WIOA State Plan for the State of Arizona

Overview

Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each State must submit a Unified or Combined State Plan to the U.S. Secretary of Labor that outlines a four-year workforce development strategy for the State's workforce development system. The publicly-funded workforce system is a national network of Federal, State, regional, and local agencies and organizations that provide a range of employment, education, training, and related services and supports to help all jobseekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy. States must have approved Unified or Combined State Plans in place to receive funding for core programs. WIOA reforms planning requirements, previously governed by the Workforce Investment Act of 1998 (WIA), to foster better alignment of Federal investments in job training, to integrate service delivery across programs and improve efficiency in service delivery, and to ensure that the workforce system is job-driven and matches employers with skilled individuals. One of WIOA's principal areas of reform is to require States to plan across core programs and include this planning process in the Unified or Combined State Plans. This reform promotes a shared understanding of the workforce needs within each State and fosters development of more comprehensive and integrated approaches, such as career pathways and sector strategies, for addressing the needs of businesses and workers. Successful implementation of many of these approaches called for within WIOA requires robust relationships across programs. WIOA requires States and local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery, including through Unified or Combined State Plans.

Options for Submitting a State Plan

A State has two options for submitting a State Plan — a Unified State Plan or a Combined State Plan. At a minimum, a State must submit a Unified State Plan that meets the requirements described in this document and outlines a four-year strategy for the core programs. The six core programs are—

- the Adult Program (Title I of WIOA),
- the Dislocated Worker Program (Title I),
- the Youth Program (Title I),
- the Adult Education and Literacy Program (Title II),
- the Wagner-Peyser Act Program (Wagner-Peyser Act, as amended by title III), and
- the Vocational Rehabilitation Program (Title I of the Rehabilitation Act of 1973, as amended by Title IV).

Alternatively, a State may submit a Combined State Plan that meets the requirements described in this document and outlines a four-year strategy for WIOA's core programs plus one or more of the Combined Plan partner programs. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. If included, Combined State Plan partner programs are subject to the "common planning elements" (Sections II and III of this document) where specified, as well as the program-specific

requirements for that program. The Combined State Plan partner programs are—

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.)
- Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.)
- Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
- Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of Title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
- Jobs for Veterans State Grants Program (Programs authorized under 38, U.S.C. 4100 et. seq.)
- Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
- Senior Community Service Employment Program (Programs authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Employment and training activities carried out by the Department of Housing and Urban Development
- Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))*
- Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))

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* States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

How State Plan Requirements Are Organized

The major content areas of the Unified or Combined State Plan include strategic and operational planning elements. WIOA separates the strategic and operational elements to facilitate cross-program strategic planning.

- The **Strategic Planning Elements** section includes analyses of the State's economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State's workforce development system and alignment strategies for workforce development programs to support economic growth.
- The **Operational Planning Elements** section identifies the State's efforts to support the State's strategic vision and goals as identified in the Strategic Planning Elements section.

This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination. Operational planning elements include:

- State Strategy Implementation,
- State Operating Systems and Policies,
- Assurances, and
- Program-Specific Requirements for the Core Programs, and
- Program-Specific Requirements for the Combined State Plan partner programs.

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.* While discussion of and strategies for every target population is not expected, States must address as many as are applicable to their State's population and look beyond strategies for the general population.

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* Target populations include individuals with barriers to employment, as defined in WIOA Sec. 3, as well as veterans, unemployed workers, and youth.

Arizona WIOA Unified State Plan

The Workforce Innovation and Opportunity Act (WIOA) of 2014, Public Law (Pub. L. 113–128), reauthorizes the Workforce Investment Act (WIA) of 1998. WIOA provides the opportunity to align "workforce investment, education and economic development systems in support of a comprehensive, accessible, high–quality workforce development system in the United States." Over the past several years the State of Arizona has strived to create an innovative and comprehensive workforce development system to meet the needs of its growing population. With the implementation of WIOA, Arizona now has the perfect opportunity to create positive change that will improve the workforce development system as a whole. To this end, Arizona is proud to present its 2016–2020 WIOA Unified Workforce Development Plan ("Plan"), as required by WIOA sec. 102 (29 U.S.C. 3112).

To facilitate the transition from WIA to WIOA, a statewide WIOA Implementation Team was established, engaging the Workforce Arizona Council (Council); the Arizona Department of Economic Security (DES), Division of Employment and Rehabilitation Services (DERS); Local Workforce Development Areas (LWDA); the Arizona Commerce Authority (ACA); the Arizona Department of Education (ADE), Adult Education; the Arizona Department of Administration, Office of Employment and Population Statistics (EPS); community colleges, community–based organizations, providers, the universities and the Arizona Board of Regents.

Eight task forces were created to review the provisions of WIOA and explore the impact on existing programs. The task forces met independently and reported out to the statewide Implementation Team. The task forces also identified questions and concerns and created a list of priorities for further research and discussion.

Building on the work of the Implementation Team, a steering committee was assembled in early June 2015 to lay the foundation for further planning, propose goals and start building capacity for compliance with WIOA. Committee members included subject matter experts from all four core partners, Title I: Workforce Development Program (Adult, Dislocated Worker and Youth Programs), Title II: Adult Education and Family Literacy Act Program, Title III: Wagner–Peyser Act Program,

Title IV: Vocational Rehabilitation Program, as well as representatives from EPS, ACA, and the City of Phoenix to represent the LWDAs.

Workgroups were formed across task forces to address priority issues, and WIOA Resources and Planning Tools have been posted on the DES/DERS website at www.des.az.gov. Workgroup members developed strategies and related action steps in the areas of communication, data, career pathways, sector strategies and common processes for core partners.

Workgroup members were responsible for identifying ways to strengthen collaboration and more effective ways to communicate amongst all core partners, employers and jobseekers. Workgroup members were also charged with outlining a more streamlined, common process within the local Job Centers and methods for gathering information more efficiently across the various data systems used throughout the State's workforce system. The Implementation Team, State Plan steering committee, task forces and workgroups completed their work drafting of this Plan, and now the Workforce Arizona Council is carrying on their work and setting policy for the implementation of the Plan. As the Council establishes task forces, committees and work groups, these teams, or new ones, may be called upon for specified work in carrying out the Plan.

This unified Plan seeks to provide an in–depth analysis for the State of Arizona's workforce development system and to describe the various planning and operational elements to be implemented over the next four years. This Plan also details how labor market information and feedback from workgroups and committee members were used to identify gaps within the workforce system as a whole.

I. WIOA State Plan Type

Unified or Combined State Plan. Select whether the State is submitting a Unified or Combined State Plan. At a minimum, a State must submit a Unified State Plan that covers the six core programs.

Unified State Plan. This plan includes the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program. **Yes**

Combined State Plan. This plan includes the Adult Worker Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program as well as one or more of the optional combined State Plan partner programs identified below. **No**

Combined Plan partner program(s)

Indicate which Combined Plan partner program(s) the state is electing to include in the plan.

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) **No**

Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.) **No**

Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4))) **No**

Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))) **No**

Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)) **No**

Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.) **No**

Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law) **No**

Senior Community Service Employment Program (Programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.)) **No**

Employment and training activities carried out by the Department of Housing and Urban Development **No**

Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) **No**

Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))] **No**

II. Strategic Elements

The Unified or Combined State Plan must include a Strategic Planning Elements section that analyzes the State's current economic environment and identifies the State's overall vision for its workforce development system. The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.

a. Economic, Workforce, and Workforce Development Activities Analysis

The Unified or Combined State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State's workforce system and programs will operate.

1. Economic and Workforce Analysis

A. Economic Analysis

The Unified or Combined State Plan must include an analysis of the economic conditions and trends in the State, including sub-State regions and any specific economic areas identified by the State. This must include—

i. Existing Demand Industry Sectors and Occupations

Provide an analysis of the industries and occupations for which there is existing demand.

ii. Emerging Industry Sectors and Occupation

Provide an analysis of the industries and occupations for which demand is emerging.

III. Employers' Employment Needs

With regard to the industry sectors and occupations identified in 1 and 2 above, provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

Arizona's economy consists of a wide range of industries offering opportunities for individuals seeking employment of all types. Since the end of the Great Recession, employment growth has rebounded in a majority of sectors, while 2014 personal income levels and state gross domestic product (GDP) both increased over 2013 levels. Other indicators of economic importance also show positive improvements for the economy:

• Population levels continue to increase across the state as individuals nationally and internationally seek increased economic opportunities.

• Unemployment levels among Arizona residents have declined, while more people entered into the labor force in 2014.

• State and local housing sectors continue to slowly improve with gradually rising levels of building construction permits and starts along with housing prices.

This section summarizes labor market and workforce trends occurring within the Arizona economy to help address and manage future workforce challenges.

(A) Economic Analysis

The Arizona Office of Employment and Population Statistics (EPS) identified existing and emerging demand industries for the State of Arizona. Industries were selected based on several economic indicators reflecting the overall health of the industry and importance of the industry to the Arizona economy. Parameters were applied to help define and distinguish existing and emerging demand industry categories, and build on the industry performance indicators. The complete description of the methodology used is available in Appendix A.

The tables in this section can be retrieved in Excel format at https://des.az.gov/content/arizona–state–plan.

(i) Existing Demand Industry Sectors and Occupations

Existing Demand Industries

Table 1 lists 25 industries identified as existing demand industries ranked by their overall average pay and employment indicators. For each existing demand industry, 2014 annual average pay levels, annual average pay location quotients (1) for national comparison, and over–the–year pay growth from 2013 to 2014 are listed. Each existing demand industry identified provides above state average pay levels.

Semiconductor and Electronic Component Manufacturing and Other Ambulatory Health Care Services recorded the largest annual average pay location quotient (1.3) in 2014. Even though Other Ambulatory Health Care Services within Arizona does not provide the highest pay levels, it provides a strong pay level in Arizona when compared to other states. Semiconductor and Electronic Component Manufacturing provided the highest 2014 pay levels ($119,643), while Travel Arrangement and Reservation Services recorded the largest annual average pay level percentage increase in 2013 and 2014 (9.3 percent annual growth). Overall, Office Administrative Services had the highest average ranking score when considering all pay and employment variables. Office and Administration Services pay level increased 5.2 percent over–the–year in 2013 and 2014 to its current level of $71,654.

Table 1: Existing Demand Industries – Average Pay (https://des.az.gov/content/arizona–state–plan)

Rank NAICS Code Industry Title Annual Average Pay Level (2014) Average Annual Pay Location Quotient (2014) Annual Average Pay Gain/Loss (2013–2014 Numeric) Annual Average Pay Gain/Loss (2013–2014 Percentage)

1 5611 Office administrative services $ 71,654 1.0 $ 3,440 5.2%

2 6211 Offices of physicians $ 83,609 1.1 $ 1,800 2.3%

3 5221 Depository credit intermediation $ 62,902 1.0 $ 4,024 7.1%

4 6221 General medical and surgical hospitals $ 58,002 1.1 $ 680 1.2%

5 6214 Outpatient care centers $ 54,615 1.1 $ (187) –0.4%

6 6219 Other ambulatory health care services $ 50,018 1.3 $ 1,120 2.3%

7 5615 Travel arrangement and reservation services $ 48,262 1.0 $ 3,906 9.3%

8 4411 Automobile dealers $ 55,396 1.1 $ 1,327 2.5%

9 5242 Insurance agencies and brokerages $ 60,211 0.9 $ 1,380 2.4%

10 5413 Architectural and engineering services $ 91,500 1.2 $ 1,499 1.7%

11 2361 Residential building construction $ 54,998 1.2 $ 2,316 4.5%

12 5182 Data processing, hosting and related services $ 82,447 1.0 $ 4,219 5.7%

13 6215 Medical and diagnostic laboratories $ 56,758 1.1 $ 79 0.2%

14 5415 Computer systems design and related services $ 85,620 0.9 $ 1,161 1.4%

15 5241 Insurance carriers $ 66,092 0.8 $ (1,333) –2.0%

16 5223 Activities related to credit intermediation $ 65,462 0.9 $ (240) –0.4%

17 3344 Semiconductor and electronic component mfg. $ 119,643 1.3 $ 5,443 5.0%

18 4236 Electric goods merchant wholesalers $ 86,853 1.2 $ 2,133 2.6%

19 5312 Offices of real estate agents and brokers $ 64,499 1.1 $ 2,623 4.5%

20 4251 Electronic markets and agents and brokers $ 99,671 1.2 $ 5,043 5.5%

21 3364 Aerospace product and parts manufacturing $ 98,725 1.1 $ 2,274 2.4%

22 5416 Management and technical consulting services $ 69,772 0.9 $ 286 0.5%

23 4234 Commercial equip. merchant wholesalers $ 90,966 1.1 $ 2,995 3.5%

24 4541 Electronic shopping and mail–order houses $ $ 47,763 0.9 $ (6,659) –11.6%

25 4811 Scheduled air transportation $ 70,189 1.1 $ 491 0.8%

Source: Arizona Department of Administration's Office of Employment and Population Statistics

In 2014 the 25 existing demand industries provided 531,612 private sector jobs, roughly 24.7 percent of total private sector employment. Selecting large, established industries ensures that a large number of jobs will be available through employee turnover (aging workforce, employees in transition), even if the industry is not projected to record high rates of growth. Reviewing Table 2, which lists the demand industries by number employed, General Medical and Surgical Hospitals had the largest employment levels of the existing demand industries, employing 81,998 individuals in 2014. Data Processing, Hosting, and Related Services recorded the highest annual average over–the–year percentage employment increase in 2013 and 2014, increasing employment by 33.4 percent each year. Several existing demand industries recorded annual average over–the–year losses in 2013 and 2014. Although this is not ideal, these industries will continue to provide a large number of employment opportunities in the future, because of their large employment levels.

Table 2: Existing Demand Industries – Individuals Employed

Rank NAICS Code Industry Title Annual Average Employment Level (2014) Annual Average Employment Location Quotient (2014) Annual Average Employment Gain/Loss (2013–2014 Numeric) Annual Average Employment Gain/Loss (2013–2014 Percentage) Annual Average Employment Projected Growth (2012–2022 Percentage)

1 5611 Office administrative services 15,725 1.8 1,576 12.6% 4.5%

2 6211 Offices of physicians 51,315 1.1 20 0.1% 3.1%

3 5221 Depository credit intermediation 39,787 1.3 1,727 4.8% 2.1%

4 6221 General medical and surgical hospitals 81,998 1.0 1,322 1.7% 3.1%

5 6214 Outpatient care centers 22,022 1.7 1,193 6.2% 3.1%

6 6219 Other ambulatory health care services 8,434 1.6 –2 0.2% 3.1%

7 5615 Travel arrangement and reservation services 8,251 2.3 106 1.5% 4.5%

8 4411 Automobile dealers 25,395 1.2 1,271 5.4% 1.4%

9 5242 Insurance agencies and brokerages 18,327 1.0 1,013 6.2% 2.1%

10 5413 Architectural and engineering services 23,778 0.9 16 0.1% 2.2%

11 2361 Residential building construction 11,358 0.9 670 6.5% 5.2%

12 5182 Data processing, hosting and related services 8,796 1.7 1,816 33.4% 1.1%

13 6215 Medical and diagnostic laboratories 6,689 1.4 –74 –1.1% 3.1%

14 5415 Computer systems design and related services 27,779 0.8 1,517 6.0% 2.2%

15 5241 Insurance carriers 23,468 1.1 3,235 17.7% 2.1%

16 5223 Activities related to credit intermediation 22,235 4.2 65 0.4% 2.1%

17 3344 Semiconductor and electronic component mfg. 22,577 3.3 –880 –3.7% 0.4%

18 4236 Electric goods merchant wholesalers 9,651 1.6 –162 –1.7% 2.8%

19 5312 Offices of real estate agents and brokers 7,666 1.4 15 0.2% 2.0%

20 4251 Electronic markets and agents and brokers 13,392 0.8 –581 –4.0% 2.8%

21 3364 Aerospace product and parts manufacturing 25,052 2.8 –800 –3.1% 0.4%

22 5416 Management and technical consulting services 20,019 0.9 560 3.0% 2.2%

23 4234 Commercial equip. merchant wholesalers 11,879 1.0 –159 –1.3% 2.8%

24 4541 Electronic shopping and mail–order houses 13,740 2.3 1,651 20.5% 1.4%

25 4811 Scheduled air transportation 12,279 1.6 –415 –3.2% 2.1%

Source: Arizona Department of Administration’s Office of Employment and Population Statistics

Existing Demand Occupations

Existing demand occupations were selected from occupations within each existing demand industry. Occupations with high wages, large employment levels within the existing demand industry and high long–term projected employment growth were selected. A list of the existing demand occupations is available in Table 3. These occupations each provide opportunities for future employment through growth or replacement needs. Annual employment levels, average wages, and projected annual growth rates are provided for the entire occupation in Table 3. Many existing demand occupations identified in Table 3 are projected to record high rates of employment growth from 2012–2022, with Physician Assistants projected to record the fastest growth (9.0 percent annual growth). Of the fifteen existing demand occupations, 14 typically require educational levels above a high school diploma. Only one occupation (Real Estate Brokers) requires educational levels below an associate's degree.

Table 3: Existing Demand Occupations – Employment and Wages

SOC Code Occupation Title 2014 Average Employment Levels 2014 Average Hourly Wage 2012–2022 Projected Annual Growth Rate Typically Required Education Level Typically Required Work Experience Typically Required On–the–Job Training

11–9041 Architectural and Engineering Managers 3,820 $64.79 –0.6% Bachelor's degree 5 years or more None

11–3021 Computer and Information Systems Managers 6,570 $62.66 0.4% Bachelor's degree 5 years or more None

15–1121 Computer Systems Analysts 13,540 $42.59 5.4% Bachelor's degree None None

11–9021 Construction Managers 4,740 $45.48 –8.6% Bachelor's degree None Moderate–term on–the–job training

11–1021 General and Operations Managers 36,900 $49.37 2.3% Bachelor's degree Less than 5 years None

17–2112 Industrial Engineers 4,700 $43.67 –4.4% Bachelor's degree None None

29–1069 Physicians and Surgeons, All Other 4,150 $97.63 8.1% Doctoral or professional degree None Internship/residency

41–9021 Real Estate Brokers 1,710 na 5.5% High school diploma or equivalent Less than 5 years None

29–1141 Registered Nurses 47,020 $34.28 7.9% Associate's degree None None

11–2022 Sales Managers 9,650 $50.84 4.9% Bachelor's degree Less than 5 years None

41–4011 Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products 6,900 $43.59 2.3% Bachelor's degree None Moderate–term on–the–job training

13–1151 Training and Development Specialists na $28.56 0.0% Bachelor's degree Less than 5 years None

29–1051 Pharmacists 5,860 $57.35 4.8% Doctoral or professional degree None None

29–1071 Physician Assistants 2,070 $47.34 9.0% Master's degree None None

13–2052 Personal Financial Advisors 4,350 $37.04 4.0% Bachelor's degree None None

Source: Arizona Department of Administration's Office of Employment and Population Statistics

(ii) Emerging Demand Industry Sectors and Occupations

Emerging Demand Industries

Emerging demand industries were identified as industries with small employment levels and large short–term historic employment and pay growth. Emerging demand industries were required to have an above–average pay level, positive over–the–year employment level percentage change, and positive projected long–term employment percentage change. Emerging–demand–industry requirements focused on the growth potential in employment and pay to identify industries of opportunity. The long–term industry projections produced by EPS were heavily emphasized as an indicator for future employment growth.

Table 3 lists 25 emerging demand industries by annual average pay indicators. Psychiatric and Substance Abuse Hospitals was identified as the top emerging demand industry based on employment and pay variables described above. This industry saw a 5.3 percent increase in pay levels in 2013 and 2014 and has one of the largest annual average pay location quotients of the total 25 emerging demand industries. Many smaller Manufacturing industries were identified as emerging demand industries, in part, because of the high pay levels offered, and strong over–the–year pay level increases from 2013 to 2014. Industrial Machinery Manufacturing recorded the largest annual average pay location quotient at 1.4. Scientific Research and Development Services provided the highest 2014 pay levels ($102,548) while Glass and Glass Product Manufacturing recorded the largest annual average pay level percentage increase in 2013 and 2014 (15.6 percent).

Table 5: Emerging Demand Industries – Average Pay

Rank NAICS Code Industry Title Annual Average Pay Level (2014) Annual Average Pay Location Quotient (2014) Annual Average Pay Gain/Loss (2013–2014 Numeric) Annual Average Pay Gain/Loss (2013–2014 Percentage)

1 6222 Psychiatric and substance abuse hospitals $49,462 1.3 $2,370 5.3%

2 6223 Other hospitals $55,828 1.1 $1,415 2.7%

3 2379 Other heavy construction $70,948 1.1 $4,753 7.6%

4 5417 Scientific research and development services $102,548 0.9 $10,412 12.1%

5 3272 Glass and glass product manufacturing $57,812 1.2 $6,941 15.6%

6 3332 Industrial machinery manufacturing $95,392 1.4 $5,806 6.7%

7 4235 Metal and mineral merchant wholesalers $62,089 1.0 $1,939 3.3%

8 4232 Furniture and furnishing merchant wholesalers $50,638 0.9 $1,958 4.2%

9 3251 Basic chemical manufacturing $83,379 1.0 $8,398 12.6%

10 3329 Other fabricated metal product manufacturing $66,415 1.2 $3,352 5.5%

11 4233 Lumber and const. supply merchant wholesalers $51,412 1.0 $933 1.9%

12 3314 Other nonferrous metal production $78,782 1.3 $2,634 3.7%

13 3343 Audio and video equipment manufacturing $64,744 0.8 $5,272 9.3%

14 8113 Commercial machinery repair and maintenance $57,211 1.1 $1,699 3.2%

15 4812 Nonscheduled air transportation $57,542 0.8 $949 1.7%

16 4246 Chemical merchant wholesalers $75,087 1.0 $1,666 2.3%

17 3336 Turbine and power transmission equipment mfg. $57,610 0.9 $3,049 5.8%

18 5191 Other information services $66,009 0.5 $3,535 5.8%

19 3352 Household appliance manufacturing $53,693 1.0 $2,860 5.8%

20 4248 Alcoholic beverage merchant wholesalers $51,196 0.9 $856 1.8%

21 5414 Specialized design services $47,862 0.8 $368 0.8%

22 3324 Boiler, tank, and shipping container mfg. $61,024 1.1 $2,912 5.2%

23 3274 Lime and gypsum product manufacturing $63,551 1.1 $4,240 7.4%

24 3353 Electrical equipment manufacturing $58,188 0.9 $3,745 7.3%

25 8132 Grantmaking and giving services $59,211 1.1 $1,118 2.0%

Source: Arizona Department of Administration's Office of Employment and Population Statistics

Emerging Demand Occupations

Emerging demand occupations were selected from occupations within each emerging demand industry. Occupations with high wages, large employment levels within each emerging demand industry and high long–term projected employment growth were selected. A list of emerging demand occupations is available in Table 6. Financial Manager Occupations were paid the highest wages of the emerging demand occupations ($54.49 hourly), while Rail Track Laying and Maintenance Equipment Occupations are projected to record the largest long–term annual employment growth (9.5 percent annual growth). While almost half of the emerging demand occupations typically only require a high school diploma in order to be employed, these occupations do require extensive informal education through on–the–job training.

Table 6: Emerging Demand Occupations – Employment, Wages and Education

SOC Code Occupation Title 2014 Average Employment Levels 2014 Average Hourly Wage 2012–2022 Projected Annual Growth Rate Typically Required Education Level Typically Required Work Experience Typically Required On–the–Job Training

51–4041 Machinists 5,300 $ 20.22 2.0% High school diploma or equivalent None Long–term on–the–job training

29–1141 Registered Nurses 47,020 $ 34.28 2.8% Associate's degree None None

41–4012 Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products 22,580 $ 28.26 2.3% High school diploma or equivalent None Moderate–term on–the–job training

11–3031 Financial Managers 9,320 $ 54.49 2.9% Bachelor's degree 5 years or more None

11–3051 Industrial Production Managers 2,440 $ 49.37 5.6% Bachelor's degree 5 years or more None

29–1123 Physical Therapists 3,820 $ 40.82 4.5% Doctoral or professional degree None None

47–4061 RailTrack Laying and Maintenance Equipment Operators na $ 20.43 9.5% High school diploma or equivalent None Moderate–term on–the–job training

17–2031 Biomedical Engineers 780 $ 43.68 3.7% Bachelor's degree None None

51–1011 First–Line Supervisors of Production and Operating Workers 8,280 $ 26.99 7.2% Postsecondary non–degree award Less than 5 years None

41–3011 Advertising Sales Agents 2,380 $ 25.81 0.2% High school diploma or equivalent None Moderate–term on–the–job training

27–1024 Graphic Designers 3,100 $ 22.04 0.9% Bachelor's degree None None

49–9071 Maintenance and Repair Workers, General 23,610 $ 17.19 1.4% High school diploma or equivalent None Long–term on–the–job training

Source: Arizona Department of Administration's Office of Employment and Population Statistics

Existing and Emerging Demand Occupations

Existing and emerging demand occupations were selected from all occupations within each existing and emerging demand industry. Existing and emerging demand occupations were identified as occupations with high wages, large employment levels and strong long–term projected employment growth. These occupations each provide opportunities for future employment through growth or replacement needs.

Although the existing and emerging occupations identified below represent ideal employment opportunities, there are many related jobs that an individual might seek out that will help them obtain an existing or emerging occupation in the future. EPS and other core partners will continue to work to create career pathways that will identify the knowledge, training and work experience needed to

obtain the identified existing and emerging demand occupations to better serve individuals with wide ranging educational backgrounds, work experience and skill levels.

(iii) Employers' Employment Needs

Table 7 and Table 8 identify common attributes that are highly valued within each existing and emerging demand occupation. Attributes are categorized into three groups: occupational knowledge, skills and abilities. As future employment needs increase within existing and emerging demand occupations, employers will seek out potential candidates who demonstrate competency within these attributes. Workforce development should focus, in part, on ensuring the future workforce is prepared for the knowledge, skill and ability requirements of existing and emerging occupations.

Table 7: Employer's Employment Needs: Existing Demand Occupations

SOC Code Occupation Title Occupation Descriptor: Knowledge Occupation Descriptor: Skills Occupation Descriptor: Abilities

11–9041 Architectural and Engineering Managers Engineering and Technology Reading Comprehension Oral Comprehension

11–3021 Computer and Information Systems Managers Computers and Electronics Systems Evaluation Oral Expression

15–1121 Computer Systems Analysts Computers and Electronics Critical Thinking Written Comprehension

11–9021 Construction Managers Building and Construction Coordination Deductive Reasoning

11–1021 General and Operations Managers Customer and Personal Service Coordination Oral Comprehension

17–2112 Industrial Engineers Engineering and Technology Reading Comprehension Written Expression

13–2052 Personal Financial Advisors Customer and Personal Service Reading Comprehension Oral Expression

29–1051 Pharmacists Customer and Personal Service Reading Comprehension Oral Comprehension

29–1071 Physician Assistants Medicine and Dentistry Reading Comprehension Oral Comprehension

29–1069 Physicians and Surgeons, All Other na na na

41–9021 Real Estate Brokers Customer and Personal Service Reading Comprehension Near Vision

29–1141 Registered Nurses Psychology Social Perceptiveness Problem Sensitivity

11–2022 Sales Managers Sales and Marketing Monitoring Oral Comprehension

41–4011 Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products Sales and Marketing Active Listening Oral Expression

13–1151 Training and Development Specialists Education and Training Learning Strategies Speech Clarity

Source: Arizona Department of Administration's Office of Employment and Population Statistics

Table 8: Employer's Employment Needs: Emerging Demand Occupations

SOC Code Occupation Title Occupation Descriptor: Knowledge Occupation Descriptor: Skills Occupation Descriptor: Abilities

41–3011 Advertising Sales Agents Sales and Marketing Persuasion Oral Expression

17–2031 Biomedical Engineers Engineering and Technology Reading Comprehension Deductive Reasoning

11–3031 Financial Managers na na na

51–1011 First–Line Supervisors of Production and Operating Workers Mechanical Critical Thinking Oral Expression

27–1024 Graphic Designers Design Reading Comprehension Oral Expression

11–3051 Industrial Production Managers Production and Processing Monitoring Deductive Reasoning

51–4041 Machinists Mechanical Operation Monitoring Control Precision

49–9071 Maintenance and Repair Workers, General Mechanical Equipment Maintenance Information Ordering

29–1123 Physical Therapists Education and Training Reading Comprehension Oral Expression

47–4061 RailTrack Laying and Maintenance Equipment Operators Mechanical Operation Monitoring Control Precision

29–1141 Registered Nurses Psychology Social Perceptiveness Problem Sensitivity

41–4012 Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products Sales and Marketing Critical Thinking Oral Expression

Source: Arizona Department of Administration's Office of Employment and Population Statistics

Footnote:

(1) Location quotients are ratios that allow an area's distribution of employment by industry to be compared to a reference or base area's distribution. The reference area is usually the U.S. and the reference or base industry usually includes all industries in the economy.

B. Workforce Analysis

The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA.* This population must include individuals with disabilities among other groups** in the State and across regions identified by the State. This includes: Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals. ** Veterans, unemployed workers, and youth, and others that the State may identify.

i. Employment and Unemployment

Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State.

ii. Labor Market Trends

Provide an analysis of key labor market trends, including across existing industries and occupations.

III. Education and Skill Levels of the Workforce

Provide an analysis of the educational and skill levels of the workforce.

IV. Skill Gaps

Describe apparent ‘skill gaps’.

(i) Employment and Unemployment

Labor Force Participation Rate

The Labor Force Participation Rate (LFPR) is the labor force as a percent of the civilian noninstitutionalized population who:

a. is a person 16 years of age and older;

b. resides in the 50 states and District of Columbia;

c. are not inmates of institutions;

d. are not on active duty in the Armed forces; and

e. are employed or able to be employed and have actively sought employment within the last four weeks.

The labor force participation rate (2) for Arizona in 2014 was estimated at 60.0 percent of the civilian non–institutionalized population (3). The percent of the population participating in the labor force (4) has been declining since 2002, when Arizona's labor force participation rate peaked at 66.2 percent of the civilian noninstitutionalized population. Several factors are responsible for the recent decline in labor force participation at varying levels of importance, including an aging U.S. population, individuals opting out of the labor force to pursue higher education and individuals opting out of the labor force because they cannot find work. Population growth also factors into labor force participation rate changes. In Arizona, population growth has outpaced labor force growth since labor force participation peaked in 2002. If population levels increase faster than the labor force levels increase, the labor force participation rate will decline, even though labor force levels continue to increase.

From 2002 to 2010, Arizona's labor force participation rate declined only because population growth outpaced labor force participation growth. However, in 2011, Arizona recorded its first decline in annual labor force levels since 2000. Arizona's labor force levels continued to decline until it recorded positive growth of 3.1 percent in 2014. Arizona's labor force levels increased from 3,012,000 in 2013 to 3,105,000 in 2014, an increase of 93,000 individuals entering into the labor force.

Table 9 displays labor force levels and labor force participation rates for seven age categories. When labor force participation is broken down into age groups it becomes clear that participation for youth under 19 years of age is particularly low at 34.1 percent. Also, Table 9 below illustrates that the labor force participation rate for prime–age workers (i.e., 25 – 54 years old) ranges from 78.1 percent to 78.9 percent.

The tables in this section can be accessed in Excel format at https://des.az.gov/content/arizona–state–plan.

Table 9: 2014 Labor Force by Age Group

Age Group Labor Force Participation Rate Labor Force Level (In Thousands) Unemployment Rate Unemployment Level (In Thousands)

All Ages 60.0% 3,105 7.0% 217

16 to 19 years 34.1% 133 23.3%

31 20 to 24 years 72.3% 335 14.2%

48 25 to 34 years 78.1% 654 5.7%

37 35 to 44 years 78.1% 638 4.0% 26

45 to 54 years 78.9% 709 4.7% 33

55 to 64 years 59.0% 476 6.0% 28

65 years and over 16.7% 161 8.9% 14

Source: Produced by the Arizona Office of Employment and Population Statistics in cooperation with the U.S. Dept. of Labor, Bureau of Labor Statistics

The most recent 2014 estimates show that individuals between the ages of 45 and 54 represent the largest age group in the labor force with a 78.9 percent labor force participation rate. This age group represents a significant portion of Arizona's population (being second only to the 65 years and over age group). These individuals are at the age where they are more likely to be working or seeking work rather than retired or focusing on education.

From 1995 to 2014 the participation rate for teens (aged 16 to 19) decreased from a high of 63.1 percent in 1995 to the current 34.1 percent. One factor impacting the decline in teen labor force participation is the increase in the percent of high school graduates pursuing higher education. For example, the 2014–15 Arizona Board of Regents: High School Report Card shows that the Arizona university system recorded an increase of 1,127 (9.4 percent) in the number of Arizona high–school graduates who enrolled in the fall semester immediately following their senior year. Nationally during this same time period (1995 to 2014) the number of 18–year olds enrolled in postsecondary education has increased from approximately 42 percent to 48 percent.

Participation in the labor force for individuals age 55–64 steadily increased from 49.9 percent in 1981 to 63.7 percent in 2009. There are many factors that could be influencing individuals in older age categories to continue working, including advancements in medical technology resulting in increasing average life expectancy and raising the age of full retirement. It was also less likely that an individual would consider early retirement during the most recent recession because of economic turmoil in financial and housing markets. However, as the economy began to recover and markets stabilized, individuals age 55–64 and 65 and older began to leave the labor force. Labor force participation rates for individuals age 55–64 and 65 and older remained at 59.0 percent and 16.7 percent respectively in 2014.

Subsets of the workforce can be analyzed to understand factors impacting labor for participation for particular populations. Information is provided below on veterans, individuals with disabilities, those lacking basic literacy skills and the incarcerated population in Arizona.

In 2014, the total population of veterans in Arizona was approximately 540,000, which represents 0.8 percent of the state's population. Participation in the labor force for all Arizona veterans was 52.7 percent in 2014, which is lower than the overall labor force participation rate in Arizona at 60.0 percent. Looking at veterans in aggregate, however, masks differences in labor force participation between different service group eras. Approximately half of all veterans served in WWII, Korea, and Vietnam and these individuals are in or nearing retirement; therefore, their activity in the labor force is lower than veterans that have served after those eras.

Gulf War veterans are broken down into two groups—Gulf War Era I Veterans served from 1990 to 2001 and Gulf War Era II Veterans served after September 2001. The unemployment rate for Gulf War – Era II Veterans is higher than the rate for the other service–era veterans, which could reflect the fact that more recent veterans are younger workers who historically record higher unemployment rates than older workers regardless of veteran status. One noticeable difference does arise analyzing different service group eras – Gulf War Era II Veterans have a higher unemployment rate than non–veterans in the same age group, which is a pattern that does not hold true for the other service era veterans (where unemployment is similar for veterans and non–veterans). In addition to being younger, Gulf War – Era II Veterans have almost twice the rate of service–connected disability (29.0 percent) than the reported rate for all veterans (16.0 percent).

The workforce system will also directly engage individuals with disabilities. In 2014, 64.6 percent of America's total population was in the labor force, either employed or unemployed. Among individuals with a disability, that number is 17.1 percent. The national unemployment rate (the percentage of the labor force that is not employed) among people with disabilities was 12.5 percent in 2014, while the

rate among people without disabilities was 5.9 percent. Within Arizona, individuals with disabilities are finding it harder to obtain employment. In 2014, individuals with disabilities represented 11.1 percent of total unemployed levels, yet represented only 4.9 percent of the total individuals employed. This suggests that individuals with disabilities represent a disproportionately large share of the total unemployed population.

Persons with a disability tend to be older than persons with no disability. In 2014, 47 percent of persons with a disability were age 65 and older, compared with 14 percent of those with no disability in this age group. Individuals with a disability often experience higher than average expenses and are required to continue to work when individuals without individuals may be considering retirement.

The disabled population also participates in the labor force as part time employees at a higher rate than the non–disabled population. Thirty–three percent of workers with a disability are employed part–time, compared to 18 percent of non–disabled workers. This discrepancy is not the result of their intentionally pursuing part–time work, as 26 percent of disabled part–time workers and 29 percent of non–disabled part–time workers would prefer to be working full–time.

Adults with low academic skills represent an additional group for which services will be targeted; therefore, statistics on this population are provided to convey the scale of need required to assist with this population's successful integration into the workforce. Based on a 2010 Arizona Profile of Adult Learning survey, approximately 25.2 percent of Arizona's working age adult population, or 981,971individuals, are estimated to lack basic academic skills.

Another population that presents unique employment challenges comprises those individuals that were previously incarcerated. In Arizona, the incarcerated population has been increasing at a faster rate than the general population. For example, from 1999 to 2009 the state populations increased by 32 percent while the prison population increased 56 percent to approximately 40,500 over the same period.

Since 2009, the Arizona prison population has grown by 3 percent to 41,773 in 2014. While the number of inmates increased in every year from the early 1980's through 2010, there was a 3 year change in the trend in 2011 and 2012 where the number of inmates fell slightly and remained flat Fiscal Year (FY) 2013. However, the number rose by more than 1,000 in 2014.

Unemployment

Arizona's unemployment rate has steadily declined after peaking at 11.2 percent in December 2009. (For a graph of the unemployment rate 2005 – 2015 please see Figure 1 at https://des.az.gov/content/arizona–state–plan.) Since December 2009, the employment rate has declined 4.9 percentage points to 6.3 percent in September 2015. During this period, unemployment levels declined by 149,909 individuals to 197,070 in September 2015. Arizona's unemployment rate has consistently trended above the U.S. unemployment rate through and after the recession, reflecting the severity of the recession effects in Arizona.

Unemployment rates vary dramatically between different demographic groups in the state. Table 9 illustrates unemployment rates and levels by age groups in 2014. Individuals 34 to 44 recorded the lowest level and rate of unemployment, whereas the two youngest age groups recorded unemployment rates significantly above the other age groups. Historically (1981–2014), unemployment rates for the two youngest age categories (16–19 and 20–24) have consistently trended higher than unemployment rates for the remaining age categories; however, the magnitude at which youth (age 16–19) unemployment rates have been higher has increased through the decades, and unemployment remains stubbornly high for this age groups post–recession.

Industry Employment

The Arizona economy has recorded moderate and steady employment growth following the end of the Great Recession (December 2007 – July 2009). Officially, the Great Recession ended July 2009, but Arizona continued to lose jobs through 2010. The Arizona economy started improving in 2011 as employment levels began to grow in a majority of sectors. Arizona's year–over–year average Nonfarm employment (5) growth rate exceeded the national average in both 2012 and 2013 and matched national levels in 2014. The U.S. averaged Nonfarm employment growth rate of 1.7 percent in 2012 and 2013, and 1.9 percent in 2014. In comparison, Nonfarm employment in Arizona grew 2.1 percent in 2012, 2.3 percent in 2013 and 1.9 percent in 2014.

In 2014, Arizona had 2.57 million Nonfarm jobs as is displayed in Table 10 under "Total Nonfarm Employment." This represents a growth of 156,300 jobs or 2.2

Table 10: Annual Average Arizona Total Nonfarm Employment

Supersector 2011 Number of Jobs (Thousands) 2014 Number of Jobs (Thousands) Gain/Loss of Number of Jobs (Thousands) Annual Percentage Gain/Loss

Total Nonfarm Employment 2,412.1 2,568.4 156.3 2.2%

Natural Resources and Mining 11.6 13.1 1.5 4.3%

Construction 110.9 125.3 14.4 4.3%

Manufacturing 150.5 156.5 6.0 1.3%

Trade, Transportation and Utilities 473.0 493.0 20.0 1.4%

Information 37.1 43.1 6.0 5.4%

Financial Activities 171.3 189.0 17.7 3.4%

Professional and Business Services 347.1 382.4 35.3 3.4%

Education and Health Services 355.4 381.3 25.9 2.4%

Leisure and Hospitality 259.3 286.2 26.9 3.5%

Other Services (except Public Administration) 87.9 88.2 0.3 0.1%

Government 408.1 410.3 2.2 0.2%

Source: Produced by the Arizona Office of Employment and Population Statistics in cooperation with the U.S. Dept. of Labor, Bureau of Labor Statistics

This represents a growth of 156,300 jobs or 2.2 percent from 2011 levels. As displayed in the table, all Supersectors (6) recorded positive annual average employment growth from 2011 to 2014. The largest Supersectors in Arizona are 1) Trade, Transportation and Utilities; 2) Government; 3) Professional and Business Services; 4) Education and Health Services; and 5) Leisure and

Hospitality. These five Supersectors accounted for 76.0 percent of nonfarm employment in 2014. In addition, if Government is excluded, these Supersectors also recorded the majority of gains from 2011 to 2014, partially because of their large employment bases. Arizona's largest Supersector—Trade, Transportation and Utilities—gained 20,000 jobs and grew 1.4 percent annually. The Supersectors that recorded the highest annual percentage growth in 2014 are 1) Information (5.4 percent growth); 2) Construction (4.3 percent growth); and 3) Natural Resources and Mining (4.3 percent growth). However, the small industry size of the Information and Natural Resources and Mining Supersectors in Arizona resulted in relatively low job gains, with 6,000 and 1,500 respectively.

Industry Employment by Sub–State Region

Employment levels for sub–state regions were analyzed by metropolitan statistical areas (7) (MSAs) and an aggregate area called "balance of state" representing counties not identified as MSAs by the U.S. Bureau of Labor Statistics (BLS). Annual employment levels and employment shares from 2011 to 2014 are illustrated in Table 11. A significant portion of economic activity occurs in the Phoenix MSA and Tucson MSA, which combine to account for 85.2 percent of 2014 Nonfarm employment in the state. The Phoenix MSA recorded the fastest annual employment growth rates (2.3 percent growth) from 2011 to 2014 and increased its share of total Arizona employment from 70.2 percent to 71.2 percent during this period. The Tucson MSA recorded the second largest employment gains, adding 11,700 jobs, and grew at a slower rate than the Phoenix MSA (0.8 percent growth). The Sierra Vista–Douglas MSA was the only sub–state region to record employment losses over this period, shedding 2,900 jobs at a –2.0 percent annualized rate. The Prescott MSA (2.0 percent growth), Balance of State (2.0 percent growth), Flagstaff MSA (1.2 percent growth), Yuma MSA (0.9 percent growth), and Lake Havasu City–Kingman MSA (0.3 percent growth) also recorded positive annual employment growth rates from 2011 to 2014.

