Construction	83,900	64,400	19,500	30.28%
Manufacturing	94,900	87,300	7,600	8.71%
Trade, Transportation and Utilities	323,100	285,700	37,400	13.09%
Information	11,200	11,800	-600	-5.08%
Financial Activities	44,500	40,900	3,600	8.80%
Professional and Business Services	150,400	127,500	22,900	17.96%
Educational and Health Services	196,700	162,600	34,100	20.97%
Leisure and Hospitality	149,800	128,500	21,300	16.58%
Other Services	43,600	40,500	3,100	7.65%
Government	219,100	209,200	9,900	4.73%

Source: Employment Development Department, Labor Market Information Division
Data Note: Numbers may not add due to suppression.

Demand Industry Sectors

Top Demand Industry Sub Sector	Total Projected Job Openings, 2012-2022	Average Annual Wage, 2014
Restaurants and Other Eating Places	63,200	$16,162
Self Employed Workers, All Jobs	29,294	N/A
Elementary and Secondary Schools	28,716	$47,161
Employment Services	20,576	$21,509
Local Government, Excluding Education and Hospitals	20,149	N/A
Individual and Family Services	18,531	$12,417
Warehousing and Storage	14,718	$37,483
General Medical and Surgical Hospitals	12,922	$66,313
Grocery Stores	11,991	$27,638
Foundation, Structure, and Building Exterior Contractors	11,575	$40,566

Source: Employment Development Department, Labor Market Information Division

Emergent Industry Sectors

Top Emergent Industry Sub Sector	Total Projected Job Openings, 2012-2022	Percent Change	Average Annual Wage, 2014
Residential Building Construction	6,049	88.29%	$45,353
Foundation, Structure, and Building Exterior Contractors	11,575	82.62%	$40,566
Management, Scientific, and Technical Consulting Services	8,373	69.27%	$45,353
Hardware, and Plumbing and Heating Equipment and Supplies Merchant Wholesalers	2,077	65.00%	$55,553
Building Finishing Contractors	8,064	64.29%	$36,994
Commercial and Industrial Machinery and Equipment Rental and Leasing	854	64.00%	$54,871
Utility System Construction	3,459	62.68%	$77,220
Electronic Shopping and Mail Order Houses	1,716	62.31%	$42,557
Other Specialty Trade Contractors	4,840	61.19%	$50,613
Outpatient Care Centers	3,862	59.27%	$51,478

Source: Employment Development Department, Labor Market Information Division

Top Middle-Skill Occupations

Top Middle-Skill Occupations	Total Projected Job Openings, 2012-2022	HWOL Job Ads	Median Annual Wage, 2015 2nd Quarter
Heavy and Tractor-Trailer Truck Drivers	10,046	4,163	$46,147
Registered Nurses	8,375	5,442	$90,291
Teacher Assistants	4,479	855	$31,230
Nursing Assistants	3,303	326	$27,461
Licensed Practical and Licensed Vocational Nurses	3,014	977	$48,352
Medical Assistants	2,932	485	$27,722
Hairdressers, Hairstylists, and Cosmetologists	2,524	401	$21,201
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	1,851	311	$52,404
Dental Assistants	1,739	415	$32,430
Preschool Teachers, Except Special Education	1,549	419	$29,873

Source: Employment Development Department, Labor Market Information Division; The Conference Board Help Wanted OnLineTM (HWOL) Data Series, 120-day period ending September 22, 2015.

Demographic Data

Age	Population	Percent Share of Total Population
Under 5 Years	318,615	7.4%
5 to 9 Years	323,056	7.5%
10 to 14 Years	345,934	8.1%
15 to 17 Years	218,326	5.1%
18 and 19 Years	139,672	3.3%
20 Years	75,083	1.8%
21 Years	68,806	1.6%
22 to 24 Years	185,963	4.3%
25 to 29 Years	297,567	6.9%
30 to 34 Years	283,160	6.6%
35 to 39 Years	280,908	6.6%
40 to 44 Years	285,286	6.7%
45 to 49 Years	290,928	6.8%
50 to 54 Years	279,648	6.5%
55 to 59 Years	233,764	5.5%
60 and 61 Years	84,327	2.0%
62 to 64 Years	111,592	2.6%
65 and 66 Years	65,680	1.5%
67 to 69 Years	84,163	2.0%
70 to 74 Years	110,368	2.6%
75 to 79 Years	84,428	2.0%
80 to 84 Years	62,971	1.5%
85 Years and Older	55,198	1.3%
TOTAL	4,285,443	100.0%

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

Race	Population	Percentage
Hispanic or Latino	2,052,139	100.0%
White Alone	1,233,964	60.1%
Black or African American Alone	16,700	0.8%
American Indian and Alaska Native Alone	23,118	1.1%
Asian Alone	7,391	0.4%
Native Hawaiian and Other Pacific Islander Alone	1,527	0.1%
Some Other Race Alone	679,870	33.1%
Two or More Races	89,569	4.4%
Non-Hispanic or Latino	2,233,304	100.0%
White Alone	1,535,792	68.8%
Black or African American Alone	301,553	13.5%
American Indian and Alaska Native Alone	17,808	0.8%
Asian Alone	259,659	11.6%
Native Hawaiian and Other Pacific Islander Alone	12,426	0.6%
Some Other Race Alone	9,877	0.4%
Two or More Races	96,189	4.3%

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

Educational Attainment	Male	Percentage	Female	Percentage
Less than 9th grade	130,451	8.6%	135,700	8.7%
9th to 12th grade, no diploma	197,873	13.0%	171,934	11.0%
High school graduate (includes equivalency)	421,233	27.8%	410,866	26.3%
Some college, no degree	406,824	26.8%	443,084	28.4%
Associate's degree	102,182	6.7%	124,220	7.9%
Bachelor's degree	168,423	11.1%	184,018	11.8%
Graduate or professional degree	89,820	5.9%	92,884	5.9%
Total	1,516,806	100.0%	1,562,706	100.0%

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

Gender	Population
Male	2,133,076
Female	2,152,367
TOTAL	4,285,443

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

Veteran Status	Population
Total Male Veterans	223,156
Total Female Veterans	16,559
TOTAL	239,715

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

Educational Attainment by Race, 25 Years and Over	White Alone	Percent of White Alone, Total	Black or African American Alone	Percent of Black or African American Alone, Total	American Indian and Alaska Native Alone	Percent of American Indian and Alaska Native Alone, Total	Asian Alone	Percent of Asian Alone, Total	Native Hawaiian and Other Pacific Islander Alone	Percent of Native Hawaiian and Other Pacific Islander Alone, Total	Some Other Race Alone	Percent of Some Other Race Alone, Total	Two or More Races	Percent of Two or more races, Total
Less than high school diploma	333,860	18.8%	21,290	11.3%	6,690	27.5%	20,238	11.2%	1,335	16.0%	154,109	42.3%	12,466	17.2%
High school graduate (includes equivalency)	469,219	26.5%	46,092	24.5%	7,832	32.2%	27,940	15.5%	3,306	39.6%	100,875	27.7%	16,595	22.9%
Some college or associate's degree	620,584	35.0%	83,077	44.1%	7,338	30.2%	46,975	26.0%	2,697	32.3%	85,481	23.4%	29,026	40.0%
Bachelor's degree or higher	347,505	19.6%	37,928	20.1%	2,437	10.0%	85,358	47.3%	1,010	12.1%	24,247	6.6%	14,478	20.0%
Total	1,771,168	100.0%	188,387	100.0%	24,297	100.0%	180,511	100.0%	8,348	100.0%	364,712	100.0%	72,565	100.0%

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

Educational Attainment, 25 Years and Over	Hispanic or Latino	Percent of Hispanic or Latino, Total	White alone, not Hispanic or Latino	Percent of White alone, not Hispanic or Latino, Total
Less than high school diploma	409,677	38.7%	92,141	8.2%
High school graduate (includes equivalency)	273,884	25.9%	295,655	26.3%
Some college or associate's degree	287,389	27.1%	449,679	39.9%
Bachelor's degree or higher	88,255	8.3%	288,347	25.6%
Total	1,059,205	100.0%	1,125,822	100.0%

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

Disability Status	Population
With Any Disability	455,017
No Disability	3,767,526

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

County	Median Household Income
Riverside	$56,529
San Bernardino	$54,090

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

Poverty Status	Population
Income in the Past 12 Months Below Poverty Level	730,791

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

English Learners	Population
Speaks English Less Than "Very Well"	640,984

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

Individuals with Barriers to Employment	Total
Ethnic Minorities	1,515,687
Households with Cash Public Assistance or Food Stamps	157,293
Population 18 and Over with Less Than a 9th Grade Level Education	266,151
Single Parent Households	277,375
Speak English Less Than "Very Well"	640,984
Youth Ages 10 to 24	1,033,784

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

Regional Planning Unit: Ventura
Local Workforce Development Area(s): Ventura
County(s): Ventura

Labor Market Profile

	July 2015	July 2014	Change	Percent
Labor Market	429,300	430,200	-900	-0.2%
Employed	404,100	400,000	4,100	1.0%
Unemployed	25,200	30,300	-5,100	-16.8%
Unemployment Rate	5.9%	7.0%	-1.1%	-

Source: Employment Development Department, Labor Market Information Division
Data Note: Numbers may not add due to rounding.

