



SAN DIEGO SUPER REGION MEETING

August 14, 2018

1:00 pm – 3:00 pm

East Region Adult Education, 1550 Melody Lane, El Cajon, CA 92019

MINUTES

Attendees:

Melanie Hitchcock, Rachel Rose, Kelly Henwood, Diane Edwards, Ryan Burke, Brooke Valle, Ute Maschke

1. Welcome/Introductions and Additions to Agenda

There was one addition to the agenda: Review of Proposition 98 funding activities at the regional level.

2. Approval of Minutes

Minutes were approved as read.

3. Super Region Reports/Updates

- Contact List – Mia Funk (as Director of College and Career Readiness, EUHSD) joined us
- Consortia Updates
 - San Diego Adult Ed Regional Consortium, East Region Adult Ed, South Bay Adult Ed are ready to submit/submitted consortium plans for 2018/19; generally speaking, work on this plan alerted everyone to the need for more joint planning and more details to be included when members select strategies from the consortium plan
 - SD Adult Ed Regional Consortium
 - will look at plan of attack in September, also through establishing/working with a human-centered design team;
 - set up new by-laws (addressing items such as proxy vote and how to address changes in board members);
 - decrease in number of ESL students
 - South Bay Adult Ed
 - In a state of transition – bridge year will be challenging
 - Introducing more concrete, cross services
 - More college faculty on campus; more Adult ed teachers on college campus + an ESL class on college campus
 - East Region Adult Education
 - Plan is done; adding more strategies to include MEUSD more
 - New classes to meet the needs of advanced ELL (English for Medical Professions; CompTIA A+ certification)
 - Working on having a college course (Counseling 130) at GAE school site

- Meeting format

A suggestion was made to create a “practitioner” and an “invited partners,” with partners coming at an appointed time. Such a split could promote equity and allow for some “closed” conversations when needed. Advantages and disadvantages were discussed. *Advantages:* more time to discuss the more minute details of our work; respect partners’ time. *Disadvantages:* We need community partners to understand who we are and what our struggles are. Information is (also) gathered when partners listen in and learn what affects our region and our work. Transparency is better for mutual partnership. *Possible Solution:* Adjust agenda as needed to include special partners (only) when there are special topics + simply let partners know if/when time would be needed for a “closed” discussion.

- Meeting times and locations for 2018-19

- Tuesday, September 11: ERAE/GAE (1550 Melody Lane, El Cajon CA 92019)
- Tuesday, October 9: E2CN/Vista Adult School, 510 Sunset Dr., Vista, CA 92081
- Tuesday, November 13: SDWP/Metro Career Center, 4389 Imperial Ave, San Diego, CA 92113
- Tuesday, December 11: Sweetwater Adult Ed/Southbay Adult Ed
- Tuesday, January 8: ERAE/GAE (1550 Melody Lane, El Cajon CA 92019)

4. Discussion Item #1: Structure and roles of [California Community Colleges San Diego and Imperial Counties Regional Consortium](#) and WDC: Brief overview Regional Consortium structure and of materials, agendas, and minutes available on the website. (Also see appendix A.)

- WDC’s last meeting (August 10) included a one-pager on Proposition 98 and “K12 component of the Strong Workforce Program.” (Also see appendix B.)
- We remain concerned about the seeming lack of consideration of Adult Education programs outside of community colleges and high schools. Kelly emphasized that there is a lot of anxiety in K-12 that this funding stream will create unintended competition and confusion. If we create new CTE programs/pathways/pipelines, all of us should be at the table and come to a shared understanding.
- We agreed to invite a regional consortium representative to one of our next meetings.

5. Discussion Item #2: Opportunities for collaboration across five consortia

- Review and discussion of suggested topics
Because only a few of us could attend the meeting in person, we decided to send out a survey for input. There is general agreement on the benefits of collaboration on specific topics. Survey will be sent out separately.
- Brooke Valle, VP of Strategy SDWP, presented opportunities for partnerships between SDWP and the super region, especially considering EDD directives regarding regional and local planning guidance (WIOA updates; plan modifications; etc.) and partnerships and ETPL policies and procedures. (Also see appendix C.)
- SDWP should contribute with scans of existing services (and where additional help would be needed); population research (perhaps even connected the dots between the Regional Consortium and Adult Education programs activities); initial outreach to employers; help in building business service/engagement unit(s) in a consolidated manner; help develop

relationships between correctional facilities and adult ed. (establish a solid referral process for training programs)

- SDWP would also be interested in more dialog on certain tools available, e.g., Career Coach (makes labor market and specific assessments available to students; connects students to programs and courses available at colleges – *but could include K-12 adult ed. providers if we partnered*; to specific employer information and regional and local job openings); tool is currently also explored by Regional Consortium and WDC; SDWP could also provide training and professional development.
- For further discussion, we would also want to bring into the conversation student services.
- SDWP will present in more detail during our November meeting.

6. Adult Education Program (formerly named AEBG) Updates

- Due Dates
 - August 15: Annual plans for 2018/19
 - September 1: 2016/17 and 2017/18-member expense report in NOVA (Q4). – For details and clarification see here.
 - September 30: 2016/17 and 2017/18-member expense report certified by consortia in NOVA (Q4). “Must be positive numbers.”
 - September 30: Final report for 2017/18 due in NOVA; allows for final adjustment and includes a report by program area. “The total 17/18 expenditure report by object code must match the total 17/18 expenditure by program area.” For details and clarification see here. (October 15: Final report certification due in NOVA.)
 - September 30: Program Year Budget Due in NOVA (includes 2017/18 carry over and 2018/19 new funds)
 - September 30: End of Q1
- TAP events
- For 3-year planning, partnerships seem to gain more and more importance. (See appendix C.)

7. Reports/Updates

- WDC
- CASAS: There is training in North OC August 29 and 30, 2018 (Anaheim – CASAS/WIOA regional training and implementation); tentatively a meeting in Vista in October. Week of September 10, feds will be evaluating CDE (basically an audit of WIOA II).

8. Upcoming Events

- CWA Meeting of the Minds, September 4-6, 2018; Monterey, CA
- AEP leads and field team meetings, September 27-28, 2018; Sacramento, CA
- AB705 Implementation Workshop, September 14-15, Los Angeles, CA
- ASAP Adult Ed User Conference, October 22-23, 2018, Anaheim, CA

9. Other

We agreed to invite a representative from San Diego County Office of Education. (There is a concern though that the office is charging for participation, as they have done so in the past.) No decision has been made yet about whom to contact.

10. Next meetings

- September 11 – Discussion of opportunities for collaboration across five consortia; topics for next meetings and stakeholder engagement event (tentatively planned for February);
- ...
- February 12 – Professional Development / Community Event

Meeting was adjourned 3:10 pm.



