



California Workforce
Framework for Regional Plan
Implementation

Produced by JFF for the California Workforce
Development Board and the 15 Regional Planning Units

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Executive Summary

In 2014, the California Workforce Development Board articulated a regional mission and vision toward fulfilling federal Workforce Innovation and Opportunity Act objectives to strengthen and improve our nation's public workforce system, centering employment opportunities in high-quality jobs and careers, while also helping employers hire and retain skilled workers. In the same year, CWDB launched the Slingshot Challenge, in which newly formed Regional Planning Units (RPU) were tasked with aligning their local areas with regional labor markets and developing regional workforce plans. These plans were aimed at facilitating the implementation of sector strategies, coordination and alignment of service delivery systems, pooling of administrative costs, and collective development of shared strategies among regionally organized local boards.

Now in Slingshot's fourth iteration of regional planning implementation, or RPI 4.0, state funding is being used to support the RPU in their efforts to develop leadership and coordinate among industry leaders and workforce, education, and economic development partners. The goal is to promote systems change and worker empowerment by building a "high road" economy based on equity, skills, innovation, worker voice, and shared prosperity. Based on priorities emerging from the RPU, RPI 4.0 is intended to support local and regional efforts focused on three key policy objectives that cascade into four impact indicators recognized by local boards and the state as high-leverage focus areas for improving equity, job quality, and economic mobility, as in the table on the next page.

RPI 4.0 Objectives	RPI 4.0 Indicators
<ol style="list-style-type: none"> 1. Fostering demand-driven skills attainment 2. Enabling upward mobility for all Californians 3. Aligning, coordinating, and integrating programs and services 	<ol style="list-style-type: none"> A. Region has a process to communicate industry workforce needs to supply-side partners. B. Region has policies supporting equity and strives to improve job quality. C. Region has shared target populations of emphasis. D. Region deploys shared/pooled resources to provide services, training, and education to meet target population needs.

To help advance the goals of RPI 4.0, Jobs for the Future (JFF) worked with state and local workforce leaders to develop a strategic framework that illustrates how local and regional plans can be strategically aligned and mutually reinforcing with CWDB statewide goals. A major focus of RPI is connecting equity and job quality to support all Californians in achieving upward mobility, including long-term economic self-sufficiency and economic security. The California Workforce Framework for Regional Plan Implementation aims to support workforce leaders in identifying and tracking the range of activities that collectively demonstrate how regions are creating workforce systems that ensure equity and increase upward mobility for

their community through strategizing, coordinating, and measuring the goals and objectives of regional plans.

This document is intended for use by Regional Organizers, CWDB Local Directors, and staff in supporting and guiding conversations with relevant stakeholders tasked with creating and implementing regional plans. As these workforce leaders identify the RPI 4.0 indicators most closely aligned to their regional efforts, the framework is designed to support fundamental conversations with the intent of establishing metrics to track the progress and impact of local boards. A starting point for local conversations around all four indicators is presented to provide a full range of options for consideration by local workforce leaders.

To support these efforts, the framework includes three primary sections:



Conversation Guides

Each indicator from RPI 4.0 has a complementary Conversation Guide to serve as a starting point for Regional Organizers and Local Directors to use to help leaders identify measurements for the aligned indicator. We recognize the intentional planning and collaboration required to advance regional plans, and these Conversation Guides aim to unlock the potential for local leaders to advance the conversation relevant to each indicator from different starting points.



Regional Spotlights

Each indicator features a regional example of how leaders are using regional goals and activities in ways that are mutually reinforcing for RPI 4.0.



Menu of Metrics

The Menu of Metrics included for each indicator provides examples of basic metrics that can be used to demonstrate local and regional progress and tell a compelling story for the impact of workforce activities within a region or subregion. The selection of a few key metrics for sharing local and regional impact is an ongoing and iterative process. These example metrics are intended to initiate conversations or augment the work already happening within local boards on identifying and measuring progress on benchmarks. Regions are not required to use the metrics outlined; the intention of including this in the framework is to serve as a starting point for thinking about how to track progress toward the indicators and support regional conversation within present practices.

These tools seek to support connections between the activities of local boards with their corresponding measurable regional impact. The groundwork laid here is designed to bolster regional efforts to align to other complementary initiatives, investments, and policy efforts. The framework also leaves workforce leaders with additional guiding questions that can be used to shape continued collaborative efforts to refine the strategic framework, transition from planning to action, and apply the lessons learned from this process to a broader set of initiatives systemwide.

Guiding Questions

- ▶ What is the best way to orient your team to the framework and continue the practice of strategic planning and data collection and analysis?
 - ▶ Which of the four indicators most closely align with the goals in your regional plan? Where would you be able to hit the ground running, and which indicators will take more time and consideration?
 - ▶ Do any of the example data measures resonate with what your local board or region discussed as potential measures? What could you use and what could you modify to meet your regional goals?
 - ▶ What are some of the most important or first steps your board can take to build your overall data capacity?
 - ▶ What opportunities are there for leveraged funding, especially those that can support the target populations?
-

Ultimately, the California Workforce Framework for Regional Plan Implementation presents an entry point for local boards and the state to work together in achieving equitable economic advancement for all Californians.

Introduction

Regional Plan Implementation 4.0 is an evolution of the California Workforce Development Board’s 2014 Slingshot initiative, designed to accelerate income mobility through regional collaboration. The RPI 4.0 framework aims to support workforce leaders in identifying and tracking the range of activities that collectively demonstrate how regions are creating workforce systems that ensure equity and increase upward mobility for their community through strategizing, coordinating, and measuring the goals and objectives of regional plans.

RPI 4.0 is focused on three policy objectives that cascade into four impact indicators recognized by local boards and the state as high-leverage focus areas for improving equity, job quality, and economic mobility.

TABLE 1: RPI 4.0 OBJECTIVES AND INDICATORS

RPI 4.0 Objectives	RPI 4.0 Indicators
<ol style="list-style-type: none"> 1. Fostering demand-driven skills attainment 2. Enabling upward mobility for all Californians 3. Aligning, coordinating, and integrating programs and services 	<ol style="list-style-type: none"> A. Region has a process to communicate industry workforce needs to supply-side partners. B. Region has policies supporting equity and strives to improve job quality. C. Region has shared target populations of emphasis. D. Region deploys shared/pooled resources to provide services, training, and education to meet target population needs.

Measuring the improvements over time around these indicators is both a local and regional challenge given the increasing interconnectedness of economies across California. National trends, prior to the pandemic, demonstrated the growth in average distances that workers travel across a region for accessing jobs, with disproportionate impact on residents earning lower incomes and people who identify as Latinx and Black.¹ The geography of poverty also continues to change with a 57 percent increase

of residents experiencing poverty in suburban areas just between 2000 and 2015.² Critical services like transportation, access to childcare and support services, and connecting workers to good jobs are all increasingly regional challenges, and so are the solutions. As local boards, regions, and subregions come together to address both the micro and macro levels of economic equity, defining and tracking progress across jurisdictions presents considerable complexity.

Using This Framework

This document is intended for use by Regional Organizers, California Workforce Development Board (CWDB) Local Directors, and Staff in supporting and guiding conversations with relevant stakeholders tasked with creating and implementing regional plans. Depending on the individual plan and local capacity, we anticipate workforce leaders will benefit from different sections of this framework to support their efforts. All regions can be working toward identifying metrics and setting benchmarks that are relevant and meaningful to the regional plan, and we encourage workforce leaders to select the components of this framework that will help to build on the solutions and objectives already underway within a region.

How to Use

As workforce leaders identify the RPI 4.0 indicators most closely aligned to their regional efforts, this framework is designed to support fundamental conversations with the intent of establishing metrics to track the progress and impact of local boards. Regions have the option of choosing one or more of the RPI 4.0 indicators to report on, given the goals and objectives that each region has already identified through its multiyear regional planning work. A starting point for local conversations around all four indicators is presented to provide a full range of options for consideration by local workforce leaders.

To support these conversations, the framework includes the following three primary sections.



Conversation Guides

Each indicator from RPI 4.0 has a complementary Conversation Guide to serve as a starting point for Regional Organizers and Local Directors to use to help leaders identify measurements for the aligned indicator. We recognize the intentional planning and collaboration required to advance regional plans, and these Conversation Guides aim to unlock the potential for local leaders to advance the conversation relevant to each indicator from different starting points.



Regional Spotlights

Each indicator features a regional example of how leaders are using regional goals and activities in ways that are mutually reinforcing for RPI 4.0.



Menu of Metrics

The Menu of Metrics included for each indicator provides examples of basic metrics that can be used to demonstrate local and regional progress and tell a compelling story for the impact of workforce activities within a region or subregion. The selection of a few key metrics for sharing local and regional impact is an ongoing and iterative process. These example metrics are intended to initiate conversations or augment the work already happening within local boards on identifying and measuring progress on benchmarks. Regions are not required to use the metrics outlined; the intention of including this in the framework is to serve as a starting point for thinking about how to track progress toward the indicators and support regional conversation within present practices.