Unemployment Insurance Claims

	2014 Annual
Total Number of UI Claimants	24,921

Source: Employment Development Department, Unemployment Insurance Division, Program Analysis and Reporting Unit
Data Note: Addresses geocoded within and outside of California, which could not be located geographically due to address errors are not included in the total.

Regional Economic Growth

Major Industry Sector	July 2015	July 2012	Change	Percent
Total All Industries	317,500	303,900	13,600	4.48%
Total Farm	23,800	26,400	-2,600	-9.85%
Total Nonfarm	293,700	277,500	16,200	5.84%
Mining and Logging	1,200	1,300	-100	-7.69%
Construction	13,900	11,800	2,100	17.80%
Manufacturing	29,800	30,100	-300	-1.00%
Trade, Transportation and Utilities	59,400	55,300	4,100	7.41%
Information	5,700	5,200	500	9.62%
Financial Activities	18,600	19,500	-900	-4.62%
Professional and Business Services	37,800	34,900	2,900	8.31%
Educational and Health Services	40,400	36,200	4,200	11.60%
Leisure and Hospitality	35,500	33,200	2,300	6.93%
Other Services	10,000	9,500	500	5.26%
Government	41,400	40,500	900	2.22%

Source: Employment Development Department, Labor Market Information Division
Data Note: Numbers may not add due to suppression.

Demand Industry Sectors

Top Demand Industry Sub Sector	Total Projected Job Openings, 2012-2022	Average Annual Wage, 2014
Restaurants and Other Eating Places	14,460	$16,781
Self Employed Workers, All Jobs	8,939	N/A
Fruit and Tree Nut Farming	6,717	$27,202
Elementary and Secondary Schools	5,994	$46,026
Depository Credit Intermediation	3,953	$65,935
Local Government, Excluding Education and Hospitals	3,809	N/A
Employment Services	3,736	$31,511
Offices of Physicians	3,410	$72,012
Grocery Stores	3,198	$27,727
Support Activities for Crop Production	2,747	$30,491

Source: Employment Development Department, Labor Market Information Division

Emergent Industry Sectors

Top Emergent Industry Sub Sector	Total Projected Job Openings, 2012-2022	Percent Change	Average Annual Wage, 2014
Other General Merchandise Stores	2,171	79.90%	$26,602
Foundation, Structure, and Building Exterior Contractors	1,524	66.67%	$40,859
Home Health Care Services	1,798	59.82%	$34,112
Agencies, Brokerages, and Other Insurance Related Activities	1,725	54.87%	$61,833
Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	1,163	53.75%	$23,915
Management, Scientific, and Technical Consulting Services	2,224	53.40%	$66,629
Automotive Parts, Accessories, and Tire Stores	924	49.14%	$34,446
Other Specialty Trade Contractors	1,196	48.28%	$60,933
Offices of Other Health Practitioners	1,131	40.63%	$39,963
Building Finishing Contractors	791	36.00%	$37,910

Source: Employment Development Department, Labor Market Information Division

Top Middle-Skill Occupations

Top Middle-Skill Occupations	Total Projected Job Openings, 2012-2022	HWOL Job Ads	Median Annual Wage, 2015 2nd Quarter
Registered Nurses	1,221	1,217	$88,537
Teacher Assistants	1,206	96	$32,352
Medical Assistants	1,132	215	$32,443
Heavy and Tractor-Trailer Truck Drivers	540	681	$48,710
Nursing Assistants	540	98	$27,961
Dental Assistants	457	183	$34,467
Preschool Teachers, Except Special Education	421	168	$32,026
Licensed Practical and Licensed Vocational Nurses	391	222	$52,742
Dental Hygienists	379	52	$106,676
Computer User Support Specialists	332	346	$49,329

Source: Employment Development Department, Labor Market Information Division; The Conference Board Help Wanted OnLineTM (HWOL) Data Series, 120-day period ending September 22, 2015.

Demographic Data

Age	Population	Percent Share of Total Population
Under 5 Years	54,849	6.6%
5 to 9 Years	57,364	6.9%
10 to 14 Years	59,078	7.1%
15 to 17 Years	38,142	4.6%
18 and 19 Years	24,463	3.0%
20 Years	12,983	1.6%
21 Years	10,935	1.3%
22 to 24 Years	34,264	4.1%
25 to 29 Years	54,484	6.6%
30 to 34 Years	52,231	6.3%
35 to 39 Years	52,522	6.3%
40 to 44 Years	56,986	6.9%
45 to 49 Years	60,946	7.4%
50 to 54 Years	61,353	7.4%
55 to 59 Years	52,939	6.4%
60 and 61 Years	19,052	2.3%
62 to 64 Years	25,075	3.0%
65 and 66 Years	14,863	1.8%
67 to 69 Years	18,438	2.2%
70 to 74 Years	21,910	2.6%
75 to 79 Years	17,398	2.1%
80 to 84 Years	14,004	1.7%
85 Years and Older	14,738	1.8%
TOTAL	829,017	100.0%

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

Race	Population	Percentage
Hispanic or Latino	337,773	100.0%
White Alone	230,947	68.4%
Black or African American Alone	1,843	0.5%
American Indian and Alaska Native Alone	3,935	1.2%
Asian Alone	1,526	0.5%
Native Hawaiian and Other Pacific Islander Alone	97	0.0%
Some Other Race Alone	84,272	24.9%
Two or More Races	15,153	4.5%
Non-Hispanic or Latino	491,244	100.0%
White Alone	398,921	81.2%
Black or African American Alone	13,336	2.7%
American Indian and Alaska Native Alone	2,072	0.4%
Asian Alone	55,723	11.3%
Native Hawaiian and Other Pacific Islander Alone	1,142	0.2%
Some Other Race Alone	837	0.2%
Two or More Races	19,213	3.9%

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

Educational Attainment	Male	Percentage	Female	Percentage
Less than 9th grade	27,018	8.9%	27,973	8.9%
9th to 12th grade, no diploma	26,681	8.8%	23,148	7.4%
High school graduate (includes equivalency)	63,178	20.7%	62,294	19.8%
Some college, no degree	78,466	25.7%	85,180	27.1%
Associate's degree	22,075	7.2%	28,768	9.1%
Bachelor's degree	54,330	17.8%	57,658	18.3%
Graduate or professional degree	33,069	10.8%	29,746	9.5%
Total	304,817	100.0%	314,767	100.0%

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

Gender	Population
Male	411,721
Female	417,296
TOTAL	829,017

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

Veteran Status	Population
Total Male Veterans	44,878
Total Female Veterans	2,956
TOTAL	47,834

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

Educational Attainment by Race, 25 Years and Over	White Alone	Percent of White Alone, Total	Black or African American Alone	Percent of Black or African American Alone, Total	American Indian and Alaska Native Alone	Percent of American Indian and Alaska Native Alone, Total	Asian Alone	Percent of Asian Alone, Total	Native Hawaiian and Other Pacific Islander Alone	Percent of Native Hawaiian and Other Pacific Islander Alone, Total	Some Other Race Alone	Percent of Some Other Race Alone, Total	Two or More Races	Percent of Two or more races, Total
Less than high school diploma	64,929	15.5%	777	7.9%	1,249	31.2%	3,554	8.6%	48	5.9%	19,692	41.6%	1,955	13.9%
High school graduate (includes equivalency)	79,369	18.9%	2,013	20.4%	1,101	27.5%	5,264	12.7%	292	36.2%	11,644	24.6%	2,381	17.0%
Some college or associate's degree	141,730	33.8%	3,981	40.4%	933	23.3%	9,424	22.7%	190	23.5%	11,919	25.2%	5,835	41.6%
Bachelor's degree or higher	133,402	31.8%	3,087	31.3%	721	18.0%	23,282	56.1%	277	34.3%	4,031	8.5%	3,859	27.5%
Total	419,430	100.0%	9,858	100.0%	4,004	100.0%	41,524	100.0%	807	100.0%	47,286	100.0%	14,030	100.0%