Table 11: 2011–2014 Sub–State Nonfarm Employment

Substate Region 2011 Employment Level (Thousands) 2014 Employment Level (Thousands) Employment Level Gain/Loss (Numeric, Thousands) Employment Level Gain/Loss (Percentage, Thousands) 2011 Share of State Employment 2014 Share of State Employment Share of State Employment Gain/Loss

Phoenix–Mesa–Scottsdale MSA 1,717.2 1,853.00 161.4 2.3% 70.2% 71.2% 1.0%

Flagstaff MSA 61.5 64.3 3.1 1.3% 2.5% 2.5% 0.0%

Prescott MSA 54.6 59.4 4.4 2.0% 2.2% 2.3% 0.1%

Lake Havasu City–Kingman MSA 45.1 46.4 0.5 0.3% 1.8% 1.8% –0.1%

Tucson MSA 354.4 365 11.7 0.8% 14.5% 14.0% –0.5%

Yuma MSA 50.1 51.8 1.9 0.9% 2.0% 2.0% –0.1%

Sierra Vista–Douglas MSA 37.1 34.5 –2.9 –2.0% 1.5% 1.3% –0.2%

*Balance of State 127.1 128.0 0.6 0.1% 5.2% 4.9% –0.3%

*Balance of State includes Apache County, Cochise County, Gila County, Graham County, Greenlee County, La Paz County, Navajo County, Santa Cruz County

Source: Produced by the Arizona Office of Employment and Population Statistics in cooperation with the US Dept. of Labor, Bureau of Labor Statistics

Occupation Employment

In Table 12, employment levels and shares are categorized into 22 major occupation groups (8). In 2014, Office and Administrative Support was the largest major occupation group with 442,090 jobs and accounted for 17.5 percent of total employment. Farming, Fishing and Forestry represented the smallest major occupation group with 13,400 jobs and accounting for 0.5 percent of total employment.

Wages within an occupation will vary for a number of reasons, including the education level, years of experience and technical skills of an individual. Wages are also influenced by the cost of living of an area. Table 12 provides a range of wage estimates for individuals earning less than 90 percent of all individuals within an occupation up to individuals earning 90 percent more than all individuals within an occupation. It is important to consider wage ranges within an occupation to understand the wage potential each occupation group offers.

The average per hour wage level for All Occupations in Arizona is $21.43. Not surprisingly, Management occupations rank the highest in average hourly wage levels. Management occupations are generally filled by highly skilled or experienced individuals within their respected field. The lowest average wages offered are in Farming, Fishing, and Forestry occupations ($9.96 average hourly wage) and Food Preparation and Serving Related occupations ($10.64 average hourly wage).

Table 12: Arizona State – 2014 Occupational Employment & Hourly Wage Estimates

Occ. Code Occupational Title Average Wage 10th Percentile Wage 25th Percentile Wage Median Wage 75th Percentile Wage 90th Percentile Wage Rounded Employment Share of All Occupations

00–0000 All Occupations $ 21.43 $ 8.83 $ 10.90 $ 16.46 $ 26.06 $ 40.17 2,526,990 100.0%

11–0000 Management $ 48.60 $ 20.15 $ 29.62 $ 42.11 $ 59.41 $ 86.78 126,700 5.0%

13–0000 Business and Financial Operations $ 31.00 $ 16.33 $ 21.18 $ 28.40 $ 37.43 $ 48.17 128,300 5.1%

15–0000 Competer and Mathematical $ 37.48 $ 18.61 $ 25.44 $ 35.85 $ 47.58 $ 58.48 82,500 3.3%

17–0000 Architecture and Engineering $ 37.17 $ 19.75 $ 26.01 $ 34.41 $ 46.02 $ 58.54 50,830 2.0%

19–0000 Life, Physical, and Social Science $ 28.77 $ 15.20 $ 19.51 $ 26.21 $ 35.49 $ 45.40 17,740 0.7%

21–0000 Community and Social Service $ 19.69 $ 11.17 $ 14.24 $ 18.38 $ 23.65 $ 29.68 39,260 1.6%

23–0000 Legal $ 42.46 $ 17.21 $ 22.53 $ 33.38 $ 54.42 $ 81.19 18,470 0.7%

25–0000 Education, Training, and Library $ 21.64 $ 10.07 $ 13.17 $ 18.60 $ 25.54 $ 35.22 140,280 5.6%

27–0000 Arts, Design, Entertainment, Sports, and Media $ 22.24 $ 9.50 $ 12.55 $ 18.12 $ 26.36 $ 38.23 30,930 1.2%

29–0000 Healthcare Practitioners and Technical $ 36.43 $ 14.63 $ 21.65 $ 31.30 $ 42.72 $ 61.53 138,610 5.5%

31–0000 Healthcare Support $ 14.92 $ 9.74 $ 11.50 $ 13.84 $ 17.01 $ 20.93 65,400 2.6%

33–0000 Protective Service $ 21.46 $ 9.52 $ 12.24 $ 19.17 $ 27.77 $ 37.18 79,480 3.1%

35–0000 Food Preparation and Serving Related $ 10.64 $ 8.15 $ 8.53 $ 9.15 $ 11.21 $ 14.89 240,930 9.5%

37–0000 Building and Grounds Cleaning and Maintenance $ 11.50 $ 8.30 $ 8.91 $ 10.37 $ 12.87 $ 16.38 78,100 3.1%

39–0000 Personal Care and Service $ 11.85 $ 8.28 $ 8.86 $ 10.19 $ 12.57 $ 17.95 83,540 3.3%

41–0000 Sales and Related $ 17.29 $ 8.44 $ 9.18 $ 12.02 $ 19.46 $ 31.51 288,710 11.4%

43–0000 Office and Administrative Support $ 16.65 $ 9.56 $ 11.99 $ 15.36 $ 19.72 $ 25.76 442,090 17.5%

45–0000 Farming, Fishing, and Forestry $ 9.96 $ 8.13 $ 8.42 $ 8.90 $ 9.42 $ 13.21 13,400 0.5%

47–0000 Construction and Extraction $ 20.04 $ 11.32 $ 14.42 $ 18.09 $ 23.71 $ 31.44 109,280 4.3%

49–0000 Installation, Maintenance, and Repair $ 21.27 $ 10.98 $ 14.62 $ 19.69 $ 26.75 $ 33.77 101,880 4.0%

51–0000 Production $ 16.89 $ 9.12 $ 11.19 $ 15.00 $ 20.60 $ 27.29 106,530 4.2%

53–0000 Transportation and Material Moving $ 16.82 $ 8.65 $ 10.04 $ 14.10 $ 19.41 $ 27.39 144,030 5.7%

Source: Produced by the Arizona Office of Employment and Population Statistics in cooperation with the US Dept. of Labor, Bureau of Labor Statistics

(ii) Labor Market Trends

Short–Term Industry Employment Projections

The Arizona Department of Administration EPS publishes two–year, short–term industry employment projections. The purpose of these publications is to identify employment growth opportunities for displaced workers seeking to reenter the labor market after short–term retraining. In the most recent short–term industry projections, Arizona is projected to gain 119,700 Nonfarm jobs

from 2015 to 2016. This represents a growth rate of 4.7 percent over the two projected years. An over–the–year gain of 56,600 jobs (2.2 percent) is projected in 2015 and 63,100 jobs (2.4 percent) in 2016. Arizona's Nonfarm employment is forecast to grow at a modest rate in 2015 and gain additional momentum in 2016. This is consistent with improvement seen in other economic indicators.

All major sectors of the Arizona economy are projected to gain jobs during the 2014–2016 forecast time period. Educational and Health Services is projected to add 29,900 jobs, the most jobs of any sector. Other sectors with large projected gains include Leisure and Hospitality (23,300 jobs), Trade, Transportation and Utilities (21,100 jobs), Professional and Business Services (18,500 jobs), and Financial Activities (12,400 jobs). Smaller gains are forecast in Manufacturing (4,500 jobs), Other Services (3,300 jobs), Government (2,800 jobs), Construction (2,800 jobs), Information (800 jobs) and Natural Resources and Mining (400 jobs).

EPS is projecting that sub–state regions within Arizona will record different rates of employment growth from 2015 to 2016. Table 13 shows the average annual growth rate in Total Nonfarm employment for Arizona, Phoenix MSA, Tucson MSA, and Balance of State. In 2015, all regions are forecast to have positive annual over–the–year growth rates in Nonfarm employment. Arizona is forecast to grow at 2.2 percent in 2015. Phoenix is expected to grow faster than the state at 2.5 percent. However, the projected growth rates for Tucson (1.6 percent) and the Balance of State (1.6 percent) are slower than the statewide and Phoenix MSA rates. The expected Nonfarm job gains in 2015 for the Phoenix MSA are 45,500 jobs, Tucson MSA 5,700 jobs, and the Balance of State 5,400 jobs. Nonfarm employment growth rate for Arizona in 2016 is expected to be 2.4 percent. Phoenix is forecast to continue growing at a faster pace (2.6 percent) than Tucson (1.8 percent), and Balance of State (1.9 percent). For 2016 the job gains forecast for Phoenix MSA are 49,900 jobs, Tucson MSA 6,600 jobs, and Balance of State 6,600 jobs.

Table 13: Total Nonfarm Employment – Annual Average Growth

Total Nonfarm Employment Annual Average Growth Rate

2014(a) 2015(b) 2016(b)

Arizona 2.1% 2.2% 2.4%

Phoenix MSA1 2.4% 2.5% 2.6%

Tucson MSA2 1.4% 1.6% 1.8%

Balance of State3 1.4% 1.6% 1.9%

1) Maricopa and Pinal counties

2) Pima County

3) Arizona less Maricopa, Pinal and Pima counties

a) Historical

b) Forecast

Long–Term Industry Projections

Over the projections time period of 2012 to 2022, EPS forecasts total Nonfarm employment in Arizona to increase by 22.7 percent, or 559,700 jobs. This would translate to average Nonfarm employment gains of 2.27 percent per year for Arizona. All 11 Supersectors are projected to gain jobs from 2012 to 2022. A majority of the employment growth is projected to occur in the service providing industries. Construction is projected to grow at the fastest pace, while Professional and Business Services and Educational and Health Services sectors are projected to gain the largest number of jobs.

While Construction was one of the most severely impacted industries in Arizona during the Great Recession, it is also projected to grow at the fastest pace between 2012 and 2022. In 2015, Construction ended the year up 4.5 percent over 2014 employment levels, with particularly strong growth recorded in the third and fourth quarters of 2015. In addition, existing home sales are back up and housing inventory levels are back down to early 2000's levels.

Phoenix is projected to record faster employment growth than the state, growing 25.4 percent from 2012 to 2022. The projected growth rates for Tucson (15.1 percent) and the Balance of State (16.7 percent) are slower than the statewide and Phoenix MSA rates. The expected Nonfarm job gains from 2012 to 2022 for the Phoenix MSA are 355,500 jobs, for Tucson MSA are 47,300 jobs, and for Balance of State are 51,800 jobs.

Long–Term Occupation Employment Projections

Occupation employment projections are derived from industry employment projections, but offer a very different perspective of projected job growth. Occupations can span multiple industries and provide insight into job opportunities or career pathways from the perspective of the jobseeker. The most recent long–term occupation employment projections forecast gains in 21 of the 22 major occupation groups (9), with the largest number of job openings projected to occur within Office and Administrative Support (83,757 jobs) and Food Preparation and Serving Related (62,912 jobs) occupations. These major occupation groups have two of the largest employment bases as of 2014 and it is not surprising that the largest number of openings would occur within these occupations. The largest employment percentage growth is projected to occur within Construction and Extraction Occupations, projected to record 43.9 percent growth over the 10–year period. Healthcare Support Occupations are also projected to record large rates of growth at 31.7 percent job creation during the projected period. See Table 14 for the full list of projected occupation employment growth.

Table 14: 2012–2022 Arizona Statewide Occupational Projections

2012 – 2022 Arizona Statewide Occupational Projections

SOC Code SOC Title 2012 Estimated Employment 2022 Projected Employment 10 Year Numeric Change 10 Year Percentage Change

00–0000 Total, All Occupations 2,668,778 3,251,534 582,756 21.8%

11–0000 Management Occupations 181,800 214,762 32,962 18.1%

13–0000 Business and Financial Operations Occupations 132,672 164,564 31,892 24.0%

15–0000 Computer and Mathematical Occupations 75,204 89,852 14,648 19.5%

17–0000 Architecture and Engineering Occupations 52,637 58,644 6,007 11.4%

19–0000 Life, Physical, and Social Science Occupations 20,839 23,577 2,738 13.1%

21–0000 Community and Social Service Occupations 37,972 46,079 8,107 21.4%

23–0000 Legal Occupations 21,783 26,525 4,742 21.8%

25–0000 Education, Training, and Library Occupations 149,472 178,806 29,334 19.6%

27–0000 Arts, Design, Entertainment, Sports, and Media Occupations 40,709 48,859 8,150 20.0%

29–0000 Healthcare Practitioners and Technical Occupations 143,806 183,249 39,443 27.4%

31–0000 Healthcare Support Occupations 71,039 93,574 22,535 31.7%

33–0000 Protective Service Occupations 77,032 87,920 10,888 14.1%

35–0000 Food Preparation and Serving Related Occupations 227,834 290,746 62,912 27.6%

37–0000 Building and Grounds Cleaning and Maintenance Occupations 97,509 121,625 24,116 24.7%

39–0000 Personal Care and Service Occupations 92,910 113,533 20,623 22.2%

41–0000 Sales and Related Occupations 300,133 355,262 55,129 18.4%

43–0000 Office and Administrative Support Occupations 439,804 523,561 83,757 19.0%

45–0000 Farming, Fishing, and Forestry Occupations 14,153 12,982 –1,171 –8.3%

47–0000 Construction and Extraction Occupations 125,577 180,727 55,150 43.9%

49–0000 Installation, Maintenance, and Repair Occupations 105,518 128,425 22,907 21.7%

51–0000 Production Occupations 108,439 127,540 19,101 17.6%

53–0000 Transportation and Material Moving Occupations 151,936 180,722 28,786 19.0%

Source: Produced by the Arizona Office of Employment and Population Statistics in cooperation with the U.S. Dept. of Labor, Bureau of Labor Statistics

(iii) Education and Skill Levels of Workforce

Occupations requiring a wide range of education levels, job experience and on–the–job training combine to create the current Arizona economy. Table 15, Table 16, and Table 17 categorize 2014 and 2022 occupation employment by their respective education, job experience and on–the–job training requirements (10) to help identify current and forecasted needs. In 2014, occupations requiring a high school diploma or occupations requiring less than a high school diploma combined

to represent 67.4 percent of total employment. This is not a trend unique to Arizona, as similar employment shares can be identified at the national level.

On–the–job training can provide employees with knowledge and skills not offered through schooling. Some form of on–the–job training is typically required for 67.7 percent of Arizona jobs. On–the–job training is particularly important for occupations requiring less than a high school diploma and occupations requiring a high school diploma. Some form of on–the–job–training is required for 98.9 percent of jobs that require less than a high school diploma and 81.3 percent of jobs that require a high school diploma. Typically, these forms of on–the–job training are short–term, but do provide informal education to individuals opting out of traditional forms of post–secondary education.

Work experience is an important attribute for occupations that require employee oversight, such as managers, supervisors or administrators. This trend is consistent across all educational attainment levels that require work experience. Occupations requiring work experience, but little to no employee oversight, typically include the self–employed, such as private detectives or writers.

(iv) Apparent ‘Skills Gaps’

Closing the gap between the skills desired by an employer and those held by the workforce attracts and retains high–skilled employers. Identifying future employment demands can help ensure that individuals are obtaining knowledge and skills to meet the needs of business growth. Projected employment data displayed in Table 15 identifies forecasted employment needs by education requirement for 2022. To meet future employment demand, a larger share of the workforce will need to acquire post–secondary degrees. Occupations requiring post–secondary degrees are all projected to increase their share of total employment in 2022 compared to 2014 levels. Jobs requiring a high school diploma will also increase their share of total employment. By 2022, 40.1 percent of jobs will require a high school diploma compared to 39.5 percent in 2014. As the share of total employment increases for occupations requiring post–secondary degrees and a high school diploma, the share of jobs requiring less than a high school diploma is projected to decline. If these future employment demand changes are not accounted for, the workforce skill levels will not align with business demand and the skill gap could widen.

Success in identifying and addressing concerns about the skill gap should also involve coordination with local businesses. Business involvement is essential to obtain support and local knowledge of workforce supply shortages. EPS intends to strengthen collaboration with local government and business entities to analyze workforce supply and demand trends.

Table 15: Arizona Employment by Occupation Education Requirement

Educational Attainment 2014 Estimated Employment Level 2014 Estimated Share of Total Employment 2022 Projected Employment Level 2022 Projected Share of Total Employment

Less than high school 689,210 27.9% 858,955 26.8%

High school diploma or equivalent 973,880 39.5% 1,278,091 39.9%

Postsecondary non–degree award 136,230 5.5% 175,625 5.5%

Some college, no degree 37,370 1.5% 40,378 1.3%

Associate’s degree 112,880 4.6% 143,282 4.5%

Bachelor’s degree 417,780 16.9% 562,262 17.6%

Master’s degree 39,980 1.6% 54,215 1.7%

Doctoral or professional degree 59,950 2.4% 90,230 2.8%

Source: Produced by the Arizona Office of Employment and Population Statistics in cooperation with the US Dept. of Labor, Bureau of Labor Statistics

Table 16: Arizona Employment by Occupation Job Experience

Job Experience 2014 Estimated Employment Level 2014 Estimated Share of Total Employment 2022 Projected Employment Level 2022 Projected Share of Total Employment

None 2,113,070 85.6% 2,693,544 84.1%

Less than 5 years 281,850 11.4% 401,741 12.5%

5 years or more 72,360 2.9% 107,753 3.4%

Source: Produced by the Arizona Office of Employment and Population Statistics in cooperation with the US Dept. of Labor, Bureau of Labor Statistics

Table 17: Arizona Employment by Occupation Job On–the–Job Training

On–the–Job Training 2014 Estimated Employment Level 2014 Estimated Share of Total Employment 2022 Projected Employment Level 2022 Projected Share of Total Employment

None 797,450 32.3% 1,084,580 33.9%

Internship/residency 76,900 3.1% 110,106 3.4%

Apprenticeship 34,810 1.4% 53,501 1.7%

Short–term on–the–job training 1,057,700 42.9% 1,286,061 40.2%

Moderate–term on–the–job training 392,080 15.9% 519,493 16.2%

Long–term on–the–job training 108,340 4.4% 149,297 4.7%

Source: Produced by the Arizona Office of Employment and Population Statistics in cooperation with the US Dept. of Labor, Bureau of Labor Statistics

Footnotes:

(2) The labor force participation rate is the labor force as a percent of the civilian noninstitutional population.

(3) The civilian noninstitutional populations include persons 16 years of age and older residing in the 50 States and the District of Columbia who are not inmates of institutions (for example, penal and mental facilities, homes for the aged), and who are not on active duty in the Armed Forces.

(4) The labor force includes individuals within the civilian non–institutional population who are employed or are able and have actively sought employment within the last four weeks.

(5) Nonfarm employment excludes proprietors, self–employed, unpaid family or volunteer workers, farm workers, domestic workers, non–civilian government workers

(6) The US Economic Classification Policy Committee aggregated NAICS sectors into groupings called “Supersectors” for the purposes of analysis. For information visit http://www.bls.gov/ces/cessuper.htm.

(7) The general concept of an MSA is one of a large population nucleus, together with adjacent communities which have a high degree of economic and social integration with that nucleus.

(8) Occupation employment estimates group employment by the type of job an employee performs.

(9) The 2010 Standard Occupational Classification (SOC) system is used by Federal statistical agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. For more information on occupational classification visit: http://www.bls.gov/soc/.

(10) BLS uses a system to assign categories for entry–level education, work experience in a related occupation, and typical on–the–job training to each occupation. Categories do not necessarily identify the exact level of education, job experience or on–the–job training an individual employed in that occupation has. For more information regarding education, job experience and on–the–job assignments visit: http://www.bls.gov/emp/ep_education_tech.htm.

2. Workforce Development, Education and Training Activities Analysis

The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in *Education and Skill Levels of the Workforce* above, and the employment needs of employers, as identified in *Employers' Employment Needs* above. This must include an analysis of –

A. The State’s Workforce Development Activities

Provide an analysis of the State’s workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop delivery system partners.*

_____

* Required one-stop partners: In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans’ Employment Representatives and Disabled

Veterans' Outreach Program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF) (unless the Governor determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild.

WIOA authorizes the one–stop career center service delivery system and six core programs. The core programs are:

• Title I: Adult, Dislocated Worker and Youth formula programs;

• Title II: Adult Education and Literacy Act;

• Title III: Wagner–Peyser Act employment services; and

• Title IV: Rehabilitation Act programs.

Arizona's workforce system operates under the brand ARIZONA@WORK, which was launched February 2016. This new brand encompasses the Workforce Arizona Council (State Council), the Department of Economic Security (DES), the Arizona Commerce Authority (ACA), the Arizona Department of Education (ADE), Local Workforce Development Areas (LWDAs), as well as their respective Local Workforce Development Boards (LWDBs), comprehensive Job Centers, satellite offices, affiliate sites and an array of workforce partners. In the past, branding efforts were not used consistently across the state, creating confusion about the system and the entities involved. The ARIZONA@WORK brand, including the tagline "Innovative Workforce Solutions" was created to increase public awareness and to break down silos among the various workforce partners. The ARIZONA@WORK system is a proud partner of the American Job Center Network.

Arizona has a strong foundation for providing workforce development activities due to its long history of locally established workforce partners, adult education, and vocational rehabilitation programs. State policy provides workforce system partners with instruction and guidance on the ARIZONA@WORK seamless delivery system. Through this system, clients can access a broad range of employment and training–related services at a single point of entry. The following programs are required to deliver their services through the ARIZONA@WORK system.

• Adult, Youth, and Dislocated Worker (Title I)

• Adult Education and Literacy (Title II)

• Programs authorized under the Wagner–Peyser Act (Title III (Employment Service))

• Vocational Rehabilitation (Title IV)

• Career and technical education programs at the postsecondary level authorized under the Carl D. Perkins Career and Technical Education Act of 2006

• Employment and training activities carried out under the community Services Block Grant Act

• Employment and training activities carried out by the Department of Housing and Urban Development

• Jobs for Veterans State Grants programs authorized under chapter 41 of title 38, United States Code

• Programs authorized under State unemployment compensation laws

• Programs authorized under section 212 of the Second Chance Act of 2007

• Programs authorized Part A of title IV of the Social Security Act

• The Senior Community Services Employment Program authorized under Title V of the Older Americans Act of 1965

• Trade Adjustment Assistance activities authorized under chapter 2 of title II of the Trade Act of 1974

The Governor has determined that Temporary Assistance for Needy Families (TANF) will not be a required partner in the State Plan.

Arizona currently has 18 comprehensive ARIZONA@WORK Job Centers and 24 affiliate sites; a complete directory of locations is posted on the DES website at https://des.az.gov/content/workforce–professionals. At least one comprehensive center is located in each of twelve geographic areas, known as Local Workforce Development Areas (LWDA) and provides access to physical services of the core programs and other required partners. Affiliate sites provide access to certain services while referring customers to other sites for additional services as needed. Physical ARIZONA@WORK locations are supplemented by virtual access through the Arizona Job Connection at www.azjobconnection.gov, the State's web–based labor exchange, case management and reporting system.

DES has been designated as the fiscal and administrative agency for three of the four core partners (Title I Adult, Dislocated Worker, and Youth Programs, Title III Wagner–Peyser Employment Service, and Title IV Vocational Rehabilitation [VR]), permitting the partners to leverage resources, including DES and ARIZONA@WORK facilities throughout the state, to provide services to jobseekers, including individuals with disabilities. Workforce Development and Employment Service staff is present at all comprehensive ARIZONA@WORK Job Centers. Vocational Rehabilitation staff is available at 41 offices throughout the state. Some VR offices are co–located within ARIZONA@WORK Job Centers. VR staff is available itinerantly at all comprehensive centers and some affiliate sites throughout the state.

Title II Adult Education services are provided through 24 local providers funded by the Arizona Department of Education (ADE), typically in its own offices, but all ARIZONA@WORK Job Centers are able to refer clients to adult education services when needed. Title IV VR services are provided statewide through a network of contracted service providers. Both programs are identified as proud partners of ARIZONA@WORK.

Despite the number of ARIZONA@WORK Job Centers and virtual access options, accessing the system remains difficult for individuals in remote areas or those who do not have access to transportation or a reliable computer connection.

Governance

The Workforce Arizona Council (State Council) was established in 2013 as the State's workforce board. Members represented three of the four core partners: Title I–B Adult, Dislocated Worker, and Youth Programs, Adult Education, and Employment Service. Community partners, the business community, and educators were also on the state board. In 2013 a subcommittee of the State Council oversaw the drafting of administrative policies on the state's workforce delivery system, local boards, service integration, and One–Stop certification. These policies are posted on the DES website at www.azdes.gov. In addition, the Arizona Apprenticeship Advisory Committee was established under WIA to provide advice and guidance to the Arizona Registered Apprenticeship Program and carried forward to WIOA. As outlined in the 2012 State of Arizona Integrated Workforce Plan, the local workforce areas created local area business plans that were approved by the State Council in 2014. These plans describe the operations in the Job Centers, including service delivery, partnerships, and operational policies and procedures.

During WIOA implementation, Arizona drafted new Local Governance policies, including the policies for the designation of local areas and the criteria for the selection of local board members. Local Workforce Investment Areas (LWIAs) submitted their requests for re–designation as Local Workforce Development Areas (LWDAs) in the spring of 2015. Two of the twelve existing LWIAs had asked for a change in local area designation from their prior designation. The proposed re–designation was approved by local boards and chief elected officials and is reflected in the letter signed by the Governor designating the following twelve LWDAs to serve Arizona as of July 1, 2015.

• ARIZONA@WORK – Coconino County

• ARIZONA@WORK – Maricopa County

• ARIZONA@WORK – Mohave/La Paz Counties

• ARIZONA@WORK – Nineteen Tribal Nations (consortium of 13 tribes)

• ARIZONA@WORK – Northeastern Arizona (Navajo, Apache, Gila Counties)

• ARIZONA@WORK – City of Phoenix

• ARIZONA@WORK – Pima County

• ARIZONA@WORK – Pinal County

• ARIZONA@WORK – Santa Cruz County

• ARIZONA@WORK – Southeastern Arizona (Graham, Greenlee, Cochise Counties)

• ARIZONA@WORK – Yavapai County

• ARIZONA@WORK – Yuma County

Services to Employers

Business customers play a key role in the success of the LWDAs, therefore putting them at the forefront in the provision of services. The LWDAs assist businesses by matching employers with skilled workers, listing employment opportunities in AJC and referring qualified jobseekers to these jobs. Workforce staff is able to provide public, public–limited and private access to employer

information based on the request of the employer. This allows for the ability to open the job opening(s) to all jobseekers or provide a customized match for the employer. Employers also have the ability to utilize the LWDA as the sole source of recruitment needs—cutting down on jobseeker traffic in their offices—and receive only qualified referrals. Employers also have the opportunity to allow the workforce staff to set the stage for the referral process, which may include workforce staff handling the set up for interviews or a simple hand off for the employer to do their own scheduling. The ability to have several choices for recruitment at their disposal assists with the flexibility of the recruitment whether it is one opening or several. LWDAs also assist businesses by providing labor market information, personalized recruitment services, specialized hiring events and/or larger activities, such as job fairs.

Initial and on–going meetings with employers establish the business partnerships needed to help determine what jobs are in demand in the local areas, the types of training and credentials that individuals need to be qualified for these positions, development of career pathways and identification of sector strategies, leading to a job–driven workforce system. When these partnerships are developed and strengthened, they lead to enhanced services to jobseekers. As employers become more familiar with the services, their interest in providing opportunities for jobseekers expands into participation in work–based training such as on–the–job training and customized training.

All Arizona LWDAs provide various types of services to employers, from customized hiring events and job fairs to targeted topic workshops. Examples of services include the following:

• Southeastern Arizona Workforce Solutions hosted or participated in numerous job fairs, including the Graham County Career Fair in partnership with Eastern Arizona College, with 279 jobseekers attending. Targeted recruiting events were held that served employers such as Verizon Wireless, Caring Hearts, Arizona Department of Corrections and several seafood employers from Alaska.

• The Yavapai County Business Assistance Center offers quality business services and partnered with Northern Arizona University (NAU) to provide employer workshops in Competitive Innovation, Strength–based Management, Theory of Constraints, and Critical Chain Project Management, just to name a few.

• Maricopa County works closely with the Greater Phoenix Economic Council and other economic development entities. This has provided opportunities for workforce staff to present to businesses looking to expand operations in Maricopa County.

• Yuma County holds a yearly Community Job Fair that brings several outside partners to the table, including the Marine Corps Air Station, Goodwill of Arizona, Yuma Proving Ground, Arizona Western College and the Quechan Indian Tribe. This rural county event draws over 1200 jobseekers each year and coordinates with the winter vegetable harvest season to allow for Migrant and Seasonal Farmworker (MSFW) services to be provided. During the event there have been well over 600 MSFWs in attendance.

• Pinal County holds community job fairs in different areas of the large rural county on a quarterly basis and as a best practice allows for Veterans Priority of Service by opening the first hour of the job fair to veterans only.

• In November 2015, the Pinal County Business Services Team worked closely with the Economic Development Manager assisting with two prospective employers. Both projects combined could bring approximately 2500 job to Casa Grande in 2016. The team also provided targeted hiring fairs for specific employers or groups of employers from a specific industry.

Arizona provides quality business services to employers across the state and each LWDA has a Business Services Team whose focus will be to design and implement locally focused strategies to engage and serve the business customer. In some areas of the state, the Business Services Teams have participated in local economic development sessions with prospective employers. The Business Services Teams bring valuable workforce information to the table by providing potential employers with current labor pool information, wage information and insight to educational opportunities that could support the business moving to the area.

Sector Partnerships

ARIZONA@WORK partners have supported the creation and sustainability of sector partnerships across industries statewide, for example, manufacturing, healthcare, and mining, as well as renewable energy with tribal partners. In addition, as outlined in the State of Arizona Integrated Workforce Plan, the LWDAs created sector strategies for their areas, identifying industries most critical to their economic growth (11). One of the priorities being addressed by each of the partnerships is the need to better align workforce, education and economic development with industry needs.

Among the successful sector partnerships in the state is the Phoenix Health Care Sector partnership, focusing on increasing alignment between workforce, training, and sector needs, leading to a policy briefing at the State Capitol and collaboration with the Arizona Nurses Association and the Arizona Action Coalition. Another example of a regional initiative is Pima County Local Area Workforce Development partnering with Tucson Regional Economic Opportunities to host a Sector Partnership forum, bringing together partners from construction, health/long–term care, and bio–science.

The Southern Arizona Manufacturing Partners, with more than 20 member manufacturing companies, continues to develop a new generation of manufacturing technicians, in partnership with Pima County, Pima Community College, Pima County Joint Technological Education District, and the Sunnyside and Tucson Unified School Districts. A total of 23 interns have been placed with companies and enrolled in certificate training at Pima Community College. The partnership has sparked numerous efforts to streamline the pathway, including dual enrollment credit for high school career technical education, certification of adjunct faculty, submittal of newly developed, industry–validated programs for the Eligible Training Provider List, and development of toolkits for industry–based mentoring and internships.

Title I–B Workforce Development Activities

The Adult, Dislocated Worker, and Youth Programs comprise the WIOA Title I–B workforce development programs. These programs offer an assortment of employment and training activities designed to prepare participants for employment that will lead to financial stability and economic security for themselves and their families. The programs are co–located in the ARIZONA@WORK Job Centers in Arizona.

Youth Program

The Youth program serves eligible in–school youth ages 14–21 and out–of–school youth ages 16–24. The youth program is designed to prepare Arizona's youth to enter postsecondary education, training, or employment upon completion of designated program activities. The design framework of the youth program includes outreach and recruitment, objective assessment, development of an Individual Service Strategy (ISS), case management, supportive services and follow–up services. The youth participants are enrolled in one or more of the 14 required youth program elements based

on the youth's needs as identified in the ISS. Program elements can include tutoring, alternative services, paid and unpaid work experiences, occupational skills training, adult mentoring, financial literacy education, and leadership development activities.

Youth programs in Arizona have been serving in–school youth and out–of–school youth at an approximate ratio of fifty percent each, based on approved expenditures. In Program Year (PY) 2014, Arizona exceeded the U.S. Department of Labor's (U.S. DOL's) negotiated performance targets for statewide youth services. Six local areas exceeded all negotiated measures for youth, and only two areas did not meet all negotiated levels.

LWDAs work with numerous community partners on initiatives designed to assist youth with the transition to employment, such as:

• Youth programs that provide work experience and help with the transition from high school to employment including TeenWorks in Coconino County and the Arizona Integrated Basic Education Skills Training (AZ–IBEST) Construction Degree Program in Navajo/Apache Counties.

• Services to help offenders re–entering the community or youth on probation, including the Smart Justice initiative in Maricopa County, YouthBuild in Phoenix, or the EAGLES program in Mohave County.

• Arizona Call–a–Teen Youth Resources, which has managed a regional collaboration for Phoenix and Maricopa County in partnership with the Bureau of Land Management and the Student Conservation Association since 2011, providing opportunity for hands–on work experience.

• The Pima Vocational High School works with out–of–school and other at–risk youth, with a focus on high school completion and preparation for employment.

Adult and Dislocated Worker Programs

The Adult and Dislocated Worker programs have two types of services: Career Services and Training Services. The Adult Program provides workforce investment activities designed to assist individuals, particularly those with barriers to employment, increasing access to employment, retention, earnings, and the attainment of recognized postsecondary credentials. Services for adults age 18 and older are provided by all 12 LWDAs. The Adult Program provides priority of service to veterans, public assistance recipients, other low–income individuals, and individuals who are basic–skills deficient. Self–service is available to all Arizonans at the ARIZONA@WORK Job Centers or via the AJC website, including job search, orientation and group workshops.

The Dislocated Worker Program provides services to individuals who have been terminated, laid off, or received a notice of termination or layoff, from employment generally due to closures or downsizing. Self–employed individuals who are unemployed due to general economic conditions and individuals who meet the WIOA definition of a displaced homemaker may also be eligible for services.

Arizona exceeded its negotiated performance levels for the Adult Program and met or exceeded the negotiated performance levels for the Dislocated Worker Program in PY 2014. All 12 local areas met or exceeded their U.S. DOL performance levels for the Adult and Dislocated Worker Programs in PY 2014.

LWDAs engage in numerous partnerships and initiatives in their communities, working directly with partner agencies or participating in grant–funded activities, to support youth, veterans, and individuals with disabilities and other barriers.

• Pima County continued serving as a State sub–grantee for the Senior Community Service Employment Program (SCSEP) grant in conjunction with the county–funded Plus 50 Employment Program for individuals over age 50. The Plus 50 Program provided employability–skills training for 125 mature jobseekers, while SCSEP offered eight low–income program "graduates" the opportunity to train in a work–based setting to gain competitive employment skills.

• H1–B Southern Arizona Technical Career Pathways is a four–year grant from the U.S. DOL to ARIZONA@WORK Southeastern Arizona, offering training to move incumbent workers up the career ladder in engineering, information technology, and production management occupations. ARIZONA@WORK Southeastern Arizona has enrolled 58 participants in this grant, with all participants pursuing information technology certificates with the exception of three participants, who have pursued bachelors' degrees.

• In 2013, the Gila River Indian Community Employment and Training Department received an AmeriCorps planning grant that allowed the Department to research the needs of veterans and their families in the community. Findings from that research led to a new grant in October 2014 to fund "Veterans Serving Veterans," a program funded by the three–year AmeriCorps grant and implemented by the Department. The program's sole purpose is to serve community veterans.

Rapid Response

Rapid Response is the cooperative effort of staff in Arizona's employment and training and partner programs to offer assistance and services to workers and employers affected by layoffs, business closures, or natural or other disasters resulting in a mass job dislocation. The intent of Rapid Response activities is to aid workers during a difficult time in their lives and help them transition to new employment as quickly as possible. Assistance to employers focuses on providing guidance and coordination to ensure a smooth transition for their employees and facilitate the linkage to available resources and services.

State–level Rapid Response activities are managed by the DES Statewide Rapid Response Coordinator. The State Coordinator is responsible for the entry of Workers Adjustment and Retraining Notifications (WARN) into the Arizona Job Connection (AJC) system and providing technical assistance to the LWDA Rapid Response Coordinators. Local Rapid Response Coordinators are responsible for connecting dislocated workers to partner programs and coordinating the provisions of required Rapid Response activities. Each LWDA business plan addresses service delivery to target populations and how Rapid Response will coordinate and deliver services to eligible dislocated workers. The plans also describe how the local areas provide services to employers and strategies for incumbent worker training focusing on layoff aversion. The State Coordinator monitors the local areas to ensure compliance with each of the local plans. Rapid Response events include workshops and demonstrations, including the provision of labor market information, resume preparation and interview workshops. The affected workers are also provided information by program representatives on employment and training resources, emergency services and human service programs including Unemployment Insurance, Employment Service, and Trade Adjustment Assistance (TAA), if a certification for trade has been submitted or certified. The following examples help illustrate the effectiveness of Rapid Response:

• In December 2014, Mohave County was notified of a major layoff with Mineral Park Mine affecting 383 employees. The Mohave County Rapid Response Coordinator put plans into motion

immediately to assist the affected workers through counseling and job fairs. Based on employer feedback and anecdotal information, it is estimated that more than 70 percent of the mining workers were able to experience rapid reemployment through the efforts of the workforce development team.

• The Coconino County Rapid Response Task Force also responded quickly and intensively when called into action on the announcement of the closure of a pharmacy distribution center in Flagstaff. 345 employees, with more than 25 percent of the employees having over 20 years of service, were left looking for new positions. With the help of the Coconino County Career Center and Rapid Response partners, the employees received valuable information and opportunities within days after the announcement. Partners included the Coconino County Career Center, the City of Flagstaff, Economic Collaborative of Northern Arizona, DES Veterans staff, Goodwill of Northern Arizona, and DES Employment Services. Local financial and housing institutions set up one–on–one discussions with employees to ensure they were able to manage the upcoming financial impact to their lives.

Eligible Training Provider List

DES maintains the Eligible Training Provider List (ETPL), which contains approved providers who offer training services to meet the skill development needs of Adult and Dislocated Worker Program participants, including those who are disabled and/or require literacy assistance. Training programs approved for the ETPL must be in demand occupations in the local area. They are evaluated by the LWDA ETPL approvers using criteria that include the demand for occupations in the local area, alignment with sector strategies and the respective LWDA business plans. As of the end of PY 2014, the ETPL contained nearly 250 approved training providers and more than 1,500 approved programs. Compared to PY 2013, this was a reduction both in the number of providers and the number of programs as a direct result from an intensive statewide effort to update listings and remove programs that no longer meet the needs of the local areas.

The list is a resource to be used by participants in the Adult or Dislocated Worker Programs to select a training provider once an assessment has identified a need for training in order for the individual to become employable. Additionally Trade Adjustment Assistance (TAA) and Vocational Rehabilitation (VR) also utilize the ETPL. Many WIOA participants have barriers to employment, and local areas are successful at matching the individuals to suitable training. However, up to this point, Arizona has not been emphasizing the need to have providers that serve individuals with a disability. Core partners will need to ensure that rural areas have adequate access to providers, reviewing the availability of computer/Internet–based training. There are reciprocal agreements with Montana, Nevada, New Mexico and Utah and their ETPL providers, and Arizona plans to add more reciprocal agreements with other states to increase training options. Among the issues that need to be addressed are the development of a comprehensive monitoring process and improved performance data collection. Arizona had obtained a waiver for collecting initial eligibility data and is now beginning to address issues related to performance data collection and data sharing processes that would allow providers (including community colleges) to report credential and employment rates, as required by WIOA.

Arizona Office of Registered Apprenticeship

Since its transfer in 2011 from the ACA to DES, the Arizona Office of Registered Apprenticeship has been working closely with workforce partners in local areas to develop strategies for engaging the business community and increasing the visibility of the Arizona Registered Apprenticeship Program. Complying with the Arizona Governor’s Executive Order 2013–01, the State Council maintained the Arizona Apprenticeship Advisory Committee (AAAC), first established in 2008 to help and advise the Arizona Office of Apprenticeship staff on any apprenticeship issues that might arise. The Arizona Office of Apprenticeship is looking for apprenticeship opportunities in all occupations, maintaining

active contact with, and presenting to stakeholders statewide. This includes employers, industry groups, chambers of commerce, veterans groups, Vocational Rehabilitation, community colleges, and the Arizona Department of Education (ADE), including the Joint Technical Education Districts (JTED) and Career and Technical Education (CTE) programs. Each LWDA has designated a staff member, who attended a presentation on apprenticeship within the workforce system to be the contact person for the Apprenticeship Program Lead.

Table 18: Arizona Office of Apprenticeship Report (as of June 30, 2015)

Total Number of Apprenticeship Programs 112

Total Number of Registered Apprentices 2,710

Total Number of New Apprentices Registered Program Year 2014 1,083

Arizona uses the Registered Apprenticeship Partners Information Data System (RAPIDS) to record programs and apprentices. This system allows for accurate tracking of program data, which is shared with the U.S. DOL. Arizona introduced electronic registration in 2014, allowing employers to maintain information on their apprentices in the system. To continue growing the number of apprentices in Arizona and to provide more options when economic changes impact specific sectors, the program is exploring information technology, healthcare, advanced manufacturing and other non–traditional occupations. Such diversification should also help attract more female apprentices, whose share of participation has remained the same at four percent for a number of years.