The framework seeks to connect the activities of local boards to corresponding measurable regional impact. Examples of this cascading impact are outlined below (Table 2), showing where programmatic activities contribute to wider regional outcomes related to economic mobility.

The groundwork laid by the framework is designed to bolster regional efforts to align to other complementary initiatives, investments, and policy efforts.

TABLE 2: CASCADING METRICS FROM PROGRAM TO REGIONAL IMPACT

Programmatic Impact
<ul style="list-style-type: none"> • Training completions • Job placements • Retention • Number of employers engaged
Regional Impact
<ul style="list-style-type: none"> • Increase in employment of high-wage industries for Black and Latinx residents • Decrease in homelessness and displacement • Increase in per-capita income for residents from low-income backgrounds • Increase in proximity of quality jobs to low-income neighborhoods

Context

History of Regional Work in California

In 2014, CWDB set a regional mission and vision toward fulfilling the federal Workforce Innovation and Opportunity Act objectives to strengthen and improve our nation's public workforce system and help adults, dislocated workers, youth, and those with significant barriers gain employment in high-quality jobs and careers, while helping employers hire and retain skilled workers. That same year, CWDB launched an effort to accelerate income mobility through regional collaboration called the Slingshot Challenge. Local workforce development boards formed Slingshot regions to work with leaders at the intersection of industry, education, labor, workforce, and economic development to identify and solve employment challenges. WIOA gave statutory relevance to the regional approach taken by the Slingshot initiative because it required all states to designate Regional Planning Units, or RPUs.

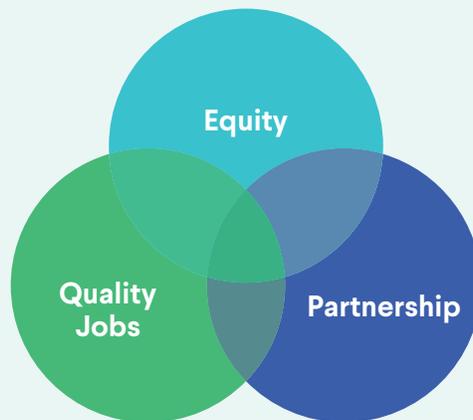
These newly formed RPUs were tasked with aligning their local areas with regional labor markets, developing regional workforce plans to facilitate the implementation of sector strategies, coordination, and alignment of service delivery systems, pooling of administrative costs, and collective development of shared strategies among regionally organized local boards. Now in its fourth iteration of implementation, or RPI 4.0, funding is being used to support the RPUs in their efforts to develop leadership and coordinate among industry leaders and workforce, education, and economic development partners. The goal is to promote systems change and worker empowerment by building a “high road” economy based on equity, skills, innovation, worker voice, and shared prosperity.

Based on priorities emerging from the RPUs, RPI 4.0 is intended to support local and regional efforts in fostering demand-driven skills attainment, enabling upward mobility for all Californians. It is also intended to align, coordinate, and integrate programs and services across regions or subregions. RPI 4.0 set out Regional Indicators of Coordination and Alignment Outcomes, which facilitated a need for a Regional Plan Implementation Framework.

To help advance the goals of RPI 4.0, Jobs for the Future (JFF) worked with state and local workforce leaders on developing a strategic framework to illustrate how local and regional plans and CWDB statewide goals can be strategically aligned and mutually reinforcing.

Equity and Upward Mobility for Californians

A major focus of RPI is connecting equity and job quality to support all Californians in achieving upward mobility, including long-term economic self-sufficiency and economic security. Regions are especially tasked with creating greater equity in services and outcomes by increasing access to quality jobs and targeting services and trainings to populations that have experienced barriers to employment, including discrimination, economic exclusion, and exploitation. To achieve this, local workforce boards are working to strategize, align, and coordinate services with multiple partners within regions and subregions.



Regional Plan Implementation Framework

Indicator A

Indicator A encourages regions to look at supply and demand in key regional sectors and occupations. It requires workforce boards to understand employer demands such as skills, competencies, and the number of positions available in associated jobs. Indicator A asks regions to establish a benchmark around placement into these key jobs and work with supply-side partners to understand the demands and adjust their training services and recruitment as necessary. Supply-side partners refer to a range of potential regional workforce system partners, including community colleges, adult education providers, alternative training providers, human service agencies, and community-based organizations (CBOs). Alignment of industry workforce needs and supply-side offerings is critical to understanding the opportunities in regional economies and overcoming the challenges associated with disconnected tracking and reporting systems between training and service providers and employers.

TABLE 3: INDICATOR A OUTCOMES (AS OUTLINED IN RPI 4.0)

Indicator A	
Region has a process to communicate industry workforce needs to supply-side partners.	
Outcome 1	Outcome 2
Region has developed benchmarks and measurements to track improvement in the number of individuals placed in jobs that align with the sectors and occupations emphasized in the Regional Plan.	Region has developed benchmarks and methods to track workforce partner professional development training on priority sectors and industry workforce needs.



INDICATOR A

Conversation Guide

The Conversation Guide is designed to support Regional Organizers and Local Directors in leading conversations to identify and advance Indicator A. The following questions are considerations intended to support and augment conversations; local leaders should adapt as necessary.

You may benefit from a conversation on Indicator A if..

You have already identified top sectors and occupations in a regional plan.

Who should be present:

- Local Directors
- Regional Organizer

Orientation and Purpose

To foster demand-driven skills attainment, workforce boards can support supply-side partners in understanding existing and anticipated demand to adjust program offerings accordingly.

Understanding Our Supply-Side Partners

- Which supply-side partners (e.g., community colleges and adult education providers) are currently providing training for our top regional industry sectors?
 - › *Which are having the greatest job placement success? Why?*
- What do we know about the number of individuals trained in each of these programs per year?
- What do we know about the number of job placements within the top industries resulting from these training programs per year?

Building Our Communication Strategy

- How do our supply-side partners currently find out about existing and emerging industry demands for jobs that offer career mobility and wage progression (e.g., website, dashboard, and meetings)?
- How often are partners able to access or receive updated information on industry and workforce needs?
- What do we know about professional development taking place with and for training providers that incorporate industry workforce needs from our priority sectors?
 - › *How is this data currently captured (e.g., survey or through meetings)?*
 - › *Collectively, what are our goals around improving the industry relevance of professional development opportunities?*

Developing Data Benchmarks and Goals

Purpose: To track how workforce boards are improving job placement rates in priority sectors (Outcome 1), local leaders will need to develop a way of establishing a baseline of current placements, set improvement goals, and then support the necessary training and communication to achieve the desired results.

1. Review currently available data related to how training programs are leading to job placements in the top industry sectors.
2. Collectively, set a three-year goal (number or percentage increase) for individuals placed in top industry sectors.

Additional Considerations Moving Forward

- What do we know about these partners' recruitment efforts? Is there scope to increase recruitment for our target populations?
- How could we incorporate feedback from industry and supply-side partners in refining our goals around job placement?



INDICATOR A

Regional Spotlight | North State

The North State Regional Planning Unit consists of one local board. The Northern Rural Training and Employment Consortium covers 11 counties across 33,000 square miles of primarily rural communities. NoRTEC staff use quantitative data from CalJOBS and qualitative data from stakeholder meetings to understand, respond to, and communicate industry needs to supply-side partners.

To align to the NoRTEC regional plan, Business Service Representatives meet with NoRTEC staff monthly to discuss a variety of issues, including monthly review of occupational reports (job openings), changes in workforce, and current business challenges. They also meet to strategize and share information on outreach methods to business within NoRTEC's identified priority sectors. BSRs are now being asked to include NAICS codes with each employer contact record they are entering into CalJOBS to ensure they are gathering information and analyzing employer needs, which will better enable the region's America's Job Centers of California to connect potential workers with these employers. The plan is to use this data to develop performance metrics to 1) assist NoRTEC in measuring its success with RPI funding (now and in the future), and 2) to measure the success of the business services programs operated through NoRTEC's network of AJCCs (12 in all).

The Industry Sector Partnerships in the area have been developed and maintained through the assistance of local entities that contract with NoRTEC and regularly attend sessions with NoRTEC staff to share best practices and brainstorm new ideas. Outside trainers are also utilized to ensure that the collaboration necessary for a successful partnership continues.

A 2021 example of collaborative efforts to meet the needs of local employers was work done by the Rural Healthcare Collaborative that focused on addressing demand from local medical entities (hospitals, clinics, and doctor's offices) for trained employees (CNAs, Medical Assistants, LVNs, and RNs). Local training entities in the area (in this case, community colleges), in collaboration with AJCCs and employers, were able to create or increase local classroom training opportunities by developing new training programs or increasing capacity of training programs already in existence. AJCC staff helped with recruitment of, and financial assistance to, workers who were interested in careers in the healthcare field in our rural areas (using ITAs and the development of OJT contracts). In addition, to help encourage relocation of already skilled medical personnel to our region, local AJCCs are modifying their websites to include information on jobs outside of the medical field, which raises awareness of opportunities for spouses and partners and gives families one place to peruse job openings.



INDICATOR A
Menu of Metrics

The following table outlines examples of metrics that local boards could measure to track progress toward Indicator A. The metrics listed as Process Measures are potential foundational steps toward aligned outcomes rather than tools to assess direct impact.