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

Educational Attainment, 25 Years and Over	Hispanic or Latino	Percent of Hispanic or Latino, Total	White alone, not Hispanic or Latino	Percent of White alone, not Hispanic or Latino, Total
Less than high school diploma	74,915	41.1%	12,414	4.2%
High school graduate (includes equivalency)	46,809	25.7%	52,613	17.9%
Some college or associate's degree	40,479	22.2%	109,936	37.4%
Bachelor's degree or higher	20,058	11.0%	118,864	40.5%
Total	182,261	100.0%	293,827	100.0%

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

Disability Status	Population
With Any Disability	81,157
No Disability	739,510

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

County	Median Household Income
Ventura	$76,544

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

Poverty Status	Population
Income in the Past 12 Months Below Poverty Level	90,471

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

English Learners	Population
Speaks English Less Than "Very Well"	129,893

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

Individuals with Barriers to Employment	Total
Ethnic Minorities	199,149
Households with Cash Public Assistance or Food Stamps	19,454
Population 18 and Over with Less Than a 9th Grade Level Education	54,991
Single Parent Households	47,807
Speak English Less Than "Very Well"	129,893
Youth Ages 10 to 24	179,865

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

Appendix H: Coordination Agreements Among State Plan Partners

California Department of Rehabilitation (DOR)-Working Group
Partnership Agreement
September 2015

1. Partners California Department of Rehabilitation (~~C~~DOR), California Workforce Development Board (CWDB) agree that the CWDB and DOR will partner to achieve the policy objectives of the state plan:

    - Fostering demand-driven skills attainment. Workforce and education programs need to align program content with the state's industry sector needs so as to provide California's employers and businesses with the skilled workforce it needs to compete in the global economy.
    - Enabling upward mobility for all Californians, including populations with barriers to employment. Workforce and education programs need to be accessible for all Californians and ensure that everyone has access to a marketable set of skills and is able to access the level of education necessary to ensure economic self-sufficiency and security.
    - Aligning, Coordinating, and Integrating Programs and Services to economize limited resources while also providing the right services to clients, based on each client's particular and potentially unique needs so as to facilitate skills-attainment.

2. Partners CWDB and DOR agree that identified DOR priorities (the matrix) will inform areas of the State plan to be drafted by the CWDB.

3. DOR will draft a Title IV appendix to the State ~~plan~~ Plan in areas not required in Title I, but required of the State's Vocational Rehabilitation program.

4. DOR will vet its compliance appendix with relevant stakeholders in addition to the public comment process envisioned for the State ~~plan~~Plan. The appendix developed by DOR will be available to the CWDB before October 23, 2015 to release for public comment with the draft State Plan on October 23, 2015. The Unified State ~~plan~~ Plan and DOR compliance appendix will inform the content of each other.

5. CWDB and DOR will work together to implement both WIOA program strategies and the DOR program priorities for the ~~state~~ State ~~plan~~Plan, through a value-added partnership in which each partner contributes on the basis of its programmatic expertise.

6. The State Board and DOR recognize that not all WIOA program strategies are appropriate for all DOR consumers and that DOR services are individualized and geared to the needs of the consumer.

7. DOR and CWDB recognize that the ability to implement WIOA program strategies and DOR priority ~~polices~~ policies are contingent on resources, and the development and continued support of ongoing partnerships at the state, local, and regional levels,

8. CWDB and DOR will communicate both jointly, and individually with their local counterparts (~~local~~ Local ~~workforce development boards~~ Boards and DOR district offices) on the need to partner to collectively implement WIOA program strategies and DOR program priorities. This communication will occur using joint letters, and when appropriate, relevant policy directives.

9. The nature of regional and local partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery to implement the WIOA Program Strategies and DOR Program Priorities, will vary according to the types of agreements worked out between Local ~~Workforce Development~~ Boards and DOR District offices.

10. Working with DOR, CWDB will issue "tiered" policy guidance that identifies, and alternatively, requires, recommends, or encourages the adoption of best practices and model partnerships at the local and regional level to facilitate the implementation of WIOA program strategies and DOR priority policies.

11. Partners CWDB and DOR agree that a~~n~~ memorandum of understanding (MOU) will be updated between each DOR district and the corresponding ~~LWDB~~ Local Board concerning the operation of the ~~one~~One-~~stop~~ Stop delivery system in the local area including: services to be provided, funding sources and mechanisms, methods of referral between ~~one stop~~One-Stop operator and ~~one stop~~One-Stop partners, methods to ensure needs of individuals with disabilities are addressed and duration of the MOU.

12. CWDB will draft local and regional guidance and DOR will provide technical assistance, through staff or referrals to local resources, to the ~~LWDBs~~ Local Boards that will ensure physical and electronic accessibility for job seekers with disabilities in at least one comprehensive one stop in each local area. DOR and CWDB will provide a consistent message to both ~~LWDBs~~ Local Boards and DOR district offices concerning ~~State~~ state policy on these matters.

13. DOR and CWDB staff will work jointly to assess the level of partnership in ~~one stops~~One-Stops and current compliance with known future regulatory requirements regarding

access to services for persons with disabilities. These requirements include providing services to job seekers through co-location, cross –training, or direct access through real-time technology. This information gathered from the assessment will be used to ~~insure~~ ensure that all districts and ~~LWDBs~~ Local Boards are on a path to compliance with all ~~State~~ state and federal laws. DOR will be consulted by ~~LWDBs~~ Local Boards regarding CAPs for hard to resolve concerns.

14. CWDB and DOR agree that areas in the State ~~plan~~ Plan concerning students with disabilities will be discussed in a ~~Youth~~ youth workgroup consisting of partners serving in and out of school youth to take place prior to September 15, 2015.

15. The CWDB and DOR will provide support, technical assistance/professional development, through staff or referrals to local resources, and linkages to community based organizations/regional centers providing services to individuals with disabilities to local, and where appropriate, regional partnerships implementing the WIOA Program Strategies and DOR Program Priorities. DOR and CWDB will provide information to locals on best practices and model partnerships using both policy research and information from the field. Pending available resources, DOR may provide directly or refer to other available resources disability expertise and technical assistance to inform service provision.

16. The DOR will provide access to the Talent Acquisition Portal (DOR consumers only), Schedule A, and the LEAP program to qualified job seekers with disabilities. The ~~local WDB's~~Local Boards will provide access to CalJOBs labor exchange website and other services.

17. DOR will provide access to Vocational Rehabilitation services including training, self-advocacy training, assessments, career counseling/exploration; OJT/work experience; benefits planning; job placement services and assistive technology for eligible individuals with disabilities.

18. DOR will provide a single point of contact for AJCC business services staff and employers requesting assistance with section 503 federal contracting hiring compliance. Additionally, DOR will provide training to AJCC business services staff on Section 503 federal contracting hiring compliance.

19. CWDB and DOR and other partners will work together to identify methods to share data and develop a common outcomes reporting system.

DOR Policy Priorities and WIOA Program Strategies

Services to Youth:

DOR Priority -- Physical, programmatic and electronic access for youth with disabilities including the following:

- Access to ~~one stop~~One-Stop career services and WIOA Title 1 Youth program (WIOA Strategies: Integrated Service Delivery and Braided Resources, Providing Supportive Services) (Planning Guidance Tier: Required)
    - Vehicle: ~~One~~ One-Stop MOU and ~~Certification~~ certification requirements, Local Planning Guidance.
- Access to training and education programs, including career pathways, internships, apprenticeships (WIOA Strategies: Career Pathways, Earn and Learn)(-Planning Guidance Tier: Required)
    - Vehicle: DOR staff working locally and regionally with ~~LWDB~~ Local Board staff and training and education providers to increase co-enrollment opportunities of DOR consumers with local training and education providers based on alignment of needs, desires, capacities.
- DOR outreach to youth with disabilities through AJCCs and cross training of DOR staff on other services to be provided through AJCCs (Planning Guidance Tier: Required)

  Vehicle: ~~One~~ One-Stop MOU and ~~Certification~~ certification requirements, Local Planning Guidance; additionally DOR and CWDB will ensure cross-training of frontline staff in the AJCCs; finally, the DOR will provide the ~~LWDBs~~ Local Boards linkages to DOR's youth programs.

