NORTEC

POLICY STATEMENT

Workforce Accelerator Fund 12.0 PROGRAM

Rural Access for English Learners in Manufacturing (REALM)

Effective Date: November 1, 2024

PURPOSE

The purpose of this policy is to provide guidelines to NoRTEC's Service Providers (SPs) regarding the documentation of eligibility and provision of services to individuals seeking services under the Workforce Accelerator Fund 12.0 program.

The focus of this project is to engage with the manufacturing community to help them better understand the benefits of hiring English Language Learners (ELL) and become more equipped to recruit from this untapped and underserved labor pool within the NoRTEC region. The WIOA eligible ELL job seeker, after being connected to language acquisition opportunities, digital literacy training, and necessary supportive services, will be assisted in applying for employment with manufacturers who have committed to this project. On-the-Job Training contracts will be developed to connect the jobseeker to sustainable employment with employers. Participants may be referred to manufacturing and manufacturing related positions.

The following provides information on the minimum requirements for the documentation of participant eligibility and enrollment into the REALM program and includes information on the types of services available. The program is divided into phases as outlined in the work plan, with deliverables for each phase. Please see **Attachment B**.

GENERAL INFORMATION

A. Term of Project/CalJOBS Grant Code – - The term of this project is June 24, 2024 – March 31, 2026, a 21-month Grant Term. Funding is provided through the State of California and is being managed by the California Workforce Development Board (CWDB).

   The grant code in CalJOBS to be utilized to enter participant data on this project is grant code **1293 Workforce Accelerator Fund (WAF) 12.0 PY 23-24**.

   For Youth participants, use grant code **2087 Workforce Accelerator Fund (WAF) 12.0 PY 23-24**.

B. Participant Tracking - All participants served with the Accelerator grant in Phase II must be WIOA eligible as an Adult, Dislocated Worker, or Youth, be an English Language Learner or immigrant checked Yes in the completed WIOA Title l application and tracked/case managed in CalJOBS.

C. Definitions and Activities – See **Attachment A** for a list of definitions applicable to this program.

D. Cash Orders - The procedure for ordering cash from NoRTEC will be requested with the regular requests that are submitted to the Fiscal Director on a weekly basis. Fiscal reports shall be submitted monthly to meet the CalJOBS reporting requirements.

E. Quarterly Reports - Quarterly reports will be submitted with budget requests, and include progress updates toward enrollment, service, and placement goals.

RECRUITMENT

This project will serve a minimum of 100 participants. Individuals will be recruited from and referred by the following (not an exhaustive list): NoRTEC's Access Points Digital Literacy project, case manager identification from existing caseloads, partner agencies who serve ELL and immigrant participants, self-referral, and resource and referral staff recommendation.

Note: referring CBO representatives often serve as collateral contacts to assist in the development, implementation and success of the participant's long-term plan.

ELIGIBILITY

All participants being served under this award must meet eligibility requirements as an Adult, Dislocated Worker, or Youth, under Title 1 **and** be described as an English Language Learner **and/or** an immigrant in the WIOA application.

English Language Learner

Applicable for Youth and Adults

References: WIOA 203[7]; 20 CFR 688.120

Determine if the participant is a person who has limited ability in speaking, reading, writing, or understanding the English language, and **also meets at least one** of the following two conditions: A person whose native language is a language other than English. They live in a family or community environment where a language other than English is the dominant language.	The following documentation may be used to satisfy this criterion (**only one is required**): • Assessment Test Results • Applicable Records from Education Institution (transcripts or other school documentation) • Self-attestation • Signed WIOA Program Application or Enrollment Form • Signed Individual Service Strategy

Immigrant

Applicable for Youth and Adults

An immigrant is a person living in a country other than that of his/her birth. No matter if that person has taken the citizenship of the destination country, served in its military, married a native, or has another status—he/she will forever be an immigrant (also known as an international migrant).

More information on eligibility and services for ELL and immigrant populations is available through the following links:

TEGL 28-16

Making Sure WIOA Works for Populations with Barriers to Employment: California's Obligations and Opportunities in Serving Immigrant and Refugee Jobseekers

REGISTRATION

Registration is an information collection process that documents a determination of eligibility (registration is also referred to as the "intake process"). For an individual to be registered into the program, the following must occur:

1. The individual must complete the application/eligibility determination process.
2. The individual must provide documentation to substantiate his/her eligibility.
3. A WIOA application will be filled out by the participant and entered into CalJOBS if the participant is enrolled in the Rural Access for English Learners in Manufacturing (Accelerator) program.

ENROLLMENT

If an applicant is enrolled into the REALM program, he/she must receive an objective assessment and an Individual Employment Plan (IEP) must be developed.

