

DIGITAL LEARNING & WORKFORCE SERVICES

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Public Utilities Commission

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916-653-4906

WHO RECEIVES SERVICES

Figure 2

Jobseeker Status in Employment Services and Training

2016-17 Participation in Adult and Dislocated Worker Programs Under WIOA Title I

ELL or Low Literacy 13,000	Single Parents 10,000	Individuals With Disabilities 7,000
Low-Income Individuals 58,000		Ex-Offenders 6,000
		Homeless 4,500
		Other ^a

^a Includes "displaced homemakers," jobseekers who will exhaust cash-assistance in the coming two years, and jobseekers who spent time in the foster care system.

Note: Some jobseekers identify under more than one priority status.

WIOA = Workforce Innovation and Opportunity Act and ELL = English language learner.

LAOA

- Largely low-income individuals
- Individuals with barriers to employment:
 - ELL
 - Low Literacy
 - Ex-offenders
 - Individuals with disabilities

Source: <https://lao.ca.gov/Publications/Report/3781>

TARGET POPULATION:
IMMIGRANTS

CALIFORNIA'S IMMIGRANT WORKFORCE

- Immigrants make up more than one-third of California's workforce.*
- California is home to more than 10 million immigrants.*
- One in four of the foreign born population nationally reside in California.*
- Almost half (49%) of California immigrants are naturalized US Citizens; 26% have some other legal status (green cards, visas etc.); about 25% of immigrants in California are undocumented.*
- In PY 2015, only 4.4% of exiters in Title I Adult Intensive and Training Services were Limited English Proficient.**
- In PY 2015, 11.6% of exiters across all Title I adult services had less than a high school diploma or equivalent.**

Sources:

*Hayes, Joseph. Immigrants in California. Issue brief. Public Policy Institute of California, Jan. 2017. Web. Mar. 2017. <http://www.ppic.org/main/publication_show.asp?i=258>.

**Social Policy Research Associates, PY 2015 WIASRD Data Book: California (Washington, DC: US Department of Labor, Employment and Training Administration, 2017), https://www.doleta.gov/performance/results/WIASRD/PY2015/PY%202015%20WIASRD%20STATE%20Data%20Book_CA.pdf

Table 2. Educational Attainment of California Residents (ages 16 and older), by Nativity, 2009-13

Educational Attainment	Total	Native Born		Foreign Born	
	Number	Number	Percent	Number	Percent
Population ages 16 to 18	1,664,000	1,475,000	100%	189,000	100%
Not enrolled and no high school diploma or equivalent	53,000	38,000	3%	16,000	8%
Population ages 19 to 24	3,365,000	2,740,000	100%	625,000	100%
With at least high school diploma or equivalent	2,936,000	2,471,000	90%	465,000	74%
Without high school diploma or equivalent	429,000	269,000	10%	160,000	26%
Enrolled in school	78,000	61,000	23%	17,000	11%
Not enrolled in school and not employed	182,000	129,000	48%	53,000	33%
Not enrolled in school and employed	169,000	79,000	29%	90,000	56%
Population ages 25 and older	24,455,000	15,493,000	100%	8,962,000	100%
Less than high school diploma or equivalent	4,609,000	1,337,000	9%	3,271,000	37%
High school diploma or equivalent	5,095,000	3,380,000	22%	1,715,000	19%
Some college or associate's degree	7,298,000	5,604,000	36%	1,694,000	19%
Bachelor's, graduate, or professional degree	7,454,000	5,172,000	33%	2,282,000	25%
Foreign college-educated	X	X	X	1,191,000	52%

Note: All numbers are rounded to the nearest thousand; calculations in the text use absolute numbers.

Source: MPI analysis of pooled 2009-13 ACS.

Table 3. Limited English Proficiency and Educational Attainment of California Residents (ages 16 and older), by Nativity, 2009-13