Coordination with Other Programs

Also located in DES/DERS are the Temporary Assistance for Needy Families (TANF) Jobs Program and the Supplemental Nutrition Assistance Program Employment and Training Program (SNA E&T). Staff for these two programs is co–located in the ARIZONA@WORK Job Center, readily allowing for referral of clients and sharing of resources.

An example of successful cooperation is the Jobs Program contractor in Maricopa County, MAXIMUS, who closely coordinates services with Maricopa County and the City of Phoenix WIOA ARIZONA@WORK systems. For several years the Jobs Program has operated from within two Maricopa County ARIZONA@WORK Job Centers.

• Contractor employees have been stationed as greeters at the front reception desks, welcoming all visitors into the Centers.

• Contractor employees also shared responsibility with other ARIZONA@WORK partner staff in assisting jobseekers in resource areas, the facilitation of employment readiness workshops and job clubs, and conducting employer outreach and on–site hiring events.

• Jobs Program participants were identified by the contractor for co–enrollment into WIOA programs, and case management, training, and employment services were coordinated between county and contractor staff for co–enrolled Jobs Program/WIOA participants.

Outside of Maricopa County, ResCare is the Jobs Program contractor and works closely with ARIZONA@WORK staff. Constant collaboration helps to identify the best systems to provide the optimal jobseeker experience, avoiding duplications of effort.

• Collaboration with ARIZONA@WORK and Employment Service makes it possible to share job leads, job fairs, and related activities, such as job readiness workshops, adult education, trainings.

• Direct referrals to ARIZONA@WORK Job Centers have the primary first goal of having jobseekers register with the AJC system.

• In some areas ResCare staff, ARIZONA@WORK staff, and other partners meet at least quarterly and collaborate to increase jobseeker opportunities.

Accountability and Evaluation

The DES/DERS Quality Assurance Section is responsible for the monitoring of workforce programs under Title I and Title III. Staff reviews client files and data entry for accuracy and compliance with policy. Annual site visits include the monitoring of physical accessibility as required by the Americans with Disabilities Act and Equal Employment Opportunity Act. Fiscal staff reviews the use of funds and compliance with policies and "Administrative Requirements, Cost Principles and Audit Requirements" issued by the Office of Management and Budget (OMB) in December 2013. Programs that do not meet requirements are put on a corrective action plan. All local areas use the AJC data system to record client data, allowing DES to prepare quarterly and annual reports as required by U.S. DOL.

Data on services to jobseekers is collected in AJC and reviewed monthly so that LWDA staff can track progress and performance. An annual report on activities is prepared for U.S. DOL in September of each year. This report includes a detailed analysis of clients served, individuals receiving training or entering employment, and wage levels attained for Title I and Title III programs.

Title II Adult Education Workforce Development Activities

Arizona Adult Education, in accordance with WIOA, implements services to assist adults in becoming literate, obtaining the knowledge and skills necessary for employment and self–sufficiency, obtaining the skills necessary to become full partners in their children's education, completing their secondary school education, transitioning to postsecondary education or training, and improving the reading, writing, and comprehension skills for English language learners, and acquiring an understanding of the American system of government.

Prior to the passage of WIOA, Arizona Adult Education developed and implemented a Two–Year Strategic Plan for Adult Education that addressed the necessity for college and career readiness as an overarching goal for our adult learners. Arizona Adult Education College and Career Readiness Standards training and curricular alignment, the statewide hybrid and distance learning delivery models, and Arizona IBEST (AZ–IBEST) pilot programs are examples of initiatives implemented during the Two–Year Strategic Plan for Adult Education.

During the WIOA Transition Year, Arizona Adult Education implemented activities to address the intent of WIOA reauthorization, including assisting adults in obtaining employability skills such as critical thinking and communication; the integration of workforce preparation into literacy activities; career pathways and postsecondary bridge program models; the expansion of distance and hybrid learning services to extend learning beyond the classroom; and the improvement of instruction in the areas of reading, writing, math and English language acquisition.

Arizona Adult Education programs are currently funded to provide the following services to adult learners:

• Adult Basic Education (ABE), including instruction in reading, writing, and math up to the 8th grade level;

• Adult Secondary Education (ASE), including preparation for testing leading to a high school equivalency diploma;

• English Language Acquisition for Adults (ELAA);

• Civics engagement for English language learners;

• Distance Education and Hybrid Learning instructional delivery; and

• Arizona Integrated Basic Education Skills Training (AZ–IBEST).

State Leadership and Professional Development

Arizona Adult Education implements State Leadership Initiatives and provides professional development to support activities, programs and projects that are research– and standards–based, data–driven and designed to increase the academic and workplace skills of adult learners and advance the state's workforce development efforts. The multi–year projects below were initiated prior to passage of WIOA and are continuing during the WIOA Transition Year and beyond.

• Arizona Career Information System (AzCIS)

AzCIS is an interactive online environment used in Arizona statewide in both K–12 classrooms and adult education classrooms to provide students with assistance in planning for transition to postsecondary education and/or employment. Tools include resume builders, job search tutorials, assessments for employability skills, application trackers, and learning styles and interest inventories. Arizona Adult Education Services, in collaboration with the Exceptional Student Services Division of the Arizona Department of Education, maintains a statewide site license to make the software tool available to learners in all adult education classrooms.

Table 19: AzCIS Participation

AzCIS Participation 2014–2015

Adult Education Programs Using AzCIS 24/24 (100%)

Adult Educators Trained in AzCIS 154

Number of Active Adult Learner Portfolios 8,271

• College and Career Readiness (CCR) Initiative

The CCR initiative is designed to foster sustained, comprehensive professional development experiences. These facilitate programs and instructors in implementing programmatic and instructional practices to help learners gain the skills needed for successful transition to college or a career pathway. The Arizona Adult Education College and Career Readiness Standards are utilized as the foundation, and face–to–face workshops, webinars, contracted facilitators and customized technical assistance for cohorts of adult educators are strategically incorporated over the course of two years. Outcomes include the statewide implementation of the Standards in Action (SIA) model

and in–depth implementation of the CCR standards, including research and evidence based practices, into program operations at the local level.

Table 20: CCR Initiative

CCR Initiative Participation Expected Outcomes

CCR Institute– Phase 1 (2013–2014) 200+ adult educators Unpack the Standards

Implement Hybrid Learning

Align curricular resources

Standards in Action Pilots (2015) State Team– 6 members

Rio Salado College– 10 members

Pima College– 8 members Evaluate curricular alignment

Modify resources for use in the classroom

Create lessons through the lesson study process

Develop plan to pilot and sustain the implementation

CCR Implementation in Collaboration with National College Transition Network (NCTN) 63 adult education administrators/leaders representing 24 local programs Understand essential components of transition

Develop comprehensive program operations action plan based on NCTN research

Implement research and evidence based practices

• Arizona Integrated Basic Education Skills Training (AZ–IBEST) Pilots

This initiative serves individuals whose low literacy skills prevent them from participation in postsecondary skills training programs for which they would otherwise qualify. The ultimate purpose is to prepare adults seeking High School Equivalency (HSE) Diplomas with the basic literacy skills, postsecondary credentials, and work ready skills needed for unsubsidized employment (12). The latest AZ–IBEST cycle provided funding to five programs from three counties for 20 months: Cohort 1, 11–1–2014 through 6–30–2015, and Cohort 2, 7–1–2015 through 6–30–2016. Participating local providers represent both urban and rural communities.

Table 21: AZ–IBEST Cohort

AZ–IBEST Cohort 1:

11/01/2014 – 6/30/2015 Certification Category Total Enrolled*

Maricopa County– Rio Salado Energy Systems Technology 5

Maricopa County– Friendly House Clinical Medical Assistant 16

Navajo County– Northland Pioneer College Construction Technology 15

Pima County– Pima College Adult Education Behavioral Health Services 16

Yuma County– Adult Literacy Plus of SW AZ Certified Nursing Assistant 6

Total for Cohort 1 58

*Preliminary Data

In Cohort 2, providers are continuing the same certification categories and are projected to serve 60–70 additional participants. The following lessons were learned during Cohort 1 implementation and will inform changes during Cohort 2 implementation:

o Recruiting for AZ–IBEST programs must be a collaborative process between ARIZONA@WORK and Adult Education;

o Support services for selected students are an essential component of participant success; and

o AZ–IBEST programs require a higher student skill level and greater commitment from the student, but those students have greater successes and retention rates are better than the average Adult Education student of similar skill level.

• Arizona Distance Education for Adult Learners (ADEAL)

This initiative supports the implementation of diverse delivery models, including distance learning and hybrid learning classes, to transform how instruction is delivered in Arizona's adult education classrooms. The hybrid instructional model, a strategic blend of face–to–face instruction with online curricular content that can be accessed by students outside of the classroom, is offered in all 24 adult education programs across the state. Nine programs also offer pure distance delivery instructional options for students who cannot or prefer not to attend face–to–face classes. The main goals of ADEAL are to increase the capacity of the system, accelerate learning, and promote and support adult learners' acquisition of independent learning skills for college and career readiness.

Table 22: ADEAL Participations

ADEAL– Participation PY2012–13 PY2013–14 PY2014–15*

Number of DL & HL Adult Ed Students 393 2125 6500+

*Preliminary Data

During PY 2015/16, Arizona Adult Education funded and implemented additional State Leadership Initiatives designed to assist local adult education providers in their transition to WIOA and adult education's role as a core partner in Arizona's workforce development system. Local providers were given the opportunity to apply for additional funding to implement one or more of the initiatives below.

• Arizona Career Pathways Pilots

Funding and training to assist in the design and implementation of a Career Pathway pilot that organizes education, training and other services to meet learner needs; offers an educational course of study concurrent with and in the same context as workforce preparation for a specific occupation or occupational cluster; enables learners to attain a secondary high school equivalency diploma and at least one recognized postsecondary credential; and helps learners enter or advance within a specific occupation or occupational cluster.

• Arizona Postsecondary Bridge Pilots

Funding and training to assist in the design and implementation of a pilot bridge program to meet the needs of lower skilled ABE/ASE and/or ELAA learners and specifically target the basic skills needed to enable learners to enter and succeed in postsecondary education/training and a career pathway.

• WIOA Program Operations and Collaboration Initiative

Funding and training in the development of program operations to assist programs in their alignment and collaboration with WIOA Core Partners and the successful implementation of college and career readiness components as identified in the Arizona Adult Education – National College Transitions Network (NCTN) College and Career Readiness Program Operations Rubric.

• Action Research Projects

Funding and training to assist in the design and application of classroom level Action Research that aligns to the Arizona Basic Education (ABE), Adult Secondary Education (ASE), and English Language Acquisition (ELAA) Teachers Standards and achieves the goals below:

o Improves instructional practice through continual learning and progressive problem solving in the selected content area;

o Develops a deep understanding of practice based on research and evidence through collaborative planning and implementation; and

o Accelerates, extends, and aligns student learning outside the classroom through the innovative use of technology and online curricular resources.

Accountability and Evaluation

Arizona adult education providers are evaluated both fiscally and programmatically based on a model incorporating the factors below:

• A cyclical system for risk assessment and monitoring;

• Monthly desk–monitoring, including data analysis and technical assistance; and

• Evidence of high quality data–driven and research–based professional learning aligned to content standards and professional learning standards.

Comprehensive case reviews are conducted annually in the fall. The case review includes an analysis of each local program’s prior year’s performance data, professional learning plan,

technology integration status, annual programmatic and fiscal reporting, and risk assessment. Local programs that do not meet the state performance measure targets are placed on a Corrective Action Plan (CAP). Programs on a CAP work throughout the year with state staff to plan and implement improvement efforts. This team approach has been valuable in providing comprehensive targeted technical assistance to local programs. Additionally, it allows state staff to gain a broader view of the dynamics of each program and provides programs with a consistent message.

Monitoring for compliance to federal and state requirements is an important part of the Arizona Adult Education Program Improvement Model. Desk monitoring is conducted on all programs throughout the year, and on–site monitoring is conducted based on risk assessment and issues identified during the Case Review process.

Program reporting is part of the annual program improvement cycle. Each local provider completes a comprehensive set of final reports on program operations, performance, professional learning, technology integration and fiscal contracts. As programs are completing their final reports they are also developing the foundation for the upcoming program year's plan.

Technology Integration and Distance Learning

Integrating technology into adult education instructional settings has been a major initiative for the past ten years and is rooted in the belief that learners enrolled in adult education must have the opportunity to acquire necessary technology skills in order to transition successfully to college and/or the workplace. In addition, technology is viewed as an important capacity building mechanism that allows more learners to be served. As a result, technology use by programs, teachers and learners has expanded in important ways: the variety of technologies used in the classroom, including Web 2.0 technologies; teachers who are skilled at and comfortable with integrating technology into their instructional delivery model; an emphasis on helping adult learners become independent learners who are able to access and apply resources relevant to their lives; and the availability of diverse delivery models, such as distance and hybrid learning classes, for students who cannot or will not attend in a traditional classroom setting or wish to accelerate their learning and goal achievement. Statewide access to and utilization of an online curriculum is a key component of the technology integration initiative and intensive training on how to effectively use the curriculum to deliver instruction at a distance is required.

Title III Wagner–Peyser Employment Service

Employment Service is a network of public employment offices providing placement services for jobseekers and labor force recruitment services for employers. Employment Service is co–located with workforce development services in all ARIZONA@WORK Job Centers throughout the state. Services are delivered in one of three modes: self–service, facilitated self–help services and staff–assisted service. Employment Service focuses on providing a variety of employment–related labor exchange services including, but not limited to:

• Employability Assessment;

• One–on–one initial registration in the Arizona Job Connection (AJC);

• Review on–line employability assessments for possible referral to other programs;

• Referrals to partner services within the ARIZONA@WORK Job Center;

• Discussion job search techniques;

• Assessing and referring jobseeker to job search workshops;

• Job search assistance;

• Job referral and placement assistance for jobseekers;

• Providing labor market information;

• Resume preparation;

• Job development;

• Re–employment services to Unemployment Insurance claimants;

• Priority of service to veterans and their spouses which may include referral to the Disabled Veterans Outreach Program (DVOP) Coordinator;

• Assisting migrant and seasonal farmworkers with the “MSFW Outreach Packet,” developed to provide critical information concerning access to services in their area;

• Assessment of eligibility for the Work Opportunity Tax Credit (WOTC) and issue certification for jobseekers found eligible; and

• Recruitment services for employers with job openings.

Employment Service assists jobseekers from all walks of life and is committed to working with the partners within the ARIZONA@WORK system to ensure jobseekers have access to the full menu of services available. Certain populations require more assistance than the standard jobseeker, at times requiring staff to spend more time with them. Some examples are:

• Veterans;

• Homeless veterans;

• Low–income clients and recipients of public assistance;

• Ex–Offenders;

• Individuals with limited English proficiency;

• Unemployment compensation claimants;

• Unemployed, underemployed individuals;

• Migrant and seasonal farm workers;

• Older workers; and

• Individuals with a disability.

Employment Service staff serves on Local Workforce Development Boards (LWDBs). The partnerships developed through LWDBs provide staff the opportunity to share information gained from both employers and jobless workers, allowing community leaders to better identify the types of training that will prepare unemployed workers for needed local jobs.

Employment Service staff also participate on the Business Service Team in each area allowing the partnership built in the ARIZONA@WORK Job Center to be more responsive to the needs of the business community. Local offices routinely receive employers' requests for workers to fill a wide range of jobs from entry level to highly qualified positions. Among them are professional, technical, and managerial positions, clerical and sales jobs, service occupations, manufacturing work, agricultural employment, machine trades, and skilled crafts.

With the implementation of WIOA, Employment Service staff has taken on a new role in the ARIZONA@WORK Job Center by participating in the design, implementation and provision of services through the Welcome Team. In some instances the roles are shared with the partners for a seamless delivery of services, including but not limited to:

• Front desk screening for services;

• Conducting ARIZONA@WORK orientations;

• Completing partial registration of the customer in AJC during the triage process;

• Determining the appropriate provision of services and completing a referral; and

• Scheduling appointments for services within the ARIZONA@WORK system.

Cross–training and information sharing sessions will be held to ensure that Employment Service staff have the knowledge to provide quality services to the jobseeker, therefore enhancing their customer experience within the ARIZONA@WORK system.

Title IV Vocational Rehabilitation

The purpose of the Vocational Rehabilitation (VR) program is to provide persons with disabilities with the services and supports they need to overcome disability–related barriers to employment and become an integral part of the workforce. VR services are provided statewide through a comprehensive network of staff and contracted service providers who are trained to meet the unique needs of persons with disabilities, including those who are visually impaired or blind, hard of hearing or deaf, who have experienced a traumatic brain or spinal cord injury, have a mental health diagnosis or are a youth with a disability. The VR program utilizes Employer Coordinators to collaborate with local businesses and increase awareness of the large, often over–looked, talent pool of people with disabilities. Employer needs are addressed and employment opportunities for persons with disabilities are enhanced through activities such as coordinated job fairs, job preparation seminars, and employer panels.

Persons eligible for VR services must have a physical or mental disability that creates a barrier to employment and must be able to benefit from VR services in terms of achieving an integrated and competitive employment outcome. Services are individualized and adapted to meet each client's specific vocational goals and disability–related needs. Services may include, but are not limited to,

assessments for determining eligibility and rehabilitation needs, vocational counseling and guidance, job development and retention services, vocational and educational training and support services, mobility training, adjustment to disability services, and rehabilitation technology. The VR program also provides post–employment services and coordination of Extended Supported Employment services to enhance job retention and/or help an individual regain employment in an efficient manner.

The Arizona VR program believes that education and training are vital to preparing persons with disabilities for employment and enhancing opportunities for the attainment of high quality employment outcomes. All clients receive career counseling and may participate in various assessments to determine interests and aptitudes, as well as the need for accommodations and support services. Clients may begin preparing for employment through participation in work adjustment training, on–the–job training, apprenticeships, vocational/occupational training, or undergraduate and graduate degree programs. Support services such as coaching, assistive technology, tutoring, and assistance with obtaining necessary accommodations may be provided to support the successful completion of the training endeavors.

Provision of Education and Training Services and Supports

Clients receive career counseling and assessments to assist in determining aptitude, skills, abilities, weaknesses, and the need for accommodations and support services. Tuition assistance for occupational/vocational training, undergraduate and graduate degree programs are provided based on an individual's ability to complete the educational requirements. Additionally, on–the–job training and apprenticeship opportunities are sought out and provided whenever available.

The VR program prepares persons with disabilities to be competitive in the labor market by offering services such as occupational/vocational training as well as undergraduate and advanced degrees. The VR program has the unique ability to support individuals in attending specialized or out–of–state schools for disability–related reasons, and Arizona VR clients have graduated from schools such as the Rochester Institute of Technology for the Deaf and Gallaudet University in New York. Education and training support services vary based on student need but many individuals receive tutoring, assistive technology, supplies/tools, and assistance arranging accommodations with the school's Disability Resource Center. In Federal Fiscal Year (FFY) 2015, 1,470 individuals participated in a plan of services and received educational training supported by the VR program, and a total of $5,826,857 was spent to fund these educational endeavors.

Footnotes:

(11) State of Arizona Integrated Workforce Plan, p. 29, loc. cit.

(12) Subsidized employment means an employer is receiving public funds to offset part or all of the cost for employing an individual.

B. The Strengths and Weaknesses of Workforce Development Activities

Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A) above.

Among the strengths of the workforce development system are the following:

• Existing Partnerships. Arizona used Program Years 2014 and 2015 to strengthen partnerships and collaboration across partners, putting in place a transparent process of communication and planning meetings. As a result, all core partners, the ACA and EPS are deeply committed to working together and creating a more integrated and comprehensive workforce system. At the local level, workforce boards have begun meeting to share information on all programs and educate board members about partners and their programs and priorities.

As stated in the previous Plan section, the core workforce partners have an extensive network of community partners in place at this time. Many of the LWDAs work with youth providers, the Department of Corrections and Juvenile Probation Departments to reach out to youth. Local areas have repeatedly combined resources to obtain grants to provide additional assistance to disconnected youth, as well as veterans and adults with barriers. The State is well–positioned to strengthen its network of partners and put in place policies and agreements for a stronger workforce system.

• Sector Strategies. For a number of years, the ACA has provided leadership in the development of sector initiatives, both statewide and at the local level. The ACA convenes sector partnerships at the state level and provides assistance to LWDAs on setting up partnerships in demand industries. This foundation will serve well to strengthen sector initiatives, increase interaction with the business community, and integrate labor market information into decision making.

• Labor Market Data. The Arizona Office of Employment and Population Statistics (EPS) supports workforce development with reports, analyses, and technical assistance. The EPS websites https://population.az.gov/ and https://laborstats.az.gov/ are available to all stakeholders and the general public. EPS has been an integral partner in WIOA implementation and is currently working with local areas–including all core partners—to identify needs for data and technical assistance. EPS will be an important partner for the implementation of strategies requiring labor market information.

• Arizona Job Connection System. Both the Workforce Development (Title I–B) and Employment Service (Title III) partners use the Arizona Job Connection (AJC), a comprehensive workforce case management and reporting system managed by America's Job Link Alliance (AJLA). AJC will provide case management, data collection and reporting capabilities for U.S. DOL programs to include: Veterans, Migrant and Seasonal Farmworkers, Re–employment, Trade Assistance, and Work Opportunity Tax Credit. There is flexibility to include other workforce–related programs such as the Jobs Program and Supplemental Nutrition Assistance Employment and Training (SNA E&T). In addition, AJC will improve the effectiveness and efficiency of DES and local ARIZONA@WORK Job Center partners in managing the activities of program participants. AJC consists of a comprehensive software system capable of reporting all required data to the U.S. DOL under the reporting requirements. The system requires minimal interaction to ensure data accuracy and timely reporting.

The system has been upgraded to be WIOA compliant. The other core partners, Adult Education and Vocational Rehabilitation, currently use other systems, but with AJC Arizona has a good foundation for the work that needs to be done on linking all data systems and generating reports for all partners.

• Adult Education Leadership and Professional Development. Arizona Adult Education utilizes State Leadership initiatives and professional development to support activities, programs and projects that are research– and standards–based, data–driven and designed to increase the academic and workplace skills of adult learners and advance the state's workforce development efforts.

• Adult Education Accountability and Evaluation. Arizona Adult Education providers are evaluated both fiscally and programmatically based on a cyclical model that incorporates monitoring (desk and onsite), data analysis and technical assistance.

• Adult Education technology Integration. Technology integration has been a major initiative for the past ten years and is rooted in the belief that adult learners must acquire necessary technology skills in order to transition successfully to college and/or the workplace. Distance learning is an important capacity building mechanism that allows more learners to be served and helps adults become independent learners who are able to access and apply resources relevant to their lives.

• Vocational Rehabilitation Individualized Services. The VR program recognizes the need for individualized services and tailors employment plans/services to fit each unique individual. The client's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice are all fully explored to ensure the chosen services are appropriate and beneficial. Individuals are able to choose their service providers and are encouraged to provide feedback and recommendations for improving future services. Employment plans and services are adapted throughout the VR process to ensure the individual's needs and goals are continually being addressed.

• Vocational Rehabilitation Staff. The VR program employs staff statewide and has specialty counselors trained to meet the unique needs of persons who are visually impaired or blind, hard of hearing or deaf, who have experienced a traumatic brain or spinal cord injury, have a mental health diagnosis or are a youth with a disability. Specialty comprehensive contracts and agreements have been developed to provide enhanced services to meet the training and employment needs of these populations.

The VR program also employs staff knowledgeable in the use of assistive technology. Staff provides guidance, input, and recommendations to clients, fellow staff members, employers, and program partners with regard to the appropriate prescription, purchase, placement, and training of the various assistive technologies being used by clients and partners in their homes, communities and workplaces.

Among the weaknesses of the workforce development system are the following:

• Workforce a Well–Kept "Secret." Many employers know about the Employment Service (ES), but they do not necessarily connect it with the broader workforce programs and partners. ES staff is located in ARIZONA@WORK Job Centers that have used varied names, looks and or customized identities that varied county by county. Employers are contacted by numerous DES agencies and community partners to fulfill their respective program needs, i.e. job developments, employment verifications, solicitation of job orders, and recruitment for hiring events. Input received from focus group participants also reflects a perception of high levels of bureaucracy and obstacles, for example, rules governing the Eligible Training Provider List (ETPL).

• Funding siloes. Funding continues to be provided from different federal entities, each with its own administrative requirements. As funding comes from several federal agencies, programs have varying program–specific requirements which, at times, hamper full integration of staff, programs, and duties.

• Insufficient service integration across partners. Integration of services offered by core partners needs to improve.

o Adult Education has supported the integration of activities between adult education, post–secondary, and employment training partners over the past several years as part of its College and Career Readiness initiatives and AZ–IBEST pilots. While the efforts to articulate and build career ladders and career pathways with local partners have resulted in leveraged service delivery and better success for Arizona adult learners, there is still work to be done to improve integration of educational services with all WIOA core partners.

o Currently, Arizona's state–funded adult education providers offer Title II services on–site at ARIZONA@WORK Job Centers in five of the 12 local workforce areas. In addition, all 12 areas have service and referral agreements between local adult education providers and the local ARIZONA@WORK Job Centers. Many of the strategies and initiatives outlined in this Plan are designed to increase and strengthen the collaboration between adult education and workforce partners to develop and implement consistent and standardized processes for communication, intake, orientation, assessment, referral and data sharing to better serve our clients.

o A conscientious effort is being made by VR staff and workforce development partners to increase the knowledge of, and collaboration between, all core partner programs to ensure the workforce system under WIOA can respond efficiently to the needs of clients and employers. Strategies for consistent reciprocal referral and communication processes are being developed in order to facilitate effective program integration. Increased collaborative efforts have also resulted in cross–agency training of all workforce development staff. Initial trainings have focused on allowing staff to learn about partner programs and services in order to gain a more comprehensive view of the workforce development system from a state and regional perspective. Continued emphasis on partner training and collaboration will result in a highly effective and accessible workforce system.

o More coordination with schools/superintendents, Career and Technical Education (CTE) programs, Joint Technical Education Districts (JTEDs) and the Arizona Registered Apprenticeship program is needed. Focus group participants commented on the fact that Arizona at times generates negative headlines regarding its education spending and insufficient levels of performance. There is a desire to change that perception and the reality, including a need to educate lawmakers and media about the workforce system.

• Career Pathways. All partners need to collaborate to develop and utilize more career pathways. Clients need to be made aware that it is possible to start in the middle of a career pathway.

• Insufficient Interoperability of Data Systems. Three management information systems are used by the WIOA core partners, with additional systems for TANF and E&T. In addition, contractors and providers may use their own proprietary systems.

• Concentration of Resources in Metropolitan Areas. Over 60 percent of Arizonans live in the Phoenix metropolitan and Tucson areas, and most resources are concentrated in those areas. The lack of resources for clients in rural and remote areas is further exacerbated by geographic isolation or lack of transportation and limited employment opportunities. Despite the number of ARIZONA@WORK Job Centers and virtual access options, accessing the system remains difficult for individuals in remote areas or those who do not have access to transportation or a reliable computer connection.

• Adult Education Follow–up on Employment and Post–Secondary Goals. State staff continually provides training and technical assistance to programs on follow–up procedures, timelines and cohort definitions. This area continues to be challenging for Arizona without data match capabilities. Arizona currently only has a data match for High School Equivalency (HSE) testing. Arizona Adult Education was able to enter into the Department of Education's data match agreement with the

National Student Clearinghouse Student Tracker to track students transitioning to postsecondary education. This agreement was short lived, with only one submission completed. Staff is currently working to reestablish the agreement.

Arizona Adult Education staff is also working with DES to enter into a Data Sharing Agreement regarding Unemployment Insurance (UI) Wage System Information. Currently, follow–up with students after program exit relies on the survey method. This proves to be very challenging as programs are only able to make contact with a small percentage of students one to three quarters after exit. Therefore, Arizona Adult Education is still below the National Reporting System (NRS) requirement of a 50 percent response rate for both employment measures.

Additionally, the definition for students in the Entered Postsecondary cohort is broad. The definition is so broad that the majority of the Arizona students in this cohort are lower level English Second Language (ESL) students.

• Insufficient Use of Labor Market Information. All core partner staff needs improved training on the effective interpretation and use of labor market information in their day–to–day interaction with jobseekers.

• Insufficient Resources for Vocational Rehabilitation. As of the end of FFY 2015, 4,171 persons with disabilities are waiting for VR to receive additional funding so they can begin services to circumvent or ameliorate their disability–related barriers to employment and get back to work. Since 2009, the VR program has only been able to serve individuals with the most significant disability–related needs (Priority Category One). As all funding is limited, the VR program must rely on Third Party Cooperative Arrangements (TPCAs), Interagency Agreements, and Memorandums of Understanding with public, non–profit agencies to supplement 50 percent of the non–federal dollars needed just to continue serving the individuals in Priority Category One. Information and referral services are provided to individuals who are eligible but placed on a waitlist. Clients are given information about local community resources where they may be able to obtain employment related assistance. Clients who are eligible but placed on a waitlist for services are contacted via mail every six months in order to determine if they are still interested in VR services and want to remain on the wait list, no longer want or need VR services, or believe that there has been a change in their disability and would like to discuss options with their counselor. VR staff is tasked to follow up with any client who requests to speak with program staff about their disability. Referral information to the ARIZONA@WORK Job Centers and Employment Networks is provided in this communication to the client as well.

VR program staff continually seeks ways to collaborate with both current and new community partners to increase the capacity to serve persons with disabilities waiting for VR services.

The VR program currently has two Employer Coordinators to serve the entire state. VR needs to increase the services available to employers and build stronger collaborative relationships between employers and VR in local communities. Potential strategies for accomplishing this objective are to increase the number of Employer Coordinator positions, strategize with other core partners regarding employer outreach and training, train VR staff to assess and meet the needs of local employers, and increase effective utilization of labor market information.

• Inability to Identify Secondary Students for Vocational Rehabilitation Services. The DES/DERS Workforce Administration has established a cooperative working relationship with the Arizona Department of Education, Exceptional Student Services (ADE/ESS). Collectively, it is recognized that a data sharing agreement is necessary and will allow DES and ADE/ESS to identify mutual

participants in order to enhance student participation in VR services, provide pre–employment transition services, and increase the ability to gather post–school outcome data.

C. State Workforce Development Capacity

Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A) above.

The four core partners are currently identifying more avenues for collaboration. As part of the transition from WIA to WIOA, the partners propose to identify gaps in services and the referral process, duplication of services, and alignment of processes that will increase time and cost efficiencies and decrease waste.

Title I: Youth Program

In PY 2014 (July 1, 2014, – June 30, 2015) WIA Title I–B served 3,289 individuals in the Youth Program (see table below), including 1,663 out–of–school–youth, nearly 51 percent. Some local areas exceed this percentage, but most areas will need to revise their program strategies to work towards meeting the 75 percent out–of–school–youth requirement. It is challenging to reach disconnected youth and some local areas may need technical assistance to meet the out–of–school–youth requirement. Arizona, specifically Maricopa County, has a percentage of disconnected youth that is higher than the national average. The WIOA partners hope to serve more disconnected youth through coordinated efforts.

Title I: Adult and Dislocated Worker Programs

In PY 2014 the Workforce system served over 100,000 adult clients through the WIA Title I–B program, with 5,901 receiving staff–assisted services in the Adult Program and 2,262 in the Dislocated Worker program. There are no wait lists; however, some local areas need to manage spending with caps on funds for training and other services.

Table 23: Title IB –Participation Levels Program Year 2014 (July 1, 2014 – June 30, 2015)

Reported Information Total Participants Served Total Exiters

Total Adult Clients 100,974 94,582

Total Adult Self–Service 92,837 90,758

Actual WIA Adults Served 5,901 2,653

WIA Dislocated Worker 2,262 1,182

Total Youth (14–21) 3,289 1,276

Younger Youth (14–18) 2,239 849

Older Youth (19–21) 1,050 427

Out–of–School Youth 1,663 612

In–School Youth 1,626 664

Source: Department of Economic Security, Arizona Job Connection

Title II: Adult Education

The ADE currently funds 24 local providers under WIOA Title II to provide adult education instructional services in all workforce areas throughout the State. Arizona's adult education providers are diverse agencies: eight are community colleges, seven are community based organizations, four are school districts, three are county agencies, and two are adult probation agencies. Arizona Adult Education System Annual Capacity:

• 24 currently funded adult education providers;

• Classes offered at over 130 sites across the state;

• Over 500 adult educators– approximately 20 percent are administrators and 80 percent are instructors;

• 16,000+ enrolled students– approximately 60 percent ABE/ASE and 40 percent ELAA;

• 1,300,000+ instructional attendance hours; and

• 4,200+ students on waiting lists statewide (as of June 2015).

Note: Waiting lists are maintained by providers throughout the year and are reported to the Arizona Department of Education semi–annually in June and December.

Table 24: Title II –Participation and Completion by Educational Functioning Level PY 2013–14

Entering Educational Functioning Level Number Enrolled Completed Level

ABE Beginning Literacy 315 229 (73%)

ABE Beginning Basic Education 2,334 1,400 (60%)

ABE Intermediate Low 3,604 2,092 (58%)

ABE Intermediate High 2,489 1,219 (49%)

ASE Low 494 254 (51%)

ASE High 667 466 (70%)

ESL Beginning Literacy 1,935 1,293 (67%)

ESL Low Beginning 1,364 977 (72%)

ESL High Beginning 1,314 944 (72%)

ESL Intermediate Low 1,031 720 (70%)

ESL Intermediate High 455 262 (58%)

ESL Advanced 57 19 (33%)

STATE TOTAL 16,059 9,875 (61%)

Title III: Wagner–Peyser Employment Services

In PY 2014 (July 1, 2014, – June 30, 2015), the Wagner–Peyser Employment Service served 122,200 individuals (see table below). Nearly 61 percent of these participants entered employment. The program exceeded its negotiated performance goal of the entered employment rate and met the goals for retention and average earnings.

Table 25: Employment Service Program Year 2014 (July 1, 2014 – June 30, 2015)

Reported Information Total Participants Served Total Exiters

Total Participants 122,200 119,175

Source: Department of Economic Security, Arizona Job Connection, Report 9002 A Services to Participants

Title IV: Vocational Rehabilitation

The VR program has 41 offices across the state, and employs approximately 196 counselors and 175 program support staff. The average caseload is 82 clients per counselor. On average, 500 referrals to the VR program are received, 113 eligibility decisions are made, and 63 Individualized Plans for Employment are written each month.

Services are provided statewide to clients through a contracted service delivery system. The VR program manages 97 types of contracted services, resulting in 852 individual contracts with 1,646 different vendors.

The VR program is providing services to 16,656 individuals as of November 2015. These individuals have been determined to be significantly disabled and are eligible and able to receive services. The VR program assisted 1,339 individuals to obtain and maintain competitive and integrated employment in FFY 2015. These individuals earned an average wage of $11.22 per hour, which is $2.72 higher than the state minimum wage.

Due to a lack of state appropriations, the VR program is unable to serve all eligible individuals and must operate under an Order of Selection. Since 2009, only individuals who are determined through the eligibility process to be a person with a most significant disability (Priority Category One) are able to receive services, all other eligible persons with disabilities are placed on a waitlist. Priority Categories Two and Three have remained closed since 2009. At the close of FFY 2015, 4,171 persons with disabilities across the state of Arizona were on a waitlist, waiting to receive the services necessary to help them become a part of, or remain, in the workforce. The VR program provides all individuals on the waitlist with resource and referral information to access other state–provided employment services.

b. State Strategic Vision and Goals

The Unified or Combined State Plan must include the State's strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—

1. Vision

Describe the State's strategic vision for its workforce development system.

Governor Doug Ducey's vision for Arizona is to build a pro–growth economy that provides opportunity for all and creates prosperous communities. This means ensuring that all Arizonans eligible to work, regardless of their circumstance, background, social status or zip code, have access to the best economic opportunity, educational options, healthcare services, safety system and overall quality of life as possible.

State Priorities Established by Governor Ducey:

• Government Working at the Speed of Business

• Equal Access to Education

• Opportunity for All

• Pro–Growth Economy

The State's workforce system, led by the State Council, plays a key role in building the skills and abilities of people to meet the workforce needs of employers. This includes creating meaningful linkages between the education and workforce systems, aligning data so that metrics can be better defined and more easily measured, and helping people of all backgrounds gain employment and prosper in a rapidly changing economy.

Through the required coordination of core programs and the inclusion of industry, the WIOA presents an extraordinary opportunity to improve the efficiency, relevance and productivity of the workforce system. Uniting under this state plan and a common identifier, the system players will engage in strategic partnerships that strengthen the State's ability to encourage economic growth by leveraging its qualified workforce. With the Governor and State Council providing leadership and direction, the Arizona Department of Economic Security, the Arizona Department of Education, the Arizona Commerce Authority, and workforce partners will work together to provide services that ultimately meet the needs of employers in growing and emerging industries and individuals in need of fulfilling employment.

Ensuring the quality and ease of services provided by the workforce system will require integrated service delivery that includes high–quality educational classes, occupational skills trainings and business services. The system will strive to create career pathways, aligned to industry needs, which combine education and training opportunities in a way that provides individuals with life–long learning maps. Connecting programs, services and systems will require collaboration around building a strong data infrastructure and metric measuring tools.

By leveraging improved data and the perspective and input of industry to provide strategic influence in the decisions made at the state and local levels, the system can ensure it is fulfilling its value as an economic development asset. The strategies within this plan will set the State on the path to implementing key activities that will drive this vision of an integrated, efficient and productive workforce system.

2. Goals

Describe the goals for achieving this vision based on the above analysis of the State's economic conditions, workforce, and workforce development activities. This must include—

- Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers of employment* and other populations.**
- Goals for meeting the skilled workforce needs of employers.

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* Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals.

** Veterans, unemployed workers, and youth and any other populations identified by the State.

ARIZONA@WORK – Goals

The four goals identified for Arizona's Economic and Workforce Development system for WIOA are positioned to respond to weaknesses and opportunities determined during the planning process.

Goal 1: Create Partnerships and Strengthen Communication This goal addresses several areas of weakness, notably the following:

• The need to build a complete network of partners for the unified system. The diverse array of jobseekers welcomed by the ARIZONA@WORK Job Centers statewide requires the addition of local and statewide partner providers who can serve populations who require highly specialized services.

• The need to build level of public and agency awareness for economic and workforce Development. Every State Plan focus group conducted statewide indicated that too few employers and jobseekers were aware of the services that ARIZONA@WORK Job Centers provide.

• The need to coordinate separate program delivery, despite a history of strong and positive relationship–building at local and state levels. Integrated program design and delivery is intended to establish greater familiarity among program elements by representatives of a wide range of

agencies. In addition, emergent opportunities to blend funding and support can be realized by partnership and communication.

• The need to strengthen direct communication between economic development and workforce Development, both at conceptual and practical levels, to ensure accurate and mutually beneficial information– and practice–sharing, to build a talent pipeline and identify focal points for talent development to meet industry needs.

• The need for better policy and administrative procedure coordination among agencies. Policies typically reflect single–agency administration. WIOA represents a change that maintains effectiveness in a broader context. Such broad context necessitates the removal of obstacles that preclude smoothly combined program delivery. The strong partnerships and communication specified by Goal 1 intends to furnish rich information–sharing among core partners that guides the effectiveness of policy and administrative changes that are mutually beneficial to the system.

Supporting strategies have been developed in response to Goal 1, for purposes of addressing the above–cited areas needing improvement.

• Strategy 1: Raise Awareness and Build a Comprehensive Network of Partners;

• Strategy 2: Formalize Communication Between Economic and Workforce Development Partners at the Statewide and Local Levels; and

• Strategy 3: Align Policies and Procedures Across Core Partners, Facilitating Collaboration, Data Sharing, and Alignment of Services.

Goal 2: Promote a Customer–Centric System

This goal responds to the need for reaching out to employers and jobseekers for purposes of providing services mutually needed both locally and statewide. The following areas of concern are relevant:

• The need for recruitment and the engagement of clients. Customer–centric efforts necessitate identification of employer and jobseeker clients. In some instances, notably out–of–school youth, ex–offender, and other populations the system seeks to serve, substantial outreach is necessary to recruit individuals who can be served. Out–of–school youth present a particularly challenging population, based upon the need for identifying social and locational points of access for these youth.

• An opportunity to design approaches that meet clients where they are. In some cases, the provision of services may need to assume a different format from traditional learning or job–developing approaches. Simplifying training and education through online or other alternative means, as well as meeting social and support requirements for clients with barriers, requires developing agency consciousness concerning who is being served.

• The need for identifying what agencies are in the system and how their services fit with those of other agencies. It is crucial that the scope of the system be clarified so that employer and job–seeking clients recognize how they are being served, as well as the capacity that the total system has for serving them. For example, a particular apprenticeship program being offered in one local area may have implications for another. Customer–centricity means increasing the scope of

workforce development partners, to enable the design and development of replicable methods that serve greater numbers of employer and jobseeker clients.

• The up skilling of workforce development staff. Throughout Arizona, workforce development staff and partners balance a rich array of partner agency relationships while maintaining professional development and learning opportunities. The new law facilitates growth and development of industry knowledge that supports expanded professional reach for seasoned provider agencies and ARIZONA@WORK staff. From basic familiarity with economic trends to practice in designing and delivering programs, continued growth of the agencies represents an important part of the service equation.

Supporting strategies have been developed in response to Goal 2, for purposes of addressing the above–cited areas needing improvement.