SDIC COMMUNITY COLLEGE WORKFORCE DEVELOPMENT COUNCIL MEETING

August 10, 2018
10:30am-12:00pm

San Diego Mesa College, Learning Resource Center, LRC-435

AGENDA

Phone: 888-450-4821
Participant: 384505
Presenter Pin: 1686395

| Time | Item | Speaker |
|----------------|---|---|
| 10:30 (5 min) | 1. Welcome/Introductions | T. Recalde |
| 10:35 (2 min) | 2. Approval of June 8, 2018 Minutes (<i>handout</i>) | T. Recalde |
| 10:37 (0 min) | 3. Programs approved by Dean's Council | T. Recalde |
| 10:37 (40 min) | 4. SWP Implementation Update <ul style="list-style-type: none"> Implementation <ul style="list-style-type: none"> Workgroup members (<i>handout</i>) Workgroup updates Data/Research Marketing (<i>handout</i>) | M. Smith Leads Z. Lindstrom M. Ash |
| 11:17 (20 min) | 5. K-12 Component of SWP (<i>handout</i>) | M. Smith |
| | 6. Other <ul style="list-style-type: none"> Professional Development <ul style="list-style-type: none"> DAS/DOR Apprenticeship Career Fair | |
| 11:37 (2 min) | 7. Roundtable | T. Recalde |

Adjourn

Next meeting, **Friday, September 14, 2018**, Mesa College - 7250 Mesa College Dr, San Diego, CA 92111 - Learning Resource Center, 4th floor (LRC-435)



SWP Regional Implementation Membership by Workgroup

Workgroup 1: Career Pathways

Region: Jen Patel, DSN, Chair

Poway USD: Kathleen Porter, Co-Chair

Cuyamaca: -----

Grossmont: Erica Olmos, CTE Program Specialist

Grossmont: Sosha Thomas, Faculty CSIS/BOT

IVC: Betsy Lane, Associate Dean

MiraCosta: Robbi Rosen, Faculty

Palomar: Glyn Bongolan, General/STEM Counselor

SD City: Jeanie Tyler, Associate Dean Strong Workforce

SDCE: Kelly Henwood, Special Projects Manager

SD Mesa: Danene Brown, CE Dean

SD Mesa: Raquel Sojourner, Counselor/Assistant Professor

SD Miramar: -----

Southwestern: Marie Vicario, CE Faculty

Region: -----

Region: Mollie Smith, RC Chair

Region: Leslie Blanchard, RC Program Specialist

Workgroup 3 Pathway Navigation

SD Mesa: Claudia Estrada, Transfer/Career Supervisor, Chair

Grossmont: Javier Ayala, CE Dean, Co-Chair

Cuyamaca: Mary Touchet, Math Faculty (leaving)

Cuyamaca: George Dowden, CE Coordinator

Grossmont: Renee Nasori, Student Services

Supervisor/Coordinator

Grossmont: Lynn Keane, BOT Faculty

IVC: Marisela Moreno, Student Success Specialist

MiraCosta: Donna Davis, Faculty

Palomar: Rosie Antonecchia, General Counselor

SD City: -----

SDCE: Alex Berry, SWP Activity Manager

SD Mesa: Ailene Crakes, Dean, Student Development

SD Miramar: Rick Cassar, Counselor

SD Miramar: Karl Cameron, Adjunct Counselor

SD Miramar: Becca Bowers-Gentry, Faculty, Biotechnology

Southwestern: Scott Finn, Career Counselor

Region: Kim Teston, DSN

Region: Mollie Smith, RC Chair

Region: Leslie Blanchard, RC Program Specialist

Workgroup 2: Middle School/High School

Engagement

Region: -----

SD Miramar: Jesse Lopez, CE Dean, Co-Chair

Southwestern: Jennifer Lewis, CE Dean, Co-Chair

Cuyamaca: Kate Miller, CTE Support Specialist

Grossmont: Angela Tilley, CTE Program Assistant

Grossmont: Erika Arangure, CTE Program Coordinator

IVC: Roxanne Nunez, CE Counselor

MiraCosta: -----

Palomar: Glyn Bongolan, General/STEM Counselor

SD City: Theresa Savarese, CBTE Faculty/Department Chair

SD City: -----

SDCE: Lorie Howell, Dean GED/HS Diploma/Basic Skills

SD Mesa: Genevieve Esguerra, Outreach Coordinator

Region: Leroy Brady, DSN

Region: Heather Cavazos, Industry Connection;

