

California (CA) WIOA Matrix

Employment First State Leadership Mentor Program (EFSLMP)

The DPEC works with the State Board, Independent Living Centers, AJCCs, 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. (Page 247)

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. (Page 355)

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 work incentives planning; establish new partnerships with employers through the National Employment Team; maximize the use of Talent Acquisition Portal, 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. (Page 393)

Customized Employment

- The CDOR's Community Resources Development Section continues to conduct comprehensive certification and site reviews of CRPs. The focus of the review process is maximizing employment outcomes for CDOR consumers.

California (CA) WIOA Matrix

- Efforts are taking place to update the CRP Vendorization and Certification Guidelines with information on Pre-Employment Transition Services 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. (Page 353)
- 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 America’s Job Centers of California.
- 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; assistive technology; 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. (Page388)
- Efforts are taking place to update the CRP Vendorization and Certification Guidelines with information on Pre-Employment Transition Services 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. (Page 353)

Braiding/Blending Resources

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. (Page 43)

- 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. (Page 65)

California (CA) WIOA Matrix

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. (Page 74)

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-dded “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.” (Page 82)

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. (Page 84)
- 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 (Page 103)

The State Board 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 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). (Page109)

Working with partner state agencies, such as DOR and CDSS, 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. (Page 110)

California (CA) WIOA Matrix

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 (Pages 113)
- by braiding resources to fund job readiness training and provide supportive services for eligible students enrolled in and completing Regional Sector Pathway programs (Page 115)

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:

- 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. (Page 118)

The State Board 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

California (CA) WIOA Matrix

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:

- 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. (Pages 120, 121, 124, 126, 128)
- 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 RPU 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 contracting rules. (Pages 135,137)

- 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 RPU 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. (Page 144,147)

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 braiding resources to fund job readiness training and provide supportive services for eligible students enrolled in and completing Regional Sector Pathway programs (Page 154, 156)

California (CA) WIOA Matrix

- Integrated service delivery: braiding resources and coordinating services at the local level to meet client needs. (Page 438)

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 (Page 443)

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. (Page 455)

INTEGRATING SERVICES AND BRAIDING RESOURCES

- “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
- creating cross–system data capacity, including diagnostic labor market data to assess where to invest, and performance data to assess the value of investments (Page 476)

The State Board 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 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). (Pages 485, 486, 488, 489, 490)
- Integrated service delivery: braiding resources and coordinating services at the local level to meet client needs. (Page 509)

California (CA) WIOA Matrix

Section 188/Section 188 Guide

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 WIOA 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 State Rehabilitation Counsel 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. (Page 247)

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. (Page 248)

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. (Page 519)

DEI/Disability Resource Coordinators

No disability specific information found regarding this element.

California (CA) WIOA Matrix

Other State Programs/Pilots that Support Competitive Integrated Employment

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. (Page 327)

OTAN disseminates information through a multitude of face-to-face and online workshops, conference presentations, and by producing videos that demonstrate teaching with technology and technology integration lesson plans. All videos are archived on OTAN's website. OTAN recently piloted a Community Model of Online Learning to increase regional access to high-quality online math curriculum for adult learners. The Online Teaching Academy (OTAC) assists instructors in becoming competent online teachers and mentors using Moodle and other instructional technology. It also hosts the Technology Integration Mentor Academy (TIMAC) training, a year-long professional development project where participants to become mentors and increase the effective use of technology in classrooms. The Technology and Distance Learning Symposium rotates each year between north and south geographic locations in the state. (Page 331-332)

Financial Literacy/Economic Advancement

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. (Page 281)

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. (Page 283)

California (CA) WIOA Matrix

Procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

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, the National Center on Leadership for the Employment and Economic Advancement of People with Disabilities, and the Employment and Training Administration.

Benefits

3. Regular payments from railroad retirement, strike benefits from union funds, worker's compensation, and training stipends;
4. Alimony;
5. Military family allotments or other regular support from an absent family member or someone not living in the household;
6. Pensions whether private, government employee (including Military retirement pay);
7. Regular insurance or annuity payments other than Supplemental Security Income disability (SSI) or veterans' disability;
8. College or university grants, fellowships, and assistantships;
9. Net gambling or lottery winnings;
10. Social Security Disability Insurance payments (SSDI)
 - Social Security Disability Insurance (SSDI) pays benefits to individuals that have worked in the past, paid Social Security taxes, and are currently unable to work for a year or more because of a disability. SSDI is considered income replacement and must be included in family income (All of page 204)
12. Tribal Government Payments (i.e., Per Capita Payments, Lease Payments, Individual Indian Money (IIM);
13. Old age and survivors insurance benefits received under section 202 of the Social Security Act (42 USC 402).
 - Old age and survivors insurance benefits include: Social Security Survivor Benefits – these are benefits paid to people up to age 18 who have had a parent die and the parent paid wages into the system; and
 - Social Security Retirement Benefits – these are benefits that are paid to people who reached their social security age and have wages paid in the system. (Page 205)

California (CA) WIOA Matrix

School to Work Transition

WorkAbility I Program

The WorkAbility I program is administered through the California Department of Education. The goal of the WorkAbility I 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 and postsecondary education or training. (Page 341)

Employment Transition Services:

- Outreach to schools and closer collaboration between VR and Local Education Agency staff that do not currently have a Transition Partnership Programs cooperative arrangement.
- Expand transition services beyond school to work to include school to postsecondary training transitions.
- Provide information about the transition from school to work at an earlier age to students with disabilities.
- Provide benefits education planning and services to students as well as parents and guardians of students with disabilities.
- Provide specialized training and increase awareness for VR staff and service providers on the unique needs of students with disabilities.