• Strategy 4: Develop a Workforce System and Services Accessible to All Employers and Jobseekers, Including Individuals with Barriers

• Strategy 5: Integrate Standard and Consistent Processes Across Core Partners to Facilitate a Seamless Delivery of Services, including the use of common assessments that are accessible to individuals with disabilities; and

• Strategy 6: Implement Consistent, High–Quality Staff Training Across Core Partners).

Goal 3: Grow and Develop a Skilled Workforce

This goal addresses several areas of opportunity, including:

• Notable industry sectors identified for growth within Arizona have high–level entry requirements for education and/or experience. Familiarization of young citizens and their families with areas of job growth can begin early in the education system. Exposure to growth industries, current and emerging job roles, and potential futures for youth, represents an important early step in the model career pathways approach to filling the talent pipeline.

• Recognition of alternative modes of education, including but not limited to registered apprenticeship programs, offers a wide range of learning opportunities for jobseekers. Workplace education offers learning that may begin with orientation to an industry and continue through mastery of particular trades, skills areas and leadership.

• Continued outreach to employers through partnership with economic development professionals needs to be pursued in the interest of fortifying confidence by employers that the state and local workforce system can serve their needs. Sharing examples and model career pathways can stimulate the development and delivery of additional programs.

Supporting strategies have been developed in response to Goal 3, for purposes of addressing the above–cited areas needing improvement.

• Strategy 7: Identify and Respond to High–Demand and Growing Industry/Employment Sectors at Local and Statewide Levels;

• Strategy 8: Establish Model Career Pathways, Including Portable and Stackable Credentials and Soft–Skills Training, for Designated Industry Sectors; and

• Strategy 9: Implement increased opportunities for alternative training and education, including work–based training and registered apprenticeships).

Goal 4: Strengthen Data Utility and Reporting

This goal was established to address persistent concerns relative to the need to streamline access by agencies and simplify customer utilization of the system. In addition, data–driven decision making requires shared information by agencies working in partnership.

• The four core partner agencies that comprise the WIOA Unified Plan for Arizona were originally established to function unto themselves, with all requisite protections that take the form of administrative policies and procedures. Under WIOA, data–sharing and reporting can facilitate better coordinated program design, delivery, and evaluation.

• Evidence–based decision making by partnering agencies necessitates shared data. Current policies and procedures are characterized by silo–based entities, each having separate information, much of it potentially duplicative, relative to clients.

• Current policies and practices in effect across core partner agencies preclude some data–sharing. The duplicative nature of some data, combined with potential gaps in data, necessitates smooth, shared data systems that facilitate usage of the Economic and Workforce Development system by employer and jobseeker clients.

Supporting strategies have been developed in response to Goal 4, for purposes of addressing the above–cited areas needing improvement.

• Strategy 10: Establish Process of Data Linking Across Core Programs to Ensure Core Programs Are Able to Share Key Data Elements for Shared Clients;

• Strategy 11: Promote Evidence–Based and Data–Driven Decision Making; and

• Strategy 12: Identify and Document Obstacles and Establish Continuous Improvement Through Outcomes Analysis and Reporting).

3. Performance Goals

Using the table provided in Appendix 1, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

In preparation for negotiations of performance goals for the Adult, Dislocated Worker, Youth, Wagner–Peyser, Adult Education, and Rehabilitation Services programs, the core partners will compile data consisting of the program outcomes for the last three years. Partners will look at the trends for those outcomes; review the Government Performance and Results Act goals and any statistical models that the U.S. DOL has prepared for the states to use. Additional data will be collected for performance negotiations and will serve to better understand the characteristics of the participants served and of economic conditions. In addition to reviewing the past three years, the programs will collect data on wage earnings to formulate a target on wage earnings for the second and fourth quarters after program exit and median wages.

To remove barriers across programs, the programs will work together to create one common menu of options for determining how skill gains will be measured that is based on each individual participant's starting point, not their funding source. Creating a common menu of options, rather than using separate definitions, will encourage co–enrollment across the core programs for youth and adults, as well as create opportunities for contextualized learning. For example, a common menu could support increased use of contextualized education and training, blending WIOA Title I funds for occupational training and WIOA Title II funds for contextualized basic skills education bridge programs. If separate definitions were used for these two funding streams, each participant in such a program would have to demonstrate measurable skill gains in two different ways, creating barriers to working across programs rather than breaking them down.

Additionally, the State has plans to work with the LWDAs, allowing the LWDAs to provide performance targets for the Adult, Dislocated Worker, and Youth programs based on past performance data, as well as justifications (economic, participant characteristics, etc.). Arizona will utilize the targets proposed by the LWDAs to aid in decision making for the state's PY 2016 performance negotiations with U.S. DOL.

4. Assessment

Describe how the State will assess the overall effectiveness of the workforce development system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.

Arizona will develop a continuous improvement process to include a statewide scorecard on key measures. The State Council will guide the development of a data dashboard, ensuring that goals and objectives of the State Plan are addressed and measured and that employer satisfaction is included. The metrics assigned to each goal in this Plan will provide the framework for the assessment of progress; additional metrics will be added as needed as well as a timeline. Agency staff will continue to conduct annual monitoring of contractors, local area and local board activities, and the appropriate use of funds. Regular reports will be presented to the State Council, including an analysis of economic and labor market data.

The State will continue to develop standard data gathering across core programs and to determine the structure of joint reports in the future, calling on the expertise of core entities. Agency staff will prepare performance reports required under WIOA, and DES will take a leadership role in compiling and disseminating comprehensive statewide reports for all programs.

All partners will encourage pilot/demonstration projects at the local level, giving preference to projects that involve multiple core partners, engage employers, and present truly innovative strategies. The State Council will provide the overarching framework for such projects and review outcomes.

c. State Strategy

The Unified or Combined State Plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State's economic, workforce, and workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided in Section (a).

1. Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways, as required by WIOA section 101(d)(3)(B), (D). "Career pathway" is defined at WIOA section 3(7). "In-demand industry sector or occupation" is defined at WIOA section 3(23).

Underlying the State Strategies is the guiding vision of an educated and skilled workforce which drives economic success in Arizona. This vision establishes the fundamentally interdependent relationship between the state's advancement in business and industry and its systemic plan for producing a pipeline of qualified workers to meet the needs of a burgeoning job market within each designated industry sector. Recent efforts established in concert with the previous workforce law, the Workforce Investment Act (WIA), have paved the way for an increasingly deliberate collaborative endeavor under WIOA. To realize the full mutual benefits of economic and workforce development throughout the State, Arizona has selected the following strategies, explained in detail in the table below:

Table 26: Strategies the State Will Implement

Goal 1: Create Partnerships and Strengthen Communication

Strategy 1. Raise Awareness and Build a Comprehensive Network of Partners

Strategy 2. Formalize Communication Between Economic and Workforce Development Partners at the Statewide and Local Levels

Strategy 3. Align Policies and Procedures Across Core Partners, Facilitating Collaboration, Data Sharing, and Alignment of Services

Goal 2. Promote a Customer–Centric System

Strategy 4. Develop a Workforce System and Services Accessible to All Employers and Jobseekers, Including Individuals with Barriers

Strategy 5. Integrate Standard and Consistent Processes Across Core Partners to Facilitate a Seamless Delivery of Services

Strategy 6. Implement Consistent, High–Quality Staff Training Across Core Partners

Goal 3. Grow and Develop a Skilled Workforce

Strategy 7. Identify and Respond to High–Demand and Growing Industry/Employment Sectors at Local and Statewide Levels

Strategy 8. Establish Model Career Pathways, Including Portable and Stackable Credentials and Soft–Skills Training, for Designated Industry Sectors

Strategy 9. Implement Increased Opportunities for Alternative Training and Education, Including Work–Based Training and Registered Apprenticeships

Goal 4. Strengthen Data Utility and Reporting

Strategy 10. Establish Process of Data Linking Across Core Programs to Ensure Core Programs Are Able to Share Key Data Elements for Shared Clients

Strategy 11. Promote Evidence–Based and Data–Driven Decision Making

Strategy 12. Identify and Document Obstacles and Establish Continuous Improvement Through Outcomes Analysis and Reporting

2. Describe the strategies the State will use to align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available to the State to achieve fully integrated customer services consistent with the strategic vision and goals described above. Also describe strategies to strengthen workforce development activities in regard to weaknesses identified in section II(a)(2).

Strategy 1. Raise Awareness and Build a Comprehensive Network of Partners

Successful implementation of WIOA and the activities proposed in this Plan are possible only if Arizona has a single, unified workforce system. All partners must be engaged in regular communication, planning and evaluation. Funding streams must be coordinated to the greatest degree possible in order to best utilize available resources. One of the strengths of Arizona's workforce systems is the strong network that already exists at the state and local level. Increased emphasis on regional planning and collaboration will be a high priority. Under the leadership of the State Council and with support from DES and ADE, Arizona will engage the full range of partners to work collaboratively on the direction that aligns state economic development, education, and workforce system policies around the principles of connecting talent to businesses.

Implementation will focus on:

• Strategic partnerships

• Regional planning

• Common messaging and branding for core partners

Strategy 2. Formalize Communication Between Economic and Workforce Development Partners at the State and Local Levels

Clarification of distinctive, mutually supportive roles, fortified by frequent, in–depth, and formal communication, allows economic and workforce development systems to flourish. The implementation team created for the purpose of drafting the State Plan built a strong baseline for

future collaboration across agencies and geographic regions. As the State Council evaluates and explores ways to build on relationships and enhance communication within the system, entities involved with State Plan creation may be called upon for specified work involving the implementation of the Plan.

Implementation will focus on :

• Awareness of the workforce system among employers and jobseekers

• Regular information exchange

• Co–location/proximity of services

Strategy 3: Align Policies and Procedures Across Core Partners, Facilitating Collaboration, Data Sharing, and Alignment of Services

Implementation of collaboration and alignment is possible only with the investment and cooperation of all core partners. This collaborative atmosphere, coupled with a foundation of Workforce Administration statewide administrative policies and agreements will guide and direct future efforts to develop and support a seamless workforce development system. To this end, the State Council, along with various workforce partners, will continue to provide statewide leadership, ensuring the system is collaborative, coordinated, and united.

Implementation will focus on:

• Policies and agreements to foster collaboration

• Data sharing agreements

• Review of funding streams and strategies for coordination

Strategy 4: Develop a Workforce System and Services Accessible to All Employers and Jobseekers, Including Individuals with Barriers

WIOA emphasizes the need to work with individuals who may face multiple barriers to employment. Such barriers can range from homelessness to being the caregiver of a frail parent, from a lack of formal education to a lack of transportation, from having a disability to having been raised in the foster care system. The workforce development system must be accessible to all and the concept of universal design will be applied when developing processes, designing services delivery methods and providing services. Universal design refers to the concept that processes, buildings, services, etc. will be built in an environment that is accessible to all. Additionally, creative and innovative programs will be explored in order to provide services to individuals who traditionally are not afforded the opportunity to participate for various reasons. For example, providing face–to–face services and training in rural areas is a major challenge, according to focus group participants, so identifying and implementing innovative approaches to providing services in these areas must be a priority.

Implementation will focus on:

• Alternative delivery methods for services and training, e.g. use of technology

• Staff development and training

• Network of employers/community partners able to work with individuals with barriers

Strategy 5: Integrate Standard and Consistent Processes Across Core Partners to Facilitate a Seamless Delivery of Services

The State of Arizona is interested in reducing bureaucracy, eliminating duplication of services and maximizing resources to minimize delays for customers. Individuals seeking employment or training should not go through multiple interviews, forms, or assessments. Employers seeking candidates or support in providing training should be able to access the system and information through an easily identifiable portal.

Implementation will focus on :

• Utilization of common intake forms and processes

• Standardized assessment processes and the utilization of common assessments that are accessible to individuals with disabilities.

• Comprehensive orientation processes with standardized referral processes

Strategy 6. Implement Consistent, High–Quality Staff Training Across Core Partners

High–quality, consistent service delivery through the workforce system requires motivated, trained staff. Key competencies have been researched and identified, and the State intends to continue this work and explore a statewide uniform training and certification system for staff.

Implementation will focus on:

• Core competencies for all core partner staff

• High–quality training modules

• Certification or credentials for workforce staff

Strategy 7. Identify and Respond to High–Demand and Growing Industry/Employment Sectors at Local and Statewide Levels

Through the utilization of labor market trend information, population statistics and continuing situation analyses of the state's resources, the ACA has provided leadership to industry sector identification. Particular areas of the state where specified industry sectors are present or show the potential for developing a presence represent opportunities for growth. The State Council, along with key workforce system partners will guide the development of a mechanism to share analyses of opportunities for enhancing existing industry presence in the state or influencing relocation to Arizona. Some of these industries include healthcare, cyber–security, and electrical engineering.

Implementation will focus on:

• Statewide and local or regional sector partnerships in key industries

• Engagement of the business community in planning

• Analysis of trends in in–demand occupations

Strategy 8. Establish Model Career Pathways, Including Portable and Stackable Credentials and Soft–Skills Training, for Designated Industry Sectors

Preparing the greatest number of people with portable, stackable career growth facilitates hiring and upward mobility for new entrants into careers. Arizona has successfully piloted career pathway models for adult learner cohorts for several years. Under WIOA, Arizona recognizes the need to expand opportunities statewide and develop robust career pathways that allow individuals with barriers and disabilities to participate and gain industry recognized credentials. Arizona will develop career pathways that include multiple aligned programs with funding by a variety of sources and driven by industry needs as defined through sector strategies and partnerships. Arizona chose the U.S. DOL's Career Pathways Toolkit and the Shared Vision, Strong Systems Framework (CLASP, June 2014) as resources to develop an Arizona–specific definition that aligns with the WIOA definition and requirements for career pathways. This definition will serve as a foundation for the development of a state process for recognizing and evaluating career pathway programs.

Implementation will focus on:

• Career pathways in specific occupations for each geographic area, including pathways that begin at lower educational attainment levels to provide opportunities for individuals with barriers and disabilities

• Engagement of the business community in developing training

• Clear identification of industry–recognized credentials

Strategy 9. Implement Increased Opportunities for Alternative Training and Education, Including Work–Based Training and Registered Apprenticeships

There is no linear progression from a single training event to lifelong self–sufficiency. The workforce system realizes that employment readiness, education, training, and continuous employment require repeated interaction with the workforce development and education systems. Jobseekers enter the system with different levels of skills and readiness, and the system must provide an array of education and training models and modes. Work–based training, such as registered apprenticeships or on–the–job training, can offer a supportive environment to individuals, including individuals with barriers and disabilities.

Implementation will focus on:

• Work–based training opportunities, including registered apprenticeship

• Secondary education combined with career preparation

• Outreach to targeted populations, such as veterans, individuals with disabilities, and disconnected youth

• Exploration of possible incentives for employers to expand on–the–job training opportunities

Strategy 10. Establish Process of Data Linking Across Core Programs to Ensure Core Programs Are Able to Share Key Data Elements for Shared Clients

This strategy will support the customer–centric goal of Arizona's workforce system by facilitating the coordination of services and preventing service duplication. Data sharing agreements will be fully implemented across the workforce system. Partners intend for the data sharing agreements to include access to unemployment insurance wage record information as authorized by state law. The use of cross–system data matches will provide the statistics required to establish data–driven decision making across the workforce system. For example, data matches can identify successful programs in terms of placement, retention or wage growth. These successful programs can be targeted for growth, development and replication in other areas. Underlying components of all strategies concerning data include the identification and maintenance for secure processes for data collection, storage, transmission, and evaluation, along with adherence to all security protocols.

Implementation will focus on:

• Data linkage across information technology systems

• Alignment of data collection and reporting across partners

• Timely and accurate reports

• Data security

Strategy 11. Promote Evidence–Based and Data–Driven Decision Making

The LWDAs have a rich history of local and regional grant–funded demonstration projects and other initiatives with community partners. The proposed collaboration under WIOA will provide an even broader foundation for such projects that share resources, funding, and intellectual capital.

Implementation will focus on:

• Demonstration projects to explore innovative changes

• Technical assistance to program partners on data sources and utilization

• Data–driven decision making

Strategy 12. Identify and Document Obstacles and Establish Continuous Improvement Through Outcomes Analysis and Reporting

Under the direction of the State Council, the State will develop a continuous improvement process. As the State Plan implementation efforts progress, the State Council, in consultation with the workforce partners, will suggest modifications as they become necessary.

Implementation will focus on:

• Definition of metrics for goals and strategies

• Continuous improvement processes

• Modifications of the State Unified Plan to reflect lessons learned and data analysis

III. Operational Planning Elements

The Unified or Combined State Plan must include an Operational Planning Elements section that support the State's strategy and the system-wide vision described in Section II.(c) above. Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. This section must include—

A. State Strategy Implementation

The Unified or Combined State Plan must include—

1. State Board Functions

Describe how the State board will implement its functions under section 101(d) of WIOA (i.e. provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

The Workforce Arizona Council (State Council) is the State advisory board to the Governor on workforce development issues. Appointed by the Governor under WIOA, the State Council is made up of leaders representing private business, labor, community–based organizations, the Arizona Legislature, local government and state agencies. The majority of the State Council represents business, including the chair, as selected by the Governor. In order to implement its functions as prescribed by Section 101(d) of the WIOA, the State Council will hold public meetings, pursuant to state open meeting laws, at least four times per year. In order to successfully monitor the efficiency of the workforce development system and make meaningful recommendations to the Governor in carrying out this Plan, The State Council will organize itself into committees, task forces and work groups comprised of Council members, who will provide the leadership, as well as additional community and business representatives. These committees serve to inform and recommend strategies to the full State Council for consideration and a vote, and all meetings will be conducted according to state open meeting law. The committees will serve as a key avenue for involvement in the statewide monitoring and continuous improvement efforts from the local areas, core programs and other individuals who played a key role in drafting the Plan.

2. Implementation of State Strategy

Describe how the lead State agency with responsibility for the administration of each core program or a Combined Plan partner program included in this plan will implement the State's Strategies identified in Section II(c). above. This must include a description of—

A. Core Program Activities to Implement the State's Strategy

Describe the activities the entities carrying out the respective core programs will fund to implement the State's strategies. Also describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies.

Activities Funded to Implement the Proposed Strategies

DES is the fiscal and administrative agency for three of the four core partners (Title I Adult, Dislocated Worker and Youth Programs, Title III Wagner–Peyser, and Title IV VR programs), permitting the partners to leverage the DES facilities throughout the state to provide services to individuals.

DES/DERS as the fiscal and administrative entity to receive and manage the funds for WIOA Title I, III, and IV will allocate funding to programs and sub–recipients.

• Title I: Adult, Dislocated Worker and Youth Programs. DES will disburse funds to the twelve LWDAs to provide services to or to sub–contract with community partners.

• Eligible Training Provider List (ETPL). DES will maintain and disseminate the ETPL via the AJC system at www.azjobconnection.gov. The list contains training providers eligible to receive Title I funds for providing training to participants in the Adult and Dislocated Worker programs.

• Rapid Response Activities.

• Registered Apprenticeship Program. The State Apprenticeship Program Lead is part of DES and provides outreach and technical assistance to employers, monitors compliance, and engages the LWDAs and other programs in activities designed to offer more apprenticeship opportunities.

• Title III: Wagner–Peyser Employment Service. Employment Service activities are performed by DES staff, including posting of job orders to the AJC system, job matching, assistance with resume writing and other required services.

• Title IV: Vocational Rehabilitation. VR services are provided through a combination of VR staff and vendor services to assist individuals with disabilities in obtaining and maintaining employment.

Title II Adult Education services are provided through 24 local providers funded by the ADE.

In an effort to align the Department's multiple workforce programs to support the Governor's and Department's vision as well as bolster the ability to effectively implement the requirements of WIOA, DES/DERS has embarked on a reorganization process. To achieve the desired results, programs and services will be combined and will be structured under two new administrations.

The Employer Engagement Administration will work with Arizona employers to identify current and emerging workforce needs, effectively engage the business community in order to provide a unified approach to identifying and engaging the employer community, improve the understanding and responsiveness to employers' current and emerging workforce needs, and leveraging employer relationships across DES/DERS to benefit the employer. To this end, Unemployment Insurance Tax, Apprenticeship, Business Services, and other workforce programs developed specifically to benefit the employer will be a part of the DERS Employer Engagement Administration.

The Workforce Administration has a primary focus on engaging and readying all jobseekers for employment and will work toward aligning workforce programs for a seamless and accessible workforce system that is inclusive of all jobseekers, connecting jobseekers with in–demand jobs, and supporting equal access to services and employment opportunities for all jobseekers, including those with barriers and disabilities. Active and strategic engagement and partnerships with educational partners and institutions in coordination with economic development agencies will further support positive outcomes for the employer and the jobseeker. Unemployment Benefits, VR and

associated programs and many of the Wagner–Peyser and workforce programs will be housed within the DERS Workforce Administration.

Implementation of Strategies

Strategy 1: Build a comprehensive network of partners and raise public awareness of the workforce system

The State of Arizona will continue to build upon relationships already established with current workforce partners, to ensure that service integration is seamless. The nature of the partnerships must change from co–existence and referrals to a system that allows seamless service delivery.

Proposed actions include the following:

• Review the roles of the State Council and local boards and services of the core partners.

• Ensure that educational and vocational rehabilitation partners have a role with the State Council and local boards, public institutions as well as private.

• Engage human service agencies and partners outside of the Plan, such as TANF and the Supplemental Nutrition Assistance Program, in dialogue designed to strengthen linkages and information exchange.

• Engage potential partners, such as the Department of Corrections, Juvenile Court, probation officers, and other re–entry resources.

• Determine roles and responsibilities.

• Ensure local and state workforce entities and partners embrace and utilize the ARIZONA@WORK brand along with common messaging and materials to eliminate any confusion as to what constitutes the workforce system.

Strategy 2: Formalize communication between economic and workforce development partners at the statewide and local levels

Regular and clear communication is needed to make the partnerships effective. Building on the work of workgroups established for the creation of the State Plan, the State Council intends to create a comprehensive communications plan that supports to the partnerships described in strategy 1 and the proposed alignment of services in strategy 5.

Proposed activities include the following:

• Leverage the State Council and its subcommittees to convene stakeholders to carry out the coordination and implementation of communications efforts.

• Develop a communication plan, including media contacts.

• Conduct assessments of how communication occurs with the business community.

• Determine best practices for Business Team structure.

• Provide contact directories and develop a statewide list of core partners' single points of contact.

• Develop a tool to measure success in communicating with the business community.

• Identify core partner representatives to represent the system (rather than individual programs) and interact regularly with economic development entities and sector partnerships.

• Obtain letters of support from all partners for specific initiatives, such as the development of career pathways.

Strategy 3: Align policies and procedures across core partners, facilitating collaboration, data sharing, and alignment of services

To support proposed coordination and alignment of programs and services, policies and regulations will be reviewed at the state level. System–wide policies and systems must be aligned and agreements or memorandums of understanding must be put in place. The State Council will take the lead and engage core partners along with other stakeholders in this process.

Proposed activities include the following:

• Review existing policies on governance to assure that partnerships and proposed alignment are addressed.

• Revise administrative procedures of the One–Stop (ARIZONA@WORK) Delivery System and Certification to address the collaboration of the four core partners and additional partners.

• Create policy foundations and propose legislation, where applicable, for strategies suggested in this Plan, such as career pathways, shared processes and data sharing

• Enable co–location through agreements on shared infrastructure costs or in–kind contributions, as allowable.

• Engage business partners, economic development, and the educational community in a review of the composition and purpose of the ETPL.

• Develop policies on industry–recognized credentials and on requirements for training providers to serve individuals with barriers, including persons with disabilities.

Strategy 4: Develop a workforce system and services accessible to all employers and jobseekers, including individuals with barriers

The workforce system must find ways to allow clients to access the system without having to travel to an office location. Barriers to employment can include geographic isolation, lack of transportation, or the inability to leave the house due to caregiving responsibilities. Physical offices and informational materials need to be accessible to individuals with barriers and persons with a disability. All core partners will collaborate on these activities, with VR taking a lead role. Community colleges also have substantial experience in serving individuals with barriers and will be invited to participate.

Access options should include face–to–face programs, online delivery of services and education, as well as easy access to professionals in the system. In addition to furnishing coursework online, the

opportunity exists to case manage jobseeking clients by electronic means, whether by Skype or other methods, to maintain regular contact to support individuals. Staff development in all modes of delivering services represents an imperative component of supporting service access, making it "customer–centric."

Rural youth, including disconnected youth, and adults with barriers face obstacles to gaining traction in their careers, according to participants in focus groups held throughout the state during preparation of the State Unified Plan. Participants noted that the absence of large employers especially in rural areas, requires many individuals to gain jobs at fast food restaurants, which in themselves are unlikely to serve the objective of demonstrating qualifications for advancement in more sophisticated and technically–driven industries. Portable training by way of mobile units, as is used in the medical model, shows potential for taking face–to–face training to rural areas in a reasonable and efficient manner. Youth Hubs established in Maricopa County and a strong presence for youth at the Phoenix Public Library represent further service access for the large number of youth and disconnected youth in the greater Phoenix metropolitan area.

Proposed activities include the following:

• Continually assess the needs of clients, to ensure that client needs inform service delivery.

• Develop specific opportunities, such as service access through alternative delivery methods, for individuals with barriers, including disconnected youth and individuals with a disability.

• Evaluate location and material accessibility, capitalizing on the expertise of VR staff. Such services can be offered to ARIZONA@WORK Job Centers as a non–cash contribution to ARIZONA@WORK Job Center infrastructure costs.

• Identify use of technology that permits remote access at flexible times.

• Provide assistance and training opportunities for individuals unfamiliar with technology.

• Develop processes that do not require clients to come to physical offices unnecessarily.

• Utilize means of communication, such as social media, to reach youth.

• Educate staff across partners on the needs and preferences of individuals with a disability.

• For employers, provide assistance on the use of the AJC labor exchange system.

• Organize job fairs and business outreach jointly across partners, so that employers don't get multiple contacts from different partners.

Strategy 5. Integrate standard and consistent processes across core partners to facilitate a seamless delivery of services

Alignment of services across core partners will be critical in implementation efforts. Regardless of the point of initial contact with the workforce system, the client should experience standard and consistent processes for seamlessly aligned delivery of services. Such alignment, or coordination, will help to reduce duplication and therefore conserve resources. Customer service improves if clients don't have to fill out forms repeatedly, retake assessments, or wait for referrals, potentially shortening the time from first contact with the system to receiving services. Activities to facilitate this

alignment were identified during the writing of the State Plan, and the State will continue to explore options to this end. Individual local areas may propose pilot projects to test different approaches.

Proposed activities include the following (see also section C below):

• Identify duplication of service across core partners.

• Implement a uniform intake process.

• Develop a process to share assessments. One option to consider is to have the Title II Adult Education partners offering assessments as a contribution to ARIZONA@WORK Job Center infrastructure costs.

• Identify available assessments that are disability friendly, provide necessary data and can be used consistently across core partners.

• Develop a process to align plans, such as the Integrated Employment Plan.

• Develop a common referral process.

• Align forms used by the core partners.

• Identify what information about clients can and should be shared.

Strategy 6. Implement consistent, high–quality staff training across core partners

During the WIOA Implementation process in 2014, six shared competencies spanning each partner entity were identified. These include, community resources and knowledge of partner programs, teamwork, career exploration, communication, WIOA laws and regulations for core programs, and customer service. DES/DERS is taking the lead in creating the training infrastructure.

The State Council also identified activities to assist with workforce staff training. DES/DERS, with input from the State Council is taking the lead on creating the training infrastructure and will report to the Council on progress.

Proposed activities include the following:

• Identify or create high–quality training materials that address key competencies, as well as specialized business service competencies, for appropriate staff.

• Establish a training schedule for core partner staff.

• Integrate staff development requirements into ARIZONA@WORK Job Center Certification.

• Provide training through multiple delivery models, including computer–based training.

• Identify development opportunities other than training, such as conference attendance, continuing education, or practical experiences.

• Ensure ARIZONA@WORK staff are learning about their respective business communities by visiting business associations to learn about collective needs.

• Incorporate visits and tours of business and manufacturing facilities, so that staff can gain a stronger understanding of business needs.

Strategy 7. Identify, and respond to high–demand and growing industry/employment sectors at the local and statewide levels

The ACA has historically been the lead facilitator in identifying sectors for partnerships and providing support to local areas for sector strategies and partnerships from a statewide perspective. This work will continue under the guidance of the State Council. Local areas outlined sector strategies in the business plans submitted in 2014. One of the many priorities identified by each of the partnerships includes the need to better align workforce, education, and economic development with industry needs.

Proposed activities include the following (see also sections D and H below):

• Identify in–demand occupations by local area or region.

• Promote registered apprenticeships in growing industries.

• Disseminate up–to–date labor market information specific to geographic regions.

• Convene meaningful sector partnerships with LWDAs.

• Prepare relevant reports on employers and high demand sectors.

Strategy 8. Establish model career pathways, including portable and stackable credentials and soft–skills training, for designated industry sectors

In addition to the career pathway definition described in the strategy section of this Plan, a workgroup formed during the plan creation developed the 42 strategies below, which are aligned to the Six Key Elements of Career Pathways identified in U.S. DOL's Career Pathways Toolkit, to assist in the development of a robust career pathways system in Arizona. The State Council intends to focus on career pathways as a key strategy of WIOA implementation. Along with key stakeholders, especially the ADE, the Council will continue to evaluate and build upon the work already accomplished in Arizona.

Proposed activities include the following:

• Key Element 1: Build cross–agency partnerships and clarify roles

o Identify and engage all partners (state and local) needed to implement the model;

o Establish a shared vision and mission;

o Gain support from political leaders;

o Determine the capacity and limitations for services of all partners;

o Define roles and responsibilities of each partner;

o Provide guidance and develop templates for memorandums of understanding that support Arizona's definition of Career Pathways;

o Centralize regional efforts through local workforce boards; and

o Annually review partnership roles and responsibilities.

• Key Element 2: Identify industry sectors and engage employers

o Identify state/local sources for labor market information;

o Identify and target high–demand and growing employment sectors (locally/regionally);

o Identify and target specific employers within each major industry sector (regionally);

o Create and disseminate clear and consistent messages to key employers of their role and the benefits of participation;

o Annually review industry growth trends and changes (state/region/local).

• Key Element 3: Design education and training programs

o Ensure that pathways include multiple entry points for both well–prepared individuals and those with barriers to employment, such as low basic skills;

o Define outreach and marketing techniques for recruitment;

o Determine specific strategies to recruit out–of–school youth, individuals with disabilities, non–native English speakers,individuals with low basic academic skills, and other populations with barriers to employment;

o Provide training to program developers in contextualization and standards–based instruction;

o Work with employers to develop competency models with identified knowledge, skills and abilities

o Determine clear sequences of education courses and credentials that meet the needs of targeted sectors;

o Work with community colleges to build standardized pathways that are stackable and portable at all Arizona colleges;

o Highlight programs, including those on the ETPL, that qualify as career pathway programs; and

o Annually review program success and revise strategies as necessary.

• Key Element 4: Identify funding needs and sources

o Identify costs associated with implementing a career pathways program;

o Clearly identify limitations and allowable expenses for each partner;

o Develop a comprehensive map of funding needs, partner requirements and partner contributions;

o Identify and eliminate duplication of services when possible;

o Determine bounds for linking economic development funding to education and training within priority sectors;

o Leverage Title I–B training funds to support career pathways programs with providers on the ETPL;

o Investigate ways to incentivize industry investments in education and training; and

o Identify sources and develop proposals for additional funding from private foundations and non–profit organizations.

• Key Element 5: Align policies and programs

o Identify any statutory barriers and pursue needed reforms in state and local policy;

o Review dual credit policies with regard to Career and Technical Education and remove policies that limit this potentially seamless connection;

o Conduct a comprehensive analysis of programmatic procedures from the customer perspective to identify impediments to easy, navigable pathways;

o Develop and implement universal intake policies among partner programs;

o Develop policies that assure data sharing among partner programs;

o Develop policies that support co–enrollment and braided funding as essential elements of the career pathways model;

o Establish a process to verify that a program meets the Arizona definition of a Career Pathways Program; and

o Coordinate deadlines for reporting and require annual review of all performance metrics.

• Key Element 6: Measure system change and performance

o Determine consistent and secure processes for data collection, storage, sharing and evaluating;

o Determine key performance indicators and set goals and desired outcomes to establish common benchmarks, growth measures and timelines;

o Identify and align data sets to facilitate data sharing (or matching) across programs; and

o Analyze performance data and assess implementation progress routinely to make adjustments as necessary.

Strategy 9. Implement increased opportunities for alternative training and education, including work–based training and registered apprenticeships

WIOA puts more emphasis on service to individuals with barriers, and alternative training and education models will be considered to obtain better results. Work–based training, such as on–the–job training, internships, and apprenticeships are effective training options for individuals with barriers. These training opportunities combine hands–on learning with classroom training, and may lead to employment where standard classroom and textbook learning may not enable the client to succeed in employment. Internships and apprenticeships also engage the employer in the development of training content and delivery. Such work–based training thus addresses the needs of both employers and jobseekers. The Registered Apprenticeship Program, housed in DES/DERS will take a lead role in promoting work–based training models. Alternative training and education options will be developed with individuals with barriers and disabilities in mind to allow equal access to these opportunities.

Proposed activities include the following:

• Identify and target high–demand and growing employment sectors.

• Exploring and identifying potential incentives for employers to expand on–the–job training opportunities.

• Create and disseminate clear, consistent messages to employers on the benefits of work–based training, including registered apprenticeship.

• Identify funding streams to support work–based training, other than WIOA.

• Develop an outreach effort to spread knowledge of registered apprenticeship.

• Utilize universal design concepts in the development of alternative training and work–based training options.

Strategy 10. Establish process of data linking across core programs to ensure core programs are able to share key data elements for shared clients

This strategy will support the customer–centric goal of Arizona's workforce system by facilitating coordination of services and preventing service duplication. Partners intend for the data sharing agreements to include access to unemployment insurance wage record information as authorized by state law. The use of cross–system data matches, or data linking across core programs, will provide the data required to establish a workforce system informed by a data–driven decision making model. For example, data matches can identify successful programs in terms of placement, retention or wage growth. These successful programs can be targeted for growth and development. Underlying components of all strategies concerning data include the identification and maintenance for secure process for data collections, storage, transmission, and evaluation, along with adherence to all security protocols.

The State Council and WIOA core partners are working to address the barriers to system–wide data sharing, through activities such as:

• Developing data sharing agreements and protocols that adhere to state and federal privacy and confidentiality requirements, for example unemployment insurance and Family Educational Rights and Privacy Act requirements.

• Supporting shared case management, identifying what data can/cannot be shared and exploring mechanisms to identify common participants.

• Determining consistent and secure processes for data collection, storage, sharing and evaluating.

Strategy 11. Promote evidence–based and data–driven decision making

The State of Arizona has a strong interest in empowering its workforce system to effectively use data and data–driven approaches to decision making. In order to realize this goal, workforce partners will be incorporating multiple types of data into decision making. For example, at the onset of WIOA implementation, geospatial data was used to determine where intensive, pilot services should be deployed to address areas of severe unemployment.

Use of data to generate insights regarding the workforce system to further inform partner decisions will be promoted with the following activities:

• Analyze performance data to assess implementation progress and inform programmatic adjustments.

• Provide analysis of local area econometric indicators to the local boards.

• Provide training for ARIZONA@WORK staff on the availability and use of various public and proprietary data.

Strategy 12. Identify and document obstacles and establish continuous improvement through outcomes analysis and reporting

Through the State Council and its subcommittees, task forces and workgroups, the entities involved in the creation of the State Plan will continue to provide implementation information and expertise so that obstacles preventing an efficient and productive workforce system may be addressed.

Proposed activities include the following:

• Develop a comprehensive continuous improvement approach.

• Annual review and matching of ETPL programs with local needs, based on program outcomes and environmental analysis.

• Annual program evaluation and annual reports will include an analysis of the economic environment, the labor market and skills gaps.

o A new component will be an evaluation of the program year activities in light of the economic and labor market analysis, providing feedback for core partners and sub–recipients and their providers on fit of service delivery with needs based on data.

o An annual Registered Apprenticeship report will review the fit between availability of apprenticeship programs based on geographic employment and labor market needs.

B. Alignment with Activities outside the Plan

Describe how the activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

Low–Income Individuals (TANF and SNA E&T)

DES is responsible for the administration and financial oversight for the Temporary Assistance for Needy Families (TANF) Program and the Supplemental Nutrition Assistance Program (SNAP). The Family Assistance Administration (FAA), within the DES Division of Benefits and Medical Eligibility, determines eligibility for applicants to receive SNAP, TANF and medical benefits. Individuals that are subject to federal work provisions, and who do not meet a qualifying exemption, are referred to the TANF Jobs Program or the SNA E&T Program respectively, both of which are administered by DES/DERS.

The Jobs Program and SNA E&T are employment and training programs that provide job search and job readiness services, other work–related skills training, and supportive services to individuals referred. After a thorough assessment, these individuals are assigned to complete work activities, and are allowed to utilize supportive services to assist with identified barriers. Often, close ties exist and TANF families, for example, benefit from the additional connections and resources available through the workforce system. These individuals are referred directly to one of the WIOA core programs, or to the various ARIZONA@WORK Job Centers for further assistance in meeting their work activity requirements. Feedback from both Jobs and SNA E&T Program staff and clients alike have indicated that communication between the ARIZONA@WORK Job Centers, WIOA core programs, and the Jobs Program and SNA E&T are not always satisfactory.

DES is currently working on a more effective strategy to improve communication, align processes, and ensure that there is no duplication of services. Arizona has initiated a pilot project for the SNA E&T Program in an effort to expand its current service capacity. During the research and planning phase for the pilot project, DES staff noted that some areas of service delivery for SNA E&T participants needed improvement, specifically, the referral process of SNA E&T participants to WIOA for additional training.

Moving forward, the Jobs Program contractors and ARIZONA@WORK will develop a stronger partnership through regular meetings and increased co–location in ARIZONA@WORK Job Centers, where possible, and through initiatives such as the following:

• The City of Phoenix identified a single point of contact who now serves as a liaison to the Jobs Program workers, for coordination of WIOA enrollment. Cross training will occur between direct–service staff within the Jobs Program and WIOA. A similar model has been in place with Maricopa County.

• These partners are working to develop a more streamlined referral process for adult TANF recipients as well as recipients who meet WIOA Youth Program criteria (e.g., teen parents receiving TANF who are age 18–24 and are unemployed/not enrolled in school).

• Co–enrollment of TANF recipients into WIOA services will expand vocational training and employment options and resources, allowing both programs to achieve a greater impact, stretch limited funds, and avoid duplication in effort, benefitting all clients served.

Behavioral Health Services

Vocational Rehabilitation (VR) has developed and maintained multiple cooperative agreements to provide enhanced services to mutual clients of diverse systems. These agreements encompass a diverse population base and exist to provide enhanced services to clients while maximizing the expertise and funding of separate funding sources. VR has worked collaboratively with the following entities:

• Division of Behavioral Health Services to support individuals with Serious Mental Illness;

• Native American Vocational Rehabilitation programs to coordinate services to American Indians with disabilities that reside on and off the reservation;

• Division of Developmental Disabilities to support individuals with developmental delays;

• Veterans Administration to support veterans who have a disability;

• Youth in the Foster Care and Division of Developmental Disabilities systems to expand the continuum of comprehensive vocational services; and

• Governor's Council on Spinal and Head Injury to provide comprehensive services and supports to those with Spinal Cord or Traumatic Brain Injury.

Linking Workforce Demand to Individuals with Disabilities

Untapped Arizona (UAZ) was established to support Arizona businesses meet their inclusive workforce needs by tapping into the labor pool of individuals with disabilities. UAZ is led by business leaders who are diversifying their own workforces by recruiting, hiring, retaining, and advancing workers with disabilities and actively encouraging other Arizona businesses to do the same. UAZ focuses on identifying and engaging the entire talent pool of individuals with disabilities regardless of whether or not they have a disability determination and/or are served by a government system. UAZ does not serve the jobseeker customer, but rather the business customer, recognizing there are already systems, agencies, and services in place to support the jobseeker to prepare for and find employment.

UAZ business leaders represent Arizona's key industry sectors—information technology and related manufacturing, aerospace and defense, health care, and energy— and speak to the current and future labor needs of their sector. UAZ collaborates with employment service provider agencies to ensure they assist in driving the talent pool of individuals with disabilities to the AJC system, the state labor exchange system, to connect with qualified job candidates with disabilities.

Child Support Services

Employment Service (ES) and the Division of Child Support Services (DCSS) have ventured into a partnership focused on assisting and connecting DCSS participants to employment and training resources. One of the goals is to assist participants in obtaining training and or skills to assist them to increase their earnings and contributions to support their children.

DCSS provides their participants with a referral form to take to the closest ES office to meet with an ES Employment Specialist. ES staff meet one–on–one with each participant and provide the following services:

• Ensure the participant completes a full–registration in AJC;

• Make job referrals as applicable;

• Make referrals to community partner programs for additional support services as applicable;

• Document AJC services including case notes; and

• Scan the completed referral form to the DCSS Case Manager within 24 hours of meeting with the participant.

Designated DCSS management staff have received training and will have “read only” access to AJC to review the DCSS participant activities and successes. This collaborative effort will assist in making a difference in the lives of children and families in Arizona communities.

Department of Corrections Initiative

Employment Service (ES) is partnering with the Department of Corrections (DOC) in preparing prisoners for transition prior to release. DOC has some programs in place to help prisoners transition, but ES is working closely with them to maximize efforts. Current efforts are focused on identifying incarcerated veterans and working with them to ensure they have a state ID or driver’s license upon release so that they are able to apply for employment. Staff are providing employment–related workshops, resume assistance, assistance with filling out applications, and mock interviews. DOC will determine how to offer online resources to individuals, a critical component as most employers now require electronic submission of resumes and applications.

ES staff is sharing video workshops and training materials with the DOC transition teams. DOC staff were invited to attend “Working With the Offender Population” training at the Annual Veterans Conference provided by the National Veterans Training Institution. The better this population is prepared to transition, the more likely they will be successful in sustaining themselves and preventing recidivism.