LEP Population by Educational Attainment	Total	Native Born		Foreign Born	
	Number	Number	Percent Native Born	Number	Percent Foreign Born
Total LEP population	6,219,000	506,000	8%	5,713,000	92%
	Number	Number	Percent	Number	Percent
LEP population ages 16 to 18	120,000	59,000	100%	61,000	33%
Not enrolled and no high school diploma or equivalent	14,000	3,000	5%	11,000	70%
LEP population ages 19 to 24	375,000	91,000	100%	284,000	100%
With at least high school diploma or equivalent	236,000	72,000	80%	164,000	58%
Without high school diploma or equivalent	139,000	18,000	20%	121,000	42%
Enrolled in school	12,000	4,000	21%	8,000	6%
Not enrolled in school and not employed	47,000	8,000	45%	39,000	33%
Not enrolled in school and employed	80,000	6,000	35%	74,000	61%
LEP population ages 25 and older	5,724,000	357,000	100%	5,367,000	100%
Less than high school diploma or equivalent	2,962,000	128,000	36%	2,834,000	53%
High school diploma or equivalent	1,204,000	93,000	26%	1,112,000	21%
Some college or associate's degree	808,000	80,000	23%	727,000	14%
Bachelor's, graduate, or professional degree	750,000	56,000	16%	694,000	13%












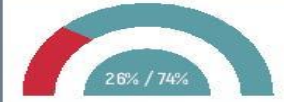


Notes: Limited English Proficient (LEP) refers to any person age 5 and older who reported speaking English less than "very well" as classified by the U.S. Census Bureau. All numbers are rounded to the nearest thousand; calculations in the text use absolute numbers.

Source: MPI analysis of pooled 2009-13 ACS.

INNOVATIVE DIGITAL LEARNING MODELS FOR ELL IMMIGRANT ADULTS -

SHOWING RANGE OF % ANYWHERE VS. % FACE-TO-FACE INSTRUCTION



PROGRAM EXAMPLE	LEARNER DEMOGRAPHIC	% ANYWHERE DIGITAL LEARNING	% FACE TO FACE INSTRUCTION	ADDITIONAL SUPPORTS/ SUCCESS FACTORS	DIGITAL TOOLS USED	VISUAL OF % DIGITAL LEARNING
Mobile Up! 	Low-income workers in California (janitors, long-term care workers, etc.) who can't get to class.	100%	0%	Bilingual Mobile Coaching (for learning support & career advancement)	Cell-Ed (Interactive Text & Audio phone lines or web app), Facebook Group, Phone Calls & Texting for Coaching	
Smartphone Workshops 	Low-income janitors and other building service workers across California	Not tracked	Varies	Short series of 2-3 hour weekly workshops on how to use Smart Phones	Intro to various Learning Tools for English, Citizenship, or other learning needs	
Cyber-ESL 	Low-income adults in Chicago, high percentage women and parents	85%	15%	Mobile Coaching, Virtual Classes, Counseling/Advising, Loaner Computer, Drop-In Technology Support, Childcare	USA Learns, Skype for Virtual Classes & Coaching, E-mail, Phone Calls	
English Now! Learning Circles 	Adults on waitlists in ESL programs at 5 sites nationwide	5-80%	20-95%	Peer Support, Possibility of getting priority position on ESL waitlists	USA Learns, Burlington English, DuoLingo, Newsela, Voice of America	
Skills & Opportunity for the New American Workforce 	Retail workers at stores across the country	60%	40%	Classes held at work right before or after shifts, Community College Certificates put in HR files, Possibility of promotion	Custom Vocational ESL Mobile-Optimized Curriculum	
English Innovations 	Low level learners at 8 sites across the country	26%	74%	Coaches, Volunteer Support, Peer Learning, Technology Integration Throughout, Loaner Tablets, Civic Engagement through Host Sites	E-mail, Power Point, Video Editor, Skype, Duolingo, Tinycards We Are New York, USA Learns- Citizenship	
ESL Classes 	Low level learners in rural areas of Central Texas	10-20%	80-90%	Childcare (as a result, night class is all women)	WhatsApp, Duolingo, Quizlet, USA Learns, Breaking News English, We Are New York, Interchange, Google Drive, Texting, E-mail	

CONSIDERATIONS WHEN DESIGNING A PROGRAM:

LEARNER CHARACTERISTICS:

How often participants can come to class (if at all), Access to Devices & Internet, Digital Literacy, Ability to Navigate the Learning Tools, Education Levels, Comfort Level in a Classroom, Experience/Skills with How to Study/ Learn Independently.

KEY FACTORS TO SUCCESS:

Holistic design with wraparound support services to increase retention, Human-Centered Design (put learner needs first), Commitment to innovation and iteration, Human Touch, Connecting students to each other & their communities, Bilingual Support.

OTHER KEY QUESTIONS:

How to build a Community of Learning with peer support and peer learning? How to incorporate volunteers? How much upfront orientation and technology training is needed? In blended learning, how do teachers align instruction with digital curriculum and support the digital learning? How to connect technology & ESL instruction to tasks in learners' daily lives?