Employer Engagement:

DOR Priority -- Collaborative employer outreach and engagement and marketing of employer incentives and strategies for the hiring of individuals with disabilities, including section 503 hiring requirements

Formatted: Font: +Body (Calibri), 12 pt, Not Raised by / Lowered by

Formatted: Font: +Body (Calibri), 12 pt

- Participation in Employer Engagement efforts at the local level through AJCCs and through ~~LWDB~~ Local Board business services strategies required under WIOA local plan requirements (WIOA Strategies: Integrated Service Delivery and Braided Resources; Sector Strategies) (Planning Guidance Tier: Required)
    - Vehicle: Local Planning Guidance
- Participation in Employer Engagement efforts at the regional level (WIOA Strategies: Integrated Service Delivery and Braided Resources; Sector Strategies, Organizing Regionally) (Planning Guidance Tier: Recommended)
    - Vehicle: Regional Planning Guidance. WIOA regional plans requirements do not require core program participation at the regional level. Local plans require the adoption of business services strategies. CWDB recommends that regional employer engagement efforts by ~~LWDBs~~ Local Boards at the regional level include a DOR representative to help make employers aware of incentives and strategies for the hiring of individuals with disabilities.
- Participation in Employer Engagement efforts at the ~~State~~ state level (WIOA Strategy Sector Strategies).
    - Vehicle: facilitated access to employers engaged in statewide sector strategies initiatives
- Information on Sector Strategies, Career Pathways, Labor Market Information (WIOA Strategy Sector Strategies, Career Pathways)
    - Vehicle: CWDB will ensure that DOR has access to and participation in the regional WIOA plans and programs which detail targeted sectors, prioritized career pathways, and regional labor market analyses. This will include consideration for individuals and youth with disabilities.

Capacity Building:

DOR Priority: Capacity building and professional development for the purpose of ensuring program, physical, and electronic access, including disability awareness training to increase employment opportunities for individuals with disabilities

- WIOA Program Strategies: Integrating service delivery and braiding resources

Formatted: Font: +Body (Calibri), 12 pt

Formatted: Font: +Body (Calibri), 12 pt

Formatted: Font: +Body (Calibri), 12 pt

Formatted: Font: +Body (Calibri), 12 pt, Not Raised by / Lowered by

Formatted: Font: +Body (Calibri), 12 pt

- Vehicle: One One-Stop Design and Certification certification requirements, Local Planning Guidance; additionally DOR and CWDB will ensure resources for cross-training of frontline staff in the AJCCs (Planning Guidance Tier: Required)

Competitive Integrated Employment:

DOR Priority: Development of integrated employment opportunities, skill attainment strategies and supportive services to assist individuals with Developmental Disabilities or Intellectual Disabilities (DD/ID).

- (WIOA Program Strategy: Providing supportive services, and Utilizing utilizing "earn-and-learn strategies")
- DOR district staff will designate a point of contact for the LWDBs Local Boards to provide linkages to service providers of consumers with ID/DD (Planning Guidance Tier: Required).
  - Vehicle: DOR district staff will partner with the LWDBs Local Boards to outreach employers and partners to develop strategies to achieve Competitive Integrated Employment opportunities for consumers with ID/DD (Planning Guidance Tier: Required).
- DOR will provide disability expertise and CIE technical assistance to the LWDBsLocal Boards, partners, and employers (Planning Guidance Tier: Recommended).
  - Vehicle: DOR and CWDB state executive staff will work collaboratively to ensure resources for cross-training of frontline staff in the AJCCs (Planning Guidance Tier: Required)
  - Vehicle: DOR district staff will provide supportive services (i.e., job coaching) to consumers with ID/DD (Planning Guidance Tier: Required).
  - CWDB recommends that LWDBs Local Boards at the local level support the efforts of DOR representatives to recruit and refer individuals with disabilities and engage employers. (Planning Guidance Tier: Recommended)

Formatted: Font: +Body (Calibri), 12 pt

Formatted: Font: +Body (Calibri), 12 pt

Formatted: Bulleted + Level: 2 + Aligned at: 1.25" + Indent at: 1.5"

Formatted: Tab stops: Not at 0.63"

Formatted: Font: +Body (Calibri), 12 pt

Formatted: Font: (Default) +Body (Calibri), 12 pt

Formatted: Font: (Default) +Body (Calibri), 12 pt

Formatted: Font: (Default) +Body (Calibri), 12 pt

Formatted: Font: +Body (Calibri), 12 pt

Formatted: Font: +Body (Calibri), 12 pt

- DOR will provide, as a resource, the CIE blueprint available in 2016.

Formatted: Font: +Body (Calibri), 14 pt

Temporary Assistance for Needy Families (TANF)-Working Group Agreement on
Career Pathways and Subsidized Employment Partnerships
CDSS, CWDA, CWDB, CCCCO

Participants

CWDB Staff: Dan Rounds, Robin Purdy, Angel Garcia
CDSS Staff: Damien Ladd, Angela Mico, David Van Gee, Larry Lewis, William Belon,
CWDA Staff: Erin Horgan
CWD Staff: Nancy O'Hara (Yolo), Deborah Burch (Sacramento), Judy Needham (Yolo), Mark Marquez (Yolo), Sherry Alderman (Sonoma), Tracy Bryan (Yuba), Sherry Alderman (Sonoma), Deborah Mills (L.A.)
CCCCO Staff: Jason Orta (Student Services)
CCC CalWORKs Staff: Lily Hunnemeder-Bergfelt (Santa Rosa Junior College), Ramona Cobian (Sacramento City College)

1. Partners County Welfare Directors Association (CWDA), California Workforce Development Board (CWDB), and the California Department of Social Services (CDSS) agreed that the CWDB, CDSS, and CWDA will promote the building of career pathways programs and partnerships geared toward supporting TANF recipients including, but not limited to the California Community College CalWORKs programs at the local, and, where appropriate, the regional level, and will communicate both jointly, and individually with their local counterparts on the benefits of these programs, using joint letters, and when appropriate, relevant policy directives.
2. The nature of career pathways partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery, will be determined locally, and possibly regionally, depending on agreements between human services, local workforce development boards (LWDBs), community colleges, and any adult education providers who are involved with local agreements pertaining to career pathways.
3. Partnership agreements, in those jurisdictions where career pathway programs are coordinated with partners, should specify in the Memorandum of Understanding for One-Stop Services which services are provided by which entities, which partner funds those services, and how service provision is coordinated so as to facilitate seamless entry, exit, and movement along the career pathway. For example, partners will need to specify how they will coordinate assessment, the provision of supportive services (such as ancillary, childcare, transportation services), barrier removal services, the payment of

tuition/and or training costs, job readiness training, subsidized employment, and job placement.

4. The role of CWDB, CDSS, and the CWDA is to provide support for and technical assistance to local, and where appropriate, regional partnerships entered into to facilitate the development of sector based career pathways programs specifically geared toward TANF recipients. State agencies will help facilitate the initiation and implementation of career pathways programs by providing information to local~~s~~ agencies on best practices and model partnerships using both policy research and information from the field. The Local Workforce Development Board (~~LWDB~~Local Board) will provide information pertaining to prioritized sectors and prioritized career pathways under regional Workforce Innovation and Opportunity Act (WIOA) workforce planning. County Welfare Departments (CWDs) that have successful subsidized employment partnerships with ~~LWDB~~Local Boards and community colleges will serve as templates for other CWDs to develop and/or expand subsidized employment programs. County human services departments that have successful subsidized employment partnerships with local community college CalWORKs programs may also be used as templates for other county welfare departments to develop and/or expand subsidized employment programs as community college CalWORKs programs can utilize work study funds, job placement, and job development resources to aid in these efforts. Additionally, the expertise of practitioners at the local level will inform the technical assistance provided by the state.
5. For the purposes of developing the local and regional plans, the CWDB will work at the ~~State~~ state level to apply for grants to fund local promising practices and issue local and regional planning guidance that recommends that ~~LWDB~~Local Boards work with all core and required partners to develop the WIOA local and regional plans and the design of the local ~~one~~One ~~stop~~ Stop system. CWDA and CDSS will reinforce directives where appropriate.