Arizona Roadmap to Veteran Employment

While priority of service for veterans is an established element of the ARIZONA@WORK system, the Plan will now incorporate an expanded focus on effectively serving transitioning, unemployed and underemployed military members, veterans, and their family members. This expanded focus will integrate with the Arizona Roadmap to Veteran Employment, a statewide public/private partnership of key stakeholders with an emphasis on job seekers, employment service providers, employers, and the community.

This Governor–supported effort is facilitated by the Arizona Department of Veterans’ Services (ADVS) and the Arizona Coalition for Military Families (ACMF), which will provide training and technical assistance to each LWDA relating to serving the military, veteran and family population.

The Roadmap encompasses a focus on the interests and needs of different key stakeholder groups, as well as the relationship between those stakeholders with an end goal of successful hiring and

retention. The Roadmap strategically engages technology solutions to complement existing service and resource systems.

To implement the Roadmap, ADVS and ACMF will continue to engage key stakeholder agencies including:

• Arizona Chamber of Commerce and Industry

• Arizona Commerce Authority

• Arizona Department of Economic Security

• Arizona National Guard

• ARIZONA@WORK System

• Employer Support of the Guard and Reserve

• Governor's Office

• League of Arizona Cities and Towns

• U.S. Department of Labor

• U.S. Department of Veterans Affairs

ARIZONA@WORK system–related metrics include:

Employment Service Providers

• The number of ARIZONA@WORK Job Centers that receive Roadmap Employment Service Provider training.

• The number of workforce sites that become Employment Service Provider partner organizations.

• The number of workforce sites that complete organization and resource profiles in order to be matched with job seekers.

Business Services Teams

• The number of employers in each Local Workforce Development Area (LWDA) that receive Roadmap Employer training.

• The number of employers that become Arizona Veteran Supportive Employers.

• The number of employers that create an employer profile and post jobs to be matched with job seekers.

C. Coordination, Alignment and Provision of Services to Individuals

Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services to individuals including those populations identified in section II(a)(1)(B). The activities described shall conform to the statutory requirements of each program.

Strategy 5 provided an overview over the State's intention to align services to individuals across core partners. During the creation of the State Plan concrete recommendations were developed, both at the policy and the operational level. Further research and pilot projects will take place mainly at the local level while State partners participate in information exchange and providing technical assistance.

The common processes workgroup formed during State Plan creation recommended that Arizona proceed to align core programs and integrate customer service by enhancing two policies previously adopted by the State Council. The Council will evaluate and make necessary changes to the following:

• The Service Integration Policy

This policy will serve to align staff and services into each of the ARIZONA@WORK Job Centers through their respective workforce system operator and functional management structure.

• One–Stop Delivery System Policy

This policy will provide direction for local boards, core programs and other workforce system partners on the coordination of the one–stop seamless delivery system. It will assign responsibilities at the local, state and federal levels that will enhance the delivery of the integrated services delivery system. This will require designation of an ARIZONA@WORK Job Center Operator through a competitive process to ensure oversight and seamless service delivery by entering into an operator agreement with the local boards that will describe:

o Coordination by function for all partners;

o Assurance of seamless service delivery;

o Development of a customer flowchart to include access to all Career Services; and

o Operational procedures and protocols for an effective seamless service delivery for all partners.

Each local board will be responsible for the development, execution and maintenance of a Memorandum of Understanding (MOU) with all core partners and required partners who provide services to align with WIOA requirements.

Additional ways the State can potentially embrace to streamline common intake, assessments, and methods for applying shared case management include:

o Policy development for the purpose of integrating services.

o Integrating an Individualized Employment Plan that includes the educational steps.

o A single management information system for shared reporting and case management. The group realizes that the core partners will initially pursue a strategy to create linkages for existing data systems.

o A uniform way to share customer information.

o A common assessment tool.

o Analysis and utilization of data for referral and services.

o Establishment of clear service access points of entry: individuals will find numerous access points, but with consistent processes.

o Expand accessibility for rural Arizonans, utilize technology for virtual or remote access where possible, and strengthen support services, e.g. transportation. See also Strategy 4, which focuses on alternate opportunities for service access.

Arizona plans a comprehensive review of all reports and the data gathered by core partners, followed by a plan to streamline reporting and work towards interoperability of systems. Shared data, aligned with shared case management will allow for better evaluation, more seamless service delivery and progression (see also Strategy 10).

D. Coordination, Alignment and Provision of Services to Employers

Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs. The activities described shall conform to the statutory requirements of each program.

In concert with coordinated and aligned provision of services to jobseekers, Arizona's WIOA system serves the needs of employers in multiple ways. Consistent with the strategic approach to serving the combined economic development and workforce development system in the state, Arizona has developed a deliberate approach to identifying, understanding, and responding to the specified needs of its current and future employers. The following descriptive elements define the state's approach at the local and statewide levels to engage with employers, support their needs, and recognize the roles of job providers within the larger system of economic and workforce development that includes education, training, workforce development services, and data analysis:

• Invest in outreach to employers by WIOA system partners in state and local workforce development, including but not limited to the following:

o Chamber of Commerce communication to employers

o Workforce development professional membership in community organizations, including fraternal and service organizations, nonprofit board service, and formal presentations to communities and professional organizations, both in person and by radio and television appearances

o Targeted visits to meetings, associations, and conferences serving private sector employers, for purposes of building long–term professional relationships that facilitate mutual assistance in matters of shared concern, such as local area business development

o Outreach to education, enlisting schools, vocational/technical educators, colleges, and universities in efforts to sponsor visits to employer sites to stimulate interest in innovative and emerging careers, supported by career pathways approaches available to potential applicants

o Visits to local areas and relocating organizations to initiate awareness of Workforce Development services, including but not limited to:

– Interviewing candidates on behalf of organizations seeking to expand or retrain their workforce

– Designing training in concert with local area education providers for purposes of improving the skill of the local workforce in the interest of particular companies seeking to provide staff development

– Providing rapid response for organizations needing to downsize and/or cease operations in their current location

– Planning and implementing transferable skills application in like industries, to avert job shortages and unemployment within a given locale

– Interpreting the transferability of skills to design any needed supplementary education and training, in collaboration with Adult Education and appropriate providers

• Initiate services to employers that enhance employers' ability to build a capable workforce, and develop long–term, trusting professional relationships that facilitate collaboration by meeting immediate and long–term needs:

o Identify career pathways for youth and adults

o Establish current and anticipated career needs of the organization

o Provide value to the employer by delivering what the firm cannot provide for itself, as it seeks to respond to change within the marketplace

o Discover new sources of candidates for jobs

o Integrate education and training into career pathways or segments of learning need that supplement existing career preparation vehicles

o Earn the trust of local employers in the ability of workforce development to meet the needs for specific training and development that sustains the organization's immediate and long–term needs

• Structure, clarify, and simplify all services to employers, to facilitate responses "at the speed of business" and ensure specific handling of industry needs:

o Explain what can be done, using a minimum of jargon, and specifying who does what and when

o Segment services into phases or related clusters of service provision

o Use bullets rather than lengthy prose

o Build standard blocks of training that can be customized readily to meet industry–specific requirements

• Seek to optimize contributions from individuals whom WIOA seeks to serve, based upon qualifications earned and any needed shaping of criteria that fills an employer's upcoming need, while offering an opportunity to an individual with barriers to employment:

o Incorporate available funding for support to individuals, including but not limited to assistive technology

o Utilize funds for initial internship or related workplace introduction, to mitigate costs to the employer where possible

o Demonstrate the capability of translating the upside of individuals with barriers to clarify benefits to the employer, revealing the unexpected advantages to the picture of hiring an individual who has barriers

• Contribute to the development of communities of practice that serve local industry groups, with the intention of seeding interest in youth and adults, and supporting sector–based professional engagement:

o Initiate contact with professionals through industry contacts, for the purpose of building active interest in the professions being developed

o Identify opportunities to share these professional communities with individual youth and adult groups who are developing an interest in transitioning to or entering new careers

o Create public interest in particular industry areas in the locale, by engaging radio channels and other media and seeking guest speakers for interviews that introduce the public to careers and business contributors to the local economy

• Establish regularly scheduled meetings with employers and workforce development professionals in local areas to review data–informed progress to date, in delivering fully responsive approaches to the talent pipeline requirements of local industry:

o Maintain primary, face–to–face contact with key employer representatives, to ensure responsiveness to stated needs

o Explore data in the aggregate, to determine opportunities for the local economy

o Identify new areas of need, and re–establish the ability of workforce and economic development to support local area efforts to grow the economy

o Ensure the understanding of local partners in workforce development services, both for continuity of practice and for identifying new ways to serve business and industry

o Rotate the location of meetings, holding sessions at different workplaces and ARIZONA@WORK sites, to increase familiarity among group members relative to services and industry activities

• Identify and document new needs that emerge from a review of the data and employer reports relative to pipeline–related deliverables by workforce development:

o Explore training and development opportunities that fine–tune existing baseline or other training within the career pathways arena

o Identify early education that can foster long–range interest from students who may seek to pursue given industry areas

o Innovative programming that enhances existing career pathway endeavors

• Integrate local and statewide areas of achievement and need, specifying:

o Competitive features of Arizona, both statewide and within specific locales

o Planning for outreach to other regions in the United States to attract new employers, based upon the economic and industry environments within the State

o Initiatives to grow specified industry groups with the assistance of economic development at the State and local levels

o Areas needing new or additional support within particular regions, for particular industry groups, or for particular professions

o Potential funding and other support services made possible by WIOA and/or by supplemental sources of support

E. Partner Engagement with Educational Institutions

Describe how the State's Strategies will engage the State's community colleges and area career and technical education schools, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv).

The state's community colleges and universities play an important role in the implementation of the strategies proposed in this Plan.

To implement Goal 1: Create Partnerships and Strengthen Communication, the state will ensure that educational partners have a seat on the State Council and on local boards as specified in Local Governance Policy, including institutions both public and private. In addition, educational partners, and public and private institutions as well, are represented on the Arizona Apprenticeship Advisory Committee (AAAC). The following list includes important operational considerations:

• Ensure that educational partners, public and private, are engaged in review of the ETPL policy to create effective strategies and appropriate performance criteria.

• The annual "Training Expo" will continue, providing information on workforce and training issues to providers and representatives of state and local/area agencies.

• Local areas, in collaboration with state staff, will schedule informational meetings or webinars on the ETPL.

• Where possible, registered apprenticeship programs will have a relationship with community colleges to provide related training for apprentices.

• The State Registered Apprenticeship Program Coordinator will strengthen linkages to the community colleges and the Joint Technical Education Districts (JTEDS) to explore articulation and creation of more pre–apprenticeships. In addition, it is critical to connect employers who participate in community college advisory boards and industry councils with the need for apprenticeships in non–traditional industries.

• Annual review of ETPL to determine which community colleges and universities are represented based on ETPL policy.

To implement Strategy 8: Establish Model Career Pathways, Including Portable and Stackable Credentials and Soft–Skills Training, for Designated Industry Sectors , the work group designated to refine and implement the career pathways model will include members representing secondary education, Career and Technical Education (CTE), JTEDS, adult basic education, colleges, internships, apprenticeships and employment. The following list includes important operational considerations:

• The Career Pathway Work Group will include representatives from educational institutions; both community college districts and private institutions. This work group will develop career pathway models for specific occupations aligned with sector strategies and in–demand occupations. The design of these models will take into consideration the expertise and available support from educational institutions.

• The ETPL and training policies will be reviewed for relevant content on career pathways.

• The ETPL is one of the strongest links to educational institutions. Arizona will ensure that all community colleges are on the list.

o As of January 2016, nearly 250 providers were approved with over 1,500 programs.

o Most of the state's community colleges are approved providers on the Eligible Training Provider List; they are in fact the most important training provider for Title I Adult program participants.

o The state's three universities also have programs listed on the ETPL.

o Private training providers make up the bulk of the list, including private colleges as well as numerous specialized training providers that often offer programs for just one or two specific occupations.

• The Registered Apprenticeship Program is another key program that interacts with educational institutions, primarily community colleges.

o Colleges develop and provide related training that is required for apprenticeship programs. The Registered Apprenticeship Program will work with stakeholders to review the availability of related training and the need for any additions.

o The Registered Apprenticeship Program will work with community colleges toward the goal of all colleges becoming Registered Apprenticeship College Consortium (RACC) members.

• Youth programs coordinated by local areas and their contracted youth program providers have close relationships to high schools.

Evaluation/Continuous Improvement will include the following:

• Annual report by the Career Pathways Work Group on availability and applicability of career pathways for specific occupations.

• Annual report by Office of Apprenticeship, including:

o Review of RACC membership by the Registered Apprenticeship Program Lead,

o Review the fit between availability of apprenticeship programs based on geographic employment and labor market needs.

o Tracing of the number of programs with linkages to colleges

• Annual review by the Arizona Apprenticeship Advisory Committee (AAAC) on related training provided by colleges, any curriculum revisions, and interaction with relevant industry entities, e.g. sector partnerships or trade associations like the Arizona Manufacturing Partnership (AMP). Evaluation/Continuous Improvement:

• Regular review and matching of ETPL programs with local needs, based on program outcomes and environmental analysis . • Program evaluation and annual reports will include an analysis of the economic environment, the labor market and skills gaps.

F. Partner Engagement with Other Education and Training Providers.

Describe how the State's Strategies will engage the State's other education and training providers, including providers on the state's eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.

See Sections III.a.2.C. on Coordination and E. on Engagement of Educational Institutions, and III.b.4. Assessment

G. Leveraging Resources to Increase Educational Access

Describe how the State's strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in section (E).

The core partners will work with community colleges and universities to identify complementary activities, such as career counseling and job fairs, to explore more opportunities for coordination and sharing resources.

• Utilize partners' expertise in strategic planning, grant planning and grant applications, including sector strategy teams for employer engagement and community colleges for curriculum development and regional labor market data.

• Engage core partners, educational providers and sector strategy teams in asset mapping to better utilize existing resources and knowledge.

• Collaborate to identify and build on best practices, such as AZ–IBEST, Year Up, YouthBuild, CTE Dual Enrollment, Carl D. Perkins Programs of Study, and JTEDS.

• Explore standards for core competency training, such as the Certified Workforce Development Professional (CWDP) credential.

The community colleges also may be eligible to apply for grants on curriculum development and creating career paths in collaboration with the business community.

Currently, the Vocational Rehabilitation program has entered into a Third Party Cooperative Agreement (TPCA) with the JTEDS at Western Maricopa Education Center to bring together the resources of two systems in order to facilitate the seamless transition of clients from high school to the world of work. Mutual clients are provided enhanced and structured transition services which include occupational training and vocational services through the coordination, cooperation, and collaboration efforts of both parties. Agreements such as this expand the resources of two systems, as well as enhance service provision to mutual participants who wish to access education.

H. Improving Access to Postsecondary Credentials

Describe how the State's strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.

By utilizing the state's strategies, the state workforce system will produce a pipeline of qualified workers, who have earned recognized postsecondary credentials. Recognized postsecondary credentials demonstrate and document skills, and help employers fill skilled positions, create talent pipelines and compete. By increasing the number of skilled workers with recognized postsecondary credentials in the state, businesses will be encouraged to expand in and relocate to Arizona. The benefits of credentials for workers and jobseekers include improved labor market experience, higher earnings, greater job mobility and job security. Recognized postsecondary credentials include educational diplomas and certificates, educational degrees, such as associates (2–year) or bachelor's (4–year) degree; Registered Apprenticeship certificates, occupational licenses, and industry recognized certificates, including personnel certifications.

Implementing a career pathways model in Arizona (Strategy 8) will help identify training paths in specific industries and occupations. The very nature of the career pathways allows individuals to enter and exit the pathway at any level, and identifying the appropriate credential to allow for portability and stacking of training modules and credentials is an important component of the career pathway development.

The emphasis on work–based learning, including registered apprenticeships (Strategy 9) is also a direct path to increase access to postsecondary credentials, including the credential rate for individuals with barriers to employment. Registered apprenticeships result in federally recognized credentials; other work–based learning experiences may need to be examined on a case–by–case basis to determine if they result in an industry–recognized credential. Related training for Registered Apprenticeships are often provided through community colleges or an agreement with community colleges. This can provide easier entry for participants to pursue a college degree. Several colleges in Arizona are already members of the Registered Apprenticeship College Consortium (RACC), and the State's Registered Apprenticeship Program Lead is pursuing a strategy to have all community colleges join the RACC. College credits from RACC members are transferable to other colleges, making it easier for students to complete degree requirements.

Identifying high–demand and growing industries or sectors (Strategy 7) will also open avenues for improving access to post–secondary credentials. Employer engagement is critical for this strategy, and having this dialogue with employers will make it easier for the workforce and education partners to identify recognized credentials. By clearly defining recognized postsecondary credentials, and improving the methods used to identify programs that result in industry– recognized credentials, ARIZONA@WORK will improve access to activities that lead to recognized postsecondary credentials and achieve greater training services results by increasing the quality and quantity of training programs listed on the state's ETPL. Participation by sector partnerships offers an additional advantage in the process to identify additional recognized credentials that directly benefit the Arizona economy. An additional entity that will be consulted in these discussions is the Arizona Board for Private Postsecondary Education. This board provides a license to provide training for private providers of vocational training not already licensed by another entity, such as the Board of Nursing or the Motor Vehicles Division.

I. Coordinating with Economic Development Strategies.

Describe how the activities identified in (A) will be coordinated with economic development entities, strategies and activities in the State.

WIOA implementation in Arizona is positioned to integrate fully its capabilities in economic development and workforce development. The new legislation offers an opportunity to refine strategic processes initiated under the WIA, based upon the increased flexibility and opportunity for innovation of WIOA. The strategy for system–level structuring and positioning reveals a sequential strategic flow that begins with establishing an Economic Development strategy to target specified industry sectors for the mutual benefit of specified sector groups and the State itself.

Of particular importance to economic development is the state's availability of a qualified workforce and a system that creates a pipeline of talent to serve the expanding job market that is anticipated for a variety of industries. The following diagram displays an integrated, strategic approach to meeting the goals set forth for WIOA in Arizona. The diagram reflects a system–level approach, supported by continuous process–based refinements. The strategic sequence of "select, design, deliver, and evaluate" guides both state–level and regional/local level WIOA endeavors. At all levels, the accurate response to economic development strategies by workforce development establishes the planned talent pipeline. Focusing on increased access by adults, youth, out–of–school youth, and a diverse population of individuals who face barriers, increases the scope of the available workforce. The focal design of statewide and local area practices guides the fusion of education and training, plus the work experience needed. In addition, the clarity provided by updated branding of all ARIZONA@WORK services and locations, as well as increasing the range of learning and services provided, builds brand recognition and therefore utilization of the services by those jobseekers who can benefit.

Delivery of services, performed in collaboration with employers, serves those sectors that economic development has indicated as appropriate for statewide and regional/local development. Educating, training, and tracking results stimulates continual capacity building at state and local levels.

Continuous process and outcome evaluation of the integrated economic and workforce endeavors for WIOA is designed to establish the following:

• Process–based features associated with building familiarity with services in local areas by business and jobseekers

• Outcome–based features associated with quantitative measures associated with completion of certification programs and/or related education and training or work experience, as well as employment

• Qualitative indicators that reflect effectiveness in:

o Engaging employers to work with local area workforce development

o Attracting jobseekers to participate in career development

o The perception of employers and jobseekers relative to workforce development to the local economy

Table 27: Integrated Strategic Direction of Economic and Workforce Development for WIOA

Strategic Approach State–Level WIOA Regional/Local–Level WIOA Economic Development Workforce Development Local Area Workforce Organizations Increase Access to Services Select Target Sectors for Statewide Competitiveness Establish Career Pathways to Build Pipeline Select Sectors from State Targets • Branded Services • Assessments • Virtual Service and Learning • Functional Support • Learning Support

Design Coordinate Statewide and Local Area Optimal Practices in Serving Sectors with Career Pathways Build and Share Training and Education Create Workplace Exposure and Experience Deliver Explore Achievements for Employers within Sectors and for Jobseekers Educate, Train, Track Results Evaluate Review Quantitative and Qualitative Measures for Sectors, Employer Needs, and Jobseekers Processes, tangible achievements in education/ training and employment Changes in awareness of services, accessibility, and service supports

Of importance to the integrated model is the flexibility that accommodates a wide range of industry groups as the state's economic and workforce experts perform collaboratively in building a pipeline of talent that meets the needs of a growing economy in the short– and long–term. As new information becomes available to state economists, workforce professionals can respond effectively through partnership at both the statewide and local levels. Those industries targeted for growth in Arizona reflect the substantial technological future that extends current capabilities. The strategic flow specified for WIOA places the initial impetus on economic development's being structured by the ACA in concert with partner organizations statewide. Full recognition of targeted industry sectors affords workforce development and other core partners in WIOA to anticipate and plan career pathways that ensure the building of a pipeline that can sustain new and existing industries of choice. Of greatest significance is the commitment of agencies to partner in several direct features associated with economic development. In particular, establishing regularly scheduled meetings of the ACA and workforce development professionals provides the opportunity to explore the following on a regular basis:

Direct Response to Economic Development Needs

1. Identify industry sectors for economic development

2. Specify skill–based needs of industry groups

3. Explore presently qualified workforce to serve needs

4. Develop training, development, and work experience

5. Apply or design certification, programs, and courses in response

Among the key features of coordination between WIOA and economic development are the following perspectives:

• Economic development in Arizona stimulates relocation and the creation of new jobs in the State through a program of tax incentives that allows up to $9,000 of State income or premium tax credits over a three–year period per new job brought to the State. For metropolitan areas, this requires a minimum of 25 new jobs and $5 million of capitalization. For rural areas, this requires a minimum of five new jobs and $1 million of capitalization. Other stimulus opportunities, like job training and research and development, further stimulate relocation.

• The skilled available workforce is emphasized to attract organizations to Arizona, based upon workforce development itself and the system of renowned university education available through the state's three major public universities and a host of private higher education institutions.

• Low cost of doing business, access to major world markets, and other stimulus points are identified for future employers to relocate in the state.

• A surging innovation ecosystem is recognized in Arizona, inviting start–up organizations to join fellow technology firms to thrive in Arizona.

At present, multiple industry sectors are targeted for economic development in the state. According to the ACA website, the following industries are important to the growth of Arizona:

• Aerospace and Defense. Arizona hosts more than 1,200 small and large firms specializing in this sector. The state is the fourth highest employer within this industry in the United States.

• Technology and Innovation. Arizona is anticipated to have the highest growth in the nation within this sector during the period of 2012–2017.

• Renewable Energy. Arizona is the 1 alternative energy industry leader and among the top ten solar energy manufacturing leaders.

• Bioscience and Health Care. Arizona's sustained presence and job growth within this industry area represents a substantial opportunity for organizations and jobseekers.

• Optics and Photonics. An applied science category of industry which remains a strong leader within the state.

• Advanced Manufacturing. Arizona is among the top five states in the nation in advanced manufacturing.

• Advanced Business Services. Home to 50 different data centers, Arizona maintains a growing presence in this technologically advanced industry.

Of particular relevance to workforce development, each of the target industry groups has the following in common:

• Requiring of high–technical, future–based skill sets that contribute to increasing competitiveness of the state and the nation.

• Sustainable industry that supports and repurposes environmental elements for expansion through ingenuity and invention.

• Technological breakthrough industries that facilitate discovery and further innovation.

The industry groups featured can benefit from early educational exposure to these fields of endeavor through WIOA–based partnerships with education and training, workforce development, and business and community leaders supporting economic development being designed and pursued by the ACA. A present challenge exists in meeting the immediate demands of industries that are operating on the threshold of a rapidly emerging future.

As noted in the strategic approach to implementing career pathways, this approach furnishes a strong and vital force that stimulates the long–range health of targeted industries and supports the coalition–building of “home–grown” talent through early exposure, ongoing education, and training of Arizona’s youth and adults. The system potential of workforce development and economic development actively supporting long–term strategies with the tangible pursuit of expertise for Arizonans answers the call from futuristic industry either currently in Arizona or planning to relocate to the state. WIOA offers the opportunity to concentrate efforts to make the workforce a tremendous and competitive asset that complements the statewide vision of economic development.

b. State Operating Systems and Policies

The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in **Section II Strategic Elements** . This includes—

1. The State operating systems that will support the implementation of the State’s strategies. This must include a description of–

A. State operating systems that support coordinated implementation of State strategies (e.g., labor market information systems, data systems, communication systems, case-management systems, job banks, etc.).

The state operating systems across core partner programs are intended to provide coordinated, comprehensive services and access to resources that will support the implementation of state strategies that:

• Provide workforce solutions to grow and develop an educated and skilled workforce that attract and support a strong and vibrant economy;

• Promote a customer–centric delivery system for businesses/industry, jobseekers and youth that provide access to training and employment opportunities; and

• Produce strong partnerships that support regional economies based on data–driven decisions and focus on continuous improvement and evaluation.

Optimal communication, collaboration and coordination among the core partners and programs can be accomplished through a common, supported and mutually agreed upon data sharing strategy. As the state continues its implementation strategies for WIOA, stakeholders will work towards identifying co–location and/or shared case management strategies to create efficiencies that will support and help manage a shared client base, avoid duplication of services and leverage resources. The following information describes data management systems currently used by core partners.

Title I and Title III

The State of Arizona provides workforce development support through a number of agencies for businesses and jobseekers.

AJC is the comprehensive Internet–based workforce data system used by DES/DERS for WIOA Title I and Title III for case management, job bank, training provider listing, data collection, and reporting. Through data sharing agreements, AJC allows communication and efficiencies between DES and LWDA staff and providers in managing activities of workforce participants.

AJC features comprehensive software system capable of reporting all required data to the U.S. DOL. The system requires minimal interaction to ensure data accuracy and timely reporting. Further, AJC will:

• Meet the service, tracking, reporting and follow–up requirements under the U.S. DOL's performance measures for the WIOA, Wagner–Peyser Act and/or their successors;

• Provide local LWDAs with accurate individual and aggregate tracking, reporting and follow–up data for those programs, and;

• Offer the flexibility to serve WIOA–mandated partner programs and other workforce programs.

Using AJC's case management and participant tracking component allow LWDA staff to:

• Manage and monitor caseloads;

• Assess employment barriers;

• Establish training and employment plans;

• Track literacy and numeracy gains for youth; and

• Search for and select WIOA Youth Services Providers.

In addition, staff and participants can access the WIOA ETPL as a source of training provider information for jobseekers and employers. A universal information client record will avoid duplicate data entry, even in the case of multi–program enrollments and services by different agencies. Numerous edit checks ensure accurate data entry, minimizing the time and effort required for validation. Online access allows staff and administrators to monitor progress toward youth performance goals at any time. Reports can be viewed and saved and most allow the user to drill down to a specific client record. AJC priorities are consistent with the national vision of a demand–driven system that is focused on more efficient use of employment and training funds and preparing Arizona's human resources to meet the demands of the state's growing businesses.

Title II

The agency representing Title II, the ADE, uses Benchmark Integrated Technology Services, branded as the Arizona Adult Education Data Management System (AAEDMS); an Internet–based educational data system that meets all National Reporting System (NRS) requirements for data and participant tracking of attendance, assessments and outcomes. Local adult education providers input program and participant data according to policy and have full access to their own data and reports for program improvement purposes. State staff can access all data at both the statewide and provider level to assist in desk monitoring efforts and to inform professional development needs across the State.

In addition to adult education data collection, the Benchmark system manages high school equivalency testing records from 1942 to the present, collaborates with high school equivalency testing vendors for real–time access to score reports, provides data matching of secondary diploma receipt to the educational database, issues diplomas and transcripts to high school equivalency testing candidates, and provides access to transcript verification for third–parties through a secured web–based portal upon request by the high school equivalency testing candidate.

Additional features provided by Benchmark Integrated Technology Services include:

• Real–time/online access to authorized users to scores, demographic information, and performance data (including student, classroom, program, goal and goal follow–up at state, local provider and individual classroom levels);

• The ability to produce standard and recurring federal, state and agency reports as directed by ADE;

• The ability to provide custom and ad hoc reports as directed by ADE;

• The ability to download raw data into XML or TXT files for ADE to create custom reports as needed;

• The ability to securely and privately collect social security numbers (SSN) and/or assign a unique personal ID for each student separate from the SSN;

• Adherence to all ADE data governance and privacy concerns;

• Provide multiple levels of access, including view–only access for certain authorized staff personnel; and

• Edit checks and validation systems to ensure accurate data reporting.

Title IV

DES VR Services, representing Title IV, utilizes a web–based data management system called “System 7” by Libera, Inc. System 7 is considered “accessible” as it integrates with various assistive technology software programs, which allow individuals who are blind or visually impaired to access and utilize the system.

The initial system was a standard program, and over time the VR program, in conjunction with System 7, has created a customized and complex program which provides the following management systems:

• Case Management

o Vocational Rehabilitation

o Independent Living Rehabilitation Services

o Older Individuals who are Blind Program

o Business Enterprise Program

• Financial Management (interfaces with DES financial management systems)

• Procurement Management

• Contract and Vendor Management

• Policy Manual Management (for multiple programs)

• Federal Reporting Management

System 7 is a role based system. Each user is assigned a role which allows certain rights regarding data accessibility, access to forms, and the ability to complete various functions. The VR program has developed roles for various positions; additional restrictions can be placed within each of the management systems as control mechanisms. Query tables are available which allow users to effectively manage tasks, assignments, and due dates. Client case files contain a running log of activity to assist with data management and tracking requirements. Data checkpoints are embedded throughout the management systems to ensure that the data needed for federal and state reports is available.

Workforce System Communication Protocol

To promote alignment and coordination of delivery of workforce services, all communication regarding workforce system policy, guidance and informational broadcasts will flow from DES, the state administrative entity to the local boards with a copy to the Director for the State Council, local workforce system administrative entities, operators, and site managers. The operators and site manager must inform affiliate and comprehensive ARIZONA@WORK Job Center staff.

Communications regarding partner program policy, guidance and information will be communicated from the program authority at the state level to appropriate LWDA core partner programs and staff responsible for program administration, ensuring the local administrative entity and the operator and site manager are simultaneously copied.

B. Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers*.

The AJC labor exchange system is utilized not only for case management but also for common data collection, information management, and U.S. DOL reporting for WIOA, Wagner–Peyser and Trade Adjustment Act programs. America’s Job Link Alliance, the AJC vendor, is responsible for providing upgrades to its DART (Data Analysis and Reporting Tool) system, which collects common measure data for Wagner–Peyser reporting. DES/DERS is responsible for developing policies and training for

LWDA staff to ensure accurate and timely data collection. To ensure data integrity, the State reviews each LWDA's performance on a quarterly schedule, utilizing the mathematical Data Reporting Validation System (DRVS). This program detects and calculates performance warnings and rejects errors in the local data. DES staff works throughout the year with LWDAs to review WIOA performance data and assist LWDAs in improving program operations and data collection accuracy. DES/DERS also staffs an integrated, cross–functional help desk that serves WIOA, Wagner–Peyser, Unemployment Insurance Tax and Wage, Labor Exchange, Unemployment Insurance Benefits, SNA E&T Program, and TANF/Jobs clients statewide.

* For the PY 2016 state plan, descriptions of data collection and reporting processes need only include currently known indicators.

2. The State policies that will support the implementation of the State's strategies (e.g., co-enrollment policies and universal intake processes where appropriate). In addition, describe the State's process for developing guidelines for State-administered one-stop partner programs' contributions to a one-stop delivery system, including benchmarks, and its guidance to assist local boards, chief elected officials, and local one-stop partners in determining equitable and stable methods of funding infrastructure in accordance with sec. 121(h)(1)(B). Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, the State must also include such guidelines.

All Arizona workforce system policies will support the alignment of service delivery and focus on creating and growing business. The State Council will review and revise all workforce system policies and include alignment and seamless strategies that are customer focused and demand driven. Policy development will be a collaborative approach, bringing in stakeholders to assist, including DES, ADE, and local areas.

As stated previously in this Plan, the State Council is interested in developing a state workforce system that:

• is integrated and customer–centric;

• facilitates continuous improvements processes;

• developing and utilizing career pathways and; and

• effectively uses aligned data in decision making.

Service Integration

This policy is to align staff and services around employment and training functions, rather than providing services through siloes and independent program funding streams. Each local board will

develop an integrated services and functional management plan within their local plan. The plan will be in the form of a business plan with guidance provided by DES, the state administrative entity, in collaboration with the State Council, and will meet federal WIOA requirements. The plan should be developed with significant regional partner participation.

• Functional alignment – Functional alignment is both an opportunity and a tool to effectively streamline customer service delivery, capitalize on the strengths of staff and technology to deliver services, and thereby reduce duplication.

• Functional Management – The local board and chief elected official shall designate an operator that will ensure seamless service delivery within each ARIZONA@WORK Job Center. The operator must ensure seamless service delivery in all comprehensive ARIZONA@WORK Job Centers to include details of the day–to–day functional supervision that may take the form of a site manager or other means as determined effective by the Local Workforce Area.

3. State Program and State Board Overview

A. State Agency Organization

Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

The Governor assigned DES as the State's administrative and fiduciary agency for workforce programs. The ACA is the administrator for the State Council.

Three of the four core partners under WIOA are administered by the DES Division of Employment and Rehabilitation Services (DERS): Title I–B Adult, Dislocated Worker and Youth Programs; Vocational Rehabilitation; and Wagner–Peyser Employment Services. Adult Education and Family Literacy is housed in the ADE. The four core partners and their community partners have established processes for communication and collaboration; all are committed to collaboration and the sharing of data.

To leverage resources, streamline service delivery and improve the workforce system to meet the needs of the state's employers and jobseekers, Arizona's workforce development system engages:

• The Department of Administration for state and local Labor Market Information (LMI) data;

• The ACA for economic development–related activities.

State Agency Organization

One–Stop Delivery System

State policy provides local boards and other workforce system partners with instruction and guidance on the Arizona one–stop seamless delivery system, known as ARIZONA@WORK. The system is charged with enhancing the range and quality of workforce development services available to jobseekers and businesses through a coordinated approach among partner agencies. It is a collaborative effort among education, business, public agencies, and community–based organizations to provide services to jobseekers and employers in a seamless manner. Participating entities are called workforce system partners. Services are provided through a variety of access

points. Each LWDA is required to have at least one comprehensive ARIZONA@WORK Job Center that includes, at a minimum, representation from the four core partner programs which are WIOA Title I–B adult and dislocated worker services, Wagner–Peyser labor exchange and access to unemployment insurance services, VR, and Adult Education and Literacy.

Branding Efforts

In an effort to market Arizona's workforce development network and services to employers and jobseekers, Arizona undertook its own branding effort. This endeavor involved the Workforce Arizona Council, LWDAs, DES and ACA. The result is the brand ARIZONA@WORK, a single common identifier that will be used throughout the state. In February 2016, all LWDAs changed their signage at Job Centers throughout the state to reflect the new brand. The ARIZONA@WORK logo was added to e–mail signatures and to the websites of workforce partners.

Regional Partnerships

Workforce literature review supports building and sustaining regional partnerships as one characteristic of effective job–driven workforce programs. Through strategic partnering, programs are able to align education and training programs with workforce and economic development strategies to meet local and regional business needs by investing in and growing a skilled and trained workforce.

The State will continue to promote partnerships with community colleges, labor organizations, registered apprenticeship programs, civic groups and community organizations to align workforce development strategies for regional development and prosperity. Education at every level will closely align with jobs and industries important to local and regional economies. The outcomes will be achieved by using innovative technology and state–of–the–art practices to expand and strengthen the capacity of the entire workforce system, creating a pipeline for increased access to education and training opportunities for adults, dislocated workers and low–income adults needing to acquire new skills.

B. State Board

Provide a description of the State Board, including—

The State Council is the leading body in implementing and monitoring the State Unified Plan, providing statewide policy direction, building partnerships and coordinating resources. The State Council oversees the efficiency, accessibility and continuous improvement of Arizona's workforce system. The following chart lists the current membership that comprises the State Council.

1. Membership roster

Provide a membership roster for the State Board, including members' organizational affiliations.

Table 28: Workforce Arizona Council

Last Name, First Name – Company/Association (Representing)

Ducey, Douglas – State of Arizona (Governor)

Anable, Susan – Cox (Business)

Assenmacher, Bill – CAID (Business)

Escamilla, Dominick – Country Financial (Business)

Graver, Todd M. – Freeport (Business)

Grove, Dawn – Karsten Manufacturing (Business)

Longstreth, Thomas – Ventana Medical Systems (Business)

Lucero, Lawrence – Tucson Electric Power (Business)

Macias, Stephen P. – Pivot Manufacturing (Business)

Mata, Cecilia – AllSource Global Management (Business)

Oxford, Edward F. – Banner Health (Business)

Poole, Ellen K. – USAA (Business)

Terry, Bill – IBM (Business)

Thompson, Steven – Uber Phoenix (Business)

Trenschel, Robert J. – Yuma Regional Medical Center (Business)

Yonko, Doug – Hensley Beverage Company (Business)

Hamer, Glenn – Arizona Chamber of Commerce and Industry (Trade Association)

Martin, David – AZ Association of General Contractors (Trade Association)

Quinlan, Farrell A. – National Federation of Independent Business (Trade Association)

Chucri, Steve – Maricopa Board of Supervisors (Local Elected Official)

Lane, William (Jim) – City of Scottsdale (Local Elected Official)

Gilman, Stephen – United Goodyear Firefighters Association (Labor)

Winkel, Thomas – Arizona Coalition for Military Families (Community–Based Organization)

Douglas, Diane – Arizona Department of Education (Core Program Lead Agency)

Jeffries, Timothy – Arizona Department of Economic Security (Core Program Lead Agency)

Watson, Sandra – Arizona Commerce Authority (Economic Development Lead Agency)

2. Board Activities

Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

State Council Activities to Drive Performance:

As discussed throughout this Plan, the Council intends to provide leadership on meeting performance goals and implementing key strategies. Its activities to help drive the performance of the system include:

• Fostering collaboration and integrating data to ensure the state and local areas have access to a comprehensive outlook of the workforce system and workforce needs;

• Monitoring the quality of service at local ARIZONA@WORK Job Centers and ensuring both business and individuals are sufficiently served;

• Identifying best practices in public and private entities that can be leveraged locally and at the state level;

• Monitoring progress in meeting the statewide goals established in the State Unified Plan; and

• Seeking input and involvement from local stakeholders in the successful implementation of the State Unified Plan.

4. Assessment and Evaluation of Programs and One-Stop Program Partners

A. Assessment of Core Programs

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

Among the hallmarks of excellence in the WIOA is that “One–Stop Centers (or American Job Centers) provide excellent customer service to jobseekers and employers and focus on continuous improvement”(U.S. Department of Labor https://www.doleta.gov/wioa). To this end, ARIZONA@WORK partner programs must not only ensure that job seeking and business clients have a high quality experience but must integrate shared primary indicators of performance into service delivery models at all levels.

(A) Assessment of Core Programs

The WIOA prescribes six primary indicators of performance for the core programs. Currently, Title I and Title III programs have overlapping performance measures and utilize the same data reporting system and sources. Titles II (Adult Education/Literacy) and IV (Vocational Rehabilitation) have separate measures and separate reporting systems. Title II does not currently have a module that tracks employment and wage information.

Arizona established a taskforce in the fall of 2014 comprised of core program professionals to begin discussions on aligning and coordinating data systems. The taskforce has discussed each of the

indicators, existing reporting systems, and the unique identifiers required in order to utilize available systems to minimize burden in collecting and analyzing data for reporting purposes as well as ensuring integrity in the data reporting process. As previously noted Arizona will continue to research and identify data systems that link the four core programs for integrated reporting. Arizona will use the following performance measures required by WIOA. No federal guidance has been disseminated for the proposed employer measure, but Arizona has developed the measures listed below.

Table 29: WIOA Performance Measures – for Non–Youth Programs

1. Percentage of program participants in unsubsidized employment during the second quarter after exit

2. Percentage of program participants in unsubsidized employment during the fourth quarter after exit

3. Median earnings of program participants employed during the second quarter after exit

4. Percentage of program participants who obtain a postsecondary credential or high school diploma

5. Percentage of program participants who, during a program year, are in education or training program that leads to a postsecondary credential or employment who are achieving measurable skill gains toward a credential or employment

Table 30: WIOA Performance Measures – Youth Programs (13)

1. Percentage of program participants in education, training or unsubsidized employment during the second quarter after exit

2. Percentage of program participants in education, training, or unsubsidized employment during the fourth quarter after exit

3. Median earnings of program participants employed during the second quarter after exit

4. Percentage of program participants who obtain a recognized credential or secondary diploma during participation or within one year after program exit.

5. Percentage of program participants who, during a program year, are in education or training program that leads to a postsecondary credential or employment who are achieving measurable skill gains toward a credential or employment

Table 31: Arizona Performance Measures – Employer Measures

1. Percentage of employers who contacted an ARIZONA@WORK Job Center with a job opening that now has that opening filled, whether with a program participant or otherwise, within one quarter after the initial contact

2. Percentage of employers who contacted an ARIZONA@WORK Job Center who confirm ARIZONA@WORK services assisted in identifying qualified job applicants (Percentage will be derived from those employers providing a response)

3. Number of companies and business organizations that have been visited by ARIZONA@WORK employees.

Footnote:

(13) Pursuant to WIOA, out–of–school youth is defined as 16–24, while in–school–youth is defined as 14–21, unless defined differently by a core program.

B. Assessment of One-Stop Partner Programs

Describe how other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. Such state assessments should take into account local and regional planning goals.

The Memorandums of Understanding that are negotiated with each partner will further detail locally–identified requirements for integrated service delivery. Each LWDA will create a plan to measure agreed upon success factors, which will include continuous improvement strategies to ensure high quality customer service at the ARIZONA@WORK Job Centers. As of the writing of this section, the state is exploring what the additional state–level criterion could be to assess the effectiveness of partnerships and outcomes.