TABLE 4: INDICATOR A MENU OF METRICS

Example Measures for Indicator A	Possible Data Elements (Description)	Possible Data Elements	Data Source
Percentage of individuals served who will attain employment related to training	Community college data on CTE students who report working in a job very closely or closely related to their field of study	Student enrollment file CTE survey question: If you are working, how closely related to your field of study is your current job?	Chancellor's Office Management Information Systems CTE Outcomes Survey National Student Clearinghouse CSU/UC Cohort Match
	Participant data		Reported in CalJOBS
	Industry_Name	NAICS	Derived from NAICS
Distribution of job placements that align to the top sectors and occupations emphasized in the regional plan	Unique_Individual_Identifier	PIRL 100	Reported in CalJOBS
	Job_Placement_2q (2 quarters after exit)	PIRL 1602	Reported in CalJOBS
	Job_Placement_4q (4 quarters after exit)	PIRL 1606	Reported in CalJOBS
	Occupation_Code	PIRL 1613 or 1612 or 1610	Reported in CalJOBS
	Occupation_Name	ONET	Derived from ONET
	Industry_Code	PIRL 1617 or 1615 or 1614	Reported in CalJOBS
	Industry_Name	NAICS	Derived from NAICS

Example Measures for Indicator A	Possible Data Elements (Description)	Possible Data Elements	Data Source
Process Measures			
<p>Identification of top sectors and occupations that provide quality jobs</p>	<p>Labor market analysis to include the following information: demand, showing work within sectors and occupations; scale, based on the number of employed individuals in associated sectors and occupations; growth, as indicated by projected average annual earnings for sectors and occupations; and wages, defined by the median living wage for the region. LMI analysis might also consider other measures of job quality.</p>		<p>JobsEQ, Employment Development Department, American Community Survey</p>
<p>Percentage of frontline staff participating in training that addresses the needs of target sectors and jobs identified in economic analysis and labor market studies</p>	<p>Economic analysis/labor market study Catalog of training programs Training program participation</p>		<p>EDD/Econovue/LMI study Locally determined adult education, ETPL, community colleges</p>
<p>Percentage of professional development participants (including WIOA-required partners) who report training supported their understanding of employer needs in priority sectors and jobs</p>	<p>Example question: Did the training improve your understanding of employer needs in [target sector]? Yes or No</p>		<p>Professional development survey, locally determined</p>

Indicator B

Indicator B is focused on the two core tenets of RPI 4.0: job quality and equity. Here, local leaders are asked to both define and benchmark improvements in equitably serving populations in their region and ensuring that there is equitable distribution in job placements in positions that are deemed to be high-quality jobs within the region. One option for workforce leaders to consider is focusing on job quality at a local or subregional level and establishing equity principles, traits, and strategy at a macro-regional level, given how job quality will contribute to and influence impact related to equity.

TABLE 5: INDICATOR B OUTCOMES (AS OUTLINED IN RPI 4.0)

Indicator B Region has policies supporting equity and strives to improve job quality.	
Outcome 1	Outcome 2
Region has developed benchmarks and measurements to track progress towards ensuring equity and job quality and serving employers who provide quality jobs that provide economic security through family sustaining wages and comprehensive benefits.	Region has developed benchmarks and measurements to track individuals that complete training and/or attain industry recognized credentials aligned with the sectors and occupations emphasized in the Regional Plan.



INDICATOR B:

Conversation Guide

The Conversation Guide is designed to support Regional Organizers and Local Directors in leading conversations to identify and advance Indicator B. The following questions and considerations are intended to support and augment conversations; local leaders should adapt as necessary.

You may benefit from a conversation on Indicator B if..

Your region or subregions have expressed commitment to defining and improving equity and job quality.

Who should be present:

- Local Directors
- Regional Organizer

Orientation and Purpose

To enable upward mobility for all Californians, workforce boards can focus on economic equity by defining and advancing equity and job quality for the region and subregions.

Establishing Local Infrastructure for Success

- Before defining and establishing benchmarks around equity, consider who and how you will want to address these questions as a region or subregions.

Considerations:

- What additional stakeholders should be part of developing policies and regional and subregional metrics on equity and job quality?
- What are the potential benefits of establishing a shared definition for these concepts? What is the shared vision for what this will bring to your communities? How will your definitions incorporate racial equity?
- What already exists by way of local definitions of equity and job quality?
- What data is already being collected around equity and job quality?

Defining Equity and Establishing Local and Regional Policies

Existing definitions and resources:

- [National Equity Atlas](#) A national report card on racial and economic equity incorporating regional equity measures of well-being and racial gaps. It provides a resource for thinking about optional indicators of equity.
- [Oakland Equity Indicators Report \(2018\)](#) A framework that defines equity and outlines six broad themes that contribute to economic equity: economy, education, public health, housing, public safety, and neighborhood and civic life.
- [Indicators of an Inclusive Regional Economy](#) A picture of economic inclusion in the Minneapolis-St. Paul region's economy, designed by the Center for Economic Inclusion. A report and dashboard support transparency of progress across the indicators.
- [Ready for Equity in Workforce Development](#) An assessment tool created by Race Forward to evaluate existing racial equity efforts and develop ways to expand racial equity practices.
- [Racial Equity Toolkit](#) Tools developed by the Michigan Department of Civil Rights and the Gerald R. Ford School of Public Policy to guide organizations with developing strategies to advance racial equity.
- [Government Alliance on Race & Equity](#) A series of tools and resources to help organizations operationalize their equity work. This includes best practices, metrics, and strategies.
- [Our AREA 2021 Alliance Regional Equity Agenda](#) Strategies and insight on how to advance equity based on principles, input, and expertise.

Sample conversation prompts:

- Who should be involved in establishing a shared definition of equity for your subregion or region?
- What impact do you want to achieve by addressing equity in your subregion or region?
- What are the key measures of your success in improving equity in your region?

Defining Job Quality and Establishing Local and Regional Policies

Existing definitions and resources:

- [San Diego Workforce Partnership Job Quality Framework](#) A three-part framework that includes a formula and indicators for achieving job quality.
- [Worker-Led Research Yields a New Framework for Assessing Job Quality](#) A worker-led approach to addressing job quality that could be replicated or adapted by local boards interested in incorporating worker voice into the definition of job quality. The framework looks at what, beyond wages and benefits, makes a quality job.
- [The California High Road: A Road Map to Job Quality](#) An outline of the definition and components of quality jobs, such as stable and predictable schedules, worker voice and agency, healthy work environment, and family-sustaining wages.
- [National Fund Framework](#) A framework that allows local boards to review and choose a combination of items that best fit local needs.

Sample conversation prompts:

- Which stakeholders do you want to help inform the definition and policies related to job quality?
- Brainstorm all the components of job quality that are relevant in local areas and subregions. Are there any components that cut across all jurisdictions?

Benchmarking Progress

- What data do you already collect that could help you understand challenges and opportunities related to access and retention for quality jobs? Does any entity in your region or subregion collect disaggregated data?
- How can you gain a picture of how race, gender, and other demographics impact participants' training access, completion, and job placements? Examples may include census data, local or regional data, and community surveys.
- How can you work to ensure data integrity? What new or existing processes can you support?
 - › *How can you engage key stakeholders in understanding the data, build buy-in and commitment, and identify organizations and entities that could help make progress on the goals?*

- › *What opportunities are there to codify these ideas in policies, job descriptions, MOUs, data-sharing agreements, and other practices?*

Setting Goals

- How can you continuously communicate your goals and progress with key stakeholders?
- What changes do you want to see in three or five years' time?
- How can these goals be embedded in organizational plans and key performance indicators?

INDICATOR B

Regional Spotlight | Southern Border

The Southern Border Region comprises Imperial and San Diego Counties across the geographic area at the border with Mexico. SBR's two boards, along with a range of partners, work together to create workforce development solutions that meet both business and jobseeker needs for its diverse population of over 3.4 million. And while the road toward understanding and defining equity and job quality will be unique for each region, SBR's journey through RPI and beyond has highlighted key processes and strategies that have strengthened its work in this area. Like many, SBR is guided by strategic pillars it developed and adopted to guide the work in the region, including inclusive business growth, job quality, outcomes-focused funding, population-specific interventions, and 2Gen.

The region used the Listen, Learn, Act diversity, equity, and inclusion (DEI) framework to develop and build its thinking around focus areas. It also was able to make incredible strides with its job quality work after establishing living wages and self-sufficiency thresholds that support regional strategies and make sense locally—especially with employers. And before landing on definitions for the region, SBR used “job quality experiments” to test job quality concepts with the field. SBR used this time to identify gaps and strengths in thinking and to engage local stakeholders (e.g., community members, employers, post-secondary institutions, and local government officials) to ensure its definitions were representative, responsive, and supported.

Finding job quality and equity to be closely related, the region has leveraged disaggregated data from CalJOBS, Salesforce, and Domo to better understand and address equity gaps in the region as it pertains to job placements and access to quality jobs. SBR's regional and local plans are also informed by research and community input. For example, as part of its Listen, Learn, Act DEI framework, SBR convened nearly 400 community members at its Race, Equity, and Worker Power conference. Throughout each phase of SBR's journey, community members and stakeholders were a part of the discussion.