ALLOWABLE SERVICES

Activities under WAF 12.0 are activities allowable under WIOA and will be reported as career activities, training activities, and supportive services. This list is not inclusive. **Please note: paid work experience (WEX), transitional jobs, and other temporary placements are NOT allowable under this grant. Subsidized placements will be On-the-Job Training contracts only.**

Example Categories of Activities	
Assessment and IEP Development	High School Diploma and GED Acquisition
Job Search and Placement	OJT Placement
Career Guidance and Planning	Referral to citizenship services
Basic Skills and Adult Education	Work Readiness Skills
English Language Improvement Training	Supportive Services
Financial Literacy Training	Vocational Training
Digital Literacy Training	Other Remedial or Vocational Preparation Skills

EXITED PARTICIPANTS

After a participant has completed their last service under the REALM program (and any WIOA funded activities), the participant's exit from REALM should coincide with the closure and subsequent exit from WIOA (which is 90 days after the soft exit is entered into CalJOBS).

POLICY EXCEPTIONS

Service Providers may make exceptions to this policy only with prior written authorization from the NoRTEC Administrative Entity. Service Providers may include additional elements in their local policies and procedures, so long as they are in conformance with this policy.

ATTACHMENT A

DEFINITIONS

All WIOA definitions are applicable under the WAF 12.0 REALM program funding. Most activities allowable for WIOA participants are also allowable for REALM participants. Definitions which warrant special consideration for this project are as follows:

Adult Literacy, Basic Skills, or GED – Basic skills training, including but not limited to, reading comprehension, math computation, writing, speaking, listening, problem solving, and reasoning.

Customized Training - Enrollment in a customized training program designed to meet the specific requirements of an employer, or group of employers, conducted with the commitment by the employer to employ the participant upon successful completion of the training, and for which the employer paid a significant portion of the cost of training, as determined by the local Workforce Development Board (NoRTEC).

Digital Literacy - an individual's ability to find, evaluate, and communicate information using typing or digital media platforms. It is a combination of both technical and cognitive abilities in using information and communication technologies to create, evaluate, and share information. While digital literacy initially focused on digital skills and stand-alone computers, the advent of the internet and social media use has shifted some of its focus to mobile devices.

Digital Literacy Education - WIOA includes digital literacy as a workforce preparation activity, allowing states to use their WIOA funding allotments to increase digital literacy for successful transition into and completion of postsecondary education and training or employment. Workforce preparation activities were included in WIOA to further its overall goal of improving coordination between the public workforce system (Section 203(17)) and industry partners.

Financial literacy needs should be evaluated, considered and addressed in conjunction with digital literacy education.

Documentary Evidence - The collection of documentary evidence is the preferred method of documentation to establish eligibility. Documentary evidence is "source documentation" obtained from an official entity/agency that verifies a particular eligibility criterion.

English Language Learner – An individual who has limited ability in writing, speaking, or comprehending the English language, and—

1. Whose native language is a language other than English; or
2. Who lives in a family or community environment where a language other than English is the dominant language.

ELL (English Language Learner) Services – ELL services are provided to a participant whose primary language is not English. Services are designed to increase the English language proficiency of the participant so they can attain training and/or employment success.

Entrepreneurial Training - Skills training that includes, but is not limited to, the elements of starting and operating a small business, business plan development, securing financing, general business law concepts, employee management, and the understanding of marketing concepts.

Immigrant – An immigrant is a person living in a country other than that of his/her birth. No matter if that person has taken the citizenship of the destination country, served in its military, married a native, or has another status—he/she will forever be an immigrant (also known as an international migrant).

Job Readiness Training – Training that provides the skills/competencies necessary to be successful in the workplace. These skills/competencies include, but are not limited to, how to communicate in an office environment, how to function as part of a team, and how to work in a deadline driven workplace.

Manufacturing - Manufacturing is defined as the creation of new products, either from transforming raw materials into finished goods on a large scale, or the creation of more complex items by selling basic goods to manufacturers to produce other items. Service providers are encouraged to verify employers are manufacturers by contacting NoRTEC staff.

Occupational Skills Training (approved ETPL Provider) – Training program included on the ETPL designed to provide the technical skills necessary to perform a specific job or group of jobs. *With prior written approval from NoRTEC, a participant may be provided with Occupational Skills Training through a training provider that is not listed on the ETPL.*

On-the-Job Training (OJT) – OJT is training provided to a participant after he/she has been hired by an employer. The participant is paid while engaged in productive work in a specific occupation. The training must provide the knowledge or skills essential to the full and adequate performance of the job, and shall be limited in duration to what is appropriate to the occupation for which the participant is being trained, taking into account the content of the training and the existing skills and abilities of the participant.

Short-term Prevocational Services - Short-term prevocational services include the development of learning, communication, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare a participant for training or unsubsidized employment.

Supportive Services – Supportive services are services that enable an individual to participate in REALM activities. An individual receiving such services must be enrolled in the REALM program.