C. Previous Assessment Results

Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, provide the results of an assessment of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle). Describe how the State is adapting its strategies based on these assessments.

Following are the statewide outcomes for the two preceding years for the core programs:

Title I–B – Adult, Dislocated Worker, and Youth Programs

Table 32: Program Year 2013 (July 1, 2013 – June 30, 2014)

Reported Information Funding Category Negotiated Performance Level Actual Performance Level Outcome

Entered Employment Rate Adult 75.4% 75.2% (Exceeded)

Retention Rate Adult 84.0% 84.1% (Exceeded)

Average Earnings Adult $13,200 $13,185 (Met)

Entered Employment Rate Dislocated Worker 83.5% 81.0% (Met)

Retention Rate Dislocated Worker 88.8% 88.4% (Met)

Average Earnings Dislocated Worker $16,700 $15,650 (Met)

Placement in Employment or Education Youth 62.5% 67.7% (Exceeded)

Attainment of a Degree or Certificate Youth 60.5% 63.5% (Exceeded)

Literacy and Numeracy Gains Youth 43.0% 56.9%(Exceeded)

Table 33: Program Year 2014 (July 1, 2014 – June 30, 2015)

Reported Information Funding Category Negotiated Performance Level Actual Performance Level Outcome

Entered Employment Rate Adult 75.3% 76.3% (Exceeded)

Retention Rate Adult 84.5% 85.3% (Exceeded)

Average Earnings Adult $13,200 $13,562 (Exceeded)

Entered Employment Rate Dislocated Worker 83.8% 85.2% (Exceeded)

Retention Rate Dislocated Worker 89.5% 89.2% (Met)

Average Earnings Dislocated Worker $16,700 $16,490 (Met)

Placement in Employment or Education Youth 64.5% 76.9% (Exceeded)

Attainment of a Degree or Certificate Youth 61.9% 65.9% (Exceeded)

Literacy and Numeracy Gains Youth 51.5% 63.6% (Exceeded)

Title II – Adult Education and Literacy

Table 34: Program Year 2013 (July 1, 2012 – June 30, 2013)

Performance Measure Expected Outcome Actual Outcome

Educational Gains 59% 64% (Exceeded)

Entered Employment 20% 96% (Exceeded)

Retain or Improved Employment 61% 100% (Exceeded)

Receipt of Secondary Education Diploma or High School Equivalency Diploma 46% 62% (Exceeded)

Enter Post–secondary or Skills Training 32% 93% (Exceeded)

Table 35: Program Year 2013 (July 1, 2012 – June 30, 2013)

Entering Educational Functioning Level Total Number Enrolled Number Completed Level Expected Outcome Actual Outcome

ABE Beginning Literacy 395 273 68% 69% (Exceeded)

ABE Beginning Basic Education 2,611 1,615 60% 62% (Exceeded)

ABE Intermediate Low 4,226 2,600 60% 62% (Exceeded)

ABE Intermediate High 2,878 1,590 55% 55% (Met)

ASE Low 522 278 53% 53% (Met)

ASE High 696 547 Not negotiated 79% (Exceeded)

ESL Beginning Literacy 2,015 1,340 64% 67% (Exceeded)

ESL Beginning Low 1,361 1,002 70% 74% (Exceeded)

ESL Beginning High 1,314 937 67% 71% (Exceeded)

ESL Intermediate Low 1,043 717 64% 69% (Exceeded)

ESL Intermediate High 423 246 60% 58% (Under target)

ESL Advanced 70 25 36% 36% (Met)

Total 17,554 11,170 59% 64% (Exceeded)

Table 36: Program Year 2014 (July 1, 2013 – June 30, 2014)

Performance Measure Expected Outcome Actual Outcome

Educational Gains 61% 61% (Met)

Entered Employment 20% 74% (Exceeded)

Retain or Improved Employment 62% 80% (Exceeded)

Receipt of Secondary Education Diploma or High School Equivalency Diploma 40% 66% (Exceeded)

Enter Post–secondary or Skills Training 32% 26% (Under target)

Table 37: Program Year 2014 (July 1, 2013 – June 30, 2014)

Entering Educational Functioning Level Total Number Enrolled Number Completed Level Expected Outcome Actual Outcome

ABE Beginning Literacy 315 229 70% 73% (Exceeded)

ABE Beginning Basic Education 2,334 1,400 61% 60% (Under target)

ABE Intermediate Low 3,604 2,092 61% 58% (Under target)

ABE Intermediate High 2,489 1,219 55% 49% (Under target)

ASE Low 494 254 55% 51% (Under target)

ASE High 667 466 Not negotiated 70% (Exceeded)

ESL Beginning Literacy 1,935 1,293 65% 67% (Exceeded)

ESL Beginning Low 1,364 977 70% 72% (Exceeded)

ESL Beginning High 1,314 944 70% 72% (Exceeded)

ESL Intermediate Low 1,031 720 68% 70% (Exceeded)

ESL Intermediate High 455 262 63% 58% (Under target)

ESL Advanced 57 19 37% 33% (Under target)

Total 16,059 9,875 61% 61% (Met)

Title III – Employment Service

Table 38: Program Year 2013 (July 1, 2013 – June 30, 2014)

Reported Information Negotiated Performance Level Actual Performance Level Outcome

Entered Employment Rate 55.0% 56.1% (Exceeded)

Retention Rate 80.0% 76.5% (Met)

Average Earnings $13,000 $12,038 (Met)

Table 39: Program Year 2014 (July 1, 2014 – June 30, 2015)

Reported Information Negotiated Performance Level Actual Performance Level Outcome

Entered Employment Rate 55.5% 60.7% (Exceeded)

Retention Rate 80.0% 79.7% (Met)

Average Earnings $13,000 $12,952 (Met)

Title IV – Vocational Rehabilitation Services

Table 40: Federal Fiscal Year 2013 (October 1, 2012 – September 30, 2013)

Standard 1.1

Individuals who Exited the Program with Employment Outcome FFY 2012 as of 09/30/13 1,144

Individuals who Exited the Program with Employment Outcome FFY 2013 as of 09/30/14 1,150

Difference +/– current year compared to previous year (Standard 1.1) +6

Required Performance Level – Current period must meet or exceed performance in previous period (Met)

Standard 1.2

Closed Employed 1,150

Closure Type 2,847

Rehab Rate (Standard 1.2) 40.4%

Required Performance Level – 55.8% (Did not meet)

Standard 1.3

Exited Competitive (at or above Minimum Wage) 1,144

Exited Closure Type (With Employment Outcome) 1,150

Closure Reason (Standard 1.3) 99.5%

Required Performance Level – 72.6% (Met)

Standard 1.4

Exited Competitive and Significant (disabilities) 1,136

Competitive (Exited at or above Minimum Wage) 1,114

Closure Type (Standard 1.4) 99.3%

Required Performance Level – 62.4% (Met)

Standard 1.5

Average Wage $ 11.06

State Average* (FFY 2013, latest available) $21.33

Ratio (Standard 1.5) 0.52

Required Performance Level – ratio .52 (Met)

Standard 1.6

Closure Type (Competitive) 1,144

PSS = 1 at Application 18.1%

PSS = 1 as Closure 84.3%

Difference (Standard 1.6) 66.2%

Required Performance Level – difference of 53% (Met)

Standard 2.1

Is Serviced Minority 53.6%

Is Serviced Majority 57.4%

Region Code Ratio 0.93

Required Performance Level – ratio .80 (Met)

Table 41: Federal Fiscal Year 2014 (October 1, 2013 – September 30, 2014)

Standard 1.1

Individuals who Exited the Program with Employment Outcome FFY 2013 (as of September 30, 2013) 1,150

Individuals who Exited the Program with Employment Outcome FFY 2014 (as of September 30, 2014) 1,224

Difference +/– current year compared to previous year (Standard 1.1) +74

Required Performance Level – Current period must meet or exceed performance in previous period (Met)

Standard 1.2

Closed Employed 1,224

Closure Type 1,256

Rehab Rate (Standard 1.2) 49.4%

Required Performance Level – 55.8% (Did not meet)

Standard 1.3

Exited Competitive (at or above Minimum Wage) 1,218

Exited Closure Type (With Employment Outcome) 1,224

Closure Reason (Standard 1.3) 99.5%

Required Performance Level – 72.6% (Met)

Standard 1.4

Exited Competitive and Significant (disabilities) 1,213

Competitive (Exited at or above Minimum Wage) 1,218

Closure Type (Standard 1.4) 99.6%

Required Performance Level – 62.4% (Met)

Standard 1.5

Average Wage $10.91

State Average* (FFY 2013, latest available) $21.33

Ratio (Standard 1.5) 0.51

Required Performance Level – ratio .52 (Did not meet)

Standard 1.6

Closure Type (Competitive) 1,218

PSS = 1 at Application 16.2%

PSS = 1 as Closure 86.0%

Difference (Standard 1.6) 69.8%

Required Performance Level – difference of 53% (Met)

Standard 2.1

Is Serviced Minority 45.8%

Is Serviced Majority 52.9%

Region Code Ratio 0.87

Required Performance Level – ratio .80 (Met)

D. Evaluation

Describe how the state will conduct evaluations and research projects on activities under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA.

5. Distribution of Funds for Core Programs

Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

A. For Title I programs

For Title I programs, provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

1. Youth activities in accordance with WIOA section 128(b)(2) or (b)(3),

Every year, typically in March or April, U.S. DOL issues a Training and Employment Guidance Letter (TEGL) that lists the state allotment for WIOA programs and outlines allowable uses and funding limits for the program year. Arizona utilizes WIOA Title I funds in accordance with WIOA and the relevant TEGL; inter–governmental agreements are used as the legal mechanism to pass through funds to the LWDAs. • WIOA permits the state to hold up to 15 percent of each program's funding, prior to allocation to the LWDAs. Out of the 15 percent, the state can use up to 5 percent for allowable administrative costs; the remaining 10 percent can be set aside for other allowable statewide reserves. • For Youth and Adult Programs, 85 percent is directly allocated to the local areas. • For the Dislocated Worker Program, 80 percent is directly allocated to the local areas, and 20 percent is held for the Rapid Response Program.

Arizona employs a discretionary formula to allocate each program's funds to the LWDAs. Each year, the State Council reviews five funding options for the Youth and Adult Programs and six options for the Dislocated Worker Program and Rapid Response. Under each option for Youth and Adult, 70 percent of the allocation is based on a standard formula through U.S. DOL. The remaining 30 percent is based on other data factors allowed under Federal regulation. For Youth and Adult programs, the 30 percent data factors ratios vary by option but are the same ratios year after year. • Option 1: 100% of the 30% is based on Economically Disadvantaged Youth/Adults respectively. • Option 2: 100% of the 30% is based on Areas of Substantial Unemployment. • Option 3: 50% of the 30% is based on the Economically Disadvantaged and the remaining 50% is based on Area of Substantial Unemployment. • Option 4: 75% of the 30% is based on the Economically Disadvantaged and the remaining 25% is based on Area of Substantial Unemployment. • Option 5: 25% of the 30% is based on the Economically Disadvantaged and the remaining 75% is based on Area of Substantial Unemployment. For both the Youth and the Adult allocations, a hold harmless provision is applied. The hold harmless provision states that a local area cannot receive less than 90 percent of its relative share based on the average relative share of the total local area's allocation from the previous two funding years. Arizona takes an average of the last two years' funding to level out sizable fluctuations that can happen in funding from year to year.

2. Adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3),

See Section A.1. Youth Activities.

3. Dislocated worker employment and training activities in accordance with WIOA section 133(b)(2) and based on data and weights assigned.

Every year, typically in March or April, U.S. DOL issues a Training and Employment Guidance Letter (TEGL) that lists the state allotment for WIOA programs and outlines allowable uses and funding limits for the program year. Arizona utilizes WIOA Title I funds in accordance with WIOA and the relevant TEGL; inter–governmental agreements are used as the legal mechanism to pass through funds to the LWDAs. • WIOA permits the state to hold up to 15 percent of each program's funding, prior to allocation to the LWDAs. Out of the 15 percent, the state can use up to 5 percent for allowable administrative costs; the remaining 10 percent can be set aside for other allowable statewide reserves.

For the Dislocated Worker Program, 80 percent is directly allocated to the local areas, and 20 percent is held for the Rapid Response Program. Of the 20 percent held for Rapid Response, 10 percent is sent to the local areas, and the other 10 percent is reserved by the State.

Arizona employs a discretionary formula to allocate each program's funds to the LWDAs. Each year, the State Council reviews six options for the Dislocated Worker Program and Rapid Response. The Dislocated Worker allocation will be subject to the hold harmless provision in future funding years but has not been in the past. The hold harmless provision states that a local area cannot receive less than 90 percent of its relative share based on the average relative share of the total local area's allocation from the previous two funding years.

Arizona takes an average of the last two years' funding to level out sizable fluctuations that can happen in funding from year to year. For the Dislocated Worker and Rapid Response funds, the entire respective allocations are based on Unemployment Concentration, Long Term Unemployed, Declining Industries, and Employment data factors, with each option varying the weighted percentage. The options for Dislocated Worker and Rapid Response are weighted identically.

• Option 1: 80% is weighted on Unemployment Concentration, 5% is weighted on Long Term Unemployed, 10% is weighted on Declining Industries, and 5% is weighted on Employment.

• Option 2: 50% is weighted on Unemployment Concentration, 1% is weighted on Long Term Unemployed, 48% is weighted on Declining Industries, and 1% is weighted on Employment.

• Option 3: 5% is weighted on Unemployment Concentration, 5% is weighted on Long Term Unemployed, 80% is weighted on Declining Industries, and 10% is weighted on Employment.

• Option 4: 1% is weighted on Unemployment Concentration, 1% is weighted on Long Term Unemployed, 95% is weighted on Declining Industries, and 3% is weighted on Employment.

• Option 5: 10% is weighted on Unemployment Concentration, 10% is weighted on Long Term Unemployed, 60% is weighted on Declining Industries, and 20% is weighted on Employment.

• Option 6: 10% is weighted on Unemployment Concentration, 10% is weighted on Long Term Unemployed, 20% is weighted on Declining Industries, and 60% is weighted on Employment. Once these options are developed, DES submits recommendations to the State Council based on the principles of least harm and widest benefit. The State Council approves the final selection of funding options. Whichever option is chosen for Dislocated Worker must also be chosen for Rapid Response.

B. For Title II:

1. Multi-year grants or contracts

Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness.

To allocate grant funds available under section 222(a)(1) for PY 2017/2018 to local providers, ADE will conduct a competitive Request for Grant Application (RFGA) process to award multiyear grant contracts to eligible providers. Note: A contract extension process will be conducted with current adult education providers for PY 2016–2017.

The purpose of the multiyear grant contracts awarded through the RFGA process is to enable local adult education providers, as core partners of Arizona's workforce system, to develop, implement and improve adult education and literacy services throughout the state to further the vision and goals as outlined in this State Plan and in the Arizona Adult Education Mission to prepare learners for success in college, career and life, and Arizona Adult Education Goals as described below:

• System Goal: The Arizona Adult Education System is an integral component of Arizona's educational pipeline leading to postsecondary education and career pathways.

• Profession Goal: Arizona Adult Educators empower adult learners to transition to postsecondary education and livable–wage employment.

• Instruction Goal: Arizona Adult Education Instruction prepares adult learners for success in postsecondary education and the workforce.

Eligible providers, in adherence to WIOA, are organizations with demonstrated effectiveness in providing adult education and literacy activities and may include:

• A local education agency;

• A community–based organization or faith–based organization;

• A volunteer literacy organization;

• An institution of higher learning;

• A public or private non–profit agency;

• A library;

• A public housing authority;

• A non–profit institution that is not described above and which has the ability to provide adult education and literacy activities to eligible individuals as described in WIOA;

• A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described above; and

• A partnership between an employer and an entity described above.

The distribution of funds across the state will be determined by local workforce area, as designated by the Governor, and the amount for each area will be based on demographic data and needs analyses pertaining to the target population of adult learners to ensure that addressing the purpose of WIOA is the basis for funding decisions.

The thirteen factors below and described in WIOA, Title II, Sec. 231 (e) will be used to determine funding decisions:

• The degree to which the eligible provider would be responsive to:

o Regional needs as identified in the local plan under section 108; and

o Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals:

– Who have low levels of literacy skills; or

– Who are English language learners.

• The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;

• Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet state–adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy;

• The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the ARIZONA@WORK partners;

• Whether the eligible provider's program:

o Is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and

o Uses instructional practices that include the essential components of reading instruction.

• Whether the eligible provider's activities, including reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;

• Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;

• Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete

postsecondary education and training programs, obtain and advance in employment leading to economic self–sufficiency, and to exercise the rights and responsibilities of citizenship;

• Whether the eligible provider's activities are delivered by well–trained instructors, counselors, and administrators who meet any minimum qualifications established by the state, where applicable, and who have access to high–quality professional development, including through electronic means; • Whether the eligible provider's activities coordinate with other available education, training, and social service resource in the community, such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, LWDBs, ARIZONA@WORK Job Centers, job training programs, social service agencies, business, industry, labor organizations, community–based organizations, nonprofit organizations, and intermediaries for the development of career pathways;

• Whether the eligible provider's activities offer flexible schedules and coordination with federal, state, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

• Whether the eligible provider maintains a high–quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance; and

• Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs. The timeline below for conducting the competitive RFGA process was determined to allow coordination of Title II providers with local area planning efforts to ensure that adult education participates in local plan development prior to the implementation year. The proposed timeline is:

• December 2016, release of application for funding in PY 2017–2018

• December 2016 through January 2017, plan development

• January through February 2017, review process conducted with local workforce board

• February 2017, application due

• March 2017, evaluation results and determination of awards (pending State Board of Education approval)

• April 2017 through June 2017, successful applicants engage in local planning to prepare for July 1, 2017 implementation

• July 1, 2017, begin implementation of programs and services according to grant contract

2. Ensure direct and equitable access

Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.

ADE is committed to conducting a competitive Request for Grant Application (RFGA) process that ensures direct and equitable access to all eligible providers competing for Title II grant contracts. Information regarding the application and process will be made available broadly via a public website and through press releases. An adequate amount of time to complete the application will be allowed, based on best practices as determined by ADE's procurement department. Submittal of applications will be done in a manner that allows equitable access to all individuals, including those with disabilities.

Eligible providers, in adherence to WIOA, are organizations with demonstrated effectiveness in providing adult education and literacy activities and may include:

• A local education agency;

• A community–based organization or faith–based organization;

• A volunteer literacy organization;

• An institution of higher learning;

• A public or private non–profit agency;

• A library;

• A public housing authority;

• A non–profit institution that is not described above and which has the ability to provide adult education and literacy activities to eligible individuals as described in WIOA;

• A consortium or coalition of the agencies, organizations, institutions, libraries or authorities described above; and

• A partnership between an employer and an entity described above.

Applications will be evaluated based on a scoring rubric as described in the application. The evaluation team members shall consist of a variety of diverse professionals, including members unaffiliated with Arizona's prior Adult Education system. Award amounts will be determined by area demographic and needs analyses to ensure that addressing the purpose of WIOA is the basis for funding decisions.

General Education Provisions Act (GEPA) Statement: Each applicant requesting funds will be required to include a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally–assisted program for students, teachers, and other program beneficiaries with special needs. Section 427 GEPA highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, applicants will determine whether these or other barriers may prevent participation in the program or activities, and the steps to be taken to overcome identified barriers must be included in the application.

C. Title IV Vocational Rehabilitation

In the case of a State that, under section 101(a)(2)(A)(i)of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

WIOA Unified State Plan Administration For VR Services

DERS is the designated state agency and Rehabilitation Services is the designated state unit responsible to administer the VR services portion of the State Plan. Vocational Rehabilitation is a combined state unit; therefore there is no need to distribute funds to separate VR programs.

6. Program Data

A. Data Alignment and Integration

Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date.

1. Describe the State's plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation.

Research and Assessment of Current Status

It has been identified that Arizona core partners currently utilize three distinct programs across the four core programs. Title I–B (Adult, Dislocated Worker and Youth Programs) and Title III, Wagner–Peyser Employment Service, utilize the AJC system, developed by America's Job Link Alliance to manage all aspects of case management, data recording, and performance reporting for the programs. Title II Adult Education programs utilize the Arizona Adult Education Data Management System (AAEDMS) through Benchmark to enter student demographic, performance and class data as required for Federal reporting. Title IV, Vocational Rehabilitation, has developed a comprehensive system with Libera, Inc., called System 7. Case, vendor, procurement, and financial management modules are built into System 7 and information is captured for federal reporting purposes. Each of the programs is currently in multiyear contracts with the respective data management vendors.

Management Information Systems Inter–Operation for Core Programs

Core partners will continue to work together in an effort to identify technological tools for linking datasets in order to maximize efficiency and the exchange of information. Preliminary exploration indicates that two possible options exist to manage data across core programs:

• Option 1 – Develop a web–based system that leverages the existing data management systems of the state for maximum secure data sharing with minimal new cost investment. A web–based system meets the unique and combined needs of the core partners by facilitating client identification, streamlined access to participant information, and data collection across core programs.

• Option 2 – Develop a support system to facilitate data sharing between current systems. A process of data alignment and integration is being investigated in an effort to begin to analyze data from across all core programs and formulate a standard template for the exchange of common and required data elements. Data used for program analysis would be matched based on the “record linkage” technique where program files are processed electronically and individually identifiable data is matched from different databases. Following the data matching process the data would be de–identified as the purpose of the linkage process is to develop aggregate statistics, program performance, or other program analysis.

The state will work toward Option 1 while presently implementing Option 2 in order to meet the immediate requirements of WIOA performance management and program reporting. Data sharing agreements are currently being developed in order to maximize the efficient exchange of common data elements. Additionally, research is being conducted to determine how to implement a single identifier for participants that would be shared across all programs. It is anticipated that a single identifier will allow client files to be exchanged across programs in order to serve clients effectively as well as conduct necessary research and reporting functions.

2. Describe the State’s plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan.

Each of the core partners will continue to gather client and programmatic information as required in terms of the partners programmatic regulations, rules, and statutes. In order to ensure streamlined intake and service delivery a list of standard intake data elements will be developed, which will facilitate direct agency–to–agency transfer of information to serve clients. DES/DERS, as the designated state administrative entity for Title I and Title III funding, will update state policies to ensure streamlined and unified intake and assessment processes. All partners are responsible for initiating a streamlined intake and assessment process, and the state policies will be developed with input from the core partners. Adult Education and VR will mirror these processes in their respective policies or requirements for vendors.

Each local board is responsible for the development, execution, and maintenance of a Memorandum of Understanding (MOU) with the core and required partners as mandated by WIOA. These MOUs will facilitate collaboration across core partners and will provide the basic structure for cooperation and a seamless delivery of service provision for mutual clients.

3. Explain how the State board will assist the governor in aligning technology and data systems across required one-stop partner programs (including design and implementation of common intake, data collection, etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals.

One component of WIOA implementation that will require extensive partner collaboration concerns the alignment of technology and data systems. The State Council will remain informed of challenges and progress made by workforce partners as they align technology and data systems across the mandatory ARIZONA@WORK partners by assigning this oversight task to a subcommittee. The State Council subcommittee is envisioned to be supported by implementation and subject matter experts from the core partner agencies who can address critical implementation activities and issues. Technical support will involve presentations on the status of data collection issues, information concerning core partner plans for addressing data and technology constraints, and status updates on data alignment progress. This structure will result in a Council that is well–

informed and able to address the challenges Arizona faces in meeting alignment goals, notably the state's goal to align ARIZONA@WORK partner technology and data systems.

4. Describe the State's plans to develop and produce the reports required under section 116, performance accountability system. (WIOA section 116(d)(2)).

At this time, real–time reporting is not possible due to multiple data systems and, lack of participant identifiers. Until system interoperability is fully realized, the core partners will create a work plan identifying required data elements, timelines for transmission, and responsible parties for all partners to meet WIOA reporting requirements. All partners will submit data to DERS for data collection and submission of combined reports.

Core Partner Data Element Submission — Employment Administration — DOL Reports

Planning Note: States should be aware that Section 116(i)(1) requires the core programs, local boards, and chief elected officials to establish and operate a fiscal and management accountability information system based on guidelines established by the Secretaries of Labor and Education. Separately, the Departments of Labor and Education anticipate working with States to inform future guidance and possible information collection(s) on these accountability systems. States should begin laying the groundwork for these fiscal and management accountability requirements, recognizing that adjustments to meet the elements above may provide opportunity or have impact on such a fiscal and management accountability system.

B. Assessment of Participants' Post-Program Success

Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

Unemployment Insurance Wage Record Data will be used in conjunction with the National Student Clearinghouse Tracker to assess post–program success of WIOA involved participants. Exited participant information will be matched with Unemployment Insurance wage data and the Tracker in an effort to compare outcomes and determine the longitudinal success of WIOA service provision.

C. Use of Unemployment Insurance (UI) Wage Record Data

Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

Arizona uses quarterly wage data record information as a mechanism to measure progress on state and local performance measures. DES has access to information from the Wage Record Interchange System and the Federal Employment Data Exchange System and utilizes this information to obtain wage data and history of employment.

D. Privacy Safeguards

Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

Each program has confidentiality requirements surrounding the release of records. A proposal to amend state statute has been put forth, which will allow workforce partners to share Unemployment Insurance data in order to effectively conduct assessment and evaluation of workforce and education programs. The core partners are committed to cooperating and finding solutions to address all barriers to data sharing as they arise. Concurrent to the legislative process, a key initial goal will be to establish a data sharing agreement between the Department of Education's Adult Education program and DES programs. The data sharing needed between the core programs involves both the establishment of agreements to facilitate the use of Unemployment Insurance data to measure program performance and the ability to share data regarding clients being served.

All partners agree to maintain the privacy and confidentiality of all participant information according to federal laws and regulations, which include, but are not limited to, the following:

• 29 U.S.C. 2935, as amended by WIOA reports, recordkeeping, and investigations.

• 29 U.S.C. 2871(f)(3), as amended by WIOA regarding confidentiality.

• 20 CFR Part 603, safeguards and security requirements regarding disclosed information under Unemployment Compensation.

• 42 U.S.C. 503, regarding state laws governing Unemployed Insurance operations.

• 20 CFR 617.57(b), regarding disclosure of information under the Trade Act.

• 29 U.S.C. 49I –2(a)(2), as amended under WIOA –regarding information to be confidential under the Wagner–Peyser Act.

• The Privacy Act (5 U.S.C. 552).

• The Family Educational Rights and Privacy Act (20 U.S.C. 1232g).

• 34 CFR 361.38, protection, use and release of personal information of VR Services participants.

• 2 CFR 200.303, regarding reasonable measures to safeguard protected personally identifiable information.

Finally, a recommendation to develop a data governance committee will be made to the State Council. This committee will be able to identify, examine, and evaluate the needs of the workforce system and provide recommendations on technology that supports interoperability and real–time data exchange across partners while upholding the privacy safeguards of each of the partner programs.

7. Priority of Service for Veterans

Describe how the State will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38

U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor. States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist.

Arizona has taken the necessary steps to ensure veterans and eligible spouses of veterans (covered persons) are identified at the point of entry so that priority of service is granted to these individuals covered under the priority of service provisions. Policies and procedures (currently being amended to align with WIOA) for U.S DOL–funded employment and training programs include the following:

• WIA Guidance Letter 10–06, Veterans' Priority of Service – this policy states the requirement for all local areas providing Title I services to implement priority of service for veterans in coordination with the Wagner–Peyser program.

• Employment Service Policy Manual, Section 302.03 – this policy states the requirement to provide priority of service to veterans and eligible spouses of veterans in the provision of Wagner–Peyser services.

• Employment Service User Guide, Section 202 – these procedures direct staff on the appropriate steps to take in providing priority of service to veterans, including referring veterans with significant barriers to employment to Disabled Veterans Outreach Program Specialists (DVOPs) staff for more individualized services.

• Trade Adjustment Act Policy Manual, Section 801.04 – this manual states the requirement to provide Trade Adjustment Act priority of services to veterans.

• Veterans' Priority of Service posters and brochures (ESA–1184 and ESA–1184A) – these informational posters and brochures are required to be in all ARIZONA@WORK Job Centers in highly visible locations to ensure covered persons are aware of their right to priority of service. They are available in both English and Spanish.

• Veterans' Priority of Service assessment form (ESA–1193) – this form is required to be placed in highly visible and accessible locations near the Veterans' Priority of Service posters and brochures and provides more detailed information regarding eligibility for Veterans' Priority of Service. This form is available in both English and Spanish.

• Veterans' Priority of Service ID Card (ESA–1184D) – this foldable, wallet–size ID card is provided to all covered persons during their initial interview to so that they may indicate their presence and secure a priority status on subsequent visits to ARIZONA@WORK Job Centers and also serves as a record of previous visits.

• General Procedures for Veterans' Priority of Service (ESA–1201) – these procedures provide ARIZONA@WORK Job Center staff with general Veterans' Priority of Service instructions regarding their roles in the Veterans' Priority of Service process.

• Veterans' Priority of Service Front Desk Staff–Desk Aid (ESA–1200) – this desk aid provides ARIZONA@WORK Job Center front desk staff with Veterans' Priority of Service definitions and their role in the Veterans' Priority of Service process, including staff referral information.

The Workforce Administration Training Unit provides training for staff in ARIZONA@WORK Job Centers and Employment Service facilities to ensure new and existing staff understand Veterans'

Priority of Service policy and procedures and how to serve and refer covered persons. In addition, information for veterans' priority of service is also available on the AJC website.

8. Addressing the Accessibility of the One-Stop Delivery System for Individuals with Disabilities

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria.

Every Employment Service staff member in Arizona is trained to provide service to persons with disabilities. This includes a referral process to VR for anyone needing more intensive services. In addition, many of the comprehensive centers continue to have Disability Navigators funded by Wagner–Peyser.

See "Methods of Administration" https://des.az.gov/services/employment/workforce–development–act/workforce–investment–act–wia–equal–opportunity.

9. Addressing the Accessibility of the One-Stop Delivery System for English Language Learners

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials.

Both the LWDA's and DES have policies and procedures to correctly handle LEP individuals. The LWDA's are required as a part of the Code of Federal Regulations (CFRs) and the State of Arizona Method of Administration (MOA) to have developed and implemented a process of utilizing a language line, interpreters, or translators to be made available upon request or when needed in order that LEP individuals have the same communication of information as the English speaking individuals. Local area policy and procedures are reviewed during the monitoring reviews by the State EO Officer for acceptance. The WIOA policy and procedure is incompliance with 29 CFR 38.9 of the regulations. Support is required for languages spoken by a significant number or portion of the population eligible to be served or likely to be encountered. Local Workforce Development Areas (LWDA) must translate vital information in written materials into these languages and make the translations readily available in hard copy, upon request, or electronically such as on a website. The vital information these materials contain can be provided to LEP participants by oral interpretation or summarization. For other languages not spoken as frequently in the area, information will be supplied as the need arises or upon request. Staff Training is required by the MOA to be done at minimum annually by either the local Equal Opportunity (EO) Officer or the State WIOA EO Officer. Generally the State WIOA EO Officer does training via an annual Technical Assistance Conference held by the Workforce Administration for purposes of making sure all EO Officers are up to date with the latest changes or new procedures available to them. It is the responsibility of the LDWA EO Officer to make sure the local staff is aware of their requirements to assist a client to file a discrimination complaint and ensure it is done properly. LWDAs engage in additional activities to

ensure that the needs of LEP participants are met. This can include workshops in Spanish, referring customers to English–as–a Second–Language (ESL) classes in the community, or instruction in Vocational English as a Second Language.

IV. Coordination with State Plan Programs

Describe the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.

Arizona has a strong history of agency collaborations to address local unmet needs and to mobilize around common goals. LWDA staff convenes key stakeholders to address a community, industry sector, and/or social–economic issue. Goals and objectives for a particular project or initiative are established to measure achievement. Workforce partners must build upon this collaborative spirit to better blend missions and program objectives. They must be willing to adapt to a shared understanding of what they are working to achieve that may slightly differ from individual agency missions and goals.

For example, connecting jobseeker talents to business needs through an economic development lens means new businesses will locate in Arizona and existing businesses will remain. Through the human services or social service lens, it can mean that a long–term public assistance recipient has broken the cycle of poverty by gaining new skills and securing entry level employment. In the end, these shared clients (jobseeker and business) find each other, but the approaches may differ. Both approaches are important, and it is critical that there is a clear understanding among workforce partners for whom to employ these approaches and when. To remain relevant in this role to connect the shared clients, workforce partner agencies must collectively and continually reset and redefine roles. This will require more clearly identifying each other's strengths and differences. Some differences are inherent in agency missions that may not be impactful to the larger workforce network while others may indicate a unique strength. To ensure that shared clients have the best possible access to address their needs, other ARIZONA@WORK partner programs shall:

• Commit to supporting creating an integrated and unified workforce system;

• Identify common goals and planned achievements;

• Determine specific roles to include individual agency assets;

• Identify what data is needed to measure progress, how it will be collected, and how it will be used; and

• Agree upon common language and common definitions to minimize confusion among shared clients.

V. Common Assurances (for all core programs)

The Unified or Combined State Plan must include assurances that—

1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts; **Yes**

2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State boards and local boards, such as data on board membership and minutes; **Yes**

3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs; **Yes**

4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board; **Yes**

5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities; **Yes**

6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3); **Yes**

7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable; **Yes**

8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program; **Yes**

9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs; **Yes**

10. The State has a One-Stop certification policy that ensures the physical and programmatic accessibility of all One-Stop centers with the Americans with Disabilities Act of 1990 (ADA); **Yes**

11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and **Yes**

12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor. **Yes**

VI. Program-Specific Requirements for Core Programs

The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

Program-Specific Requirements for Adult, Dislocated Worker, and Youth Activities under Title I-B

The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B--

a. General Requirements

1. Regions and Local Workforce Development Areas

A. Identify the regions and the local workforce development areas designated in the State.

Title I workforce services are provided through twelve LWDAs and their boards. Local boards are responsible to contract with community–based human services and educational providers to deliver services to Arizonans seeking assessment, training, and assistance with the job search.

The following twelve LWDAs, also designated as regions, are serving Arizona; for maps of the local areas and the Nineteen Tribal Nations members, please visit https://des.az.gov/content/arizona–state–plan.

• ARIZONA@WORK – Coconino County

• ARIZONA@WORK – Maricopa County

• ARIZONA@WORK – Mohave County, La Paz County

• ARIZONA@WORK – Nineteen Tribal Nations (consortium of 13 tribes)

• ARIZONA@WORK – Northeastern Arizona (Navajo, Apache, Gila Counties)

• ARIZONA@WORK – City of Phoenix

• ARIZONA@WORK – Pima County

• ARIZONA@WORK – Pinal County

• ARIZONA@WORK – Santa Cruz County

• ARIZONA@WORK – Southeastern Arizona (Graham, Greenlee, Cochise Counties)

• ARIZONA@WORK – Yavapai County

• ARIZONA@WORK – Yuma County

Contact Information for ARIZONA@WORK Local Workforce Development Areas

—Coconino County

Carol Curtis, Director

110 East Cherry Avenue

Flagstaff, Arizona 86001

Phone: (928) 679–7400

–Maricopa County

Patricia Wallace, Assistant Director

234 North Central Avenue, Suite 3201

Phoenix, Arizona 85004

Phone: (602) 506–4146

–Mohave/La Paz Counties

Susie Parel–Duranceau, Director

P.O. Box 7000

Kingman, Arizona 86402

Phone: (928) 753–0723 ext. 4780

–Nineteen Tribal Nations

Ron Trusley, Executive Director

4206 South 62nd Lane

Phoenix, Arizona 85043

Phone: (602) 272–2398

–Northeastern Arizona

Susan Tegmeyer, Director

P.O. Box 668

Holbrook, Arizona 86025

Phone: (928) 524–4167

–City of Phoenix

Cynthia Spell Tweh, Deputy Director

200 West Washington Street, 19th Floor

Phoenix, Arizona 85003

Phone: (602) 261–8622

–Pima County

Charles Casey, Director

2797 East Ajo Way

Tucson, Arizona 85713

Phone: (520) 243–6777

–Pinal County

Adeline Allen, Director of Housing

970 North Eleven Mile Corner Road

Casa Grande, Arizona 85194

Phone: (520) 866–7200

–Santa Cruz County Southeastern Arizona

Director

610 North Morley Avenue

Nogales, Arizona 85621

Phone: (520) 375–7670

–Southeastern Arizona

Vada Phelps, Executive Director

900 Carmelita Drive

Sierra Vista, Arizona 85635

Phone: (520) 439–3542

–Yavapai County

Teri Drew, Regional Director

221 North Marina, Suite 201

Prescott, Arizona 86301

Phone: (928) 778–1422

–Yuma County

John Morales, Director

3834 West 16th Street

Yuma, Arizona 85364

Phone: (928) 329–0990

B. Describe the process used for designating local areas, including procedures for determining whether the local area met the criteria for "performed successfully" and "sustained fiscal integrity" in accordance with 106(b)(2) and (3) of WIOA. Describe the process used for identifying regions and planning regions under section 106(a) of WIOA. This must include a description of how the State consulted with the local boards and chief elected officials in identifying the regions.

The Local Governance Policy describes the requirements for Local Workforce Area Designation and the process for submitting a Local Workforce Area Designation Request.

LOCAL WORKFORCE AREA DESIGNATION REQUEST: A new or existing local workforce development area (an area previously designated under WIA) must request designation as a local workforce development area in writing to the Governor's Office. Workforce Development Area Designation Petitions submitted to the Arizona Department of Economic Security also will be accepted during the period of transition from WIA to WIOA. The written request or petition must include:

• A Chief Elected Official Agreement for Consortia as described in this policy, (if applicable);

• For newly configured workforce areas, a narrative regarding how the area meets the considerations outlined in Section 106(b)(1)(B);

• For existing workforce areas, certification that the area performed successfully and sustained fiscal integrity for the two–year period preceding enactment of WIOA (July 1, 2012–June 30, 2014);

• A list of Local Board members, to include composition categories and contact information;

• Identification of grant recipient/fiscal agent and signature of lead official;

• Documentation that public input was solicited and any comments received; and

• Signatures of chief elected officials from the petitioning counties.

Written requests from local workforce development areas will be received and reviewed according to the following process:

• All formal written requests (including Workforce Development Area Designation petitions) must be submitted to the Governor, with a carbon copy to the Executive Director of the Workforce Arizona Council and DES/DERS.

• Petitions will be reviewed by the executive committee for the State Workforce Development Board and by the full State Board.

• A public comment period will be advertised and commence with opportunity for comment by representatives of Local Boards, chief elected officials, businesses, institutions of higher education, labor organizations, other primary stakeholders, and the general public regarding the designation of the local area (20 CFR 679.240).

• After the required public comment period, the State Workforce Development Board will make a recommendation to the Governor.

• Final designation of workforce development areas will be made by the Governor.

Existing Workforce Areas: Per WIOA 106(b)(2), the Governor will approve a request for re–designation as a local workforce development area from any area that was designated as a local area for the two year period preceding enactment of WIOA, performed successfully, and sustained fiscal integrity. Re–designation will be for a period of two years.

Newly Configured Workforce Areas: Per WIOA 106(b)(4), the Governor may approve a request from any unit of general local government (including a combination of such units) for designation as a local workforce development area if the State Workforce Development Board determines, based on the considerations described above, and recommends to the Governor, that such area should be designated.

Per Section 106(e)(1), the term performed successfully means the local area met or exceeded the established levels of performance for each of the last two consecutive years for which data are available.

Per Section 106(e)(2), the term sustained fiscal integrity means that the Secretary has not made a formal determination, during either of the last two consecutive years, that either the grant recipient or the administrative entity of the area mis–expended funds provided under WIA due to willful disregard of the requirements of the provision involved, gross negligence, or failure to comply with accepted standards of administration.

Designation of Regions

The State Council adopted a Regional Designation Policy that allows for each local area to be designated its own planning region for the first year of implementation. Following the first year, the

Council will re–evaluate this policy and determine whether or not creating regions makes sense from a state and local perspective. This was done to allow the system time to adjust to new structures and to evaluate impacts of the final WIOA regulations, which have not yet been released.

Prior to the Council being seated, the State produced research on the creation of regions and participated in discussions with the 12 Local Areas. The 12 Local Areas then conferred with one another and their respective Boards, ultimately creating the recommendation for a temporary designation of single area regions. The Council, once seated, adopted this policy at the request of the Local Areas and for the purposes of doing a more thorough review of the concept prior to providing a more robust recommendation to the Governor. The Council still strongly encourages Local Areas to participate in regional partnerships during the first year of implementation.

C. Provide the appeals process referred to in section 106(b)(5) of WIOA relating to designation of local areas.

The Local Governance Policy describes the requirements for Local Workforce Area Designation and the process for submitting a Local Workforce Area Designation Request. The Policy further specifies the Appeals policy and procedure in case a request for Local Workforce Area Designation is not granted.

Appeals: In accordance with WIOA 106(b)(5), if an existing workforce area requests, but is not granted, designation as a local workforce development area, the unit of general local government (including a combination of such units) or grant recipient may submit a written appeal to the State Workforce Development Board within 20 days of receiving written denial notification. Appeals submitted after this time will not be considered.

The appealing entity must explain why it believes the denial is contrary to the provisions of WIOA 106(b)(2). No other cause for appeal will be considered. The State Workforce Development Board must consider and respond in writing to such an appeal within 20 days of its receipt.

If the petitioning entity is again denied such designation, further appeal to the Secretary of Labor may occur if the entity alleges that the area meets the requirements of WIOA 106(b)(2) or that the entity was not accorded procedural rights under the State appeal process described herein. All such appeals to the Secretary must be submitted within 15 days of receipt of the notification of denial by the State Workforce Development Board on behalf of the Governor. The appealing entity must simultaneously notify the Governor and the State Workforce Development Board of such an appeal to the Secretary. The Secretary will make a final decision within 30 days after the appeal is received. The Secretary will notify the Governor and the appellant in writing of the Secretary's decision.