In addition, there are a number of methods that CDOR will utilize to ensure the provision of the core Pre-Employment Transition Services to students with disabilities: (Page 350)

- 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: Blueprint for Reform for Individuals with Disabilities. In December 2014, CDOR, the California Department of Education, and the California Department of Developmental Services entered into a Memorandum of Understanding 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 the California Competitive Integrated Employment effort is to develop a "blueprint" that will outline plans for:

California (CA) WIOA Matrix

- 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; (Page 355)

For both youth with disabilities and students with disabilities:

- Outreach to schools and closer collaboration between VR and Local Education Agency staff that do not currently have a Transition Partnership Programs cooperative agreement.
- Expand transition services beyond school to work to school to postsecondary training transitions.
- Provide information about the transition from school to work at an earlier age to youth with disabilities and students with disabilities.
- Provide benefits education planning and services to students with disabilities and youth with disabilities as well as parents and guardians of youth with disabilities and students with disabilities.
- Provide specialized training and increase awareness for VR staff and service providers on the unique needs of youth with disabilities and students with disabilities. (Page 372)

Data Collection

- Continue coordination and collaboration with the California Department of Education and the California Department of Developmental Services as outlined in the Blueprint to prepare and support all individuals with intellectual and developmental disabilities who choose competitive integrated employment.
- Promote collaboration at the local level and develop local partnership agreements between CDOR Districts, local education agencies, and the California Department of Developmental Services-funded local regional centers that address competitive integrated employment.
- Improve data collection and sharing between CDOR, the California Department of Education, and the California Department of Developmental Services.
- Hold stakeholder meetings and forums to communicate information on achieving competitive integrated employment for individuals with intellectual and developmental disabilities.
- Amend the current Interagency Agreements between CDOR, the California Department of Education, and the California Department of Developmental Services to include an emphasis on competitive integrated employment and local linkages, as referenced in the Blueprint.

California (CA) WIOA Matrix

- Consistent with WIOA Section 511, the new VRSD teams will support competitive integrated employment consistent with WIOA and will provide additional career counseling services. The career counseling services will be delivered in a manner that facilitates independent decision making and informed choice as the individual with a disability makes decisions regarding employment and career advancement activities. (Page 390)

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. (Page 471)

Small Business/Entrepreneurship

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 focus include advanced manufacturing; advanced transportation and renewable energy; biotechnology and life science; allied health; 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. (Page 45)

75 Percent Expenditure Requirement

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. (Page 281)

California (CA) WIOA Matrix

Career Pathways

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 CCCCO'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
- 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 (Page 107)

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.

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 consumer choice in the development of Individualized Plans for Employment (IPE). (Page 108)

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 CDSS, 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

California (CA) WIOA Matrix

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. (Page 110)
- 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 (Page 113)

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 CDSS, 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.

California (CA) WIOA Matrix

- Working with partner state agencies, such as DOR and CDSS, 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. (Page 121)

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 CCCCO'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: (Page 142)

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.

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 consumer choice in the development of Individualized Plans for Employment (IPE).

DOR staff and their partners in the disability services community, to the extent permissible under state and federal laws, will work locally and regionally with Local Board staff as well as training and education providers, including K-12 and 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 plan partners. (Page 143)

- 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.

California (CA) WIOA Matrix

- 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. (Page 208)

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 (Page 237)

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 assistive technology, 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. (Page 372)

California (CA) WIOA Matrix

[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.” (Page 441)

- Creating a marketing/communication team of WIOA core partners at the State level: (EDD, DOR, CDSS, CCCC, 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. (Page 473)

- **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

California (CA) WIOA Matrix

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 (Page 476)

Local Boards (Title I) working together regionally will work alongside CTE faculty and Deans from the community colleges, representatives from the CCCCO’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
- 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. (Page 481)

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.

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 consumer choice in the development of Individualized Plans for Employment (IPE).

California (CA) WIOA Matrix

DOR staff and their partners in the disability services community, to the extent permissible under state and federal law, will work locally and regionally with Local Board staff as well as training and education providers, including K–12 and 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 plan partners. (Page 482)

DOR Priority -- Physical, programmatic and electronic access for youth with disabilities including the following:

Access to 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-Stop MOU and 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 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-Stop MOU and 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 Local Boards linkages to DOR's youth programs. (Page 527)

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 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. (Page 528)

California (CA) WIOA Matrix

Employment Networks

The CDOR actively coordinates with the Ticket to Work and Self-Sufficiency Program. Ticket to Work is a voluntary work incentive program for Social Security Disability Insurance or Supplemental Security Income beneficiaries between the ages of 18 and 64 who are interested in going to work. The Ticket to Work 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. A ticket cannot be assigned to an Employment Network and in-use with CDOR at the same time.

The CDOR's Work Incentives Planners and VR Counselors have an active role in the Ticket to Work program. CDOR's Work Incentives Planners verify ticket status, provide information as needed, and facilitate referrals to Employment Networks at case closure. VR counselors distribute CDOR's Ticket to Work fact sheet at intake, verify the ticket status prior to approving the Individualized Plan for Employment, and facilitate sequential services. (Page 346)

* All enclosed information is cited directly from final state plan as of February 23, 2017

Find your local state plans here: <https://www2.ed.gov/about/offices/list/osers/rsa/wioa/state-plans/index.html>