INDICATOR B
Menu of Metrics

The following table outlines examples of metrics that local boards could measure to track progress toward Indicator B. Again, the metrics listed as Process Measures are potential foundational steps toward aligned outcomes rather than tools to assess direct impact.

TABLE 6: INDICATOR B MENU OF METRICS

Example Measures for Indicator B	Possible Data Elements (Description)	Possible Data Elements	Data Source
Wage increases experienced by race and ethnicity ³	Unique_Individual_Identifier	PIRL 100	Reported in CalJOBS
	Hispanic_Latino	PIRL 210	Reported in CalJOBS
	American_Indian_Alaska_Native	PIRL 211	Reported in CalJOBS
	Asian	PIRL 212	Reported in CalJOBS
	Black_African_American	PIRL 213	Reported in CalJOBS
	Native_Hawaiian_Other_Pacific_Islander	PIRL 214	Reported in CalJOBS
	White	PIRL 215	Reported in CalJOBS
	Wages_Prior_q3 (3 quarters prior to participation)	PIRL 1700	Reported in CalJOBS
	Wages_After_Exit_q1 (1 quarter after exit)	PIRL 1703	Reported in CalJOBS
	Wages_After_Exit_q2 (2 quarters after exit)	PIRL 1704	Reported in CalJOBS
Wages_After_Exit_q4 (4 quarters after exit)	PIRL 1706	Reported in CalJOBS	

Example Measures for Indicator B	Possible Data Elements (Description)	Possible Data Elements	Data Source
Distribution of credential attainment across entry-level status ⁴	Unique_Individual_Identifier	PIRL 100	Reported in CalJOBS
	Low_Income_at_Entry	PIRL 802	Reported in CalJOBS
	Veteran_at_Entry	PIRL 300	Reported in CalJOBS
	Education_Attainment_at_Entry	PIRL 408	Reported in CalJOBS
	Employment_Status_at_Entry	PIRL 400	Reported in CalJOBS
	Completed_with_Credential	PIRL 1800	Reported in CalJOBS
Representation of individuals serviced in proportion to population demographics	Participant data		Reported in CalJOBS Census Bureau
Process Measures			
Self-sufficiency established for local areas, subregions, and region disaggregated by gender, race and ethnicity, and other demographic characteristics	Median living wage for a family Self-sufficiency indicators such as rent vs. home ownership, housing costs, and population growth		MIT Living Wage calculator Census Bureau Bureau of Labor Statistics Locally determined

(Continued on next page)

Distribution of job placement across gender, race, and ethnicity ⁵	Unique_Individual_Identifier	PIRL 100	Reported in CalJOBS
	Sex	PIRL 201	Reported in CalJOBS
	Hispanic_Latino	PIRL 210	Reported in CalJOBS
	American_Indian_Alaska_Native	PIRL 211	Reported in CalJOBS
	Asian	PIRL 212	Reported in CalJOBS
	Black_African_American	PIRL 213	Reported in CalJOBS
	Native_Hawaiian_Other_Pacific_Islander	PIRL 214	Reported in CalJOBS
	White	PIRL 215	Reported in CalJOBS
	Job_Placement_2q (after 2 quarters)	PIRL 1602	Reported in CalJOBS
	Job_Placement_4q (after 4 quarters)	PIRL 1606	Reported in CalJOBS

Indicator C

Indicator C asks regions to select populations to focus on for establishing baselines and target goals as part of RPI 4.0. It is in part intended as an exercise in establishing shared understanding of the needs of a select number of populations as well as coordinating around the data collection and analysis pieces required to understand impact and outcomes. Multiple target populations may be selected for RPI 4.0, but regions are encouraged to start with a modest number to build the capacity and data infrastructure. Once infrastructure and processes are established, regions are encouraged to evaluate additional populations and expand the baseline and goals for each population.

When setting goals around or measuring Outcome 2, it is important to note that a person who makes middle-class wages should be defined locally or regionally to account for differences in the cost of living, wage rates, and ability to attain self-sufficiency.

TABLE 7: INDICATOR C OUTCOMES (AS OUTLINED IN RPI 4.0)

Indicator C: Region has shared target populations of emphasis.	
Outcome 1	Outcome 2
Region has a system to ensure target populations are served equitably. This may call for new ways to use the demographic data and analysis collected on the individuals enrolled in the regional workforce.	Region has a system to assess the number of individuals placed on a path to the middle class, including incumbent worker training strategies to ensure progression along career pathways.



INDICATOR C Conversation Guide

The Conversation Guide is designed to support Regional Organizers and Local Directors in leading conversations to identify and advance Indicator C. The following questions are considerations that are intended to support and augment conversations; local leaders should adapt as necessary.

You may benefit from a conversation on Indicator C if..

- Your region or subregions have expressed commitment to defining and improving equity and job quality.
- Local boards, subregions, and regions have interest in measuring the differences in access and impact of training and services across participant groups.

Who should be present:

- Local Directors
- Regional Organizer

Orientation and Purpose

Part of the focus of RPI 4.0 is to identify and align services to more equitably provide services and training. Indicator C is around identifying one or a few priority groups to pilot new ways of collecting and analyzing data to understand how equitably key populations are being served.

Reviewing Current Data

- To begin, you may consult your current regional plan and data sources to understand which populations have been designated as priorities in the past or currently.
- Alternatively, Local Directors may look at target populations from the lens of occupational focus.
 - › *Are there key occupations that warrant increased attention over the next three years?*
- In addition, since this indicator is looking at building data capacity to understand the impact of services, you will want to see if local boards can disaggregate data related to the target populations selected.
 - › *What type of disaggregated data is available around local, subregional, and regional services and outcomes?*
 - › *Do current data disaggregation processes allow for looking at the specific outcomes for the target population?*
 - › *Have local boards, subregions, or the region identified equity gaps related to job training and placements for specific populations?*

Career Pathways

Outcome 2 asks local boards to determine what an upward mobility pathway looks like for the selected target population, including incumbent workers. Workforce leaders may begin by understanding the living wage for subregions and regions. A good starting place is the MIT Living Wage calculator. Workforce leaders may also consider self-sufficiency indicators, including childcare, transportation, and rent vs. home ownership.



INDICATOR C

Regional Spotlight | Inland Empire

The Inland Empire Regional Planning Unit consists of two local boards across San Bernardino and Riverside Counties in Southern California. It represents a richly diverse region of the state with over 4.6 million people across more than 27,000 square miles of land. As part of its RPI 4.0 work, the IE team selected the reentry population, or those transitioning from incarceration or justice involvement, as its target population. While the IE has had industry targets in the past, its identification of a target population for RPI 4.0 was the first time for the region from a customer perspective. The regional team successfully leveraged previous work with successful Prison to Employment initiative programming, as well as clear communication to local boards around the benefits of supporting this population, building on momentum, successful funding, and positive progress reports. With this in mind, it has also used disaggregated data in CalJOBS to establish a goal for the equitable service provision component of this indicator, focused on increasing apprenticeships for the reentry population, which will certainly have a parallel impact on IE residents beyond the target population as well.



INDICATOR C
Menu of Metrics

The following table outlines examples of metrics that local boards could measure to track progress toward Indicator C. Again, the metrics listed as Process Measures are potential foundational steps toward aligned outcomes rather than tools to assess direct impact.

TABLE 8: INDICATOR C MENU OF METRICS

Example Measures for Indicator C	Possible Data Elements (Description)	Possible Data Elements	Data Source
Example target population: Home Health Care Workers	Unique_Individual_Identifier	PIRL 100	Reported in CalJOBS
	Employment_Status_at_Entry	PIRL 400	Reported in CalJOBS
Incumbent home health care workers who completed a higher level health care credential and moved into a higher paying job within a given period	Occupation_Code_Most_Recent_Employment_Prior_to_Participation	PIRL 403	Reported in CalJOBS
	Wage_Prior_q1 (1 quarter prior to participation)	PIRL 1702	Reported in CalJOBS
	Wages_Prior_q3 (3 quarters prior to participation)	PIRL 1700	Reported in CalJOBS
	Eligible_Training_Provider_Program_of_Study	PIRL 1304	Reported in CalJOBS
	Eligible_Training_Provider_CIP_Code	PIRL 1305	Reported in CalJOBS
	Program_Name	ETPL: Program Name	Reported on ETPL