D. Provide the appeals process referred to in section 121(h)(2)(E) of WIOA relating to determinations for infrastructure funding.

If core partners do not reach agreement on infrastructure funding, the process determined by the Governor must be utilized. In accordance with section 121 (h)(2)(E) of WIOA and 20 CFR Part 678.750, an appeals process will be established for an ARIZONA@WORK partner to appeal the determination of the portion of funds to be provided. The ARIZONA@WORK partner must submit the appeal to the State Council as follows.

Appeals: In accordance with WIOA 121(h)(2)(E), if a one–stop partner wishes to appeal the Governor's determination regarding the one–stop partner's portion of funds to be provided for one–stop infrastructure costs, the one–stop partner may submit a written appeal to the State Workforce

Development Board within 30 days of the Governor's determination. Appeals submitted after this time will not be considered.

The appeal may be made on the grounds that the Governor's determination is inconsistent with proportionate share requirements in 678.735(a), the cost contribution limitations in 678.735(b), or the cost contribution caps in 678.735(c). The appealing entity must explain why it believes the determination is contrary to the provisions of WIOA 121(h)(2)(E). No other cause for appeal will be considered. The State Workforce Development Board must consider and respond in writing to such an appeal within 30 days of its receipt.

2. Statewide Activities

A. Provide State policies or guidance for the statewide workforce development system and for use of State funds for workforce investment activities.

Arizona's administrative policies are posted on the DES website. These include policies on the ARIZONA@WORK Delivery System, Local Governance, Service Integration, and ARIZONA@WORK Job Center Certification. The Local Governance Policy has been revised to be WIOA compliant; the other policies are being revised under the direction of the WIOA State Council. Draft regulations and TEGLs provide guidance for the use of State funds for workforce investment activities.

B. Describe how the State intends to use Governor's set aside funding. Describe how the State will utilize Rapid Response funds to respond to layoffs and plant closings and coordinate services to quickly aid companies and their affected workers. States also should describe any layoff aversion strategies they have implemented to address at risk companies and workers

WIOA funding includes a ten percent allocation for Governor's Set Aside Funding, to be used for required and allowable statewide training and employment activities. Arizona will use these funds for the required statewide activities:

• Support Rapid Response activities: A state–level Rapid Response point of contact was established to monitor statewide Rapid Response activities, which are carried out by local workforce area coordinators. Funding will be provided for maintaining an automated system for accessing rapid response activities information, staff support at the state level, and technical assistance to LWDAs.

• Disseminate the Eligible Training Provider List (ETPL) and maintain the website: A portion of the funds will be used to maintain and continuously update the ETPL website with the most current information on training programs and providers, including registered apprenticeships, in order to give individuals a variety of training programs and occupational choices customized to their needs. The website will include information on the cost of attendance, including tuition and fees. Youth providers are not included in the statewide list; LWDAs will maintain their own list of eligible youth providers in accordance with WIOA Title I–B policy.

• Disseminate information on a variety of strategies and practices, including:

o Information identifying eligible providers of on–the–job training (OJT), customized training, incumbent worker training (see draft regulations § 680.780) internships, paid or unpaid work experience opportunities (see § 680.170) and transitional jobs (see § 680.830);

o Information on effective outreach and partnerships with business;

o Effective service delivery strategies and promising practices to serve workers and job seekers;

o Information on physical and programmatic accessibility for individuals with disabilities (see WIOA sec. 134(a)(2)(b)(v)(VI)).

• Evaluate WIOA activities for Youth, Adults, and Dislocated Workers and promote methods for achieving high–level performance: Technical assistance will be provided through technical assistance sessions with workshops conducted by DES and federal speakers. WIOA staff from local areas will exchange information about effective, innovative methods to provide services to WIOA participants and achieve high levels of performance (WIOA sec. 134(a)(2)(B)(vi)) under WIOA sec. 116(e), consistent with the requirements found under draft federal regulations § 682.220.

• Provide technical assistance to local areas in carrying out activities described in the State Plan, including coordination and alignment of data systems used to carry out the requirements of this Act.

• Assist local areas, ARIZONA@WORK Job Center operators, ARIZONA@WORK partners, and eligible providers, including development of staff, staff training to provide opportunities for individuals with barriers to employment to enter in–demand industry sectors or occupations and nontraditional occupations, and the development of exemplary program activities (see WIOA sec. 134(a)(2)(B)(IV)).

• Assist local areas with carrying out the regional planning and service delivery efforts required under WIOA sec. 106(c).

• Assist local areas by providing information on and support for the effective development, convening, and implementation of industry and sector partnerships.

• Provide technical assistance and capacity building funds to assist LWDAs that have failed to meet or may fail to meet performance levels in any of their program initiatives. DES will also provide technical assistance to LWDAs by evaluating their data to enable them to improve performance levels.

• Carry out monitoring and oversight of activities for services to Youth, Adults, and Dislocated Workers under WIOA Title I, and which may include a review comparing the services provided to male and female youth (WIOA sec. 129(b)(1)(E)).

• Operate a fiscal and management accountability system: Internal database systems used for MIS, evaluating performance measures and tracking expenditures will be updated and maintained.

• Submit required state and federal reports. Existing database systems will be updated to meet the state and federal reporting requirements.

Optional activities funded by administrative and Governor’s Set Aside funds will include:

• America’s Job Link Alliance hosting of AJC system;

• Development of AJC Fiscal Link component;

• Arizona Registered Apprenticeship Program activities;

• Helping to establish career pathways; and

• Program rebranding.

C. In addition, describe the State policies and procedures to provide Rapid Responses in cases of natural disasters including coordination with FEMA and other entities.

The DES WIOA Policy Manual, Section 400: Rapid Response, includes information on the National Dislocated Worker Grant (DWG), and how to apply for the DWG and for the coordination of services through the Federal Emergency Management Agency (FEMA). Also provided is information that the local areas should include in their DWG application to assist them with the application process. In the event of a natural disaster, the State Coordinator and the local Rapid Response Coordinator will discuss the DWG application to ensure that the policy is followed.

D. Describe how the State provides early intervention (e.g., Rapid Response) to worker groups on whose behalf a Trade Adjustment Assistance (TAA) petition has been filed. (Section 134(a)(2)(A).) This description must include how the State disseminates benefit information to provide trade-affected workers in the groups identified in the TAA petitions with an accurate understanding of the provision of TAA benefits and services in such a way that they are transparent to the trade-affected dislocated worker applying for them (Trade Act Sec. 221(a)(2)(A) and Sec. 225; Governor-Secretary Agreement). Describe how the State will use funds that have been reserved for Rapid Response to provide services for every worker group that files a TAA petition.

Rapid Response provides early intervention to worker groups on whose behalf a TAA petition has been filed:

• Rapid Response teams consist of TAA, WIOA Title I–B and Wagner–Peyser Employment Service representatives, who as a team conduct on–site presentations at the employer location (whenever permissible). Every effort is made to provide information sessions prior to the commencement of the lay–offs/closures. These presentations consist of overviews of the benefits and services that can be expected from each of the partner groups. During these sessions the emphasis is on how TAA, WIOA Title I–B and Wagner Peyser staff will be working together as a team to offer the customer individualized comprehensive re–employment benefits and services.

o Whenever possible after a lay–off occurs, Intake/Orientation sessions for the TAA and WIOA Title I–B programs are co–led and combined so the customer is being co–enrolled and observes firsthand the service integration between the two programs.

• As soon as a petition is certified, the TAA Coordinator works with the employer to get a list and contact information of all affected workers. The TAA Region office notifies all workers of their potential benefits and services available, provides program information and an application to be completed and sent back, in order to determine individual eligibility. Urgency is stressed as there are deadlines for certain benefits under the TAA program. Once an application is received, the Determination of Eligibility is completed and sent to the individual, along with the contact information for the TAA Counselors.

• The TAA Coordinator shares information with the Rapid Response Coordinator regarding the TAA petition. Rapid Response funds are used for these activities.

b. Adult and Dislocated Workers Program Requirements

1. If the State is utilizing work-based training models (e.g. On-the-job training, Incumbent Worker training, Transitional Jobs, and Customized Training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State's strategies for how these models ensure high quality training for both the participant and the employer.

Arizona will utilize alternative training models as a training services option for the Adult and Dislocated Worker programs. These will provide Adults and Dislocated Workers work experience, opportunities to learn new transferable skills and job placement. Alternative training models also benefit local employers by helping to reduce training costs, employee turnover, and to avert layoffs.

LWDAs will continue to promote alternative training models that have been successful in the past such as on–the–job training and customized training. Moving forward, Arizona will also explore other work based training models provided under WIOA, such as incumbent worker training and transitional jobs. The LWDAs will review the options and their specific advantages to determine how to utilize these training options effectively. Alternative training models for Arizona include:

• On–the–job training will be utilized by the LWDAs to provide participants work experience, new transferable skills, and job placement upon successful completion of the training program. These opportunities are ideal for individuals with barriers, which can include disabilities. LWDAs may reimburse employers up to 50 percent of the worker's wages. Employers that provide on–the–job training are required to hire participants that successfully complete training.

• Incumbent worker training will be utilized to avert layoffs by transitioning employees to other positions that will not be eliminated. Rapid Response Coordinators will discuss with employers who have notified the state and LWDAs of imminent layoffs. The option of training employees in new skills to transition the employee into other positions and avert layoff. Twenty percent of the LWDA's total Adult and Dislocated Worker funds may be used for incumbent worker training. Employers that participate in incumbent worker training are required to retain employees who successfully complete training.

• Customized training will be utilized to assist employers in training current employees and participants referred to the employer by the LWDAs. Customized training may cover topics such as the introduction of new technologies, new production or service procedures, as well as upgrading to new jobs that require additional skills. Customized training will also be used as an incentive to attract businesses to relocate to Arizona. Employers will be required to pay for a significant portion of the training costs based the on number of employees participating, the wage, and other factors. Customized training will require a commitment from the employer to hire the participants after successful completion of the training program.

• Transitional jobs will be utilized to serve individuals with chronic unemployment, poor work history, and severe barriers to employment. Transitional jobs will allow the participant to establish a work history, demonstrate work success and develop skills that lead to unsubsidized employment.

To ensure high quality training for both the participant and the employer, priority consideration will be given to training programs that are related to an in–demand occupation, aligned with career pathways and industry sectors and result in a recognized postsecondary credential. LWDAs are required to collect performance data on work–based training programs. LWDAs must not continue to contract with employers who fail to provide participants long term employment opportunities, with wages and benefits, and working conditions comparable to other employees who have worked a similar amount of time, doing the same type of work. LWDAs will monitor employer onsite contracts to ensure training, wages, hours, benefits, and working conditions are provided in accordance with the contract. Training participants' performance and progress will be monitored during the training to determine supportive service needs, the appropriateness of the training activity and if placement in unsubsidized employment has occurred.

2. Describe how the State will incorporate Registered Apprenticeship into its strategy and services.

DES will promote registered apprenticeships as a training strategy to build WIOA participants skills and establish pathways to high levels of employment and wages. Registered apprenticeship is an industry–driven model that combines on–the–job learning with job related instruction. This "earn and learn" approach to training allows participants to obtain employment and start to earn wages from the first day of training. Upon completion of the apprenticeship program, apprentices achieve a national, industry– recognized credential and are often retained by their employer.

By utilizing registered apprenticeships as a workforce strategy, Arizona will be able to meet the needs of businesses and support sector strategies and career pathways. Apprenticeships can be designed to meet the needs of any business and help businesses by building a pipeline of qualified workers. Arizona's Office of Apprenticeship and Business Services staff from LWDAs will work with industry and businesses in Arizona to encourage the growth of apprenticeship program opportunities and expand apprenticeship training in a wide range of related occupations. Apprenticeships currently include careers in healthcare, informational technology, transportation and energy. Arizona plans to focus on non–traditional apprenticeships, specifically in manufacturing, health care and information technology, to address the needs of employers. This should also help attract more female apprentices and other underrepresented groups. Like other work–based training options, apprenticeship is a training model that may be a good fit for individuals with barriers.

Registered apprenticeships receive automatic approval for the ETPL. By listing apprenticeship programs on the ETPL, the apprenticeship program's information is available to LWDA staff and participants, and this valuable training option can be discussed in the development of the Individual Employment Plan proposed for program participants. LWDAs will promote registered apprenticeship by providing participants with information for programs that are located within in the local area and by educating participants on the benefits of participating in a registered apprenticeship program.

3. Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

Arizona's Eligible Training Provider List (ETPL) is comprised of training programs that are approved by the LWDAs and the DES to provide training services to eligible WIOA participants. Arizona is well–positioned to strengthen the ETPL, since records are maintained on AJC, the state's labor exchange system. This allows training providers to complete an application on the AJC website, and

all approved programs are available to the public and to WIOA partners on that website. The state and LWDAs share the responsibility of managing the ETPL, including approving programs for initial and continued eligibility, ensuring training provider compliance, and ensuring accuracy of information, removing training providers or programs, and monitoring of training providers. LWDAs are required to establish Local ETPL policies, which include a local appeal process for providers.

In Arizona, the State approves training providers after ensuring the providers meet the training provider eligibility requirements listed in the WIOA and State operational policy for the ETPL. These include having a physical location in Arizona and providing training for at least 12 months prior to submitting the ETPL application. In addition, training providers must maintain licenses from appropriate federal, state or professional licensing authorities, as required by law, have a written student grievance policy and refund policy, and also maintain liability insurance to be eligible training providers.

Once the training provider is approved, each training program is evaluated individually by the ETPL Coordinator in the local area where the training provider is located. The intent is to determine if training programs meet state and local ETPL requirements, including initial performance data standards, resulting in a federally or locally recognized credential and being related to an in–demand sector or occupation in Arizona. The LWDA ETPL Coordinator reviews required ETPL program information on the application including the following: a detailed description of the program, the total cost of the program, including the cost of tuition, books, and any fees, credential information, and labor market information for the related occupation, including the minimum entry level wage and demand for the occupation in the local area, and initial performance data. Arizona uses the training program's credential attainment rate as the performance factor for initial eligibility. Programs that are approved at the local level are reviewed for accuracy and completeness by the State ETPL Coordinator and placed on the Statewide ETPL for a one–year initial eligibility period.

LWDAs will target training programs that support industry sectors and prepare participants for jobs in identified career pathways. Using LMI, LWDAs will also determine higher paying jobs, in–demand industry sector and occupations in the local area and work with local employers to determine the minimum requirements for these jobs and the types of training and certification requirements for these positions. Using this information, LWDAs will reach out to local training providers to encourage them to add their training program to the ETPL.

All training programs listed on the ETPL (except Registered Apprenticeships) are reviewed bi–annually for continued eligibility in accordance with WIOA and State operational policy for the ETPL. Arizona has been consulting with LWDAs, community colleges, and other training providers on the requirements for tracking performance and gathering performance data. These conversations will continue to identify barriers and strategies for collecting the required information in a timely manner. The LWDA and the State ETPL Coordinator will review the training provider's program performance based on the performance accountability measures, using data on all WIOA participants who participated in the training program during the performance period. Each program's performance will be evaluated against state performance standards to determine if the program will remain on the list.

4. Describe how the State will implement and monitor the priority for public assistance recipients, other low-income individuals, and individuals who are basic skills deficient in accordance with the requirements of WIOA sec. 134(c)(3)(E), which applies to individualized career services and training services funding by the Adult Formula program.

See WIOA Policy and Procedure Manual, Chapter 2 Operational Policies, Section 100 (Title I–B Assurances number 1).

5. Describe the State's criteria regarding local area transfer of funds between the adult and dislocated worker programs.

See WIOA section 133 (b)(4)

c. Youth Program Requirements

With respect to youth workforce investment activities authorized in section 129 of WIOA,—

1. Identify the state-developed criteria to be used by local boards in awarding grants for youth workforce investment activities and describe how the local boards will take into consideration the ability of the providers to meet performance accountability measures based on primary indicators of performance for the youth program as described in section 116(b)(2)(A)(ii) of WIOA in awarding such grants.*

* Sec. 102(b)(2)(D)(i)(V)

LWDAs are required to include youth service provider procurement criteria in their local plans. Criteria for selecting youth providers are described in the WIOA Title I–B Policy Manual, Section 300: Youth Program. The policy was developed following the established process that requires input from the LWDAs. When selecting a youth provider, LWDAs must take the following into consideration:

• Financial stability of the service provider;

• Experience in successfully providing services to disconnected youth and youth with barriers to employment, including youth with disabilities;

• Demonstrated success in serving youth, specifically youth with barriers and out–of–school youth;

• Length of time in business;

• Network of business and community partners; and

• Ability to meet performance accountability measures based on performance indicators for youth.

To ensure quality, job–driven training programs are available for youth, LWDAs are also required to include criteria to be used in procuring youth training programs in their local plans, taking into consideration:

• If the training program is related to an in–demand occupation, or career pathways identified in the state and local plans; and

• If the training program results in a recognized credential.

2. Describe the strategies the State will use to achieve improved outcomes for out-of-school youth as described in 129(a)(1)(B), including how it will leverage and align the core programs, and Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available.

To expand outcomes for out–of–school youth, Arizona's strategy includes building partnerships with organizations and programs that have previously served out–of–school youth or are currently serving out–of–school youth, and that are able to refer out–of–school to the WIOA Title I–B Youth Program. These partnerships will help to increase awareness of the WIOA Youth Program and services available in the state's communities and increase the number of youth who apply for and receive services. Partners will also identify additional opportunities for resources sharing to reconnect youth to education and/or employment.

To expand referrals, Arizona will examine other programs that are offered through DES, such as Temporary Assistance for Needy Families (TANF) and Child Care Services, which are already providing services to out–of–school youth, and establish procedures for each program to refer youth clients to the WIOA Title I–B Youth Program.

To serve youth who have recently dropped out of school or graduated high school, Arizona will expand partnerships with the public school system, including high schools and alternative high schools in each LWDA. Through these partnerships LWDAs will establish data sharing agreements and/or a referral system for recent dropouts and graduating youth to be referred to ARIZONA@WORK Job Centers for services such as assistance with obtaining a high–school equivalency and/or assistance in entering employment and/or postsecondary education.

Arizona will also expand partnerships with organizations who service youth with barriers to employment in each local area to increase the number of youth who are referred to the WIOA Title I–B Youth Program with specific barriers to employment. This will mean working closely with organizations that serve runaways and homeless youth, pregnant and parenting youth, subjects of the adult or juvenile justice system, including Arizona Department of Corrections, juvenile hall and juvenile probation, foster care partners, and organizations that provide services to youth with disabilities. Arizona will be able to focus on serving youth most in need, and services provided will increase outcomes for these young adults. Arizona will also seek to increase referrals from the YouthBuild program and Adult Education programs.

3. Describe how the State will ensure that all 14 program elements described in WIOA section 129(c)(2) are made available and effectively implemented.*

* Sec. 102(b)(2)(D)(i)(I)

DES will allocate Youth formula funds to the LWDAs which must be used to provide Youth Program services to eligible youth. Youth service providers will be competitively procured by the LWDAs to provide program elements that will support youth in the attainment of a high school diploma or its recognized equivalent, entry into postsecondary education, and career readiness. The following program elements must be provided by each LWDA or a community partner organization:

• Tutoring, study skills training, instruction and evidence–based dropout prevention, and recovery strategies that lead to the completion of the requirements of a secondary diploma, its equivalent, or a recognized postsecondary credential;

• Alternative secondary school services or dropout recovery services;

• Paid and unpaid work experiences, including summer employment opportunities, employment opportunities that occur throughout the year, pre–apprenticeship programs, and on–the–job opportunities;

• Occupational skills training, resulting in a recognized postsecondary credential, which is related to in–demand sectors or occupations in the local area.

• Education offered concurrently with, and in the same context as, workforce preparation activities;

• Leadership development opportunities;

• Supportive services;

• Adult mentoring;

• Follow–up services;

• Comprehensive guidance and counseling, which may include drug and alcohol counseling;

• Financial literacy education;

• Entrepreneurial skill training;

• Provision of LMI and information on in–demand industry sectors and occupations in the local area; and

• Activities that help youth prepare for and transition to postsecondary education.

4. Provide the language contained in the State policy for “requiring additional assistance to enter or complete an educational program, or to secure and hold employment” criterion for out-of-school youth specified in WIOA section 129(a)(1)(B)(iii)(VIII) and for “requiring additional assistance to complete an education program, or to secure and hold employment” criterion for in-school youth specified in WIOA section 129(a)(1)(C)(iv)(VII).

Arizona is a large state with diverse needs affected by geographic and cultural conditions. Flexibility for LWDAs is required to ensure that program delivery is adapted to local needs. State policy requires each LWDA to define the eligibility criterion “requires additional assistance to complete an educational program or to secure or hold employment” in the LWDA’s local plan and in local policies.

5. Include the State definition, as defined in law, for not attending school and attending school as specified in WIOA Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(i). If state law does not define “not attending school” or “attending school” indicate that is the case.

Arizona Revised Statutes 15–802 require every child between the ages of six and sixteen years to attend a school and be provided instruction in at least the subjects of reading, grammar, mathematics, social studies and science. The person who has custody of the child shall choose a public, private, or charter school or a homeschool, as defined in Arizona Revised Statutes 15–802G, to provide instruction or shall sign a contract to participate in an Arizona empowerment scholarship account pursuant to section 15–2402. For WIOA purposes, attending school applies to both secondary and postsecondary school. Individuals who are participating in Adult Education programs, Job Corps and YouthBuild are not considered to be attending school.

6. If not using the basic skills deficient definition contained in WIOA Section 3(5)(B), include the specific State definition.

The Arizona WIOA Title I–B Policy Manual, Section 200: Youth Program, specifies that youth are considered basic skills deficient if key perform any of the following at or below an 8.9 grade level using a state–approved standardized test:

• Compute or solve math problems;

• Read, write, or speak English.

In addition, youth is considered skills deficient if unable to compute or solve problems, or if unable to read, write or speak English at a level necessary to function on a job, in the individual’s family, or in society, as determined in local policy.

d. Single-area State Requirements

In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must also include:

1. Any comments from the public comment period that represent disagreement with the Plan. (WIOA section 108(d)(3).)

2. The entity responsible for the disbursal of grant funds, as determined by the governor, if different from that for the State. (WIOA section 108(b)(15).)

3. The type and availability of WIOA Title I Youth Activities, including an indentification of successful providers of such activities. (WIOA section 108(b)(9).)

Arizona is not a Single–Area State.

e. Waiver Requests (optional)

States wanting to request waivers as part of their Title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

1. Identifies the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Unified or Combined State Plan;

2. Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;

3. Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;

4. Describes how the waiver will align with the Department's policy priorities, such as:

A. supporting employer engagement;
B. connecting education and training strategies;
C. supporting work-based learning;
D. improving job and career results, and
E. other guidance issued by the Department.

5. Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and

6. Describes the process used to:

A. Monitor the progress in implementing the waiver;
B. Provide notice to any local board affected by the waiver;
C. Provide any local board affected by the waiver an opportunity to comment on the request;
D. Ensure meaningful public comment, including comment by business and organized labor, on the waiver.
E. Collect and report information about waiver outcomes in the State's WIOA Annual Report

The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver;

Arizona is not requesting waivers.

Title I-B Assurances

The State Plan must include assurances that:

1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient; **Yes**

2. The state has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist; **Yes**

3. The state established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members. **Yes**

4. The state established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2). **Yes**

5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership. **Yes**

6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the state consults with chief elected officials in local areas throughout the state in determining the distributions. **Yes**

7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7). **Yes**

8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan. **Yes**

9. If a State Workforce Development Board, department, or agency administers state laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I. **Yes**

10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report. **Yes**

11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3); **Yes**

Program-Specific Requirements for Wagner-Peyser Program (Employment Services)

All program-specific requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

A. Employment Service Professional Staff Development.

1. Describe how the State will utilize professional development activities for Employment Service staff to ensure staff is able to provide high quality services to both jobseekers and employers.

Arizona established a task force consisting of the four core programs –Employment Service, WIOA Title I–B, Adult Education, and VR – and comprised of Employment Service field and training staff, as well as representation from seven of the 12 LWDAs. The Task Force identified five core competencies that are integral to all core partner staff to possess throughout all service delivery areas: Partner Programs, WIOA Laws and Regulations, Career Exploration, and Customer Service/Professionalism.

Each core competency consists of learning objectives identified by the task force to establish continuity of core competencies among Employment Service staff. Training will be delivered in various formats, including, but not limited to, e–learning, in–person, computer–based, and video conference. All training modules will be delivered to staff in a variety of locations in order to assist in the reduction of travel for staff and to allow for greater efficiency and program cost savings. Desk aids and/or workbooks will be developed for Employment Service staff to reference on–the–job to provide consistent, high–quality services throughout the four core programs regardless of geographic location.

Employment Service staff is provided certification upon completion of training and includes a measurable assessment to ensure staff understands the information that has been presented and that learning objectives are attained. Additionally, Employment Service staff must complete two evaluations: a survey to determine that the intent of training has been met, and a survey to ensure that training objectives are being utilized in the field.

Arizona is also working with DES Business Service staff to address training needs to assist them in providing quality services to businesses and employers throughout the state. Business Service staff will continue to participate in sector strategy meetings to share best practices and plans to address a statewide rebranding effort to include marketing tools, business cards, customer service training, and how to accurately interpret labor market information.

2. Describe strategies developed to support training and awareness across core programs and the Unemployment Insurance program, and the training provided for Employment Services and WIOA staff on identification of UI eligibility issues and referral to UI staff for adjudication.

Employment Service staff is provided basic training on the General Unemployment Insurance Development Effort (GUIDE) system to perform limited functions associated with services provided

by Employment Service to Unemployment Insurance claimants in regards to identification of Unemployment Insurance eligibility issues. In addition to training, the Unemployment Insurance Program provides desk aids to Employment Service staff to reference when assisting Unemployment Insurance claimants with questions regarding eligibility issues on their claims.

B. Explain how the state will provide information and meaningful assistance to individuals requesting assistance in filing a claim for unemployment compensation through One-Stop centers, as required by WIOA as a career service.

Filing a new claim for unemployment compensation, filing a weekly claim, or checking the status of an existing claim is easily accomplished through the state's web–based portal found at www.azui.com. Individuals without access to a computer may come into any comprehensive ARIZONA@WORK Job Center or DES Employment Service office to use a computer in the resource room, where staff is available to help individuals requesting assistance in filing a claim and answer questions individuals may have regarding the filing process.

C. Describe the state's strategy for providing reemployment assistance to Unemployment Insurance claimants and other unemployed individuals.

Arizona provides reemployment assistance to Unemployment Insurance claimants in order to connect or re–connect those claimants who are most likely to exhaust their benefits and veterans receiving Unemployment Compensation for Ex–Servicemembers (UCX) to jobs through the Reemployment and Eligibility Assessment (RESEA) initiative. RESEA service delivery is provided to Unemployment Insurance claimants by designated Employment Service staff that has been trained to conduct an orientation, Unemployment Insurance eligibility review, and comprehensive employability assessment. Employment Service staff also develops an individual reemployment plan with the Unemployment Insurance claimant based on current labor market information and provides appropriate referrals to available community resources through ARIZONA@WORK partners or other programs. Additionally, a thorough Unemployment Insurance eligibility review is conducted to ensure benefits are properly paid to eligible Unemployment Insurance claimants, generating savings to the Unemployment Trust Fund (UTF).

Employment Service targets Unemployment Insurance claimants who are most likely to exhaust Unemployment Insurance benefits before finding employment. A statistical model by the Arizona Integrated Reemployment Services Network System (AIRSNet), using claimant information provided during the initial claim, is used to determine claimants selected for reemployment services, including the claimant's education, training, industry in which the individual last worked, and the type of job the individual last performed.

Rural offices have developed Workshop Facilitator Teams that consist of the local Arizona workforce system partners and other service providers, including Temporary Assistance for Needy Families (TANF), Local Veteran Employment Representatives (LVERs), and WIOA Adult and Dislocated Worker Programs, in which teams rotate the responsibility for delivering job search workshops. This remarkable collaboration truly captures the essence of partnership and allows for direct contact with providers who are able to assist RESEA clients on their path to reemployment.

D. Describe how the State will use W-P funds to support UI claimants, and the communication between W-P and UI, as appropriate, including the following:

1. Coordination of and provision of labor exchange services for UI claimants as required by the Wagner-Peyser Act;

Employment Service staff is trained to efficiently and effectively respond to the needs of Unemployment Insurance claimants through a seamless transition of career services available through commonly branded ARIZONA@WORK Job Centers.

Arizona's efforts to increase the number of Unemployment Insurance claimants in training is a top priority. Additionally, the integration of low–skilled workers into training to support emerging and high–growth industries is being sought through partnership and apprenticeship programs. These industries include biosciences, sustainable energy, advanced manufacturing, communication/information technology, and "green" jobs.

Arizona uses the O*Net Online occupational information network https://www.onetonline.org for up–to–date U.S.DOL LMI. More localized information, is available through the Arizona Department of Administration, at http://www.azstats.gov. Both of these resources are available for ES staff to utilize at no cost in the provision of LMI.

2. Registration of UI claimants with the State's employment service if required by State law;

Registration with Employment Service is required for anyone approved for UI benefits. Registration is attempted for each Unemployment Insurance claimant based on the information provided during initial filing of an Unemployment Insurance claim. When registration cannot be completed in AJC for any reason, a notice is sent to the claimant with instructions regarding how to correct and activate the AJC registration in order to avoid delayed or denied Unemployment Insurance benefits.

3. Administration of the work test for the State unemployment compensation system, including making eligibility assessments (for referral to UI adjudication, if needed), and providing job finding and placement services for UI claimants; and

ES staff administers the Unemployment Insurance work test as required by §7(a)(3)(F) of the Wagner–Peyser Act. Employment Service staff conducts eligibility reviews for Unemployment Insurance claimants, during which time Employment Service staff ensures claimants are engaging in systematic and sustained effort to obtain work, by reviewing work search contacts. Potential issues regarding availability and ability to work are also reported to the Unemployment Insurance Call Center. Unemployment Insurance claimants who receive job referrals through Employment Service and do not follow–through on the referral are recorded in AJC, and the information is also reported to the Unemployment Insurance Call Center as a potential issue.

4. Provision of referrals to and application assistance for training and education programs and resources.

Employment Service provides comprehensive, collaborative services to jobseekers through the ARIZONA@WORK system, including referrals to, and application assistance for, training and education programs and resources. A referral process is in place in each ARIZONA@WORK Job Center, where Employment Service is co–located with WIOA Title I–B and other mandated partners to ensure jobseekers receive appropriate services to programs and resources. Additionally, each comprehensive ARIZONA@WORK Job Center offers a resource room with the required equipment for all clients to utilize, as well as trained staff to answer questions in regards to application assistance.

E. Agricultural Outreach Plan (AOP). Each State agency must develop an AOP every four years as part of the Unified or Combined State Plan required under sections 102 or 103 of WIOA. The AOP must include--

1. Assessment of Need

Provide an assessment of the unique needs of farmworkers in the area based on past and projected agricultural and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.

Agricultural Outreach Plan (AOP)

Arizona's Agricultural Outreach Plan includes a variety of strategies that together ensure that the full range of employment and training programs and services, delivered through the State's ARIZONA@WORK delivery system, are accessible and meet the needs of Migrant and Seasonal Farm Workers (MSFWs). The DES/DERS' Employment Service will provide services through commonly branded ARIZONA@WORK Job Centers and Employment Service offices to assist MSFWs and Limited English Proficient (LEP) individuals in making career and labor market decisions, receiving support service referrals to local providers, and receiving opportunities that will improve their lives. WIOA principles will be utilized to enhance service delivery to the MSFW population in MSFW significant areas of the state through the ability to tailor services in the local area with partners who are able to provide services and meet the needs of this population. Service delivery to MSFWs will be consistent with 20 CFR 653.107, WIOA Title I final regulations, and applicable WIOA Workforce Development strategies. Program performance will be monitored continuously to ensure that outreach and program services are conducted in accordance with Federal program mandates for provision of services to MSFWs in a manner that is qualitatively equivalent and quantitatively proportionate to services provided to other categories of workers. Local plans will be developed that include how MSFWs will be served through the implementation of WIOA to ensure their needs are being met.

Employment Service staff in partnership with WIOA core and community partners, will strive to meet or exceed federal program requirements with respect to MSFW Program equity and minimum service level indicators of compliance. The Employment Service mission includes assisting agricultural and non–agricultural employers in recruitment efforts and in attaining and maintaining compliance with laws and regulations impacting terms and conditions of employment in their business operations. Employment Service will focus on flexibility, customer choice, universal access and continuous improvement in developing services in commonly branded ARIZONA@WORK Job Centers and local Employment Service offices to allow for self–service and staff–assisted services to MSFWs. The Workforce Administration will continue to develop strategic partnerships that will promote employer job orders, applicant talents, employment and training opportunities, and timely

resolution of complaints, apparent violations, and other labor–related issues. Elements covered on an equitable and nondiscriminatory basis will include, but will not be limited to, MSFW benefits and protections, career guidance, vocational counseling, testing, job development, and job referral services. DES/DERS will adhere to guiding principles that ensure a system of service delivery that:

• Is individual and family driven;

• Is effectively integrated and coordinated;

• Protects the rights of families and individuals;

• Allows smooth transition between programs;

• Builds community capacity to serve families and individuals;

• Emphasizes prevention and early intervention;

• Respects clients, partners, and fellow employees;

• Is evaluated for outcomes;

• Is accessible, accountable, and comprehensive;

• Is culturally and linguistically appropriate and respectful; and

• Is strength–based and delivered in the least intrusive manner.

a. An assessment of the agricultural activity in the State means: 1) identifying the top five labor-intensive crops, the months of heavy activity, and the geographic area of prime activity; 2) Summarize the agricultural employers' needs in the State (i.e. are they predominantly hiring local or foreign workers, are they expressing that there is a scarcity in the agricultural workforce); and 3) Identifying any economic, natural, or other factors that are affecting agriculture in the State or any projected factors that will affect agriculture in the State.

The estimated population of MSFWs in Arizona is approximately 127,676, including dependents, and is based on the most recent "Agricultural Profile of Arizona" released by the National Center for Farmworker Health in May 2014. Arizona farm labor estimates indicate 61,233 total workers, broken down into sub–groups as follows:

• 14,988 migrant workers

• 39,890 seasonal workers

• 6,355 livestock workers

This population estimate reflects input received from the Department of Agriculture, U.S.DOL, Department of Education, Department of Health and Human Services, and Reference USA. Many organizations and government agencies that work with the MSFW population use such enumeration

report data in providing services, planning, policy setting, health care support, regulatory assistance, identification of underserved areas, agricultural production, determining whether resources are appropriate to the need, and many other areas. The National Center for Farmworker Health report is used by several agencies for estimating and planning to serve the farm worker population in Arizona. To ensure the most current population data is considered, Employment Service will collaborate with other MSFW service providers and partner entities in a coordinated effort to continue to capture current information to track this population. Study updates will include information on individuals engaged in field and orchard agriculture, food processing, and horticultural specialties, and will assess the make–up of animal agriculture. Updated results will be considered to make changes as necessary to the Agricultural Outreach Plan.

Seasonal, Migrant, and Migrant Food Processor farm workers are identified, coded, tracked and referenced in service reports for the purpose of meeting compliance with Federal program requirements. Farm Labor Contractors and Farm Labor Contractor Employees, i.e., crew leaders and field foremen/supervisors, employed seasonally by more than one agricultural producer, will be coded as migrant and/or seasonal farmworkers, and services provided to them will contribute to the attainment of program indicators of compliance.

Focus will be placed in identifying and providing services to migrant farm workers, as they are usually in greater need for support services when they migrate to areas where they are not familiar with potential services and resources.

Farm Worker Needs and Barriers

The Administration will continue to seek stakeholder and customer input and will engage MSFW service providers to identify, address needs, explore solutions, and collaborate to remove barriers to improved living and working conditions. Employment Service recognizes that farm workers possess specific needs and face certain barriers that result from cultural, educational, linguistic, scheduling, logistic, and other dynamics that are inherent to that population.

Farm worker needs include, but are not limited to the following:

• Timely labor market information to facilitate planning for continuous employment;

• Occupational guidance and training to maintain a job or transition into a different occupation or industry;

• Transportation to seek employment or supportive services;

• Affordable and adequate housing;

• Information from various jurisdictions on labor laws and worker rights, protections, and responsibilities;

• Supportive services to enable MSFWs to obtain and maintain employment;

• Fair and equitable conditions and supervision from trained and committed field foremen, supervisors and farm labor contractors;

• Fair and equitable pay that includes health benefits. This is a necessity for the laborers, as well as for the safety of our nation’s food supply, and for reducing health and public assistance cost; and

• Pesticide and heat stress prevention training. Barriers that confront farm workers include, but are not limited to the following:

• Decreased demand for a farm worker labor force due to innovations in automated farming, agricultural technology, and application of chemical herbicides;

• Urban sprawl resulting in farm worker job displacement without corresponding assistance for reemployment;

• Lack of timely, reliable data and information pertinent to intrastate and interstate job openings and supportive services;

• Provider service delivery hours of operation that conflict with MSFWs work schedules;

• Lack of transportation, limiting access to jobs and supportive services;

• Limited employment opportunities in rural areas, and increased competition for entry–level jobs;

• Underemployment or unemployment due to limited literacy education, LEP skills, and lack of non–agricultural job experience;

• Limited participation in support programs due to lack of understanding of eligibility and other factors, such as impact on immigration status for having utilized certain services;

• Lack of full–time, year–round work, combined with low wages, that relegates MSFWs to living below the poverty line;

• Competition from undocumented workers who work for less pay and substandard living and working conditions;

• Competition from intrastate and interstate farm labor contractors who follow migrant streams accompanied by their own farm worker crews;

• Limited educational opportunities for MSFWs and LEP individuals;

• Lack of knowledge with respect to automation (phones and computers), resulting in increasing challenges to access information, services, and benefits;

• Stigma associated with working/living a seasonal lifestyle in conjunction with crop seasons (Non–Agricultural employers expect seasonal farm workers to quit when the season starts again, and are, therefore, reluctant to hire them);

• Limited job search techniques/skills for finding jobs outside of agriculture; and

• Lack of understanding on the benefits of having a full–time, year–round job with benefits versus a seasonal job that may pay a higher per hour wage.

b. An assessment of the unique needs of farmworkers means summarizing Migrant and Seasonal Farm Worker (MSFW) characteristics (including if they are predominantly from certain countries, what language(s) they speak, the

approximate number of MSFWs in the State during peak season and during low season, and whether they tend to be migrant, seasonal, or year-round farmworkers). This information must take into account data supplied by WIOA Section 167 National Farmworker Jobs Program (NFJP) grantees, other MSFW organizations, employer organizations, and State and/or Federal agency data sources such as the U.S. Department of Agriculture and the U.S. Department of Labor (DOL) Employment and Training Administration.

Employment Service offices, in coordination with other core and strategic partners in commonly branded ARIZONA@WORK Job Centers and affiliate sites, will provide MSFW and LEP individuals with services including, but not limited to, assistance with the following:

• Full range of employment services, benefits, and protections;

• Utilizing job order information effectively;

• Staff–assisted activities and/or as requested or necessary when accessing self–assisted services via electronic technologies;

• Referrals to agricultural and non–agricultural jobs, training, and support services, as well as available testing, counseling, and other job development services;

• Basic information on labor rights, protections, and responsibilities with respect to terms and conditions of employment;

• Preparation and resolution of complaints on acts and/or omissions by Employment Service or other U.S. DOL funded programs;

• Preparation, acceptance, resolution, and/or referral of labor–related complaints and apparent violations in accordance with established policies and procedures;

• Referral of individual or family members to supportive services for which they may be eligible;

• Making appointments for individuals and families;

• Contact to follow–up as necessary and appropriate to provide supportive service and information to the maximum extent possible;

• Information on services available in local offices, and contact information on the nearest commonly branded ARIZONA@WORK Job Center, Employment Service offices, including PPEP/National Farmworkers Jobs Program (NFJP) WIA Section 167 program, or affiliated offices throughout the national Employment Service network;

• Resume preparation, information on how to post résumés on–line and how to conduct on–line job searches;

• Communicating between LEP individuals referred to jobs and employers;

• Utilization of Work Opportunity Tax Credit, subsidized employment resources, and other employer incentives to promote employment and job upgrades for MSFWs; and

• Connections to local agencies and resources that can assist with services needed, such as housing, medical, legal, emergency food boxes, immigration, etc.

Employment Service's progressive plan for service delivery to MSFWs is consistent with the U.S. DOL Employment and Training Administration program equity and minimum service delivery indicators of compliance requirements. The plan places emphasis on strategies to collaborate and work with partners to ensure a seamless delivery of services for an improved and integrated ARIZONA@WORK system. Proposed service levels aim to enhance opportunities through a non–discriminatory mode of service delivery that is qualitatively equivalent and quantitatively proportionate to services provided to non–MSFWs.

2. Outreach Activities

The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency's proposed strategies for:

A. Contacting farmworkers who are not being reached by the normal intake activities conducted by the employment service offices.

The State's ability to connect with the MSFW population has become quite challenging in recent years. A majority of farm workers that visit ARIZONA@WORK Job Centers or Employment Service offices have come to file for Unemployment Insurance or to report a situation which has occurred in their work environment.

Out of necessity, the MSFW Outreach Worker Unit has found new and creative ways in which to better connect with this special population. Outreach activities now include:

• Conducting worker orientations at the beginning of the season to provide information on: workers' rights, complaint information, Employment Services, training assistance, and local support services;

• Attending the Migrant Farmworker Programs offered in some school systems to support the migrant population;

• Attending health and local community activities that draw farm workers;

• Collaborating with other organizations that serve the farm worker population;

• Working closely with the NFJP Provider/ Portable Practical Education Program (PPEP);

• Posting informational flyers in laundromats, churches and stores where workers are known to congregate after work, and where farm worker families shop;

• Setting up information tables at stores and events, when farm workers are waiting for pick–up or drop–off during work days; and

• Attending job fairs and recruiting events.