WHY THE TRADITIONAL BRICK AND MORTAR APPROACH DOESN'T WORK

- Specific Barriers for immigrants
 - Time
 - Access
 - Supports
- System Barriers
 - Immigrants aren't familiar with the workforce system
 - Services aren't always where the community lives or in "community environments"
 - Lack of culturally and linguistically competent courses and infrastructure

PROMISING MODELS

- Leverage technology
- Immigrant needs
- Target Low wage workers
 - Farmworkers
 - Janitors
 - Hotel workers
- Tackle Geography challenges
- On Demand or work with scheduling challenges (asynchronous & synchronous components)

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USA Learns is an ongoing project of the Sacramento County Office of Education.



MOBILE UP – English Language Instruction by Cellphone

Challenge: Immigrant workers across California often lack the time, transportation and childcare to be able to attend English language classes

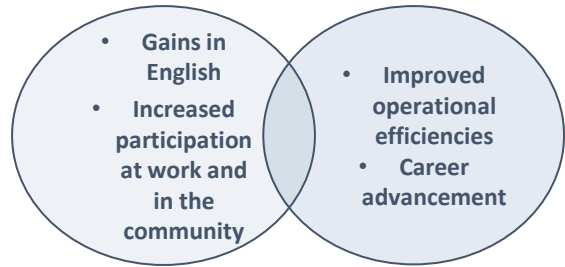
Opportunity: Almost all have access to a cellphone of some kind, and programs like Cell-Ed allow students to study *anytime, anywhere* on both simple or smart phones



Example:
Cell-Ed can instruct through text and audio lessons, making learning possible on simple phones and when internet is not available. For students with internet, Cell-Ed incorporates multi-media and games to enhance instruction. Virtual lives coaches track learner progress and provide 24-7 support to learners.

Mobile Learning has proved effective with:

- Janitors in California in partnership with leading building service employers and the Building Owners & Management Association (BOMA)
- Nannies and other informal service workers across Miami in partnership with Univision
- Nursing home, home care and other low-wage health care workers in Los Angeles
- Construction, agricultural, hotel, restaurant, and food service workers and workers in diverse other industries.



Cell-Ed with Farm Workers



Dairy and other farmers in upstate NY encourage their employees to learn English through Cell-Ed, which can benefit both the employee and employer.

“Cell-Ed is a great solution for helping our workers learn English. We would like to reward employees that participate and finish a course level.”
Sarah Noble-Moab, Noblehurst Farm

Mobile Up!



- Pilot testing models of *Anytime, Anywhere* English, Career Technical Education & Coaching by Cellphone
- To help Immigrant ELL adults and other low-wage workers in high-growth industries (building services, healthcare) gain skills and advance in their careers





WORKFORCE

CELL-ED

INCREASE WORKER RETENTION, PERFORMANCE AND ENGAGEMENT

Your low-skilled workers often struggle for the basic skills and information they need to succeed. The results? High turnover rates. Inconsistent performance. Unfilled vacancies. **Easily and quickly reach, retain and upskill your on-the-go workers with Cell-Ed.** Deliver in both Miami and Madrid – or to any of your global locations.



SAVE TIME, GAIN SUPPORT

Our team of mobile-first experts can quickly transform, customize and manage your training and communications. You can fill any training gaps with our engaging, off-the-shelf courses and provide unmatched user support with Cell-Ed's live, on-demand coaches.



DELIVER INSTANTLY AT SCALE

Deliver your newly transformed on-boarding materials: an updated safety procedure or a reminder that get results to your workers' mobile devices instantly by audio and two-way messaging. Anywhere, anytime, any phone and any number of workers. No internet or expensive data plan needed.



MONITOR AND MEASURE

Is the training working? Are your engagement efforts hitting home? See how your workers are progressing and utilizing Cell-Ed through our clear, colorful dashboard. View how quickly they're learning. And how well.