Example Measures for Indicator C	Possible Data Elements (Description)	Possible Data Elements	Data Source
Data measures would need to identify individuals' employment status, occupation, and wages at entry and compare against training program, completion, credential attainment (potentially), placement status, wages, occupation, and industry of employment at exit	Completed_with_Credential	PIRL 1800	Reported in CalJOBS
	Employment_Related_to_Training	PIRL 1608	Reported in CalJOBS
	Job_Placement_q2	PIRL 1602	Reported in CalJOBS
	Job_Placement_q4	PIRL 1606	Reported in CalJOBS
	Wages_After_Exit_q1	PIRL 1703	Reported in CalJOBS
	Wages_After_Exit_q2	PIRL 1704	Reported in CalJOBS
	Wages_After_Exit_q4	PIRL 1706	Reported in CalJOBS
	Occupation_Code	PIRL 1613 or 1612 or 1610	Reported in CalJOBS
	Occupation_Name	ONET	Derived from ONET
	Industry_Code	PIRL 1617 or 1615 or 1614	Reported in CalJOBS
Industry_Name	NAICS	Derived from NAICS	
Average wage post-training vs. mean wage post-training Calculation: Group average post-training wage/program post-training wage	Comparison of the average wage for the entire training population for a program compared against the average wage by a segment of the training population. If group average is > 1, then average wage for the group is greater than the average expected wage for the total program population	Participant data	Reported in CalJOBS

Example Measures for Indicator C	Possible Data Elements (Description)	Possible Data Elements	Data Source
<p>Average earnings premium against total average earnings premium</p> <p>Calculation: Average group earnings premium/ average expected post-training earnings premium</p>	<p>Measuring the average earnings premium of a set demographic group against the total average earnings premium for the training population. If > 1, that means the group average earnings premium is greater than the expected premium for program participants</p>	<p>Participant data</p>	<p>Reported in CalJOBS</p>
Process Measures			
<p>Percentage of consortia members who indicate meetings addressed disaggregated data and discussion on how demographics, rates, and life situation impact the outcome and success of training and services</p>	<p>Example question:</p> <p>Participation in the consortia meetings deepened your understanding of the life situation of participants on program outcomes and success? Yes or No</p> <p>Have you been able to identify concrete areas of improvement to your programs and services to address the needs of high-priority population groups? Yes or No</p>		<p>Survey, locally determined</p>

Indicator D

Another critical lever for regional transformation is the coordination and alignment of resources. Indicator D elevates two ways regions can track progress on strengthening collaboration between relevant stakeholders: tracking co-enrollment and aligning professional development to support priority populations. There are several additional ways in which regions are and could coordinate resources, but these two have been elevated as high-impact areas of focus.

TABLE 9: INDICATOR D OUTCOMES

Indicator D: Region deploys shared/pooled resources to provide services, training, and education to meet target population needs.	
Outcome 1	Outcome 2
Region has a system in place to track co-enrollment strategies to engage with participants holistically and track individuals that complete training and/or attain industry recognized credentials aligned with the sectors and occupations emphasized in the Regional Plan.	Region has developed benchmarks and methods to track workforce staff and partners professional development training on services, training and education to meet target population needs.



INDICATOR D Conversation Guide

The Conversation Guide is designed to support Regional Organizers and Local Directors in leading conversations to identify and advance Indicator D. The following questions are considerations that are intended to support and augment conversations; local leaders should adapt as necessary.

You may benefit from a conversation on Indicator D if..

Your region or subregions have a process for convening partners around coordinating services and activities.

Who should be present:

- Local Directors
- Regional Organizer

Orientation and Purpose

A key to meeting the needs of all the populations served across a region and achieving equitable outcomes is the coordination and alignment of strategy and services. When services are

disconnected and difficult to navigate, it places additional burdens on participants and impedes outcomes. This includes understanding how participants engage in an ecosystem of supports such as co-enrolling in community colleges, but also housing, childcare, and social services. Professional development for staff across this landscape is important for ensuring that information is shared and goals are aligned.

Understanding the Current Landscape

- Primarily, Local Directors can look into what is known about the target populations' interaction with other providers and community partners.
 - › *Is there a process to track co-enrollment in training and services?*
 - › *Do you collect information on other resources and supports that your target population may be participating in, such as community college enrollment, childcare, housing, transportation assistance, and healthcare?*

Communication

- Once target population needs have been identified (Indicator C), workforce leaders can begin to communicate and allocate funds to support specific gaps and opportunities for improving services and alignment.

Example questions to ask:

- › *What is our process to communicate our target population needs with partners that are also interacting and providing services to this group (e.g., social services, other training providers, and community colleges)?*
- › *How can we improve professional development opportunities so they are more strongly designed and delivered to address the target population's needs?*

INDICATOR D



Regional Spotlight | Orange Regional Planning Unit

The Orange Regional Planning Unit is composed of three local boards serving 34 cities and several large unincorporated areas in Orange County, the third-most populous county in California. Among many things, it is currently working to open the CalJOBS system to partner agencies for co-enrollment and case file sharing. It is leveraging the system's referral platform to establish contact information for community partners, one-stop center partners, training partners, and others; make referrals and appointments; and share other notes. OCRPU has developed [training videos](#) that can be used in any region to help stakeholders understand the processes and see them in action.

Success with this platform requires adoption and coordination with partners, as it hinges on up-to-date data for accurate and efficient referrals. The OC team has navigated challenges like duplication given all three boards are within one county and often working with the same partners. But with a regional requirement for all partners to be in the system, it has found that creating a culture of regular system use as part of everyone's job has helped address concerns about lack of ability to track referrals and turnover, allowing staff to learn to track how individuals are moving through their systems and programs. This includes 14 mandatory partners, as well as community colleges and other CBOs that aren't required by law but are critical because of the services they provide.

The pandemic also provided a push toward these policies, as the OC team received funding from the Department of Labor and permission from the Employment Development Department to build a virtual one stop, so that everything in a brick-and-mortar location would be on an online platform. Current expectations around systems use are thus also foundational for staff to get ready for other shared platforms and work.

Overall, the OCRPU indicated that connecting to "the why," or the values statement, as well as to outcomes helps tremendously. Whether that's demonstrating what reports can be run as a result or the benefits of new tracking capabilities and what can be shared, eventually that becomes an important thread in the everyday work. When considering the needs of the populations and particularly target populations of underserved communities of color, these systems are critical and allow the OCRPU to leverage capacity and resources toward impact. It is continuing to build out its data capacity for and connection with businesses, and the pandemic has revealed the degree to which all businesses are not necessarily registered with the Secretary of State or even with their own cities. Overall, these efforts require engagement, communication, and coordination on multiple fronts to yield the desired outcomes for jobseekers and businesses alike.



INDICATOR D
Menu of Metrics

The following table outlines examples of metrics that local boards could measure to track progress toward Indicator D. Again, the metrics listed as Process Measures are potential foundational steps toward aligned outcomes rather than tools to assess direct impact.

TABLE 10: INDICATOR D MENU OF METRICS

Example Measures for Indicator D	Possible Data Elements (Description)	Possible Data Elements	Data Source
Number of program participants who were co-enrolled within the region for training programs that align to the region's high-priority industries and occupations	Unique_Individual_Identifier	PIRL 100	Reported in CalJOBS
	Program_ID	PIRL 903, 904, 905	Reported in CalJOBS
	Eligible_Training_Provider_Name	PIRL 1301	Reported in CalJOBS
	Eligible_Training_Provider_Program_of_Study	PIRL 1304	Reported in CalJOBS
	Eligible_Training_Provider_CIP_Code	PIRL 1305	Reported in CalJOBS
	Completed_with_Credential	PIRL 1800	Reported in CalJOBS
	Provider_Name	EPTL: Provider Name	Reported on ETPL
	Program_Name	ETPL: Program Name	Reported on ETPL

Example Measures for Indicator D	Possible Data Elements (Description)	Possible Data Elements	Data Source
Process Measures			
Number of sustained and active partners	Example: Partners included in joint funding proposals Consortia participation		Locally determined
Number of new partnerships established to meet target population needs	New funding sources New partnerships		Locally determined
Percentage of participants from professional development training who increased knowledge of target population needs	Example question: <i>Did this training support your understanding of the needs and opportunities in serving [target population]?</i> Yes or No		Professional development surveys, locally determined
Percentage of participants from professional development training who identified areas and processes for improving the impact of services on enrolling target population in targeted sectors	Example question: <i>In what ways are you planning on adjusting your processes to better support enrollment of target populations into training and services aligned to [target sectors]?</i>		Professional development surveys; Locally determined

Conclusion and Guiding Questions for Workforce Leaders

The following guiding questions can be used to shape continued collaborative efforts to refine the strategic framework, transition from planning to action, and apply the lessons learned from this process to a broader set of initiatives systemwide.

Guiding Questions

- What is the best way to orient your team to the framework and continue the practice of strategic planning and data collection and analysis?
- Which of the four indicators most closely align with the goals in your regional plan? Where would you be able to hit the ground running, and which indicators will take more time and consideration?
- Do any of the example data measures resonate with what your local board or region discussed as potential measures? What could you use and what could you modify to meet your regional goals?
- What are some of the most important or first steps your board can take to build your overall data capacity?
- What opportunities are there for leveraged funding, especially those that can support the target populations?

The California Workforce Framework for Regional Plan Implementation presents an entry point for local boards and the state to work together in achieving equitable economic advancement for all Californians.