TANF-Working Group Agreement on ~~One~~ One-Stop Partnerships
DSS, CWDB, CWDA, CCCCO

Participants

CWDB Staff: Dan Rounds, Robin Purdy, Angel Garcia
CDSS Staff: Damien Ladd, Angela Mico, David Van Gee, Larry Lewis, William Belon,
CWDA Staff: Erin Horgan
CWD Staff: Nancy O'Hara (Yolo), Deborah Burch (Sacramento), Judy Needham (Yolo), Mark Marquez (Yolo), Sherry Alderman (Sonoma), Tracy Bryan (Yuba), Sherry Alderman (Sonoma), Deborah Mills (L.A.)
CCCCO Staff: Jason Orta (Student Services)
CCC CalWORKs Staff: Lily Hunnemeder-Bergfelt (Santa Rosa Junior College), Ramona Cobian (Sacramento City College)

1. Partners CWDA, CWDB, and CDSS agreed that baseline federal rules for mandatory partnership at ~~one stops~~One-Stops would be communicated to county welfare departments and ~~local workforce development~~Local Boards ~~boards~~ through policy directives distributed by the ~~State~~ state oversight departments: CWDB-EDD will distribute for Title 1; CDSS will distribute for TANF. A joint letter to locals reflecting this same information will also be issued from CWDB, CWDA, and CDSS.
2. CWDA, CWDB, and CDSS staff will work jointly to assess the level of partnership and current compliance with known future regulatory requirements. This information will be used to e~~i~~nsure that all counties and ~~LWDB~~Local Boards are on a path to compliance.
3. CWDA, CWDB, and CDSS staff will work jointly to identify models of TANF ~~one stop~~One-Stop partnership that go beyond baseline federal expectations, as well as the purpose of these partnerships, and the manner in which these partnerships elevate service delivery so as to improve client outcomes. The information gleaned from this analysis will be used to inform local and regional planning guidance and will be combined with baseline compliance rules to provide locals information on how to not only comply with baseline federal requirements, but also to develop programs that serve client needs.
4. Local and regional planning guidance, supported by policy directives issued by CDSS and CWDB-EDD, will communicate both baseline ~~one stop~~ One-Stop partnership rules as well as recommended best practices that go beyond minimum standards and will encourage the adoption of these practices.
5. Partners CWDA, CWDB, and CDSS, with the support of the California Community Colleges Chancellor's Office, encourage ~~one stops~~One-Stops to collaborate with community college CalWORKs ~~Programs~~ programs at the local community colleges. Community college CalWORKs programs, which are funded by Proposition 98 and TANF funds, have many years of experience administering education and training programs

and specialized support services for CalWORKs students. These many years of experience include collaborations with local county human services departments and ~~local workforce investment boards~~Local Boards. California Education Code 79204 refers to the coordination and partnership between community college CalWORKs program and county human services departments and ~~local workforce investment boards~~Local Boards. Though not a mandatory partner in the ~~one stops~~One-Stops, partners CWDA, CWDB, and CDSS, believe that ~~one stops~~One-Stops could leverage best practices developed between colleges and county human services departments including co-location at colleges along with collaborations in the areas of subsidized employment and the provision of wrap-around services.

Title II and CWDB Working Memorandum of Understanding Regarding One-Stop Partnerships

CWDB Staff: Dan Rounds, Robin Purdy, Carlos Bravo

CDE Staff: Christian Nelson, Carolyn Zachry

CCCCO Staff: Debra Jones

1. Partners California Department of Education (CDE~~OR~~), California Workforce Development Board (CWDB), and California Community College Chancellor's Office (CCCCO) agree to partner to achieve the policy objectives of the state plan:

    - Fostering demand-driven skills attainment. Workforce and education programs need to align program content with the state's industry sector needs so as to provide California's employers and businesses with the skilled workforce it needs to compete in the global economy.
    - Enabling upward mobility for all Californians, including populations with barriers to employment. Workforce and education programs need to be accessible for all Californians and ensure that everyone has access to a marketable set of skills and able to access the level of education necessary to ensure economic self-sufficiency and security.
    - Aligning, Coordinating, and Integrating Programs and Services to economize limited resources while also providing the right services to clients, based on each client's particular and potentially unique needs so as to facilitate skills attainment.

2. CDE will draft a Title II Appendix to the ~~State~~ state plan which meets the "program specific plan requirements" delineated in Section 102(b)(2)(D) of WIOA.

3. CWDB, CDE, and CCCCO will work together, as appropriate, to implement -WIOA program strategies through a value-added partnership in which program partners contribute on the basis of their programmatic expertise. The WIOA strategies are as follows:- sector strategies, career pathways, organizing regionally, providing supportive services, "earn and learn", integrating service delivery and braiding resources, and creating cross system data capacity.

Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt

4. Partners CDE, CCCCO, and CWDB agree that baseline federal rules for Title ~~2~~ II mandatory partnership at One-Stops will be communicated to local and regional partners, including both Title ~~2~~II providers, and ~~local workforce development boards~~Local Boards through policy directives distributed by CDE, CWDB, and CCCO. A joint letter to local service providers reflecting this same information will also be issued from CWDB, CDE, and CCCCO. At a minimum, partnerships must provide for access to Title ~~2~~II programs through the AJCCs by means of co-location, cross-training, or direct access through real-time technology.

5. CDE, CCCCO, and CWDB staff will work jointly to assess the level of partnership and current compliance with regulatory requirements pertaining to mandatory ~~one stop~~One-Stop partnership. This information will be used to ensure that Title II~~2~~ providers and ~~LWDB~~Local Boards are on a path to compliance with federal rules requiring mandatory participation in ~~one stops~~One-Stops by all core programs.

6. WIOA requires program alignment of core programs. CDE, CCCCO, and CWDB staff will work jointly to identify and recommend best practices and model partnerships that encourage program alignment and coordination beyond the minimum federally required standards pertaining to ~~one stops~~One-Stops.

7. CWDB will issue local and regional planning guidance, supported, when appropriate, by policy directives issued by CDE, CCCCO, and CWDB, that identifies and recommends best practices and model partnerships that encourage program alignment and coordination beyond minimum federally required standards. Communication to local and regional providers will encourage the adoption of these best practices and the forming of model partnerships, not only by Title ~~2~~II providers, but also other Adult Education Block Grant Consortia members.

8. The nature of regional and local partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery to implement the WIOA Program Strategies, best practices, and model partnerships will vary according to the types of agreements worked out between Local ~~Workforce Development~~ Boards, Adult Education Providers, ~~Community~~ community ~~Colleges~~colleges, Local Educational Agencies, and relevant ~~Community~~ community ~~Based~~ based ~~Organizations~~organizations.

9. California law requires Adult Education Block Grant consortia ~~will be required~~ to participate in WIOA regional planning efforts and help those with basic skills deficiencies

Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt

achieve sufficient skills to participate in the regional career pathway programs that are emphasized in the WIOA Unified State Plan.

Title II Planning Workgroup Agreement (Career Pathways)

Participants

CWDB Staff: Dan Rounds, Robin Purdy, Carlos Bravo

CDE Staff: Christian Nelson, Carolyn Zachry

CCCCO Staff: Debra Jones

1. ~~Unified State Plan and ELCivics – Partners~~The California Department of Education (CDE),
California Workforce Development Board (CWDB), and California Community College Chancellor's Office (CCCCO) agree to partner to achieve the career pathways strategy of the State Plan:

- Section 102 of WIOA requires the Governor of a state to submit a four-year unified state plan that incorporates all the requirements under the law. Although the actual term career pathway does not appear in the text of this state plan section, the law requires states to describe how they will implement Title II sections 223 and 231. As described above, both of these AEFLA sections have required career pathway components, see 223 – State Leadership Activities and 231 – Grants to Adult Education Providers. Therefore, descriptions of a state's plan for implementing career pathway programming are a required component of the unified state plan. Also, the unified state plan requires a description of the state's EL~~-~~ Civics program, which as described below, has changed significantly and has strong implications for career pathway programming.

- Section 243 of Title II continues the ~~El~~EL~~-~~ Civics grant program, and for the first time, specifies work and employment related goals for the program. This new mandated work-related content is a significant change from current practice and has direct implications for the development and implementation of career pathway programming for English language learners. Specifically, section 243 states that each program receiving funding shall be designed to:

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Indent: Left: 0.5", Hanging: 0.25", Space After: 0.4 pt

Formatted: Font: 12 pt

Formatted: Space After: 0.4 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

(1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and

(2) integrate with the local workforce development system and its functions to carry out the activities of the program.

- Section 202 of Title II creates a partnership among the ~~Federal~~ federal ~~Government~~government, ~~States~~states, and localities to provide, on a voluntary basis, adult education and literacy activities to assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways.