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[1] The term "at or below the 8th grade level" means at or below 8.9

Supportive Services

Child/Dependent Care – Supportive service that provides assistance with childcare or dependent care to enable the participant to participate in REALM activities.

Educational Testing – Supportive service that provides assistance with a high school equivalency test or an exam for an occupation certification or credential for the purpose of obtaining employment.

Housing/Utilities Assistance – Supportive service that provides housing assistance to a participant after being placed in unsubsidized employment, education, or training. This service was provided to enable the participant to further progress in his/her occupation or retain employment.

Job Search Allowance – Supportive service to enable the participant to purchase items necessary for conducting a successful job search.

Tools/Clothing – Supportive service that provides assistance with obtaining employment-related attire or tools for the purpose of obtaining employment.

Transportation – Supportive service that provides assistance with transportation to enable the participant to participate in REALM activities.

ATTACHMENT B

WAF 12.0 REALM Work Plan

Objectives/Activities	Estimated Completion Dates
Phase 1 Quarter 1: July – September, 2024	
BSR training/input session for local language appraisals, and review of regional manufacturing & related occupations. Collective recruitment of 10 employers from the manufacturing sector. Develop ELL Survey for employers. **(Attachment C)**	September 30, 2024
Phase 1 Quarter 2: October – December, 2024	
Development of partnership engagement plan to include ISP model expansion through BSR input sessions; BSRs to implement employer survey, including open and hard to fill positions. **(Attachment D)** Reports submitted to NoRTEC. Project Coordinator to assist BSRs on development of Regional ELL Recruitment Toolkit.	December 31, 2024
Phase 1 Quarter 3: January – March, 2025	
Develop the participant training plan to include language assessment and acquisition, digital literacy, and career assessment. Designate position specific training needs and existing staff needs.	Mar 31, 2025
Phase 2 Quarter 4: April – June, 2025	
Recruit participants utilizing on the ground outreach, referrals from partner agencies, and materials in designated languages.	June 30, 2025, ongoing
Provide language, technology training to participants. Assess individual needs and provide supportive services.	Ongoing
Provide job search assistance and OJT opportunities to participants.	Ongoing
Phase 2 Quarter 5: July – September, 2025	
Continue to recruit participants.	September 30, 2025, ongoing
Provide language and technology training, job search services, OJT opportunities, and supportive services to participants.	Ongoing
Assess progress on employer engagement and participant outcomes. Modify outreach, service delivery, and services as appropriate.	September 30, 2025
Phase 2 Quarter 6: October – December, 2025	
Assess progress on enrollment, participation rates, and outcomes.	Dec 31, 2025
Recruit additional participants if necessary. Address all service needs with existing participants.	Dec 31, 2025
Develop remaining OJT contracts, finalize placements and assist with job search activities.	Dec 31, 2025
Quarter 7: January – March, 2026	
Finalize and provide remaining job search and supportive service needs.	March 31, 2026
Solicit participant and employer feedback, address outstanding needs. Finalize grant activities. Review data to develop sustainability plan.	March 31, 2026

Attachment C

WAF 12 REALM	ELL Employer Survey
Employer:	
Contact Person:	
Date:	
Staff:	
What percentage of your workforce are English Language Learners?	◯ 0-25% ◯ 26-50% ◯ 51-75% ◯ 76-100%
How does limited English proficiency affect your employees/company? Check all that apply	☐ It limits employee growth potential ☐ It increases employee turn-over rates ☐ It limits our ability to hire qualified employees ☐ It negatively impacts production rates ☐ It negatively impacts worker safety ☐ It limits our overall recruitment efforts ☐ It causes communication difficulty among staff ☐ None/Other_____
Do you currently provide any training in another language?	☐ Yes ☐ No
How would English language, digital skills or supportive services benefit <u>current</u> employees? Check all that apply	☐ Increase ability to communicate effectively ☐ Increase employee growth potential ☐Improve worker safety ☐ Increase company growth/competitiveness ☐Improve worker retention ☐ None/Other: _____
Do you have consistently hard-to-fill positions?	☐ Yes ☐ No
Are you planning to hire employees in the next 12 months?	☐ Yes, Positions: _____ ☐ No
If YES, do you plan to utilize On-the-Job Training contracts for any of the positions?	☐ Yes ☐ No
Would you like assistance with recruitment for ELL jobseekers?	☐ Yes ☐ No
Additional comments	

Attachment D

WAF 12 - REALM

Critical Occupations and Hard to Fill Positions

Critical Position/Hard to Fill Position	
Companies Reporting the Position	
Job Classification	
Skills Needed (Personal & Technical)	
Critical Position/Hard to Fill Position	
Companies Reporting the Position	
Job Classification	
Skills Needed (Personal & Technical)	