Resources

https://cwdb.ca.gov/wp-content/uploads/sites/43/2020/08/OneSheet_Equity_ACCESSIBLE.pdf

www.thefundneo.org/content/uploads/attachments/Framing%20Paper_FINAL%20hi%20res%20with%20hyperlinks.pdf

www.policylink.org/sites/default/files/Eq_Growth_Strategy_Guide-03c.pdf

www.brookings.edu/wp-content/uploads/2021/10/Roadmap-report.pdf#page=7

www.rockefellerfoundation.org/wp-content/uploads/Aligning-Local-and-Regional-Data_Chapter_5.pdf

<https://s3-us-west-1.amazonaws.com/beta.oaklandca.gov/pdfs/2018-Equity-Indicators-Full-Report.pdf>

Bibliography

Kneebone, E. and Natalie Holmes. 2015. *The growing distance between people and jobs in metropolitan America*. Brookings Institution. www.brookings.edu/wp-content/uploads/2016/07/Srvy_JobsProximity.pdf

Kneebone, E. 2017. *The changing geography of US poverty*. Brookings Institution. www.brookings.edu/testimonies/the-changing-geography-of-us-poverty/

Appendix A: Summary of Equity Principles

Context: Local Directors and Regional Organizers noted the need for an evidence-based starting point for defining and adopting an approach to addressing equity at the local and regional level.

The following chart summarizes key cross-cutting principles from existing literature and frameworks to achieve equitable access, completion, placement, and retention.

Resources consulted include:

- [Government Alliance on Race & Equity](#)
- [Race Forward](#)
- [The Alliance](#)
- [Michigan Department of Civil Rights and the Gerald R. Ford School of Public Policy at the University of Michigan](#)⁶

Additional resources are available from the California Workforce Development Board.⁷

Equity Principle	Examples
Accountability: Organization demonstrates accountability and transparency by openly sharing equity goals, practices, and policies	<ul style="list-style-type: none"> Make equity plan publicly available (Michigan) Set goals to address racial inequities (GARE)
Awareness: A shared understanding of equity	<ul style="list-style-type: none"> Analyze how the organization addresses equity (GARE) Determine how the community understands equity (Michigan) Outline how the organization reflects the community (Race Forward) Define equity and inequity (GARE) Define terms used in conversations about equity (Michigan)
Accessibility: The voices of community members who have faced barriers to economic mobility are included in decision-making on equity definitions, goals, and strategies	<ul style="list-style-type: none"> Follow shared communication practices (GARE) Show consistent interaction or partnership with underrepresented communities (GARE) Change policies that uphold systemic inequities (Michigan)
Sustainability: Demonstration of ongoing commitment	<ul style="list-style-type: none"> Turn practices into policies (Race Forward)

Appendix B: Data Roadmap PowerPoint



DATA ALIGNMENT ROADMAP: GETTING TO REGIONAL IMPACT MEASUREMENT

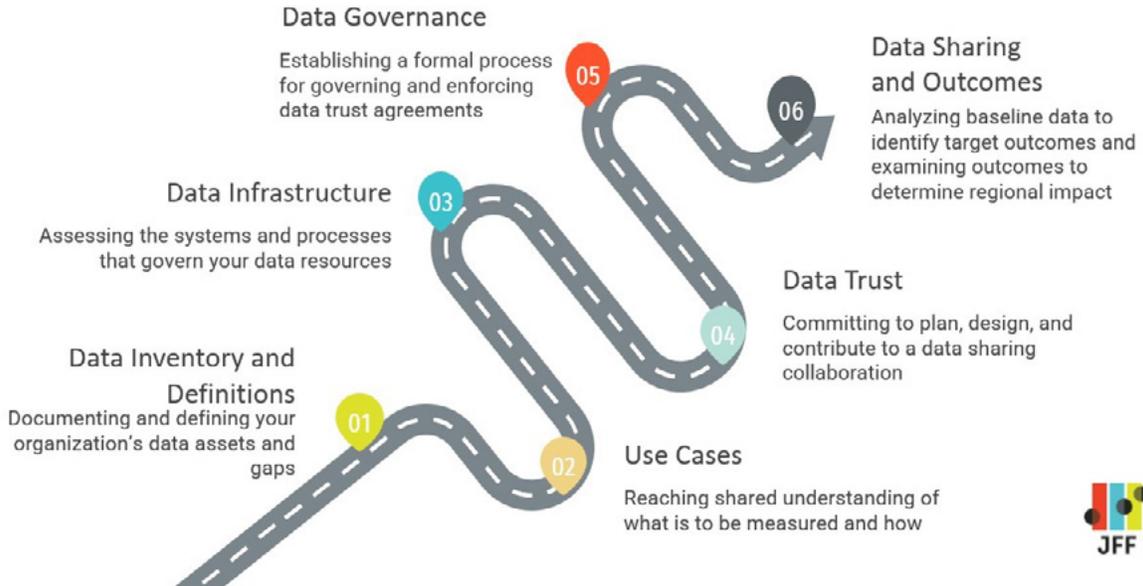


Using the Roadmap

- This roadmap provides a *high-level overview* of foundational activities and decision points you may encounter during the data alignment process.
- These steps *can and should* be customized to meet your region's needs, priorities, strengths, and limitations.
- JFF encourages regions to think long term when developing data agreements and governance policies and, if possible, suggests an objective third party coordinate and manage these efforts.



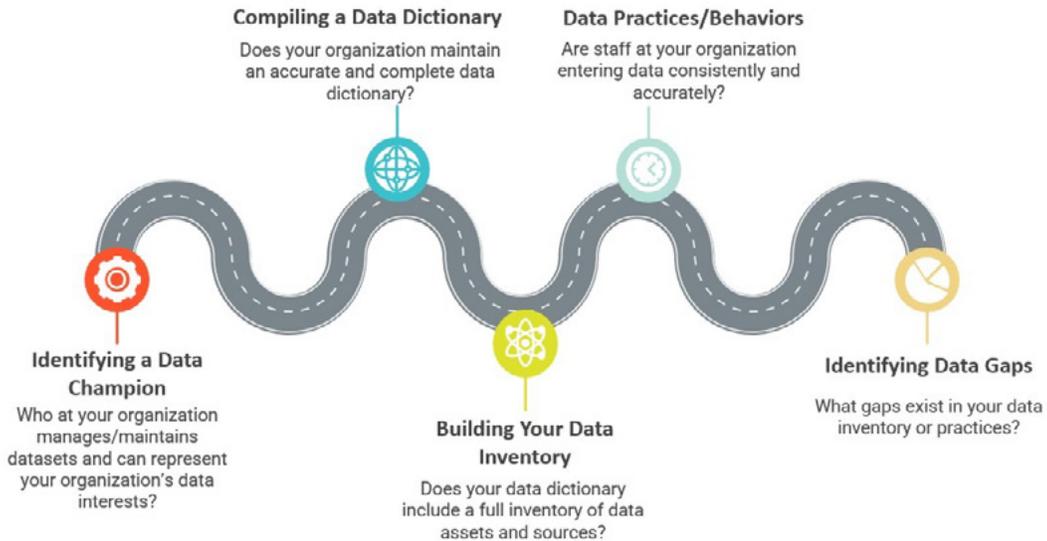
THE WINDING ROAD TO SHARED IMPACT MEASUREMENT



01

Data Inventory and Definitions

Documenting and defining your organization's data assets and gaps



01

Data Inventory and Definitions

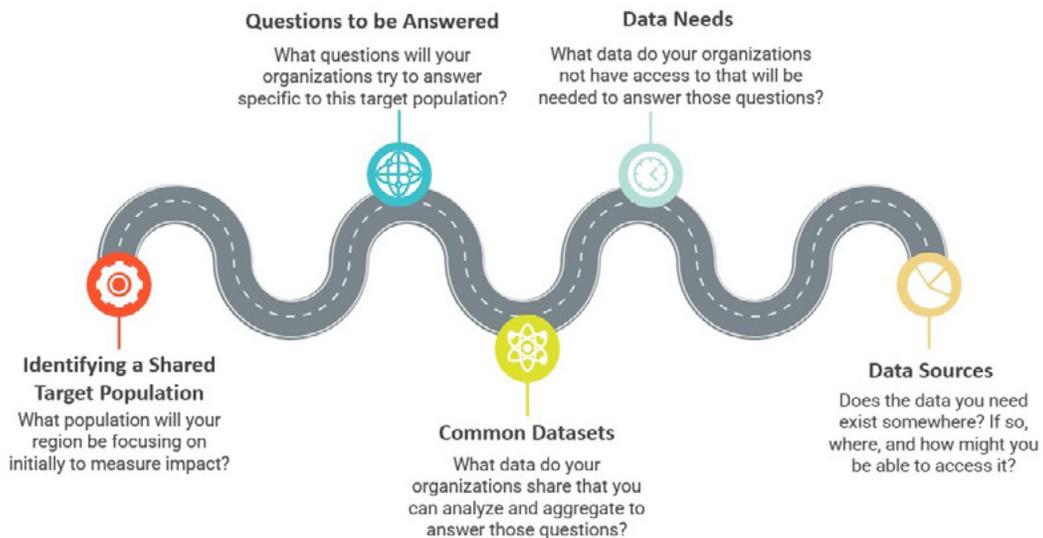
Documenting and defining your organization's data resources