Region: Mollie Smith, RC Chair

Region: Leslie Blanchard, RC Program Specialist

Region: Jen Patel, DSN

Workgroup 4 Work-Based Learning & Job Placement

SD Miramar: Ben Gamboa, Associate Dean Strong

Workforce, Chair

Cuyamaca: Larry McLemore, CE Dean, Co-Chair

Grossmont: Lynn Keane, BOT Faculty

Grossmont: Taryell Simmons, Internship/Job Developer

IVC: Janeth Cruz, Internship Coordinator

MiraCosta: Nina Lovejoy, Coordinator Internships & Co-op

Palomar: Nicole Roe, Associate Dean

Palomar: Jason Jarviven, Cooperative Education Faculty

SD City: Melanie Davidson, Counselor, Job Placement Career Services

SDCE: Deborah West, Business and IT Faculty

SD Mesa: Shawn Fawcett, Transfer & Career Counselor

Southwestern: Laura Gershuni, CE Faculty

Region: Ann Durham, DSN

Region: Mollie Smith, RC Chair

Region: Leslie Blanchard, RC Program Specialist

Workgroup 5 Tutoring

SD Mesa: Monica Romero, Associate Dean CTE, Chair

SD Mesa: Danene Brown, CE Dean, Co-Chair

Cuyamaca: Mary Graham, Faculty

Grossmont: Keith Turner, Interim Learning Assistance Center Specialist

Grossmont: Symone McDaniels, Interim LTR Supervisor

IVC: Josue Verduzco, Learning Support Services Coordinator

MiraCosta: Dr. Anne Ngo, Business Faculty

Palomar: Dennis Lutz, Drafting Technology Faculty

SD City: Lance Soukhaseum, Tutorial Supervisor

SDCE: Carol Wilkinson, Dean Parent Education

SD Mesa: Mark Manasse, Tutoring Faculty

SD Mesa: Christine Balderas, Allied Health Faculty

SD Miramar: -----

Southwestern: (F) Andrew Rempt, CE Faculty Learning

Assistance Services Coordinator

Region: Ed Smith, DSN

Region: Molly Ash, RC Coordinator

Workgroup 7 DSN

Region: Mollie Smith, RC Chair, Chair

Cuyamaca: Larry McLemore, CE Dean

Grossmont: Javier Ayala, CE Dean

IVC: Efrain Silva, CE Dean

MiraCosta: Al Taccone, CE Dean

Palomar: Margie Fritch, CE Dean

SD City: Jeanie Tyler, Associate Dean

SDCE: Cassandra Storey, CE Dean

SD Mesa: Danene Brown, CE Dean

SD Miramar: Jesse Lopez, CE Dean

Southwestern: Jennifer Lewis, CE Dean

Region: all DSNs

Region: Tina Ngo-Bartel, COE Director

Workgroup 6 Employer Engagement

Palomar: Margie Fritch, CE Dean, Chair

SDCE: Cassandra Storey, CE Dean, Co-Chair

Grossmont: Paolo Espaldon, Americas Promise Coordinator

Grossmont: Erika Arangure, CTE Program Coordinator

IVC: Janeth Cruz, Internship Coordinator

Southwestern: Nelson Riley, Student Employment Supervisor

Region: Jon Kropp, DSN

Region: Jen Patel, DSN

Region: Mollie Smith, RC Chair

Region: Leslie Blanchard, RC Program Specialist

Marketing

SD Mesa: Danene Brown, CE Dean, Chair

Cuyamaca: Anne Krueger, PIO

Grossmont: Anne Krueger, PIO

IVC: Patricia Robles, Workforce Coordinator

MiraCosta: Christina Sharp, Faculty

Palomar: Margie Fritch, CE Dean

SD City: Jack Beresford, PIO

SDCE: Jack Beresford, PIO

SD Mesa: Jack Beresford, PIO

SD Miramar: Jack Beresford, PIO

Southwestern: Lillian Leopold, PIO

Region: Tina Ngo Bartel, COE Director

Region: Mollie Smith, RC Chair

Region: Molly Ash, RC Coordinator

Data/Research

MiraCosta: Zhenya Lindstrom, Associate Dean, Chair

City: Rose LaMuraglia, CE Dean

Grossmont: Javier Ayala, CE Dean

IVC: Jose Carrillo, Director of Institutional Research

MiraCosta: James Clifton, CTE Research Analyst

Palomar: Susan Garland, Senior Grants Administrative Specialist

SD Mesa: Hai Hoang, Research and Planning Analyst

SD Miramar: Ben Gamboa, Associate Dean Strong Workforce

Southwestern: Jessica Noel, CTE Research Analyst

Region: Tina Ngo Bartel, COE Director

Region: Victor Castillo, DSN

Region: Leroy Brady, DSN

Region: Mollie Smith, RC Chair

Region: Molly Ash, RC Coordinator

K12 Component of the Strong Workforce Program - \$164M

The overarching intent of SWP is for colleges to work together with workforce development providers, education partners and other stakeholders to be responsive to the needs of employers by aligning and expanding high-quality industry valued offerings, enabling students to access current and future job markets and promoting economic and social mobility.

Purpose: Create, support, and/or expand high-quality career technical education programs at the K-12 level that are aligned with established regional goals occurring through the regional Strong Workforce Program (SWP) to increase the transition from secondary to post-secondary and career.

Funding: The 18-19 State budget designated ongoing Proposition 98 funding through the community college regional SWP structure eligible to K-12 LEAs; school districts, county offices of education, charter schools, and regional ROPs. The \$164M annual ongoing allocation includes \$150M to LEAs, \$12M for Workforce Pathways Coordinators (114 hired by colleges), and \$2M to increase regional consortia infrastructure costs. The CCCCO will also provide a least one TAP to each region (large regions get two).

A parallel stream of \$150M ongoing Proposition 98 funds has also been released to CDE to maintain the [Career Technical Education Incentive Grant Program](#).

Timeline:

- Board of Governors approves receipt of funding - September 17, 2018
- Project submission template on NOVA goes live to LEAs - tbd
- Regional allocations dispersed to Strong Workforce Program fiscal agents – January 2019

Application Process: Process is being formed.

Regional Consortium K-12 Component Selection Committee (required members)

- Current or former K-12 CE teachers and administrators
 - Charter school representatives
 - Representatives of industries that are prioritized by the consortium
 - At least one community college faculty or administrator
 - Other K12 education or other stakeholders as determined by the consortium
- (b) The K14 TAP shall serve as a consultant to the selection committee

Measurements of Success:

Community Colleges SWP success is measured by the WIOA metrics: CE Enrollments, completions, transfer, job placement, wage advancement, % attaining livable wage.

K12 Component of SWP success will be measured by the WIOA metrics: CE course completion, graduation, industry recognized certificate, license, employment in field of study, enrolled in postsecondary, apprenticeship or other form of job training.

REGIONAL AND LOCAL PLANNING GUIDANCE PY 18-19

GENERAL INSTRUCTIONS

The attached Directive is being issued in draft to give the Workforce Development Community the opportunity to review and comment prior to final issuance.

Submit any comments by email or mail no later than **June 1, 2018**.

All comments received within the comment period will be considered before issuing the final Directive. Commenters will not be responded to individually. Rather, a summary of comments will be released with the final Directive.

Comments received after the specified due date will not be considered.

Email CWDBInfo@cwdb.ca.gov

Include "Draft Directive Comments" in the email subject line.

Mail California Workforce Development Board
Attn.: Regional and Local Planning Directive
800 Capitol Mall, Suite 1022
Sacramento, CA 95814

If you have any questions, contact Bethany Renfree at 916-657-1446.

REGIONAL AND LOCAL PLANNING GUIDANCE PY 18-19

EXECUTIVE SUMMARY

This policy provides the guidance and establishes the procedures regarding the preparation of both regional and local plans required by the 2018 modifications to California's Unified Strategic Workforce Development Plan (State Plan). This policy applies to Regional Planning Units (RPUs) and Local Workforce Development Boards (Local Boards), and is effective on the day of issuance.

Retain this Directive until further notice.

REFERENCES

- United States Code (USC) Section 3123
- *Workforce Innovation and Opportunity Act (WIOA)* (Public Law 113-128) Sections 106 and 107
- Title 20 *Code of Federal Regulations* (CFR): 679.500 through 679.580
- *California Government Code* Section 54950 et al.
- Assembly Bill (AB) 2288 (Burke), Chapter 692, Statutes of 2016
- AB 109 (Committee on Budget), Chapter 15, Statutes of 2011
- AB 554 (Atkins), Chapter 498, Statutes of 2011
- Workforce Services Draft Directive WSDD-178, Subject: *Quality Apprenticeship and Pre-Apprenticeship Opportunity* (March 12, 2018)
- Workforce Service Directive WSD16-07, Subject: *Regional and Local Planning Guidance for PY 2017-2020* (September 16, 2016)
- Workforce Services Information Notice WSIN17-26, Subject: *Prison to Employment Initiative* (February 28, 2018)
- WSIN17-24, Subject: *Public Comment Period – Modifications to California's State Plan* (February 9, 2018)

The EDD is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities.