RETURNING CITIZENS

THE CHALLENGE & OPPORTUNITY

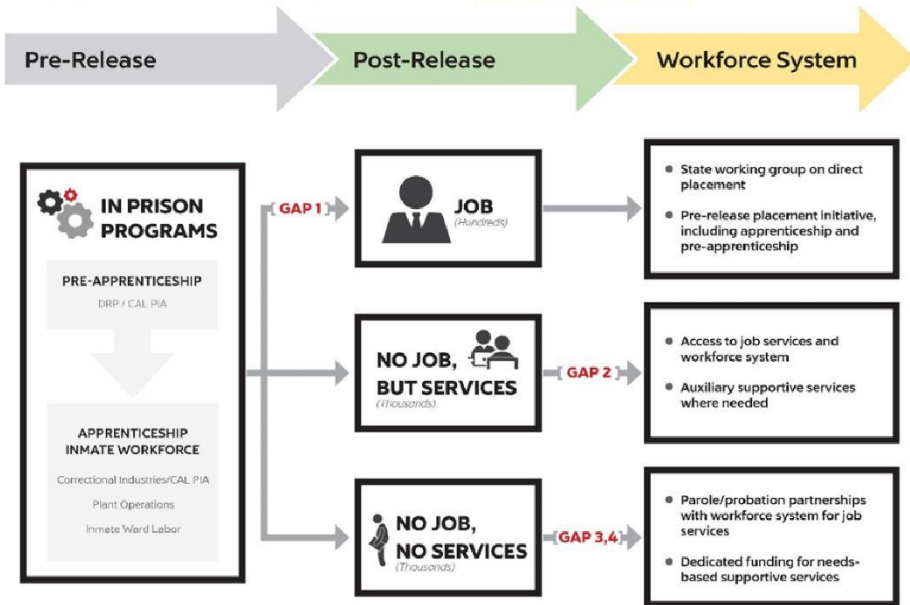
- California releases approximately 36,000 people from the state prison each year, a portion of whom have received:
 - In-prison job-training rehabilitative services such as Career Technical Education (CTE) or
 - Have participated in programs operated by the California Prison Industry Authority (CalPIA).
- California manages federal Workforce Innovation and Opportunity Act (WIOA) funds through its State Workforce Plan developed by the California Workforce Development Board, and implemented by Local Workforce Development Boards across the state.
- New effort in the Prison to Employment Initiative will better link education, job training, and work experience in prison to post-release jobs by fostering a system of coordinated service delivery.

Fact sheet available at: https://cwdb.ca.gov/wp-content/uploads/sites/43/2018/04/CWPA.PEI_Factsheet.v3.FINALElectronic.042318.pdf

Corrections Workforce Partnership & Prison to Employment Initiative

SUMMARY

The Corrections Workforce Partnership Agreement is intended to strengthen linkages between the workforce and corrections systems in order to improve the process by which the formerly incarcerated and justice-involved¹ individuals reenter society and the labor force. The Prison to Employment Initiative is included in the Governor's 2018 Budget proposal and includes \$37 million over three budget years to operationalize integration of workforce and reentry services in the state's 14 labor regions. The goal is to improve labor market outcomes by creating a systemic and ongoing partnership between rehabilitative programs within California Department of Corrections and Rehabilitation (CDCR) and the state workforce system by bringing CDCR under the policy umbrella of the [State Workforce Plan](#).



¹ "Justice-involved" refers to individuals who are on parole, probation, mandatory supervision, or post-release community supervision and are supervised by, or are under the jurisdiction of, a county or the CDCR.

Workforce Corrections Partnership Page:
<https://cwdb.ca.gov/workforce-corrections-partnership/>

More information, Contact:
 Curtis Notsinneh
 Corrections Workforce Partnership Manager
reentry@cwdb.ca.gov
 (916) 657-1440

TECHNOLOGY CAN SLOW RECIDIVISM

FUTURE TENSE

How Prisons Can Use Tech to Slow Their Ever-Revolving Doors

Tech can increase skills, connections, and self-confidence—the very things needed for successful re-entry.

By [MIA ARMSTRONG](#)

JUNE 26, 2018 • 8:30 AM

Recidivism is fueled by cycles of poverty, crime, and abuse that are perpetuated by the fact that most former inmates are released into a reality identical to the one that placed them in prison in the first place. Reducing recidivism requires constructing an alternate reality—and technology can help. As it stands, technology is a barrier for many former inmates, who may lack experience interacting in a digital world.



CASE MANAGEMENT USING GAMIFICATION TECHNIQUES



SPROKIT

SPROKIT for re-entering prisoners

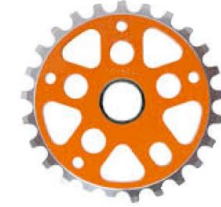
SPROKIT stands for "Successful Prisoner Re-Entry -- Opportunity & Knowledge Interactive Tool"

It connects, educates, and drives behavior using learning principles and gamification incentives. The "returning citizen" gets customized guidance, helpful notifications, and 24/7 support from the myriad of existing stakeholders: social service organizations, health providers, case workers, etc.