	What	Why
Identifying a Data Champion	Person responsible for overseeing data management, security, and policy who can speak to your organization's data capabilities, practices, and uses	This person helps assure data practices and policies are followed accurately and consistently and can help shepherd data alignment and sharing activities for your organization.
Compiling a Data Dictionary	Communicates metadata about the data your organization collects in its databases or systems. Dictionaries typically contain variable names, measurement units, allowed values, definitions of variables, and how frequently variables are collected	Having a data dictionary allows organizations to identify common and uncommon data structures and allows for a "shared language" when discussing specific data elements. A common template may be used across orgs.
Building Your Data Inventory	A complete record of each dataset your organization has access to and for what purposes it is used. This should include information about where the data comes from, how frequently it's received, and any stipulations around its use.	A data inventory allows organizations to understand the depth and breadth of its data sources and partners. This allows organizations to quickly identify which data elements they have reliable access to versus those they do not.
Assessing Data Practices/Behaviors	Process of auditing your organization's data practices and behaviors which impact data accuracy, completeness, and reliability. Should assess organizational understanding of data elements and entry processes and requirements.	Data is only valuable if it is complete, accurate, and reliable. It's critical to ensure there's shared understanding of data use, policy, and procedure and that behaviors are practiced consistently across the organization.
Identifying Data Gaps	Clarity as to where gaps exist in your organization's data inventory or behaviors. What data do you need to measure impact that you do not collect or have access to? What policies or practices are needed to ensure greater data quality?	Understanding your organization's data gaps helps identify areas for improvement and/or critical needs that will inform your impact measurement efforts.

02

Use Cases

Reaching shared understanding of what is to be measured and how



02

Use Cases

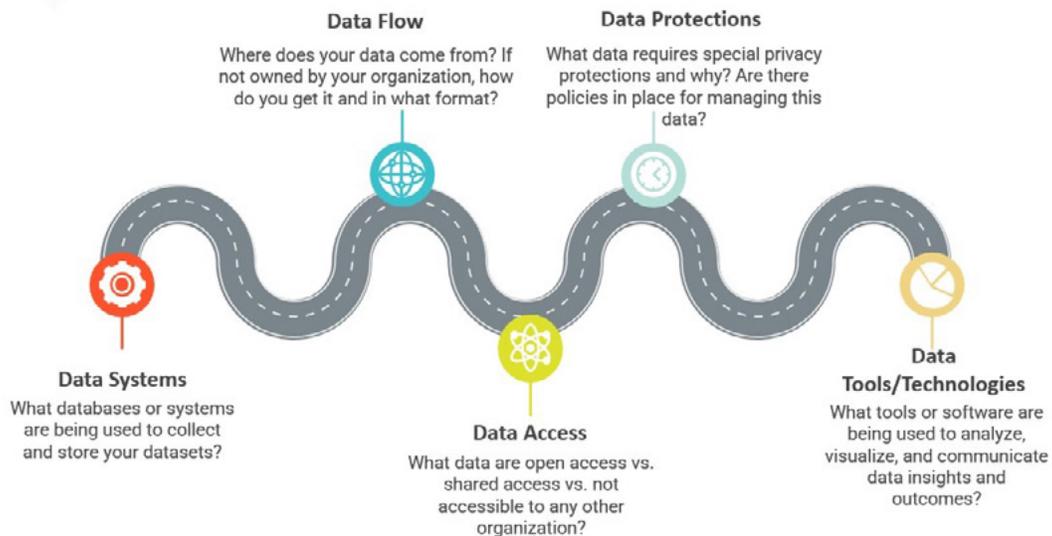
Reaching shared understanding of what is to be measured and how

	What	Why
Identifying a Shared Target Population	In collaboration with your partnering local areas, reach consensus as to which target population will serve as your initial "pilot" for this effort. This population will establish a model for application to future populations.	Focusing on a specific population allows your region to narrowly define data use cases and desired outcomes. This will also help clearly identify data needs and sources and help you demonstrate impact.
Questions to be Answered	Identify the hypothesis your region will be testing specific to your target population. What questions will you try to answer by gathering and analyzing this data, and why is this question important? What story will you be able to tell if you are successful?	Without shared understanding of the question(s) to be answered, it is impossible to determine what data is needed to answer it. Use cases help identify must-have data versus nice-to-have data.
Common Datasets	Identify the data elements needed to answer your use cases and determine if this data is readily available and/or easily accessible to all organizations in your region. Document common data elements versus those owned only by specific organizations in your region.	Going through this process allows organizations to identify which use cases are "low-hanging fruit" that will be easiest to address across the region. This is a good place to start to establish a data sharing and aggregation process you can build on with more complex use cases.
Data Needs	Identify which data elements your organizations do not have access to either individually or collectively that will be needed to answer your use cases. Document why this data is either not available or unusable, and whether there is a potential solution.	Identifying data needs and potential solutions allows your organization to revisit your use cases and examine their feasibility. Make revisions as needed to ensure you can answer important questions but keep a record of more complex use cases you may want to revisit down the road.
Data Sources	If your organizations do not own or have access to the data needed to answer your use cases, identify organizations that may have this data. Document if any partner orgs have existing relationships with these entities and any known data barriers that exist.	It's unlikely that any region will own or have access to all the data needed to effectively measure impact. Data sharing will be necessary to access datasets that inform increasingly complex use cases. Documenting needed relationships early can save time later.

03

Data Infrastructure

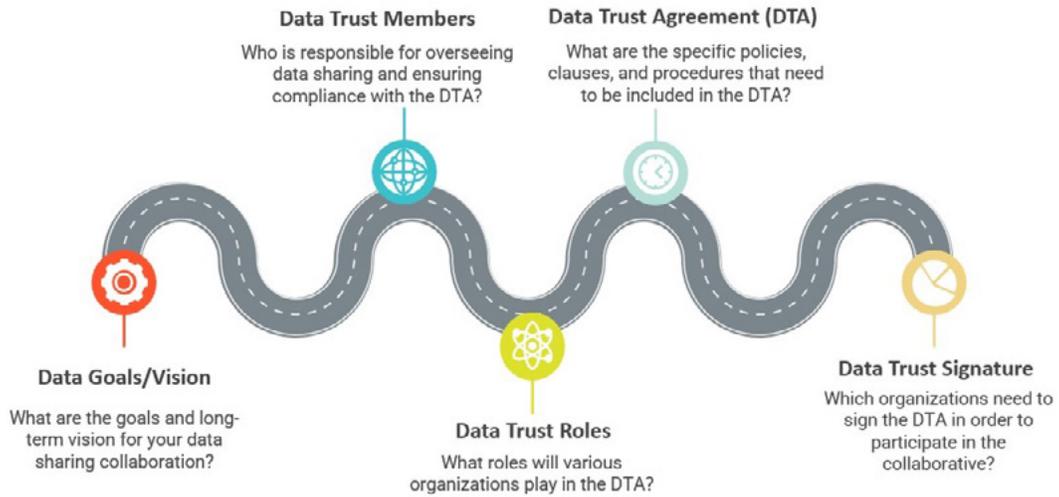
Assessing the systems and processes that govern your data resources



04

Data Trust

Commitment to plan, design, and contribute to a data sharing collaboration



04

Data Trust

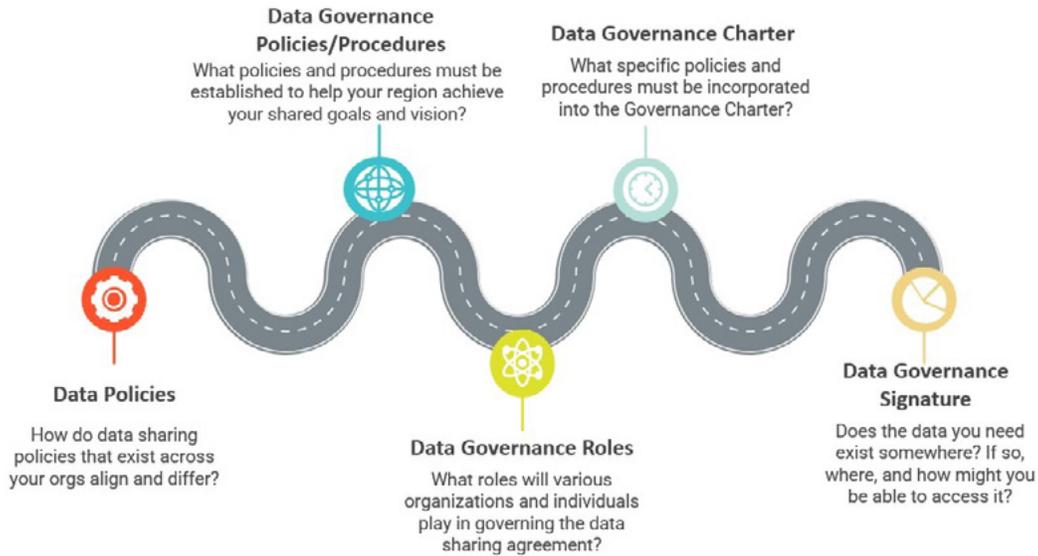
Committing to plan, design, and contribute to a data sharing collaboration