BACKGROUND

Under WIOA, a biennial update of regional and local plans is required in order to ensure plans remain current and account for “changes in labor market and economic conditions or in other factors affecting the implementation of the local plan” (29 U.S. Code § 3123). The California Workforce Development Board (State Board) has also made changes to the State Plan which require that Local Boards update their plans to keep them consistent with the policy direction of the State Plan. Pursuant to the [State Plan modifications](#) submitted to the U.S. Department of Labor in the spring of 2018, the State Board is providing guidance to Local Boards on the requirements associated with local and regional planning modifications. This Directive provides specific guidance and instructions on both required and elective modifications to local and regional plans, and includes the following:

- Conditions and processes for robust stakeholder engagement during the regional and local plan modification process.
- Deliverables for regional and local plan modifications:
 - Required and elective regional plan modifications to align, coordinate, and integrate reentry and workforce services to the formerly incarcerated and other justice-involved individuals.
 - Required local plan modifications arising from regional or local partnerships with county human service CalFresh programs.
 - Required local plan modifications arising from regional or local partnerships with Local Child Support Agencies (LCSAs) to provide workforce services to unemployed, underemployed, and payment-delinquent non-custodial parents.
 - Required and elective local plan requirements pertaining to services for English Language Learners, the Foreign Born, and Refugees.
 - Required regional plan content detailing compliance with State Plan guidance and state law relating to Multi-Craft Core Curriculum (MC3) pre-apprenticeship partnerships.
 - Required regional self-assessment using Indices of Regional Coordination and Alignment.
 - Other changes to regional and local plans made pursuant to changes in labor market and economic conditions or in other factors affecting the implementation of local or regional plans, including modifications to negotiated performance goals.
- Submission process and Scoring Rubric.

Community Engagement and Public Comment Process

Local Boards are subject to the open meeting requirements of the *Ralph M. Brown Act* (Brown Act). The intent of the law is to ensure that meetings are properly noticed, agendas are made available and that the public has an opportunity to provide comment on local policy and operations.

For purposes of the forthcoming planning process, the State Board recognizes that a greater level of meaningful stakeholder, community, and service population participation is more necessary than that which is minimally required to comply with the Brown Act. As such, the State Board is providing additional community engagement requirements to ensure that the interests of client populations are placed at the center of planning conversations as Local Boards move forward and work with stakeholders to modify regional and local plans.

Requirements for Planning Process are as follows:

- Follow applicable open meeting guidelines.
- Must “notice” stakeholders listed by the State Board in each RPU about public meetings and planning activities, and related open events to ensure opportunities to participate in and provide feedback on local/regional plan modifications.
 - Stakeholder lists will be made available electronically by the State Board and at the time final planning guidance is issued later this summer. An established list of stakeholders is forthcoming.
 - Stakeholders invited to participate in planning processes must include all of the following: organizations providing services to the re-entry population and English learners, as well as adult education partners, refugee resettlement agencies, and immigration services providers and all other required planning partners detailed in the guidance that follows.
- Boards must hold one listening session or planning meeting outside of regular business hours (regular business hours are presumed to be 8am-5pm Monday through Friday). This meeting should be public and made available to participants in the geographic area where the board has jurisdiction. When final planning guidance is issued later this summer, the State Board will provide a recommended agenda and engagement process as a template for conducting outreach and interacting with community partners.
- RPUs and Local Boards must notify the State Board of any planning meetings, listening sessions, or other public meetings related to the planning process. This information will be collected and posted on the State Board website.

- Local Boards must post the meeting notice in a prominent, clear location on the Local Board website, in the lobby of office(s), and at America's Job Centers of California (AJCCs) in the board jurisdiction. When the planning meetings are scheduled and if any changes are made, postings must be updated.

Additionally to comply with Title 20 CFR Section 679.500-580, Local Boards representing each Local Workforce Development Area (Local Area) in a RPU must provide an opportunity for public comment on local and regional plan modifications developed through both the local and regional planning process before submitting the plan modifications to the Governor. To provide adequate opportunity for public comment, the Local Boards must additionally do all of the following once planning modifications have been drafted:

- Make copies of the proposed regional and local plan modifications available to the public through electronic and other means, such as public hearings and local news media.
- Include an opportunity for comment by members of the public, including representatives of business, labor organizations, education, and other relevant stakeholders.
- Provide no more than a 30-day period for comment on the plan before its submission to the Governor, beginning on the date on which the proposed plan is made available.
- The Local Boards must submit any comments that express disagreement with the plan modifications as an attachment to the plan modifications submitted to Governor.

Consistent with WIOA Section 107(e), the Local Board must make information about the development of plan modifications available to the public on a regular basis through electronic means and open meetings.

Planning Deliverables and Regional and Local Planning Processes: Do I Modify the Regional or Local Plan, and Do I Use a Local or Regional Planning Process?

Given the movement towards regional partnerships, local boards are encouraged to utilize a regional planning process to develop all regional and local plan modifications though regional planning processes are only required for the development of regional plan modifications as well as any local plan modifications that involve coordination of multiple Local Boards with a common county or a common LCSA. For example, Local Boards in Los Angeles County, (which has seven Local Boards, but only one county welfare department) should engage the county human services agency collectively as a region during the regional planning process to eliminate duplication of efforts.

Local Boards should also note the following:

- Required content pertaining to efforts to coordinate, and integrate reentry and workforce services to the formerly incarcerated and other justice-involved individuals are submitted as part of regional plan modifications.
- Required content pertaining to compliance with State Plan guidance and state law in regards to Multi-Craft Core Curriculum (MC3) pre-apprenticeship partnerships is submitted as part of regional plan modifications.
- Required content pertaining to required regional self-assessments using Indices of Regional Coordination and Alignment are submitted as an attachment to regional plan modifications.
- Required content pertaining to regional or local partnerships with county human service CalFresh programs are submitted as part of local plan modifications.
- Required content pertaining to regional or local partnerships with LCSAs to provide workforce services to unemployed, underemployed, and payment-delinquent non-custodial parents are submitted as part of local plan modifications.
- Required local plan modifications arising from regional or local partnerships with programs that serve individuals with disabilities, including detail on strategies to implement Competitive Integrated Employment are submitted as part of local plan modifications.
- Required and elective local plan requirements pertaining to services for English Language Learners, the Foreign Born, and Refugees are submitted as part of local plan modifications.
- Other changes to regional and local plans made pursuant to changes in labor market and economic conditions or in other factors affecting the implementation of local or regional plans are submitted as modifications to the regional or local plan they propose to modify
- Regional and local plan modifications are limited to ten pages each, for a total of 20 pages.