~~o~~ 2. The CDE, in consultation with SBE staff, will agree to provide policy guidance~~,~~ ~~after obtaining approval from the State Board of Education (SBE),~~ that seeks to coordinate the Adult Basic Education Consortium and Carl D. Perkins grants, with WIOA Services funded under Title I and provided through the America's Job Center of California system to prepare job seekers for career pathways by providing adult education and literacy activities and supportive services. The nature of partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery to implement the WIOA Program Strategies will be determined locally between Workforce Development Boards, adult education consortiums and school districts and be required elements in the local/regional planning guidance.

~~o WIOA Program Strategies: Building of career pathways programs, Providing supportive services, Integrating service delivery and braiding resources~~

~~o Vehicle: Regional Planning Guidance~~

~~o~~ 3. The CDE, in consultation with SBE staff, ~~with the approval of the SBE,~~ and CCCCO will agree to provide policy ~~guidance that~~guidance that seeks to coordinate the Carl Perkins Vocational Education Act grants which provide career technical education and career pathways in demand occupations and provides services and support to special populations and individuals with barriers to employment in ~~k~~K-14 system, with the local and regional Workforce Development Boards and the America's Job Centers of California.

Formatted: Font: 12 pt, Not Italic
Formatted: Font: 12 pt, Not Italic
Formatted: Font: 12 pt, Not Italic
Formatted: Font: 12 pt, Not Italic
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.5", Hanging: 0.25", No bullets or numbering
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt, No underline, Underline color: Auto
Formatted: Indent: Left: 0.5"
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Indent: Left: 0.5", Hanging: 0.25", Right: 0.01", Space After: 15.05 pt, Line spacing: Multiple 1.13 li
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt
Formatted: Font: 12 pt

- ~~WIOA Program Strategies: Building of career pathways programs, Providing supportive services, Integrating service delivery and braiding resources~~

- ~~Vehicle: Regional Planning Guidance~~

4. The CDE, in consultation with SBE staff, will agree to provide policy guidance~~,~~ ~~after obtaining approval from the SBE,~~ that seeks to coordinate and leverage high school to college and career programs integrating academic and occupational skill attainment and combining classroom instruction with ~~work~~ work-based learning, with WIOA ~~Services~~ services funded under Title I to prepare high school students for career pathways in in-demand sectors. The nature of partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery to implement the WIOA Program Strategies will be determined locally between Workforce Development Boards, adult education consortiums and school districts and be required elements in the local/regional planning guidance.

- ~~WIOA Program Strategies: Building of career pathways programs, Providing supportive services, Integrating service delivery and braiding resources~~

- ~~Vehicle: Regional Planning Guidance~~

~~State Leadership - Career pathways is mentioned as both a required activity (Sec. 223 (a)(1)(A)) and a permissive activity for state adult education agencies to address as they provide services using WIOA state leadership funds to WIOA grantees. As a required activity, states must use their leadership funds (15% of their total state award) for a number of activities including the development of career pathways. As a permissible activity, states may use leadership funds to develop specific content and models for career pathways (Sec. 223 (a)(2)(D)).~~

5. The CWDB and CDE will provide support~~,~~ and technical assistance/professional development to regional partnerships implementing the WIOA Program Strategies. The CDE and CWDB will provide information to ~~locals~~ Local Boards on best practices and model partnerships, using both policy research and information from the field and provide assistance in developing curriculum and work-based learning opportunities to promote career pathways.

- ~~WIOA Program Strategies: Building of career pathways programs, Integrating service delivery and braiding resources~~

Formatted: Font: 12 pt, No underline, Underline color: Auto

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Indent: Left: 0.5", Hanging: 0.25", No bullets or numbering

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt, No underline, Underline color: Auto

Formatted: Indent: Left: 0.5"

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Indent: Left: 0.5", Hanging: 0.25", Right: 0.01", Space After: 13.3 pt, Line spacing: Multiple 1.13 li

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted

- Career pathways is mentioned as both a required activity (Sec. 223 (a)(1)(A)) and a permissive activity for state adult education agencies to address as they provide services using WIOA state leadership funds to WIOA grantees. As a required activity, states must use their leadership funds (15% of their total state award) for a number of activities, including the development of career pathways. As a permissible activity, states may use leadership funds to develop specific content and models for career pathways (Sec. 223 (a)(2)(D)). ~~Corrections Education - Similar to previous law, adult education funds shall be used to provide educational programs for incarcerated individuals and other institutionalized individuals. Funds under this section of WIOA (Sec. 225 (b)(5)) must be used for five purposes including the development and implementation of career pathways as well as integrated training.~~

- 6. The CWDB, CDE~~, with the approval of the SBE,~~ and CCCCO agree to provide policy guidance that seeks to coordinate funding for corrections education, including WIOA Title I and II, CDCR, AB2060, AB109, Juvenile Court Schools, Community Schools and Adult Reentry programs designed to provide basic education, life skills, and job readiness skills for incarcerated youth and adults, youth engaged in court schools and adults re-entering the community from state prison or county correctional facilities. The nature of partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery to implement the WIOA Program Strategies will be determined locally.

~~O WIOA Program Strategies: Building of career pathways programs, providing supportive services, integrating service delivery and braiding resources~~

- Similar to previous law, adult education funds shall be used to provide educational programs for incarcerated individuals and other institutionalized individuals. Funds under this section of WIOA (Sec. 225 (b)(5)) must be used for five purposes including the development and implementation of career pathways as well as integrated training.

WIOA Program Strategies~~Grants to Adult Education Providers - The ability for a grantee (local provider) to provide career pathway programming is one of the 'considerations' that the state adult education agency must make when reviewing and approving grantees (Sec. 231 (e)(10)).~~

~~National Leadership Activities - The USDOE Office of Career, Technical, and Adult Education (OCTAE) receives funding under the WIOA law to provide leadership focused activities to adult education state agencies and other adult education entities. Under~~

Formatted: List Paragraph, Indent: Left: 0.75", Hanging: 0.25", Bulleted + Level: 1 + Aligned at: 0.49" + Indent at: 0.49"

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: Calibri, 12 pt

Formatted: Font: 12 pt, No underline, Underline color: Auto

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.73" + Indent at: 0.98"

Formatted: No bullets or numbering

Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.73" + Indent at: 0.98"

Formatted: Underline

Formatted: Font: 12 pt, Underline

Formatted: Font: 12 pt

~~this section of the law (Sec. 242(c)(2)(C)(iv)), developing and promoting career pathways is a permissible leadership activity.~~

The CDE, CWDB, and CCCCO will incorporate, through the appropriate ~~regional~~ planning guidance, the following WIOA program strategies to accomplish the above agreements:

- Building of career pathways programs
- Providing supportive services
- Integrating service delivery and braiding resources

Formatted: No bullets or numbering

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.73" + Indent at: 0.98"

Formatted: Font: 12 pt

Youth Partnership Agreement

WIOA provides opportunities to develop partnerships among a broad network of education, workforce, social service, and adult/youth justice programs serving youth populations. State level partnerships between California Workforce Development Board (CWDB), California Department of Rehabilitation (DOR), California Department of Social Services (CDSS), State Board of Education (SBE), California Department of Education (CDE), and California Community Colleges Chancellor's Office (CCCCO) as well as local youth service providers will be leveraged to achieve the youth policy objectives of the State ~~plan~~Plan:

Formatted: Highlight

- Fostering demand-driven skills attainment. Workforce and education programs need to align program content with the state's industry sector needs so as to provide California's employers and businesses with the skilled workforce it needs to compete in the global economy.
- Enabling upward mobility for all Californians, including populations with barriers to employment. Workforce and education programs need to be accessible for all Californians and ensure that everyone has access to a marketable set of skills and able to access the level of education necessary to ensure economic self-sufficiency and security.
- Aligning, Coordinating, and Integrating Programs and Services to economize limited resources while also providing the right services to clients, based on each client's particular and potentially unique needs so as to facilitate skills-attainment.

1. Partners identified agree that youth priorities as specified in WIOA will inform areas of the State ~~plan~~ Plan to be drafted by the CWDB.
2. Additionally, partner DOR will draft a Title IV appendix to the State ~~plan~~ Plan in areas not required in Title I, but required of the State's Vocational Rehabilitation program in regards to in school youth (ISY) with disabilities, including but not limited to:
    - Assurance that the ~~state~~ State will report on the number of students with ~~disability~~ disabilities ~~who are~~who are receiving pre-employment transition services.
    - Strategies for coordination with employers on transition services for youth ~~and~~ and students with disabilities.