	What	Why
Data Goals/Vision	Determine the short- and long-term goals and vision for data sharing across your organizations. What is the purpose of your collaboration and what do you hope to achieve if it is successful?	Identifying your collaboration's shared goals and vision for your data sharing is a critical step towards ensuring a productive, fruitful relationship. It will also help you determine if you're making progress or have succeeded.
Data Trust Members	Identify who from your organization will participate in the planning, designing, and execution phases of the data trust agreement (DTA). This should be someone that is knowledgeable of your data policies, infrastructure, and data flows.	This person will be responsible for ensuring your organization's needs and priorities are represented accurately while designing the data trust agreement.
Data Trust Roles	Process of identifying which organizations or individuals play various roles in the DTA. Potential roles may include data trustees, data trust members, data-contributing orgs, partner orgs, stakeholder orgs, and data trust users.	This process acknowledges the specific permissions and responsibilities of various organizations and individuals as part of the DTA. This identifies decision-makers, governing bodies, data owners vs. contributors vs. users vs. stakeholders, and identifies the access permissions of each.
Data Trust Agreement	The written document that incorporates all of the information above into a formal, legally binding document to be agreed upon and signed by a representative of each participating organization.	It is critical to ensure that all policies, processes, and procedures are documented in writing for distribution across the partner organizations to provide transparency and accountability.
Data Trust Signature	Final requirement of establishing a formal data trust agreement. All organizations must provide signature agreeing to comply with all policies, processes, and procedures as stated within the agreement.	Established grounds for enforcement of agreed upon written policies and procedures and legal repercussion if any organization is found to be in violation of said agreement.

05

Data Governance

Establishing a formal process for governing and enforcing data trust agreements



05

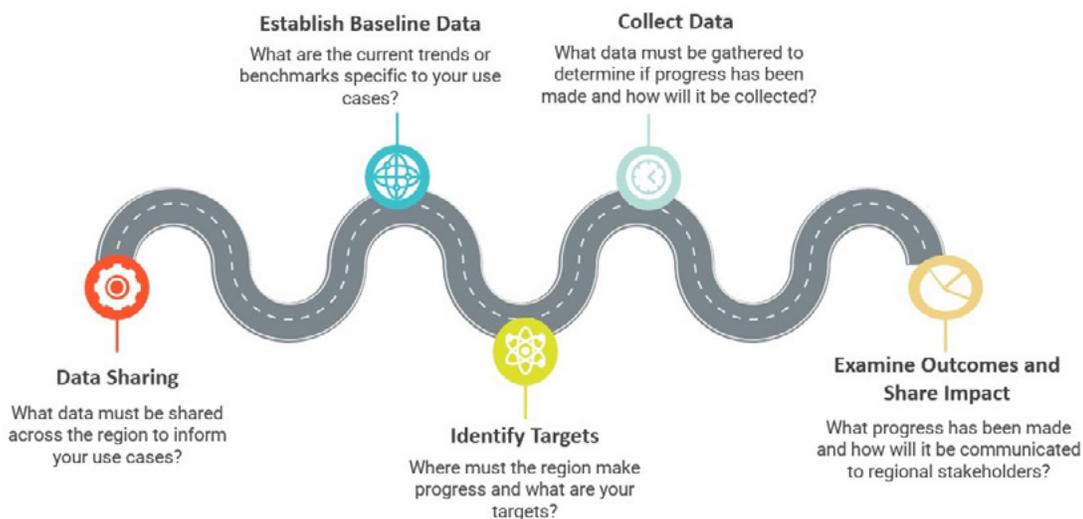
Data Governance

Establishing a formal process for governing and enforcing data trust agreements

	What	Why
Data Policies	Review each organization's data sharing policies and procedures to better understand sharing opportunities, limitations, and requirements of each participating organization and what must be included in the DTA.	Taking time to thoroughly review and understand the unique needs of each organization and what must be included in the DTA will lead to more seamless collaboration and a productive partnership.
Data Governance Policies/Procedures	After reviewing each organization's policies, determine which are negotiable for the purposes of the DTA and which are non-negotiable. As a region, develop policies that support and enable your shared goals and vision.	Establishing clear policies and processes for decision-making and enforcing the DTA helps ensure transparency and compliance with all privacy and sharing protocols by all parties.
Data Governance Roles	Process of identifying which organizations or individuals play various roles in the Governance Charter. Potential roles may include governing board members, sub-committee or working group members, and administrative/organizational support.	Designating specific organizations and individuals that will be responsible for ensuring oversight and compliance with the DTA formalizes implementation of the data trust and provides all organizations an opportunity to contribute to and participate in the governance process.
Data Governance Charter	Formal, written document that outlines the roles, responsibilities, policies, and procedures of data governance. May include term limits, meeting cadence and attendance, voting rights and procedures, sub-committee formation process and scope definition, etc.	This document communicates the structure of the governing process and sets expectations for participation in various aspects of the governing board.
Data Governance Signature	Final requirement of establishing a formal data governing body. All organizations must provide signature agreeing to comply with all policies, processes, and procedures as stated within the charter.	Establishes grounds for compliance and enforcement of agreed upon written policies and procedures and commits all organizations to shared ownership and sustainability of the data collaboration based on everyone's needs and interests.

06 Data Sharing and Outcomes

Analyzing baseline data to identify target outcomes and examining outcomes to determine regional impact



06 Data Sharing and Outcomes

Analyzing baseline data to identify target outcomes and examining outcomes to determine regional impact

	What	Why
Data Sharing	Process of sharing data that informs your agreed upon use cases with partner organizations or individuals in compliance with your data trust agreement.	Access to this data is necessary to be able to determine the trends and baselines that currently exist across the region.
Establish Baseline Data	The current "status" or performance of specific use cases based on relevant, historical data gathered by participating organizations across the region.	Understanding current status or performance is necessary to determine progress that must be made to achieve regional indicators.
Identify Targets	In collaboration with regional partners, identify realistic and feasible targets for progress specific to each use case. Localized targets may differ based on baseline data, unique priorities and circumstances, and availability of resources.	Establishing target outcomes allows local areas and regions to remain focused on specific goals for data collection and encourages implementation of programs, policies, or interventions that support achievement of those target outcomes.
Collect Data	The process of collecting the data needed to accurately measure progress and achievement of target outcomes. May require creating new data collection tools, policies, and processes if this data are not already being gathered by participating orgs.	Utilizing standardized or well-aligned systems, processes and definitions helps facilitate sharing and analysis and leads to more reliable and accurate outcomes that credibly demonstrate impact in a region.
Examine Outcomes and Share Impact	The process of examining <i>outputs</i> to identify localized and regional progress toward target <i>outcomes</i> and identifying the most effective way of translating those <i>outcomes</i> into <i>impacts</i> in order to communicate that impact to regional stakeholders.	Outputs, outcomes, and impacts are three distinct data points and should be communicated as such. Regions should practice full transparency in identifying the limitations of their data and recognize areas where further data are needed to determine impacts or causal relationships.

Endnotes

- 1 https://www.brookings.edu/wp-content/uploads/2016/07/Srvy_JobsProximity.pdf
- 2 <https://www.brookings.edu/testimonies/the-changing-geography-of-us-poverty/>
- 3 For a select period (preferably each year over the past 3 to 5 years to establish trend), examine average entry-level wages for participants parsed by race/ethnicity against average wages after exit to identify which categories are being placed into jobs at higher and lower rates than others. Would also need to include metrics specific to program completion or credential attainment if trying to identify training-related wage gains at exit vs. wage gains at exit in general.
- 4 For a select period (preferably each year over the past 3 to 5 years to establish trend), compare participants parsed by “status at entry” against credential attainment rates for each category to identify which categories are earning credentials at higher and lower rates than others.
- 5 For a select period (preferably each year over the past 3 to 5 years to establish trend), compare participants parsed by race/ethnicity against job placement rates for each to identify which categories are being placed into jobs at higher and lower rates than others.
- 6 “Tools & Resources,” Government Alliance on Race & Equity, accessed on January 13, 2022, www.racialequityalliance.org/tools-resources/; “Ready for Equity in Workforce Development,” Race Forward, accessed on January 13, 2022, <https://cwdb.ca.gov/wp-content/uploads/sites/43/2020/12/Ready-for-Equity-in-Workforce-Development-%E2%80%93-Racial-Equity-Readiness-Assessment-Tool-ACCESSIBLE.pdf>; “Our AREA 2021 Alliance Regional Equity Agenda,” The Alliance, accessed January 18, 2022, <http://thealliancetc.org/wp-content/uploads/2021/02/Our-AREA-2021.pdf>; “Racial Equity Toolkit,” Michigan Department of Civil Rights and the Gerald R. Ford School of Public Policy at the University of Michigan, accessed January 18, 2022, www.michigan.gov/mdcr/-/media/Project/Websites/mdcr/racial-equity/mdcr-racial-equity-toolkit2.pdf?rev=fc26e5f2254ec3885c3d302be43b49&hash=30A03256BBE4666212E563C7A931449B
- 7 “Regional Plan Implementation,” California Workforce Development Board, accessed January 26, 2022, <https://cwdb.ca.gov/regional-plan-implementation/>



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