Workforce-Corrections Partnerships: A New Element of Regional Plans

The State Board has entered into a formal partnership with the California Department of Corrections (CDCR), the California Prison Industry Authority (CALPIA), and the California Workforce Association (CWA), with the goal of improving labor market outcomes of the state's formerly-incarcerated population. This partnership seeks to provide the state's 14 RPUs with resources that will enable regions to better serve the formerly-incarcerated by fostering partnerships between RPUs, Local Boards, CDCR reentry service providers, parole field offices, county probation departments, employers, and community-based organizations (CBOs) that

serve the formerly incarcerated and justice-involved individuals. Additional information on the partnership can be found in *Prison to Employment Initiative* ([WSIN17-26](#)).

Background

In 2011, Governor Brown signed AB 109, commonly referred to as “Realignment.” This legislation has sought to reduce the volume of inmates convicted of low-level crimes in state prisons, placing more of these individuals under the purview of county probation departments. As the impact of this legislation has taken hold and additional state prison inmates are released into the community, increasing attention has been placed on the state’s rate of recidivism (the rate that former inmates are convicted of new crimes and return to prison). Studies suggest a link between an individual’s ability to find a job after release from prison and a reduced risk of returning to prison.

Individuals released from state prisons are almost always released under some type of supervision. Traditionally these individuals were released under State Parole. However, under Realignment, roughly half of individuals released from the state prison system are now under the supervision of County Probation Departments, known as Post-Release Community Supervision (PRCS). County Probation Departments now supervise the PRCS population and individuals under county probation supervision—both those who have been released from the County Jails and those who have not been incarcerated at all. Workforce services are typically provided to this population in an ad hoc fashion, with a broad range of program and service availability depending on funding and the existence of local and regional partnerships, which have generally been formed independent of state-level partner agencies.

Implementing Workforce-Corrections Partnerships

This corrections system has historically existed without systematized, statewide linkages to the workforce development system, presenting several gaps along the pathway from incarceration to employment. Individuals reentering society often have limited experience finding and obtaining employment and may not have career-ready skills. Further, formerly incarcerated individuals often require supportive services like substance abuse treatment and housing assistance, which are necessary for successful employment and/or participation training or education. Research suggests shared case management, beginning pre-release, between corrections-side case managers (e.g. parole and probation officers) and workforce case managers, contributes to better outcomes for the formerly incarcerated. Developing such partnerships at the regional level requires coordination between workforce and corrections stakeholders to establish integrated pathways from the corrections system to employment.

The State Board anticipates the availability of state funds to support partnership development through a regional planning process, as well as funds to build or, alternatively, scale-up existing programs that serve the needs of the reentry population. Pending legislative approval of the Governor's proposed Prison to Employment Initiative contained in the 2018 State Budget, these funds will be distributed in three ways:

- **Regional Planning Grants** to fund collaborative development of regional partnerships and plans to serve the formerly incarcerated and other justice involved individuals.
- **Regional Implementation and Direct Services Grants** to fund the implementation of regional workforce corrections plans and provide direct services provided pursuant to these regional plans.
- **Regional Supportive Services and Earn and Learn Grants**, which will provide funds to provide supportive services and "earn and learn" opportunities for justice-involved and the formerly incarcerated.

Additional information about the [Prison to Employment Program](#) funds will be communicated upon the approval of the 2018 State Budget.

Required Regional Plan Content Pertaining to the Corrections Workforce Partnership and the Prison to Employment Initiative

The RPU's are required to submit an updated regional plan which describes how to best coordinate workforce and reentry services in each of the state's 14 regions. Regional plan updates must specify how Local Boards and RPU's will partner with CBOs, CDCR contracted reentry service providers, and representatives of State Parole and County Probation Departments to provide seamless, integrated services to the formerly incarcerated and other justice-involved individuals in each of the 14 regions. The CBOs will play a central role in successful corrections partnerships due to their unique capacity to understand and provide impactful services to the reentry population. Regional plans should address the way in which Regional and Local Boards will engage with and work with specific partner CBOs to serve their local reentry population.

The RPU's are required to regionally convene relevant stakeholders to develop the required modification to their regional plans. Required planning partners include the following:

- Local Boards and existing regional workforce partners, including core program partners, Adult Education Block Grant (AEBG) consortia, and regional Community College Consortia.

- Representatives of State Parole offices for the California Department of Corrections and Rehabilitation.
- Representatives of County Probation Departments who elect to participate.
- CBOs that elect to participate and who provide services to the reentry population in the region.
- Labor organizations and joint labor-management partnerships that elect to participate and who have prioritized and developed capacity in working with the reentry population.
- Public and private employers who have labor shortages or who have expressed a history or an interest in employing the formerly incarcerated and other justice involved individuals.

Regional Plan updates are required to provide the following information:

Assessment of Need and Population Size

- Provide an overview of the size of the supervised population in the region, an assessment of the types of services needed, and describe the relative importance of the types of services needed to help the supervised population succeed in the labor market.
- Provide the number of individuals released annually from the state prison to the region.
- Provide, on an annual basis, the number of formerly incarcerated individuals served by the region's workforce development system since July 1, 2016.

Services – Who, What, When, and How of Regional Alignment

- Describe existing and prospective partnerships with stakeholders in the RPU and the Local Areas of each RPU to coordinate reentry, workforce, and related education service delivery to the formerly incarcerated and justice-involved populations.
- Describe the types of services that are and that can be funded by existing, new, and prospective regional partners, the baseline levels of service (number of individuals and types of service) currently being provided in the region to individuals from this population, and how the regional plans will modify the types and quantity of services provided if granted additional resources under the Prison to Employment Initiative.
- Identify potential barriers to successful participation and completion of workforce education and training among the region's reentry population and describe which supportive services (e.g. transportation and housing assistance) will be provided, the partners responsible for providing those services, and the process by which individuals will be furnished with those services.

- Identify existing and potential opportunities to collaborate with parole and probation partners to determine pre-release when formerly incarcerated individuals are being released into the community and how workforce partners will work with parole and probation to link those being released to workforce services.
- Identify existing intake and case management needs for serving the justice-involved population, and describe how case managers will obtain current information about the education and training an individual received while incarcerated so as to build on both prior assessments of needs and pre-release education and training when determining which services and training to provide as well as how to best position individuals for job placement.