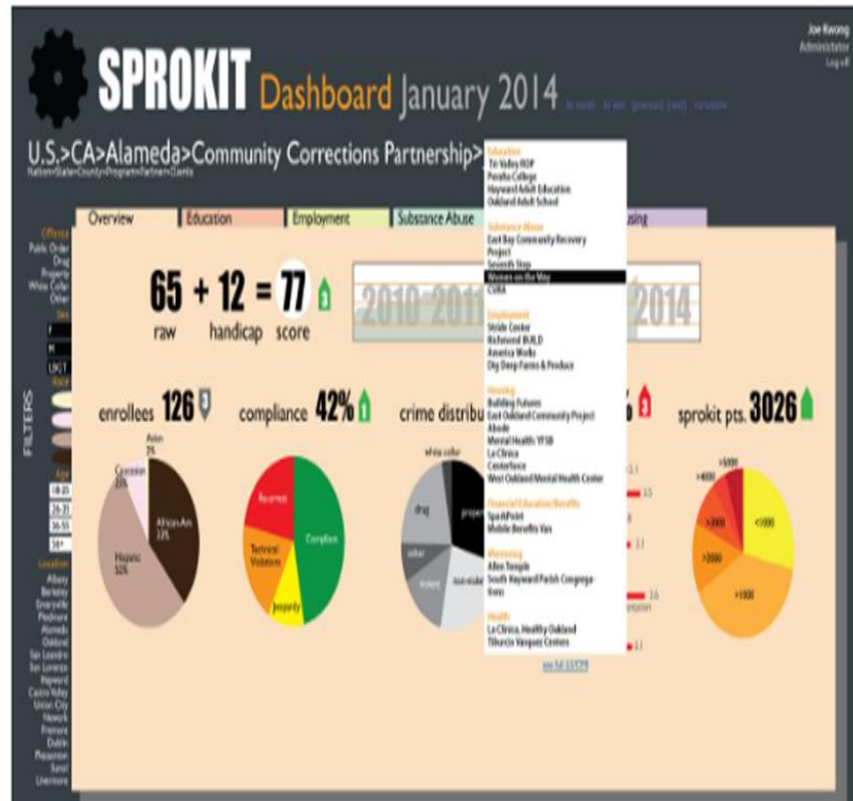
The screenshot displays the SPROKIT Parole Agent Dashboard for user Jeff Fino, dated January 15, 2014. The dashboard is organized into several sections:

- Overview:** Shows a list of clients with names and status indicators (e.g., Silvio Berlusconi, Rick Fido).
- CONTACT:** Includes a "Phone" button, an "Email" button, and a "Get Alert" button. A notification states: "The last appointment date would be the 15 set on alert."
- LOCATION LOG:** A map showing the client's location history with a blue route and various colored markers.
- CLIENT GOALS:** Displays progress for "Compliance Rating" (90%) and "Client Goals" (13 badges).
- Navigation:** Tabs for Overview, LS/CMI, Employment, Substance Abuse, Health, Housing, and Education.

CASE MANAGEMENT USING GAMIFICATION TECHNIQUES



SPROKIT



SPROKIT for stakeholders

Administrators and service providers connect with users in a variety of ways, and are able to access vital data about cohort behavior that allows them to reduce recidivism by tracking cohort success with respect to specific programs

OPPORTUNITIES

HOW WE LEVERAGE OUR RESOURCES

- Push information on these digital learning opportunities to participants
- Work with providers providing digital learning to recruit those already accessing your program and take advantage of the technology subsidy
- Work with providers to have them help enroll individuals into your program
- Invest in subsidizing a portion of the digital education/training costs

RESOURCES

- California Nonprofits and the Public Workforce System: How CBOs Can Make Their Voices Heard in the WIOA Planning Process:
<https://www.rescue.org/sites/default/files/document/2928/usp18o6communityengagementguideweb.pdf>
- CA Workforce Development Board, State Plan:
https://cwdb.ca.gov/plans_policies/
- English Language Learners: <https://cwdb.ca.gov/initiatives/english-language-learners-immigration-initiatives/>
- ALLIE STechnical Assistance for ELL Pilots:
<https://www.allies4innovation.org/our-work/ell-workforce-navigator/>