- Results of the comprehensive statewide needs assessment, which shall include the transition needs of both youth with disabilities and students with disabilities.
- A separate assessment of the needs of individuals with disabilities for transition and pre-employment transition services.
- Identify strategies for methods used to improve/expand VR services for students with disabilities.
- Section entitled "Services for Students with Disabilities" which describes the strategies to address the results of the needs assessment and providing pre-employment transition services.
- Construction clause stating that nothing in this part shall be construed to reduce the obligation under Individuals with Disabilities Education Act (IDEA) for local educational agencies to provide/pay for transition services that are required to ensure a FAPE (Free Appropriate Public Education~~.~~).

3. DOR will vet its compliance appendix youth section with relevant stakeholders in addition to the public comment process envisioned for the State plan. The appendix developed by DOR will be available to the CWDB before October 23, 2015 to release for public comment with the draft State Plan on October 23, 2015. The ~~Unified~~ unified ~~State~~ state plan and DOR compliance appendix will inform the content of each other.
4. CWDB and partners will work together to implement both WIOA program strategies and youth program priorities for the State ~~plan~~Plan, through a value-added partnership in which each partner contributes on the basis of its programmatic expertise.
5. The nature of regional and local partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery to implement the WIOA Program Strategies and youth program priorities, will vary determined by local youth service provider programs and grant requirements.

OUT OF SCHOOL YOUTH (OSY)

1. Partners will provide individual and joint guidance from their respective agencies to encourage local recruitment and service delivery collaboration efforts between American Job Centers of California (AJCCs), County Welfare Departments (CWDs), Local Education Agencies (LEAs), foster care and justice systems for youth entering or exiting partner programs to help enable ~~Local Workforce Development Boards (LWDB~~Local Boards) to increase access for OSY with barriers to high quality workforce services.

Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:

a. To reach *Vehicle: One Stop* memorandum of understanding (MOU) and certification requirements, Local Planning Guidance; additionally CWDB will ensure cross training of frontline staff in the AJCCs.

IN SCHOOL YOUTH (ISY)

1. Partners CDE, in consultation with SBE staff, ~~with the approval of the SBE,~~ CCCCO and CWDB will provide guidance and technical assistance to regional ~~LWDB~~Local Boards and relevant Career Pathway grants, when appropriate to establish regional collaborative relationships and partnerships with business entities, community organizations, and local institutions of postsecondary education and develop and integrate standards-based academics with career-relevant industry-themed pathways and work-based learning opportunities that are aligned to high-need, high-growth, or emerging regional economic sectors

2. The CDE Special Education Division, in consultation with SBE staff, ~~with the approval of the SBE,~~ and DOR will make local guidance available to encourage LEAs and DOR district offices to work in collaboration with AJCCs staff to develop work opportunities for ISY with disabilities, when applicable.

   a. To reach *Vehicle: One Stop* MOU and certification requirements, local planning guidance; additionally CWDB will ensure cross training of frontline staff in the AJCCs.

TECHNICAL ASSISTANCE AND PROFESSIONAL DEVELOPMENT

1. The CWDB will draft local and regional guidance regarding WIOA youth programs to ~~LWDB~~Local Boards and in collaboration with partner programs, will provide technical assistance, through staff or referrals to local resources to the ~~LWDB~~Local Boards, to ensure physical, programmatic, and electronic accessibility for all youth.

2. The CWDB and partners will provide support, technical assistance/professional development, and linkages to community based organizations (CBOs) providing services to youth according to each partner's technical expertise.

3. Partners agree to collaborate to develop a menu of best practices and model partnerships for youth programs utilizing both policy research and information from the field that will be available to locals.

4. The CWDB and partners will communicate both jointly and individually with their local counterparts ~~LWDB~~Local Boards, CWDs, LEAs, community colleges, justice systems, and DOR district offices on the necessity to partner locally to collectively implement WIOA

Formatted: Font:
Formatted: Font: Italic
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font: Italic
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:

youth policy objectives and program strategies. This communication will occur using individual written guidance, joint letters, and/or when appropriate, relevant policy directives.

5. With input from partners, CWDB will issue "tiered" policy guidance to the ~~LWDB~~Local Boards that identifies, and alternatively, requires, recommends, or encourages the adoption of best practices and model partnerships at the local and regional level to facilitate the implementation of WIOA program strategies and youth policy priorities.

EMPLOYER ENGAGEMENT

1. Partners will engage in collaborative employer outreach and engagement and marketing of employer incentives and strategies for the hiring of youth.

- Participation in Employer Engagement efforts at the local level through AJCCs and through ~~LWDB~~Local Board business services strategies required under WIOA local plan requirements (WIOA Strategies: Integrated Service Delivery and Braided Resources; Sector Strategies) (Planning Guidance Tier: Required)

- Participation in Employer Engagement efforts at the regional level (WIOA Strategies: Integrated Service Delivery and Braided Resources; Sector Strategies, Organizing Regionally) (Planning Guidance Tier: Recommended)

- Participation in Employer Engagement efforts at the ~~State~~ state level (WIOA Strategy Sector Strategies).

WORK BASED LEARNING ACTIVITIES

1. Partners agree to support the integration of work-based learning activities in all youth programs that involve interactions with industry professionals that include career awareness, career exploration, career preparation and career training activities such as "earn and learn" programs.

    - Career Awareness: Youth build awareness of the variety of careers available and begin identifying areas of interest.

    - Career Exploration:- Youth explore career options to provide motivation and inform career decision-making.

    - Career Preparation:- Youth apply learning through practical experience and interaction with professionals from industry and the community in order to extend and deepen classroom work and support the development of college-

Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:

and career-readiness, knowledge and skills (higher-order thinking, academic skills, technical skills, and applied workplace skills).

- Career Training: Youth train for employment in a specific field and range of occupations.

CAREER PATHWAYS

1. Partners agree through leveraging local resources to align education, employment, training, and supportive services to provide opportunities for career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, to prepare for youth to enter a career pathway or enrollment in post-secondary education.

2. The CWDB agrees to collect research and invest in ~~demonstrations~~ demonstrative projects relating to meeting the education and employment needs of youth, to add to ~~the~~ a menu of state and national best practices for career pathways that align with the skill needs of industries in the economy of the ~~State~~ state or region.

3. Partners will promote the building of career pathways programs and partnerships geared toward supporting programs that serve youth including, but not limited to community college, foster youth, adult and juvenile justice, social service, and educational programs at the local, and, where appropriate, the regional level. Partners will communicate both jointly, and individually with their local counterparts on the benefits of these programs, using individual written guidance, joint letters, and/or when appropriate, relevant policy directives.

4. The nature of career pathways partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery, will be determined locally or regionally, depending on agreements between human services, ~~LWDB~~Local Boards, community colleges, juvenile/adult justice programs, and any youth service providers who are involved with local agreements pertaining to career pathways.

5. For the purposes of developing the local and regional plans, the CWDB will issue local and regional planning guidance that recommends that ~~LWDB~~Local Boards work with relevant agencies to develop local partnerships. The CWDB will ensure through local and regional planning guidance that partners are consulted in the development of local and regional WIOA plans, which detail targeted sectors, prioritized career pathways, and regional labor market analyses.

Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:

~~ONE~~ ONE-STOP ACCESS

1. Partners agree to work collaboratively at the state, regional, and local level to build capacity and increase professional development for ~~one stops~~One-Stop staff for the purpose of ensuring programmatic, physical, and electronic access, and increase employment opportunities for youth. Additionally, partners~~-~~ will support Local Boards to promote best practices in physical and programmatic accessibility, ~~including: facilities~~including: facilities, programs, services, technology and materials

2. Partners will work jointly to identify models of ~~one stop~~One-Stop partnerships that support youth programs, as well as the purpose of these partnerships, and the manner in which these partnerships elevate service delivery so as to improve client outcomes. To ensure the WIOA youth vision of supporting an integrated service delivery system and framework, partners and local areas will leverage other ~~Federal~~federal, ~~State~~state, ~~Local~~local, and philanthropic resources to support in-school and out-of-school youth.

Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:
Formatted: Font:

California Employment Development Department (EDD)-Working Group
Partnership Agreement

1. Partners the California Employment Development Department (EDD) and the California Workforce Development Board (CWDB), agree that the CWDB and EDD will partner to achieve the policy objectives of the state plan:

    - Fostering demand-driven skills attainment. Workforce and education programs need to align program content with the states industry sector needs to provide California employers and businesses with the skilled workforce it needs to compete in the state and global economies.

    - Enabling upward mobility for all Californians, including populations with barriers to employment. Workforce and education programs need to be accessible for all Californians and ensure that everyone has access to a marketable set of skills and able to access the level of education and/or training necessary to ensure economic self-sufficiency and security.