Relationship to Regional Labor Market Needs, Regional Sector Pathway Programs, and Regional Partnerships

- Describe how regional partnerships to serve the formerly incarcerated will interface with existing regional sector pathways efforts described in existing WIOA regional plans.
- Describe how regional partnerships to serve the formerly incarcerated will interface with existing State Board grantees that serve this population, including Forward Focus, Workforce Accelerator Fund, and High Road Partnerships for Construction Careers grantees.
- Describe how information about priority industry sectors and occupations will be provided to partners.
- Describe the process in which identification of and engagement with employers, industry sector partnerships, and labor-management partnerships who are willing to hire formerly incarcerated and justice-involved individuals, including those with felony convictions, and those who are currently under state or county supervision will occur.
- Develop a database of employers willing to employ the formerly incarcerated and other justice involved individuals to utilize for job placement efforts.
- Describe anticipated changes to existing Memorandum of Understandings with AJCCs or other service providers that correspond with the requirements of this Directive.
- Describe staff and training needs of RPUs, Local Boards, and partners to adequately serve this population.
- Describe how the region will pursue shared case management of the formerly incarcerated and justice involved individuals served pursuant to the workforce-corrections partnership, including the following:
 - How workforce professionals will coordinate services and referrals with representatives of State Parole and County Probation supervision.

- How workforce professionals will work with CBOs to provide peer support, housing, transportation, food, family reunification, and other supportive and direct services.

Additional Planning Partners for Corrections Workforce Partnership Regional Plans

RPU are strongly encouraged to build on existing regional partnerships, including existing Community Corrections Partnerships (CCPs) to develop a comprehensive regional vision and plan for successfully integrating the formerly incarcerated and other justice-involved individuals into the labor market. The State Board is developing an interactive web map containing contact information for a range of required and preferred corrections partners (this is in development and a link will be provided at the time that final guidance is issued). Local Boards should consult this map as RPUs work to identify planning partners. In addition to entities identified by the State Board, RPUs are strongly encouraged to include the following stakeholders in the planning process:

- CCPs, which exist in every county under Realignment and are administered by County Probation Departments.
- Programs operating in the region under the CALPIA, and potential engagement with those programs.
- CBOs who serve the formerly incarcerated and justice-involved populations but who may not currently be partners.
- Local reentry councils who are generally comprised of County Probation Departments and CBOs.
- Other local government entities providing services to the formerly incarcerated and justice involved individuals.
- Existing State Board grantees that serve this population, including Forward Focus, Workforce Accelerator Fund, and High Road Partnerships for Construction Careers grantees.
- Other private entities who employ the formerly incarcerated or justice-involved populations, or who have an interest or stake in this population.

Some Local Boards may wish to make modifications to their local plans that correspond with the regional planning requirements described above. Such modifications are welcome but are not required, and all local plan modifications relevant to the workforce-corrections partnership component of this Directive should align with content included in the regional plan.

New Partnership Agreement with CalFresh

The State Board has entered into a formal partnership with the California Department of Social Services (CDSS), the County Welfare Directors Association, and the CWA with the goal of improving labor market outcomes for recipients of CalFresh benefits and services.

Background

Currently in California, 36 county Human Service agencies offer CalFresh Employment and Training (CalFresh E&T) program services to CalFresh participants on a voluntary basis. These services are delivered by county Human Service Agencies and a variety of other service providers, including CBOs and community colleges. These entities, along with additional partners, are actively working to expand access to CalFresh E&T and to improve the quality and diversity of CalFresh E&T services offered. These entities are committed to building state and local partnerships to support program expansion and achieve quality outcomes.

According to the CDSS's [California State Employment and Training Plan](#) (E&T Plan), California's E&T program helps CalFresh households gain skills, training, and work experience that will increase their ability to obtain regular employment, identify a career path and achieve self-sufficiency. The program is now serving more Californians than ever before. The Plan explains that a renewed focus on the quality of services offered has resulted in new program models and innovative practices. An increasing number of counties have contracts with various service providers and others have developed third party match models in which community colleges and CBOs deliver E&T services. Additionally, counties reimburse participants for transportation needed to effectively participate in E&T activities. A number of counties provide reimbursements for federally approved ancillary costs that are reasonably necessary and directly related to E&T participation, including text books, tools/supplies, uniforms and clothing, shoes, eye glasses, and haircuts. A few counties provide specified E&T participants with short-term housing stabilization services and the use of E&T funds.

The Plan describes that at the local level, a number of counties already work closely with their AJCCs to deliver some or all of their E&T components. AJCCs provide a full range of services such as job search workshops, career counseling, support from job developers, job placement assistance, access to the Internet, networking opportunities, local labor market information, and referrals to community resources. In other counties E&T participants have access to, and may be referred to, AJCCs to receive available services.

The Plan explains that locally, a number of employment programs other than CalFresh E&T may be available to CalFresh recipients and that a few counties use their California Work

Opportunity and Responsibilities to Kids Welfare-to-Work contractors as providers of E&T services. Local Boards are encouraged to contact E&T and County Welfare agencies and invite them to participate in regional planning efforts. Local Boards in single county RPUs are required to engage County Welfare programs at the RPU/County level so as to reduce duplicative efforts between Local Boards and County run human services programs.

Required Plan Content Pertaining to the CalFresh Employment and Training (E&T) Partnership Agreement

As explained in the Executive Summary, Local Boards must submit local plan modifications to address the way in which Local Boards will engage with and work with the local CalFresh E&T partners and specific partner CBOs to serve their local CalFresh populations.

Under the State Plan updates, 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 are specifically focused on constructing a regional training and education architecture that aligns with regional labor markets, individuals will access and experience this regional workforce architecture primarily through local service delivery efforts, principally those of WIOA partners operating in the AJCC system, but potentially through other partners of the workforce system such as human services agencies and organizations. In this regard, it is typically at the local level where services will be integrated, resources braided, and supportive services provided to individuals being served by the partners.

Local plan modifications must specify how Local Boards will partner with CBOs, service providers, community colleges, and representatives from County Human Service agencies for individuals in their local area. WIOA designates priority of service to focus on recipients of public assistance. CalFresh recipients are considered recipients of public assistance for the purpose of local and regional implementation of the CalFresh E&T partnership agreement.

Local Boards are required to convene relevant stakeholders to develop the required modification to their local plans. Required planning partners for the CalFresh E&T partnership includes the following:

- Local Boards and existing workforce partners, including core program partners, AEBG consortia, and relevant regional Community College Consortia.
- CBOs and social enterprises that elect to participate and who provide services to social services program participants in the local area.

- Public and private employers who represent the regional sectors emphasized in regional sector pathway content of regional plans and who have expressed an interest or have an historical interest in partnering with county Human Services providers.

Local Plan updates are required to provide the following information:

Population Overview & Needs Assessment for People Receiving CalFresh

- Provide an overview of the size and characteristics of both the total CalFresh recipient population in the local/area region and the CalFresh E&T participant population, if CalFresh E&T is available in the local area/region (e.g., gender, race/ethnicity, age).
- Assess the types of workforce services needed to help people receiving CalFresh succeed in the regional and local labor market, including those services that are eligible for 50% federal reimbursement from CalFresh E&T (e.g. ESL classes, apprenticeship).
- Describe the employment barriers experienced by people receiving CalFresh in your local area/region and resources that can be utilized to assist with overcoming these barriers, including those resources eligible for 50% federal reimbursement from CalFresh E&T (e.g. job readiness, child care).
- Explain current and prospective local partnerships, including partnerships with local workforce development boards, local Human Service Agencies, and other CalFresh E&T providers, including those that are eligible for 50% federal reimbursement from CalFresh E&T (e.g. community colleges, community-based organizations, and other third-party providers).

Regional Alignment, Coordination, and Integration

- Describe how local/regional partners will braid resources and coordinate service delivery to people receiving CalFresh, including by leveraging 50% federal reimbursement from CalFresh E&T for workforce services, sector pathway programs, supportive services and retention efforts described below.
- Describe the types of *workforce services* available to people receiving CalFresh that are and can be funded by local/regional partners, the baseline level of service (e.g. number of individuals and types of services), and how the local/regional plan will modify the types and quantity of workforce services provided to this population.
- Describe the role of local/regional partners in helping provide services to and integrating people receiving CalFresh into *sector pathway programs*, including participation in program development, outreach, and the provision of specialized supportive services.

- Describe the ways in which local/regional partners will work together to provide *supportive services* to this population and facilitate program completion.
- Describe the process Local Boards and their partners will use to *retain* this population in regional sector pathway programs as they progress into livable wage jobs and careers.

Partnership Agreement with the California Department of Child Support Services

The State Board has entered into a formal partnership with the California Department of Child Support Services (DCSS) with the goal of improving labor market outcomes for unemployed, underemployed, and payment-delinquent non-custodial parents.

Background

The DCSS serves as the state Title IV-D agency (*Social Security Act*, Child Support Enforcement) and is responsible to the Federal Government for the overall administration and regulatory oversight of the Child Support Program. Services are delivered through a network of over 48 LCSAs that serve over 3.5 million children and families annually. DCSS oversees the entire administration of the state's child support program and ensures compliance with all federal requirements and laws.

The vision of DCSS is that all parents are engaged in supporting their children. This is achieved through the delivery of services including: establishing paternity, locating parents, establishing child and medical support orders, enforcing and modifying child and medical support orders, and collecting and disbursing child support payments.

The DCSS has a current caseload of 1.2 million cases and serves over 3.5 million children and families. In Federal Fiscal Year (FFY) 2015-2016, 297,057 of the 1.2 million cases were receiving public assistance and 647,448 formerly received public assistance. The remaining cases are families who have never received public assistance.

Required Plan Content Pertaining to the DCSS and Workforce System Partnership

As explained in the Executive Summary, Local Boards must submit local plan modifications to address the way in which Local Boards will engage with and work with LCSAs and specific partner CBOs to serve their local non-custodial parent population.

Local plan updates must specify how Local Boards will partner with CBOs, service providers, community colleges, and representatives from LCSAs and county Human Service agencies for individuals in their local area.

Local Boards are required to convene relevant stakeholders to develop the required modification to their local plans. Required planning partners for the DCSS Workforce partnership includes the following:

- Local Boards and existing workforce partners, including core program partners, AEBG consortia, and relevant regional Community College Consortia.
- Local Child Support Agencies in the local area or region.
- CBOs and social enterprises that elect to participate and who provide services to non-custodial parents, including justice-involved individuals, the formerly incarcerated and social services program participants, in the local area.
- Public and private employers who represent the regional sectors emphasized in regional sector pathway content of regional plans and who have expressed an interest or have an historical interest in partnering with LCSAs and/or county Human Services providers.

Local Plan updates are required to provide the following information:

Assessment of Need and Population Size

- Provide an overview of the size of the Child Support Program population in your local area including the following:
 - An assessment of areas of high concentration.
 - The percentage of noncustodial parents who are unemployed.
 - The percentage of noncustodial parents who are ex-offenders.
- Provide an assessment of the types of services needed for each targeted group challenged with meeting their parental responsibilities.
 - Describe the relative importance of the types of services needed to help program participants succeed in the labor market.
- Describe the types of baseline services that are currently being provided in the local area to individuals from the Child Support Program population and how the regional and/or local plans will modify the types and quantity of services provided.
- Describe barriers experienced by Child Support Program participants in your local area.
 - What existing resources can be utilized to assist with overcoming these barriers?

Existing Workforce and Education Program Partnerships

- Describe the ways in which program partners work together to provide supportive services to noncustodial parents

- Discuss the steps to be taken to ensure that a comprehensive provision of services is provided to noncustodial parents to facilitate successful labor market outcomes.
- Discuss how eligibility criteria for workforce services impacts the Local Board's ability to provide workforce services to the Child Support Program population.
- Explain obstacles to providing services to the Child Support Program population.
- Explain additional tools that can be explored to motivate and support participation and any legal or regulatory barriers to utilizing these tools.
- Explain obstacles to meaningfully engaging in local partnerships.

Plans for Building Successful Partnerships or Scaling up Existing Successful Partnerships

- Describe the process Local Boards and LCSAs will use to retain individuals in relevant workforce and education training programs to support progression into livable wage jobs and careers.
- Describe existing, new, and prospective partnerships with stakeholders to coordinate workforce and related training and education service delivery to Child Support Program participants.
- Describe how local partners, including LCSAs, county Human Service agencies, Local Boards, community colleges, adult education providers, CBOs, social enterprise, and other stakeholders will braid resources and coordinate service delivery.
- Describe how local workforce development boards will engage CBOs with a history of serving and working with the targeted populations, such as vocational training providers, in order to offer basic skills and occupational training, job and career search assistance, and supportive services within the local workforce development system.
- Describe the referral process and forms utilized to track this population as they are referred from:
 - LCSA office
 - Family Court
- Describe what tools or platforms are available to help facilitate data sharing and program metric reporting.

Working with LCSAs to identify incentives to increase the success of NCPs sustained participation in local workforce programs

- Discuss the tools and incentives that LCSAs can provide to noncustodial parents to promote their participation in workforce development and education training programs.
 - Incentives and tools used to facilitate a successful referral.
 - Incentives and tools used to foster a sustained program participation.