    - Aligning, Coordinating, and Integrating Programs and Services to economize limited resources while also providing the right services to clients, based on each client's particular and potentially unique needs so as to facilitate skills-attainment.

2. EDD will draft a Title III appendix to the State plan in areas not required in Title I, but required of the State's Wagner Peyser program. The Unified State plan and EDD compliance appendix will inform the content of each other.

3. CWDB and EDD will work together to implement the Workforce Innovation and Opportunity Act (WIOA) program strategies through a value-added partnership in which each partner contributes on the basis of its programmatic expertise.

4. EDD and CWDB recognize that the ability to implement WIOA program strategies are contingent on resources, and the development and continued support of ongoing partnerships at the state, local, and regional levels,

5. CWDB and EDD will communicate both jointly, and individually with their local counterparts (local workforce development areas and America's Job Centers of California) on the need to partner to collectively implement WIOA program strategies. This communication will occur using EDD Workforce Service Branch Directives and Information Notices along with other means, i.e. websites, email, formal letter correspondence, etc.

~~6.~~ The nature of regional and local partnerships, partner responsibilities, and the specific manner in which partners will braid resources and coordinate service delivery to implement the WIOA Program Strategies will vary according to the types of local agreements (WIOA required Memorandums of Understanding – MOUs)worked out between Local Workforce Development Areas and EDD

7. Working with EDD, the CWDB will issue "tiered" policy guidance that identifies, and alternatively, requires, recommends, or encourages the adoption of best practices and model partnerships at the local and regional level to facilitate the implementation of WIOA program strategies.

8. Partners CWDB and EDD agree that a memorandum of understanding (MOU) will be updated between EDD and each LWDA concerning the operation of the one-stop delivery system in the local area including: services to be provided, funding sources and mechanisms, methods of referral between one stop operator and one stop partners, methods to ensure needs of individuals with disabilities are addressed and duration of the MOU.

9. CWDB, EDD, and other state plan partners will work together to identify methods to share data and develop a common outcomes reporting system that includes, but is not limited to, case management and performance tracking to facilitate common intake and integrated performance reporting, which for WIOA Titles IB and III will be the CalJOBS system, until and unless state plan partners, including EDD agree to an alternative approach....

10. EDD will administer the State's labor exchange system and work with local and regional LWDAs to list job openings, provide a statewide network that links employers with qualified job seekers throughout California, maintain the California Eligible Training Provider List (ETPL), and provide a common application, registration, participant tracking and reporting system for California using the state's CalJOBS system. Additionally, the CWDB and EDD will encourage mandatory WIOA partners to use CalJOBS as the State's general labor exchange system to support enhance and collaborative delivery of WIOA services. With respect to case management and performance tracking, EDD will offer use of other CalJOBS modules, as far as resources or sharing costs with LWDB's permit for case management and performance reporting to State Plan and One Stop partners to facilitate common intake and integrated performance reporting, but any use of CalJOBS for these purposes will be consistent with ongoing efforts to both develop new and coordinate existing data systems for the purposes of common intake and integrated performance reporting envisioned under WIOA. With respect to case management and performance reporting, the CWDB and EDD agree to work toward the establishment of the common system envisioned

under WIOA with the full expectation that all state plan partners, including LWDBs, will be required to use any common intake and integrated performance reporting system established to meet the relevant requirements of WIOA pertaining to integrated intake, case management, and performance reporting. . For its part, the State Board agrees to approach the matter of data-sharing, the building of interoperable data systems, and the use of common case management systems, to the extent they are consistent with the following principles:

- Form meets function. The technological architecture for integrated and interoperable data-systems should be crafted to serve the policy objectives of the programs they are designed for and should not unduly constrain or predetermine the policy choices of program administrators and operators in a way that limits the capacity for policy innovation.
- Data-sharing and data integration efforts make the most sense where there is a commonality of interest, need, or purpose and a set of shared goals. Any efforts to develop data-sharing agreements or, where appropriate, move towards data-integration will proceed on the basis of value-added partnership such that all partners gain something from the partnership.
- Agreements will need to recognize and take into account the varied needs of different programs and client populations, the varying privacy and confidentiality requirements of different programs, recognition of data-ownership by program operators, and the need to work collaboratively to craft shared solutions and cost sharing agreements, that serve both the programs being operated, and more importantly, the members of the public receiving services.

o To the extent that agreements to expand or modify CalJOBS for the use by and enable interoperability amongst State Plan and other partners meet the above criteria, the State Board will support these agreements.

EDD agrees to achieve program coordination and, to the extent possible, integration, of the following programs in the America's Job Center system of California: Wagner-Peyser Act, Trade Adjustment Assistance Act, Migrant Seasonal Farmworker outreach programs, Jobs for Veterans State Grant (JVSG), Unemployment Insurance, Re-employment Services and Eligibility Assessment Activities (RESEA) and Labor Market Information as negotiated and articulated in the local MOUs..

o EDD agrees, to the extent feasible, to coordinate all services referenced in #12 above, to job seekers with the LWDB, including

  - Orientation to help claimants/job seekers access self-service basic career services offered by the AJCC through the resource room or

virtually, with particular emphasis on accessing available labor market and career information.
    - Registration in the state's CalJOBS system.
    - assessment of skill levels, abilities, and aptitudes,
    - Referrals to appropriate services offered through the AJCC, such as self-assessments, exploration, and online job and occupations resources.
    - Support in the development of the individual employment plan that must include: work search activities, workshops providing appropriate staff-assisted career services, job search strategies, and /or training.
    - career guidance, job search workshops, and referral to jobs or training in accordance with the approved and adopted MOUs.
- Partners CWDB and EDD agree to coordinate all services, where appropriate and applicable, to employers with the LWDB, and regional WDB, including outreach to small and medium sized employers to identify job placement opportunities, matching job requirements with job seeker experience, skills and other attributes, helping with special recruitment needs, assisting employers analyze hard-to-fill job orders, assisting with job restructuring and helping employers deal with layoffs, and provide information on tax credits, hiring incentives, rapid response and layoff aversion activities and other employer services.
    - EDD will Participate in Employer Engagement efforts at the local level through AJCCs and through LWDB business services strategies required under WIOA local plan requirements (WIOA Strategies: Integrated Service Delivery and Braided Resources; Sector Strategies) (Planning Guidance Tier: Required) in accordance with the approved and adopted MOUs.
        - Vehicle: Local Planning Guidance
        - Participation in Employer Engagement efforts at the regional level (WIOA Strategies: Integrated Service Delivery and Braided Resources; Sector Strategies, Organizing Regionally) (Planning Guidance Tier: Recommended) Vehicle: Regional Planning Guidance. WIOA regional plan requirements do not require core program participation at the regional level. Local plans require the adoption of business services strategies.
    - Participation in Employer Engagement efforts at the State level (WIOA Strategy Sector Strategies).
        - Vehicle: facilitate access to employers engaged in statewide sector strategies initiatives

- Information on Sector Strategies, Career Pathways, Labor Market Information (WIOA Strategy Sector Strategies, Career Pathways)

  - Vehicle: CWDB will ensure that EDD has access to and participation in the regional WIOA plans and programs which detail targeted sectors, prioritized career pathways, and regional labor market analyses.

- EDD will provide labor market information and workforce data to support the policy objectives of the state plan and to support regional and local planning efforts subject to resource availabilityThe.EDD agrees to negotiate and agree upon the development and distribution of state and local workforce information which allows job seekers, employers, and providers and planners of job training and economic development to obtain information pertaining to job opportunities, labor supply, labor market or workforce trends, and the market situation in particular industries with the CWDB contingent upon the availability of resources. This information will be used by local workforce development boards, in concert with other labor market information research, to develop services for job seekers and employers to ensure that training and job placement services occur for occupations and sectors that are growing middle skill jobs that result in family self-sufficiency wages.

- EDD will assist in the planning and implementation of professional development and career advancement opportunities for staff to strengthen career guidance services and enhance employer services in concert with LWDB efforts around AJCC staff capacity needs.

WIOA Program Strategies: Integrating service delivery and braiding resources

  - Vehicle: One Stop Design and Certification requirements, Local Planning Guidance; additionally EDD and CWDB will ensure resources for cross-training of frontline staff in the AJCCs (Planning Guidance Tier: Required). (Planning Guidance Tier: Recommended).

- The CWDB will coordinate a WIOA Data Sharing Workgroup made up of the core and required partners to develop recommendations on data sharing, performance reporting and use of the base wage file for outcomes verification.