Provision of Services to English Language Learners, the Foreign Born, and Refugees

Existing requirements in [WSD16-07](#) require counties with 15 percent or more Limited English Proficient (LEP) to adequately describe, assess the needs of and plan for serving the LEP population in their jurisdictions. In an effort to better serve the LEP, Immigrant and Refugee populations, we also encourage the following:

- Local Boards are encouraged to review and incorporate any workforce or employment service plans developed by stakeholders (e.g. Employment Services Plans developed by County Welfare Departments etc.). Refugee Employment Service plans will be made available for the 8 counties with significant Refugee populations, along with contact information for program leads upon issuance of final guidance.
- In areas where County Employment Service Plans do not exist, Local Boards are encouraged to work with stakeholders, including community based organizations to better understand the data, demographics, employment trends and other relevant information specific to the LEP, foreign born and refugee populations to develop better strategies to serve this population. This engagement could be conducted through specific stakeholder input sessions that are focused on these populations.
 - Data collection and assessment of gaps in services to English Learners, foreign born and refugees is important to develop the strategies for outreach, assessment and recruitment of these populations.
 - Strategies detailing how Local Boards have identified data, assessed gaps, and partner's contributions to deploy resources to better serve the LEP populations are recommended.
- In communities where there are significant Migrant Seasonal Farmworker populations, Local Boards are encouraged to leverage resources and co-enroll customers with 167 National Farmworker Jobs Program, where accessible and appropriate. [Training and Employment Guidance Letter 18-16](#) describes program eligibility and enrollment guidance for the National Farmworker Jobs Program. Upon issuance of final guidance, contacts for 167 providers will be made available to boards.
- Implementation of best practices around co-enrollments, leveraged funds and partnership and delivery of services with Community Based organizations is encouraged. Refer to the State Board Policy Brief on [Serving English Language Learners](#) for examples.

Required compliance with State Plan guidance and State Law regarding Multi-Craft Core Curriculum pre-apprenticeship partnerships

In all industry sectors, it is the policy of the State Board that pre-apprenticeship training must connect directly to apprenticeship programs approved by the California Division of

Apprenticeship Standards. In the construction industry, it is also the policy of the State Board that pre-apprenticeship training utilize the Multi-Craft Core Curriculum (MC3). This is required by state law if utilizing WIOA Title I funds. See Directive [WSDD-178](#).

Background

The MC3 is a standardized comprehensive pre-apprenticeship curriculum that delivers an industry-recognized credential. To become an MC3 training provider, an entity must contact a local building trades council in the entity's area of operation.

MC3 partnerships, or what the State Board refers to as *High Road Partnerships for Construction Careers*, are established collaborations led by local building trades councils and can include local workforce boards, community organizations, colleges, and schools. In these partnerships, workforce entities work closely with building trades councils to establish pathways for and provide support to disadvantaged populations in accessing state-approved apprenticeship through joint apprenticeship training councils. Effective programs are embedded in large public works or commercial-scale infrastructure projects through community workforce agreements negotiated with or by local building trades councils. Job seekers get to explore different trades through introductory programs and decide which craft is the best fit. The building trades and construction contractors get a pool of qualified, diverse candidates who have received a minimum of 120 hours of rigorous pre-construction instruction.

Required Content

The RPU's are required to submit an updated regional plan which describes in detail how each local workforce board and core regional planning partners will ensure coordination and partnership with one or more local building trades council when pursuing pre-apprenticeship training in the construction industry, as per state law and the State Plan.

The Measurement, Assessment, and Evaluation of Regional Partnership Activities

Background

The State Board has developed Indices of Regional Coordination and Alignment as a framework for measuring regional progress in achieving the three objectives of the State Plan.

Required Content

As an attachment of the Regional Plan modifications submitted to the State Board, each region must provide a self-assessment of regional coordination using the Indices of Regional Coordination and Alignment. The self-assessment will be reviewed by State Board staff to ensure alignment with regional planning and statewide reliability and validity of the baseline assessment conducted by RPUs. The initial self-assessment will be used as a baseline for subsequent assessment of regional coordination and alignment throughout the duration of regional plan implementation. An RPU may elect to have a single point of contact for coordinating the self-assessment. The following are the Indices of Regional Coordination and Alignment:

Indices of Regional Coordination and Alignment

Demand Driven Skills Attainment Indices

Indicator A: Region has a team that jointly convenes industry and is led by Industry Champions

Indicator B: Region has shared industry sector focus and pools/shares resources to meet demand in the region

Indicator C: Region has a process to communicate industry workforce needs to supply-side partners.

Indicator D: Region has policies supporting equity and strives to improve job quality

Upward Mobility and Equity for Individuals with Barriers to Employment Indices

Indicator E: Region has shared target populations of emphasis

Indicator F: Region deploys shared/pooled resources to provide services, training, and education to meet target population needs.

Indicator G: Region utilizes shared/common case management and capacity building strategies such as co-enrollment, professional development, to develop shared responsibility for providing services and ensure quality outcomes

System Alignment Indices

Indicator H: Region has shared/pooled administrative systems or processes to achieve administrative efficiencies and program outcomes

Indicator I: Region has created formalized structures for decision-making

Indicator J: Region has developed a process for evaluating performance that includes, but may not be limited to:

- Qualitatively evaluating progress towards meeting regional industry and occupational demand;

- Tracking the number of Industry-Recognized Credentials and Apprenticeships;
- Aligning negotiated performance measures to regional indices; and
- Using the Indices of Regional Coordination and Alignment to evaluate progress.

Using the guidelines outlined in the Attachment, *Indices of Regional Coordination and Alignment Regional Assessment*, demonstrates how each region should determine how it scores on each of the indices listed and should provide a narrative rationale justifying the score it has given itself as part of the self-assessment. For each of the indices, three scores are possible: beginning, intermediate, and advanced. RPU's may provide up to one page of narrative content explaining the score they have given themselves on each of the ten measures. RPU's should be careful to provide an honest evaluation as indices are intended to track progress on regional coordination efforts as they solidify over time.

ACTION

Bring this Directive to the attention of staff and other relevant parties.

The final planning guidance will provide an outline of the submission process, including dates for submission and review as well as the scoring rubric for plan modifications though Local Boards should expect that the process will be substantially similar to the process utilized to review local and regional plans submitted in 2017. All required elements specified in the final guidance will be scored on a 0 to 2 scale based on whether the element's narrative content exceeds, meets, or fails to meet expectations. Plan modifications will be due March 15, 2019.

INQUIRIES

If you have any questions, contact Bethany Renfree at 916-657-1446.

/S/ JAIME L. GUTIERREZ, Chief
Central Office Workforce Services Division

Attachments are available on the internet:

1. [Indices of Regional Coordination and Alignment Regional Assessment](#)
2. [Errata Chronology](#)