B. Providing technical assistance to outreach workers. Technical assistance must include trainings, conferences, additional resources, and increased collaboration

with other organizations on topics such as one-stop center services (i.e. availability of referrals to training, supportive services, and career services, as well as specific employment opportunities), the employment service complaint system, information on the other organizations serving MSFWs in the area, and a basic summary of farmworker rights, including their rights with respect to the terms and conditions of employment.

The service goals projected for PY 2015 have been slightly reduced and are more in line with the projected numbers of MSFWs coming into the State and the ability to complete effective outreach activities

Table 45: Service Goals Proposed for PY 2015

Service Goals Proposed for PY 2015 (July 1, 2015 to June 30, 2016)

Total New/Renew Applications 3,500

Referred to Jobs 1,575

Staff–Assisted Services 2,275

Referred to Supportive Services 550

Career Guidance 1,050

Job Development Contacts 125

Job Placements 1,150

Placements $0.50(+) Federal Minimum Wage 1,100

Non–Agricultural Placements 150(+) Days 110

MSFW Significant Office Reviews 100.0 %

Field Checks on Agricultural Clearance Orders 25(+)% of orders processed

Timely Processing of MSFW Complaints 90(+) % of complaints processed

MSFW Outreach Contacts 5(+)/per 8 hours of outreach conducted

Partner agencies dedicated to serving the MSFW population play a major part in the collaboration to assist this population. Cross–referrals are made between the agencies as barriers are identified to meet the farm workers' needs. On a quarterly basis partner agencies are reporting approximately 1,600 MSFWs contacted during outreach activities.

• Outreach activities from partner agency connections include:

• Healthcare agencies

• Health and career fairs

• Training opportunities

• Community events

• Job Fairs and recruiting events

C. Increasing outreach worker training and awareness across core programs including the Unemployment Insurance (UI) program and the training on identification of UI eligibility issues.

See VI. Wagner–Peyser Act Program, section A.2. Strategies to support training and awareness across core programs and Unemployment Insurance Program.

D. Providing State merit staff outreach workers professional development activities to ensure they are able to provide high quality services to both jobseekers and employers.

Employment Service has six designated MSFW Outreach Workers that serve the significant agricultural areas. Those areas include Cochise, Graham, Maricopa, Pinal and Yuma Counties. Agricultural activities that extend beyond those Counties are also covered by the designated Outreach Workers as needed. The number of partner outreach staff is difficult to determine as some are also part of a case management system in the delivery of services. Outreach staff collaborates on site visits and events when possible to allow for the ability to share information to farmworkers that may be in attendance or expected to report for activities. This enables outreach staff an opportunity to educate and provide informational packets that will assist farmworkers when needed.

E. Coordinating outreach efforts with NFJP grantees as well as with public and private community service agencies and MSFW groups.

Arizona has a very good working relationship with the WIOA Title I Section 167 grantee, Portable Practical Education Program (PPEP), in each area where there are MSFW significant offices and where outreach activities are conducted. PPEP is already co–located in three of the commonly branded ARIZONA@WORK Job Centers in Maricopa, Pinal, and Yuma counties. Staff from PPEP have been included in the planning and implementation for establishment of the Welcome, Career/Development, and Business Service teams. Their input for the new ARIZONA@WORK Job Center functions has been valuable to ensure the proper flow of services are provided effectively to the MSFWs entering the facilities for services.

Commonly branded ARIZONA@WORK Job Centers, Employment Service offices and MSFW Outreach Workers will provide farmworker packets when conducting orientations or when meeting with an MSFW. The information provided in the packet will contain farm worker rights, information on services available in their area and includes contact information for different agencies and organizations that serve the farmworker population. Packets will contain information on Employment Service Services, Employment Service Complaint System and ARIZONA@WORK partner information. When the orientation is being provided on an H–2A Agricultural Clearance Order the workers will also receive a copy of the work contract that provides the terms and condition of the employment they have accepted. MSFW Outreach Workers encourage farm workers at every

opportunity to take advantage of the full range of services available through the commonly branded ARIZONA@WORK system.

3. Services provided to farmworkers and agricultural employers through the one-stop delivery system.

Describe the State agency's proposed strategies for:

(A) Providing the full range of employment and training services to the agricultural community, both farmworkers and agricultural employers, through the one-stop delivery system. This includes:

i. **How career and training services required under WIOA Title I will be provided to MSFWs through the one-stop centers;**
ii. **How the State serves agricultural employers and how it intends to improve such services.**

As previously indicated, Employment Service's progressive plan for service delivery to MSFWs is consistent with U.S. DOL Employment and Training Administration program equity and minimum service delivery indicators of compliance requirements. The Plan places emphasis on strategies to collaborate and work with partners to ensure a seamless delivery of services for an improved and integrated ARIZONA@WORK system. Proposed service levels aim to enhance opportunities through a non–discriminatory mode of service delivery that is qualitatively equivalent and quantitatively proportionate to services provided to non–MSFWs.

(B) Marketing the employment service complaint system to farmworkers and other farmworker advocacy groups.

See A. above.

(C) Marketing the Agricultural Recruitment System to agricultural employers and how it intends to improve such publicity.

Jobseekers will be directed to facilities easily identified as part of the commonly branded ARIZONA@WORK Job Centers. Outreach policy will emphasize providing sufficient information to agricultural employers, LEP individuals, and MSFWs to enable them to exercise informed choices on accessing services through multiple physical and/or electronic entry–points. Outreach policy will afford staff the flexibility, time, tools, and training necessary to participate in joint ventures to identify and address dynamics that affect living and working conditions within farm worker communities. ES will continue to explore and utilize new technology that provides access and mobility needed to work with this unique population. The HP Tablet and mobile printer equipment is part of the mobile tool set provided to enhance MSFW outreach specialist's efficiency and effectiveness in providing onsite service delivery to MSFWs and agricultural employers. Tablets allow MSFW Outreach Specialists to access electronic documents, guidelines, inspection check lists, and related material to conduct housing inspections and agricultural surveys. The mobile equipment has enabled outreach staff to download program specific documents, complete, and print them as they conduct outreach and field visit inspections and/or interviews with agricultural employers and farm workers. The new process has allowed for a smoother and timelier transition from the tablet to the state computer system.

Printing ability is available by use of a mobile printer located in MSFW outreach vehicles. Employers and farm workers are able to sign required documents in the field. Mobile equipment has allowed for a more timely, complete, and accurate documentation, including the capability of photos and/or audio–video recording of information pertinent to outreach and complaint/apparent violation related activities. The equipment has afforded outreach staff the opportunity to download and print information of interest to farm workers, agricultural employers, and partner entities. This information includes, but is not limited to: required posters; documents and FLC paperwork; complaint and apparent violation forms; resource directories; referral documents; job orders; etc. The new equipment has become be a time saver for the staff who spend a lot of time in the field providing service to farm workers and employers.

4. Other Requirements

(A) Collaboration

Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

The State Monitor Advocate and the FLC Coordinator were involved in the research, composition, review, approval and were able to comment on the Unified State Plan sections related to service delivery to MSFWs.

(B) Review and Public Comment.

In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP. The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.

NFJP/WIA Section 167 State Grantee and Other Interested Entities

Individuals and entities representing various service provider disciplines pertaining to every aspect of MSFW occupational and family life were invited to participate in the review and comment process to develop this State of Arizona Plan for Integrated Delivery of Agricultural Wagner–Peyser Services for PY 2015. Entities involved included representatives from the NFJP/WIA Section 167, community–based organizations, labor enforcement agencies, farm worker individuals and families, MSFW advocacy groups, local and state dignitaries, and program volunteers. The Arizona State Monitor Advocate and Foreign Labor Certification Coordinator (MA/FLC) was afforded an opportunity to

review, approve and comment on the State Plan, policies and procedures related to service delivery to MSFWs.

A 45–day review and comment period was provided to afford listed interested entities an opportunity to provide comments, suggestions and recommendations for consideration in the development of this State Plan. Input provided was incorporated into this Plan, as appropriate. A final copy of the approved Plan will be shared with all interested partners.

Table 46: NFJP/WIA–Section 167 State Grantee and Other Interested Entities

Name Agency Represented Address E–mail Maria Chavez National Farmworker Jobs Program Board Member / Arizona Interagency Farm Workers Coalition, Inc. 802 E. 46th St. Tucson, AZ 85713 chavezmariav@yahoo.com

Maria J. Silva Queen Creek Family Resource Center–Migrant Program 20435 S. Ellsworth Road Queen Creek, AZ 85142 msilva@qcusd.org

Jean McClelland University of Arizona, Arizona College of Public Health P.O. Box 245209 Tucson, AZ 85724 jmc@rho.arizona.edu

John D. Arnold Portable Practical Education Preparation (PPEP) NFJP/WIA 617 802 E. 46th Street Tucson, AZ 85713 jarnold@ppep.org

Kari Hogan Portable Practical Education Preparation (PPEP) NFJP/WIA 167 802 E. 46th Street Tucson, AZ 85713 khogan@ppep.org

Mayra A. Miranda Portable Practical Education Preparation NFJP/WIA 617 (PPEP) 802 E. 46th Street Tucson, AZ 85713 mmiranda@ppep.org

Pablet Escalante Portable Practical Education Preparation NFJP/WIA 617 (PPEP) 1122 N. G Avenue Douglas, AZ 85607 pescalante@ppep.org

Janine Duron Centro Independiente de Trabajadores Agricolas 182 S. 4th Avenue Yuma, AZ 85364 janineduron@qwestoffice.net

Rosa Varela Community Legal Services Farm worker Program P.O. Box 2045 San Luis, AZ 85349 rvarela@clsaz.org

Pamela M. Bridge Community Legal Services Farm worker Program 305 South 2nd. Ave Phoenix, AZ 85036 pbridge@clzaz.org

Beatriz Juarez Eloy Elementary School District Migrant Program 1011 N. Sunshine Blvd Eloy, AZ 85231 beejuarez@yahoo.com

Carlos Ortiz Chicanos Por La Causa, Inc. Arizona Migrant & Seasonal Head Start Program P.O Box 2837 Somerton, AZ 2837 carlos.ortiz@cplc.org

Mercy V. Juarez Community Action Human Resources Agency 311 North Main Street Eloy, AZ 85231 mjuarez@cahrapinal.org

Miguel J. Zazueta Arizona Interagency Farmworkers Coalition / LULAC Youth Program Coordinator 802 E. 46th Street Tucson, AZ 85713 mzazueta@ppep.org

Ruben Gutierrez Avondale Elementary School District Migrant Program 235 W. Western Ave. Avondale, AZ 85338 rgutierrez@avondale.k12.az.us

Rosie Arviso Yuma Union High School Migrant Program 1250 11th Street Yuma, AZ 85364 rarviso@yumaed.org

Elsa Atondo Queen Creek Unified School District – Migrant Program 20435 S. Ellsworth Road Queen Creek, AZ 85142 eatondo@qcusd.org

Karia Basta–Lee Arizona Department of Housing 1110 W. Washington Ste.310 Phoenix, AZ 85007 kariab@housingaz.com

Pat Boland Arizona Department of Housing 1110 W. Washington Ste.310 Phoenix, AZ 85007 patb@housingaz.com

Rudy Bustamante USCIS 2035 N. Central Ave. Phoenix, AZ 85004 raul.bustamante@dhs.org

Deborah Campbell Arizona Dept. of Economic Security/ Employment Services 1840 N 95th Ave, Ste 160 Phoenix, AZ 85037 dcampbell@azdes.gov

Edgar Castillo Crane School District Migrant Education Program 425 West Yuma, AZ 85364 ecastillo@craneschool.org

Jose Cruz Casa Grande Union High School Migrant Program 1362 N. Casa Grande Ave. Casa Grande, AZ 85222 jcruz@cguhs.org

Gabriel Diaz Diaz & Sons Produce LLC P.O. Box 583 Gadsden, AZ 85366 mcijerina928@hotmail.com

Rose Dudley Liberty Elementary School District Migrant Program 19871 W. Fremont Buckeye, AZ 85326 rdudley@liberty.k12.az.us

Liliana Falberg Florence Unified School District Migrant Program P.O. Box 2850 Florence, AZ 85323 lfalberg@florence.k12.az.us

Cynthia Garcia Community Legal Services Farm worker Program P.O. Box 21538 Phoenix, AZ 85036 cgarcias@clsaz.org

Norma Gonzalez Yuma Private Industry Council 3834 W. 16th Street Yuma, AZ 85364 vzuniga@ypic.com

Ruben Gutierrez Avondale School District 44 Migrant Program 235 W. Western Ave. Avondale, AZ 85232 rgutierrez@avondale.k12.az.us

Francisca Guzman Yuma Union High School District Migrant Program 1250 11th Street Yuma, AZ 85364 fguzman@yumaed.org

Karen Jackson Arizona Department of Agriculture 1688 West Adams Street Phoenix, AZ 85007 kjackson@azda.gov

Lorena Madrigal Campesinos Sin Fronteras P.O. Box 423 Somerton, AZ 85350 info@campesinossinfronteras.org

Adriana McBride Yuma Private Industry Council 3834 W. 16th Street Yuma, AZ 85364 amcbride@ypic.com

Martha Mendez Aguila School District 63 Migrant Program P.O. Box 218 Aguila, AZ 85320 mmendez@aguilaschool.org

Ana Miglio Saddle Mountain Unified School District Migrant Program 38201 W. Indian School Rd. Tonopah, AZ 85354 amiglio@smusd.com

Marcella Myers J.O. Combs Unified School District Migrant Program 301 E. Indian School Rd. Tonopah, AZ 85354 mmyers@jocombs.k12.az.us

Rosemary Navarro Coolidge Unified School Dist. 21 Family Resource Center 221 W. Central Avenue Coolidge, AZ 85228 rnavarro@cusd.k12.az.us

Daniela O'Keefe Arizona Department of Agriculture 1688 West Adams Street Phoenix, AZ 85007 danielaokeefe@azda.gov

Floribella Redondo Campesinos Sin Fronteras P.O. Box 423 Somerton, AZ 85350 info@campesinossinfronteras.org

Frances Ruiz Buckeye Elementary School District Migrant Program 902 Eason Avenue Buckeye, AZ 85326 fruiz@buhsd.org

Maria Sanchez Fowler Elementary School District Migrant Program 6707 W. VanBuren Phoenix, AZ 85043 msanchez@fesd.org

Janine Simms Chicanos Por La Causa Migrant Head Start 1112 E. Buckeye Rd. Phoenix, AZ 85034 Janine.sheperd@cplc.org

Emma Torres Campesinos Sin Fronteras P.O. Box 423 Somerton, AZ 85350 ecarni1@aol.com

Antonio Oseguera A.Oseguera Co. Inc. Agricultural Employer 16500 S. Hwy 95 Somerton, AZ 85350 www.osegueraCO@aol.com

Christy Trimmer University of Arizona 224 S. 3rd Avenue Tucson, AZ 85701 ctrimmer@e–mail.arixona.edu

Claudia Arvizu Yuma Union High School District 3150 S. Avenue A Yuma, AZ 85364 mcruz@yumaed.org

Bianca Santorini Bailey American Beginnings P.O. Box 5462 Yuma, AZ 85366 bianca@santorinilaw.com

Leticia Beltran PPEP P.O. Box 2089 San Luis, AZ 85349 lbeltran@ppep.org

Julio Castillo Gadsden School District 32 P.O. Box 6870 San Luis, AZ 85349 jcastillo@gesd32.org

Nadia Chaira Sanchez Regional Center for Border Health PO Box 617 Somerton, AZ 85350 icastaneda@rcfbh.org

Dr. Karen Crockett Chiricahua Community Health Centers, Inc. P.O. Box 263 Elfrida, AZ 85610 slange@cchci.org

Lilia Curiel Yuma Union High School District 3150 S. Avenue A Yuma, AZ 85364 mcruz@yumaed.org

Paulo Escalante The Growers Company, Inc. P.O. Box 110 Yuma, AZ 85366 Escalante23@yahoo.com

Blanca Godinez Queen Creek Migrant Education 20435 S. Ellsworth Rd. Queen Creek, AZ 85142 bgodinez@qcusd.org

Mary Haluska AZ Dept of Education 1535 W. Jefferson Street, Bin 14 mary.haluska@azed.gov

Yolanda Medina The Growers Company, Inc. P.O. Box 3170 Somerton, AZ 85350 ymedina@thegrowerscompany.com

Grace Molina Arlington School P.O. Box 39 Arlington, AZ 85322 gmolina@arlingtonk8.org

Victorio Morales Palo Verde Elementary 10700 S. Palo Verde Rd. Palo Verde, AZ 85343 vmorales@pvesd.org

Maria Nunez Desert View Elementary P.O. Box 6870 San Luis, AZ 85349 mnunez@gesd32.org

Emily Oake AACHC 770 E. Portland St. 108, Phoenix, AZ 85006 emilyo@aachc.org

Virginia Palacio Valverde Marana Unified School District 11279 W. Grier Road, Suite 122 Marana, AZ 85653 V.K.Palacio@maranausd.org

Fabiola Solorio Liberty Elementary School District 19871 W. Fremont Rd. Buckeye, AZ 85323 fsolorio@liberty.k12.az.us

Douglas Altovise U.S. EEOC 3300 N. Central Avenue, Phoenix, AZ 85012 altovise.douglas@eeoc.gov

Fernie Quiroz American Beginnings P.O. Box 110 Yuma, AZ 85364 fernieq@yahoo.com

(C) Data Assessment.

Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals

were not met and how the State intends to improve its provision of services in order to meet such goals.

See section D.

(D) Assessment of progress

The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

Achievements based on prior plan:

• Improved collaboration with partners throughout significant MSFW areas due to the implementation plans for WIOA. MSFW staff and partners serving the MSFW population have been at the table participating in the development of Welcome and Career Development Teams. These plans have streamlined the process for all clients to receive services, especially the MSFWs;

• ES and MSFW staff has attended complaint training that now provides the opportunity to assist all jobseekers and general public with labor issues. All staff is now prepared to assist with complaints when entering an ARIZONA@WORK Job Center or ES office.

• Job Order training has been developed for all staff to enhance their ability to write effective job orders;

• Recall efforts for agricultural employers has increased due to the promotion of this service and the successful outcomes;

• The FLC Unit has worked to ensure that agencies that serve MSFWs receive information pertaining to newly listed H–2A clearance orders in order to ensure that U.S. domestic workers receive the opportunity to apply for job openings;

• Creative MSFW outreach activities now include collaboration with medical facilities, food banks, and Unemployment Insurance claimants, to name a few;

• Laptops/mobile printers are effectively used in the field by the MSFW Outreach Workers in order to provide ES services, support services and documents needed to assist the workers;

• Laptops/mobile printers are effectively used to assist agricultural employers and have streamlined housing inspections, prevailing wage/practice surveying activities, provision of required posters/paperwork and the ability to sign required documents in the field;

• Seminars and workshops have been provided to the agricultural employer community to improve their knowledge of federal, state and local laws. Other topics of interest have also been provided regarding income taxes for H–2A workers, Affordable Care Act, Border Health initiatives, and training opportunities for the workers; and

• Outreach packets have been developed in Region 3 and will be carried out to implement in the other MSFW significant areas for MSFW and ES staff to provide when assisting an MSFW seeking services from the commonly branded ARIZONA@WORK system.

Areas not yet achieved, but where progress is being made:

• Service goals were not achieved as projected. Staffing changes and the timeframe needed to train new staff to effectively conduct outreach activities have affected the ability to meet the services goals. Realignment of staff in the MSFW significant areas due to the staffing issues has also been a key factor.

• Outreach strategies to increase the numbers were not met, again due to the staffing issues experienced by the loss of two State Monitor Advocates and staff in the MSFW Outreach Unit.

(E) State Monitor Advocate

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

Plan to Improve

The State Monitor Advocate and Foreign Labor Certification Coordinator (MA/FLC) positions were combined into one position to improve the ability to monitor and serve the MSFW population and agricultural community. A new MA/FLC Coordinator has been hired. The new MA/FLC is a promotional opportunity for a current staff member who has been working in the FLC Unit. Her experience will allow for an effective transition as she already understands the MSFW population and goals, the H–2A process and has had training that will apply to her new role as the State Monitor Advocate. Realignment of all MSFW staff under the MSFW Supervisor in Yuma will provide consistent supervision and oversight of the program allowing for the achievement of goals statewide.

The State feels that staffing issues have played a major role in the ability to achieve goals set in the plan. However, the changes being made will provide the opportunity for Arizona to be successful with the new Agricultural Outreach Plan.

F. Wagner-Peyser Assurances

The State Plan must include assurances that:

1. The Wagner-Peyser Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (sec 121(e)(3)); **Yes**

2. The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers; **Yes**

3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; and **Yes**

4. State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations. **Yes**

Program-Specific Requirements for Adult Education and Family Literacy Act Programs

The State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under Title II, the Adult Education and Family Literacy Act (AEFLA).

A. Aligning of Content Standards

Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

Arizona Adult Education has been at the forefront in developing and adopting content standards to guide what adult education students need to know and be able to do. Below is a timeline of the Arizona Adult Education Standards Initiative, including proposed “next steps” for the timeframe covered by this Plan. The timeline and next steps clearly demonstrate the level of commitment Arizona Adult Education has to a standards–based education system. Furthermore, Arizona Adult Education has many requirements and assurances in place that require adult education providers to use the Arizona Adult Education College and Career Ready (AZ AE CCR) Standards for instruction and to align all curricular resources used for instruction to the AZ AE CCR Standards. Local providers must use 10 percent of all adult education grant funds for quality professional learning (PL) that is standards–based, job–embedded, and data–driven. Providers are required to report bi–annually on their professional learning plans and implementation. Program administrators and instructional leaders participate in annual professional learning sessions and receive on–going technical assistance to build capacity at the local program level for high quality PL focused on improving teacher effectiveness and student learning outcomes.

There are two items in the timeline that address the alignment of Arizona’s adult education standards with K–12 standards (bolded items). Also, additional information pertaining to K–12 standards in Arizona is described in the section immediately following the timeline section. Ensuring consistent expectations between K–12 and Adult Education pathways to the attainment of a secondary diploma is a priority.

Arizona Adult Education Standards Initiative Timeline:

• 1998 – 1999: Content standards in Reading, Writing, Mathematics, ESOL, and Citizenship Test Preparation are drafted and reviewed by teams of Arizona Adult Educators;

• 1999– Development of performance standards in Reading, Writing, Mathematics, ESOL and Citizenship Test Preparation begins;

• 1999– Content standards in Reading, Writing, Mathematics, ESOL, and Citizenship Test Preparation released to the field;

• 2000– Standards revised to reflect the new federal requirements: 1) additional level in ABE, 2) the division of ASE (formerly GED preparation) into two levels, and 3) the addition of two additional ESOL levels;

• 2000– Content standards in Science and Social Studies drafted and reviewed by teams of Arizona Adult Educators;

• 2000– Cadre of adult educators to support implementation of the Arizona Adult Education Standards Initiative trained (Standards Specialists);

• 2000– Curriculum alignment exemplars in Reading, Writing, Mathematics and ESOL by teams of Arizona Adult Educators;

• 2000– Required alignment of all curricula to Reading, Writing, Mathematics, and ESOL standards by July 1, 2000;

• 2002–2003– Year–long professional development for ASE teachers to align standards to new GED Test;

• 2003– Technology Standards are drafted and reviewed by teams of Arizona Adult Educators;

• 2004–2005– Technology Standards released to the field and required;

• 2006–2007– Revision of Reading, Writing, Mathematics, Science and Social Studies standards by teams of Arizona Adult Educators;

• 2008– Revised Reading, Writing, Mathematics, Science and Social Studies standards released to the field;

• 2009– Implemented new ELAA Assessment;

• 2011– Gap analysis conducted to compare AZ Adult Education Standards to Common Core Standards and Arizona K–12 Standards;

• 2011–2013– Work teams convened to revise and align English Language Arts (ELA) and Mathematics Standards to address the identified gaps resulting in release of Arizona Adult Education College and Career Ready (AZ AE CCR) Standards;

• 2013–2014– Technology Standards revised by team of Arizona Adult Educators;

• 2013–2014– EL/Civics Standards developed by team of Arizona Adult Educators;

• 2013–2014– ELAA Teacher Standards developed by team of Arizona Adult Educators;

• 2013–2014– ABE/ASE Teacher Standards developed by team of Arizona Adult Educators;

• 2013–2015– Standards–In Action training rolls out to all program administrators and ABE/ASE;

• Curriculum Alignment Project completed by all programs to analyze and align curricular resources in ELA and Mathematics to the AZ AE CCR Standards.

Arizona Adult Education Standards Initiative Next Steps:

• 2015– 2016– Continue to provide Standards–In–Action Training to ELA and mathematics teachers and instructional leaders;

• 2015–2016– Design and implement an Arizona English Language Arts (ELA) Institute and incorporate the Standards–In–Action innovations into the training design;

• 2015–2016– Review current AZ AE CCR Standards in ELA and Mathematics for alignment to OCTAE CCR Standards and AZ K–12 Standards;

• 2016– Integrate the Standards–In–Action innovations and training resources into current and planned State Leadership initiatives and professional learning activities;

• 2016–2018– Revise and integrate standards in the content areas of: Social Studies, Civics, Science, and Technology, English Language Arts, and Mathematics.

Additional Arizona K–12 Standards Information:

At its April 27, 2015, meeting, the Arizona State Board of Education (SBE) directed a committee consisting of representation from the Board, business community, deans of colleges, parents, classroom teachers, a school administrator, a school district governing board member, and the Superintendent of Public Instruction to examine the Arizona K–12 Mathematics and English Language Arts Standards and make any necessary changes to ensure they are vetted, approved and controlled by Arizona, and that the standards are the best for Arizona's students. The current K–12 College and Career Ready Standards served as the starting point for this process. Additionally, the committee was charged with overseeing two sub–committees comprised of English Language Arts and Mathematics content experts for the responsibility for the technical drafting of the standards.

At its October 26, 2015, meeting, the Arizona SBE passed a motion to reverse a June 28, 2010, ruling to adopt the Common Core Standards, now referred to as the Arizona College and Career Ready Standards. While this decision severs Arizona's ties to Common Core, it does not affect the ongoing work being conducted by the committees identified in the April SBE meeting. The current English Language Arts and Mathematics standards will remain in place until those committees have finished their work and the revised standards are adopted. According to the Arizona SBE, it is anticipated that the committees will complete their work in time for the Board to adopt the revised standards before the close of the 2015–2016 school year. As soon as possible after the adoption of the revised standards, Arizona Adult Education will align its Adult Education CCR Standards with Arizona's K–12 standards.

B. Local Activities

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide the adult education and literacy activities, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of local activities.

Adult Education and Literacy Activities (Section 203 of WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;

- Workforce preparation activities; or
- Integrated education and training that—
    1. Provides adult education and literacty activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
    2. Is for the purpose of educational and career advancement.

Adult Education in Arizona:

Arizona state law establishes adult education as a division within the Arizona Department of Education (ADE), and ADE serves as the administrative entity for Title II, Adult Education (A.R.S. 15–232, 15–233, 15–234).

The 2010 Arizona Profile of Adult Learning, prepared by the National Center for Higher Education Management Systems, includes the following demographic data based on U.S. Census 2010 and American Community Survey information for adults in Arizona aged 18 to 64:

• 786,679 adults have no college education, are working but living in families with a combined income less than a living wage (twice the level of poverty);

• 556,103 working–age adults have not completed high school (or equivalent);

• 217,792 adults have no college education and speak English poorly or not at all;

• 120,645 adults have not completed high school, speak English poorly or not at all, and are struggling to earn a living wage; and

• Overall, approximately 25% of all working–age adults in Arizona have at least one of the basic challenges the state must address under AEFLA.

The purpose of Adult Education in Arizona under WIOA is to enable local adult education providers, as core partners of Arizona's workforce system, to develop, implement and improve adult education and literacy services throughout the state to further the vision and goals as outlined in this State Plan, under section II (b) (1) and (2), to address the critical need in Arizona. Helping adults become self–sufficient by facilitating their improvement in educational outcomes and assisting their transition to postsecondary, including access to career pathways programs, is of primary importance. Helping adults support and participate successfully in the educational development of their children is also a primary purpose of Adult Education in Arizona.

The Arizona Adult Education Mission is **To Prepare Learners for Success in College, Career and Life** . The following three Arizona Adult Education Goals are the basis of a strategic plan that addresses and operationalizes the WIOA requirements for Title II as described in this Plan:

• System Goal: The Arizona Adult Education System is an integral component of Arizona's educational pipeline leading to postsecondary education and career pathways.

• Profession Goal: Arizona Adult Educators empower adult learners to transition to postsecondary education and livable–wage employment.

• Instruction Goal: Arizona Adult Education Instruction prepares adult learners for success in postsecondary education and the workforce.

Note: The above goals and their corresponding indicators are outlined in section (e) State Leadership.

ADE will fund eligible providers to establish and operate local programs that provide adult education and literacy activities to serve the target populations and address the purpose and goals stated above. The process described below will be used.

Request for Grant Application Process:

Funds allocated to local providers under WIOA section 222(a)(1) will be awarded through multiyear grant contracts by conducting a competitive *Request for Grant Application (RFGA)* process. The RFGA will ensure that the following components are incorporated:

Direct and Equitable Access: ADE is committed to conducting a competitive process that ensures direct and equitable access to all eligible providers competing for Title II grant contracts. Information regarding the application and process will be made available broadly to all potential applicants via a public website and through press releases. An adequate amount of time to complete the application will be allowed, based on best practices as determined by ADE's procurement department. Submittal of applications will be done in a manner that allows equitable access to all individuals, including those with disabilities. Furthermore, the RFGA process will include provisions that ensure that organizations not previously funded are given a fair and equitable opportunity to address the requirements of the application.

Eligible Providers: Eligible providers, in adherence to WIOA, are organizations with demonstrated effectiveness in providing adult education and literacy activities and may include:

• A local education agency;

• A community–based organization or faith–based organization;

• A volunteer literacy organization;

• An institution of higher learning;

• A public or private non–profit agency;

• A library;

• A public housing authority;

• A non–profit institution that is not described above and has the ability to provide adult education and literacy activities to eligible individuals as described in WIOA;

• A consortium or coalition of the agencies, organizations, institutions, libraries or authorities described above; and

• A partnership between an employer and an entity described above.

Coordination with Local Board: A procedure will be included in the RFGA process to ensure that the applicable Local Board(s) reviews the application, prior to its submittal to the State, and provides

comments and/or recommendations regarding the application's alignment to the strategies and goals of the local workforce area plan under section 108 of WIOA.

Funding Considerations and Evaluation of Applications: The thirteen factors in WIOA, Title II, Sec. 231 (e) will be used as the basis to determine funding decisions. Applications will be evaluated using a scoring rubric that includes these thirteen factors, the Plan's alignment to the Local Board(s) strategies and goals, and the description of strategies and activities that promote concurrent enrollment with Title I services, fulfill ARIZONA@WORK partner responsibilities, collect data and meet performance indicators, and provide services to meet the needs of the target population.

General Education Provisions Act (GEPA) Statement: Each applicant requesting funds will be required to include a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally–assisted program for students, teachers, and other program beneficiaries with special needs. Section 427 (GEPA) highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, applicants will determine whether these or other barriers may prevent participation in the program or activities, and the steps to be taken to overcome identified barriers must be included in the application.

Scope, Content, and Organization of Local Activities:

All funds received by local providers are to be used to:

1) Establish and operate programs that provide adult education and literacy services to learners meeting the statutory definition of an "eligible individual" as defined in Section 203.

An "eligible individual" means an individual who

o Has attained 16 years of age;

o Is not enrolled or required to be enrolled in secondary school under Arizona State Law (A.R.S. 15–802);

o Meets Arizona state eligibility requirements under A.R.S. 15–232 B, and

o Is basic skills deficient;

o Does not have a secondary school diploma or its recognized equivalent and has not achieved an equivalent level of education; or

o Is an English language learner.

2) Provide the following services and activities:

o Adult Basic Education (ABE): Instruction in reading, writing, and math to eligible individuals with educational functioning levels at a particular ABE literacy level listed in the NRS educational functioning level table.

o Adult Secondary Education (ASE): Instruction in reading, writing, science, social studies, math and problem solving to eligible individuals with educational functioning levels at a particular ASE literacy level listed in the NRS educational functioning level table. Participation in ASE activities also must be

designed to lead to the attainment of a secondary school diploma or its equivalent and transition to postsecondary education, training or employment for applicable individuals.

o English Language Acquisition (ELA): Instruction in reading, writing, speaking and comprehension of the English language to eligible individuals with educational functioning levels at a particular ELA literacy level listed in the NRS educational functioning level table. Participation in ELA activities also must be designed to lead to the attainment of a secondary school diploma or its equivalent and transition to postsecondary education, training or employment for applicable individuals.

o Integrated English Literacy and Civics Education (IEL–CE): Instruction in English language that is integrated with civics education to eligible individuals who are English language learners, including those who are professionals with degrees or credentials in their native countries, and may include workforce training.

o Workforce Preparation: Instruction that is designed to help eligible individuals acquire a combination of skills including basic academic, critical thinking, digital literacy, and self–management skills. Participation in workforce preparation activities also must be designed to lead to employability skills and the development of competencies in using resources and information, working with others, and understanding systems to successfully transition to and complete postsecondary education, training and employment.

o Integrated Education and Training: A program of study with instruction that is delivered across three components: 1) adult education and literacy, 2) workforce preparation activities, and 3) workforce training (within the employment and training services authorized by Title I–B). It is also based on occupationally relevant materials for the purpose of educational and career advancement. Participation is intended for eligible individuals at all skill levels, including adults with low academic skills.

3) Implement evidence and research based strategies that accelerate learning and promote readiness for postsecondary education and employment:

o Standards–Based Instruction: Arizona Adult Education is committed to a standards–based education system. There are many requirements and assurances in place that require adult education providers to use the Arizona Adult Education College and Career Ready Standards for instruction and to align all curricular resources used for instruction to the Standards. Local providers must use 10 percent of all adult education grant funds for quality professional learning (PL) that is standards–based, job–embedded, and data–driven.

o Technology Integration and Distance Learning: The use of technology to assist adult learners in attaining the skills needed to successfully participate in the 21st century world and to accelerate and extend student learning outside the classroom has been a priority of Arizona Adult Education for several years. All funded providers are required to integrate digital literacy skills training into classroom instruction and implement hybrid learning models that strategically blend face–to–face instruction with distance learning activities through the use of a high quality online curriculum to all adult learners. In addition, local providers can apply to receive additional funding to provide distance education courses that do not require face–to–face instruction to adult learners who would benefit from adult education but are unable or choose not to attend class in person.

o Career Pathways: Develop robust career pathways that include multiple aligned programs with funding by a variety of sources and driven by industry needs as defined through sector strategies and partnerships. Entry points on these pathways must extend to adult learners with barriers such as disabilities, low basic skills, lack of a secondary diploma, and lack of English language skills.

o Postsecondary Bridge Programs: A program of study model with strategies specifically designed to assist adult learners, including those at the lowest academic skill levels, to successfully transition to postsecondary education and training. Formal collaborative agreements with postsecondary institutions, including community colleges, are a requirement.

o Alignment of Services and Concurrent Enrollment: A customer–centered and seamless approach to providing an array of services through strategic and deep collaboration with core partners and other entities in the workforce system. The implementation of programmatic and operational strategies, such as common intake, orientation and assessment, and data sharing among all partners will ensure that adult learners have coordinated access to needed systems and services.

o ARIZONA@WORK Partnership: By developing formal collaborative agreements with local ARIZONA@WORK Job Centers, including co–location when appropriate, adult education providers ensure that students as jobseekers have access to information and services that will lead to positive employment outcomes.

Special Rule

Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

C. Corrections Education and other Education of Institutionalized Individuals

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of Title II, subtitle C, any of the following academic programs for:

a. Adult education and literacy activities;
b. Special education, as determined by the eligible agency;
c. Secondary school credit;
d. Integrated education and training;
e. Career pathways;
f. Concurrent enrollment;
g. Peer tutoring; and
h. Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

In Arizona, Corrections Education is funded through the Arizona Supreme Court, the Administrative Office of the Courts (AOC), and the Arizona Juvenile Justice Services Division. A very small percentage (historically less than 5 percent) of students enrolled in ADE–funded adult education programs are identified as in a correctional institution and fall under section 225. Arizona Adult Education will ensure that not more than 20 percent of funds allocated to local providers with grant contracts under section 231 will be used to carry out section 225. And, as part of the grant contract, funded providers will be required to ensure that if WIOA funds are used to provide educational services to individuals in a correctional or other institution as described in section 225, priority must be given to serving individuals who are likely to leave the correctional institution within five years of participation in the program.

While the great majority of Arizona's adult learners are not identified as in a correctional institution, it is quite common for providers to serve individuals who have previously been incarcerated and may have additional barriers to address in order to obtain employment. Therefore, when services and activities are provided for individuals who identify as having been incarcerated, providers must incorporate strategies to address this population that evidence and research suggests will reduce recidivism.

D. Integrated English Literacy and Civics Education Program

1. Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.

Providers that are funded to deliver services to adults who are English language learners will address the requirements of fully implementing Integrated English Literacy and Civics Education (IEL/CE) as described below:

• Integration of civics engagement skills into career pathways and workforce preparation activities targeted to English language learners, including professionals with degrees and credentials in their native countries;

• Integration of educational technology and Hybrid Learning models into civics educational activities, including the use of technology and social media to increase learner opportunities for responsible civic engagement;

• Training and technical assistance on research and evidence–based instructional strategies that promote deeper learning, including the incorporation of experiential civic learning opportunities and digital storytelling;

• Collaborative agreements and formal partnerships with local area workforce system entities, including ARIZONA@WORK Job Centers, libraries, postsecondary institutions and employers; and

• Dissemination and replication of evidence–based resources and promising practices.

2. Describe how the State will fund, in accordance with the requirements of title II, subtitle C, Integrated English Literacy and Civics Education services and how the funds will be used for those services.

As part of the competitive RFGA process described above in section (b) Local Activities, applicants applying for funds to serve English language learners will also address the requirements of implementing Integrated English Literacy and Civics Education (IEL/CE) as part of the English Language Acquisition (ELA) program. The distribution of both ELA and IEL/CE funds across the state will be based on demographic data and needs analyses pertaining specifically to the geographic distribution of eligible individuals with language barriers in each workforce area.

E. State Leadership

1. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

The State Leadership activities presented in this Plan build upon Arizona Adult Education's experiences during the previous three years in the implementation of initiatives that assist programs in preparing Arizona learners for success in college and/or career transition and for implementation of WIOA. The Mission, Goals and Indicators below provide the vision for Arizona Adult Education under WIOA.

• Arizona Adult Education Mission: To prepare adult learners for success in college, career and life.

o System Goal: The Adult Education System is an integral component of Arizona's educational pipeline leading to postsecondary education and career pathways.

– Indicator I: The Arizona Adult Education System includes comprehensive services for learners to support successful transition to college and career.

– Indicator II: The Arizona Adult Education System utilizes a comprehensive data management system to increase successful transition to college and careers.

– Indicator III: The Arizona Adult Education System provides a statewide comprehensive assessment system.

– Indicator IV: The Arizona Adult Education System aligns and coordinates with core partner agencies to maximize services for learners.

o Profession Goal: Arizona Adult Educators empower adult learners to transition to postsecondary education and livable–wage employment.

– Indicator I: The Arizona Adult Education Professional Learning System is standards–based and builds the knowledge and skills of adult educators.

– Indicator II: Arizona Adult Education recruits and retains highly effective teachers and administrators.

– Indicator III: Arizona Adult Educators build collaborative partnerships with core partner agencies to better serve adult learners.

o Instruction Goal: Arizona Adult Education Instruction prepares adult learners for success in postsecondary education and the workforce.

– Indicator I: Arizona Adult Education instruction integrates and contextualizes skills that lead to college and career readiness.

– Indicator II: Arizona Adult Education students successfully transition to credit–bearing courses and enter/improve employment.

The information below shows the alignment of Arizona's planned State Leadership initiatives with the mandatory State Leadership activities as described in WIOA.

Mandatory WIOA State Leadership (A): The alignment of adult education and literacy activities with other core programs and one–stop partners, including eligible providers, to implement the strategy identified in the unified State plan under section 102 or the combined State plan under section 103, including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities.

Arizona Initiatives that Align to Mandatory WIOA State Leadership (A):

• Expand Arizona I–BEST Programs

• Career Pathways– pilot and build statewide models

• Postsecondary Bridge Programs– expand to statewide

• Program Operations for CCR

• Design and implement Adult Education Administrator Standards

• State Civics Learning Conference in collaboration with K–12 and Maricopa Community Colleges

• Regional Contact Directory

• Regional Networking Initiative

• Collaboration Building Training for Administrators

• Joint Training System for Core Partners

• Collaboration with the State library system and local libraries

• Collaboration on Zip Code Project and Disconnected Youth Initiative

Mandatory WIOA State Leadership (B): The establishment or operation of high quality professional development programs to improve the instruction provided pursuant to local activities required under section 231(b), including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the specific needs of adult learners, instruction provided by volunteers or by personnel of a State or outlying area, and dissemination of information about models and promising practices related to such programs.

Arizona Initiatives that Align to Mandatory WIOA State Leadership (B):

• Integration of High Quality PL Models at local and State levels

• Data–driven, Research/Evidence–based PL System (Continued)

• Institutes to improve teacher effectiveness in mathematics, English Language Arts, English Language Acquisition, and Civics Education

• Continued implementation of AZ Adult Education Teacher Standards for ABE/ASE ELA and Mathematics, and ELAA

• Revised State Adult Education Teacher Certification requirements for administrators and teachers

Mandatory WIOA State Leadership (C): The provision of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title, including—

i. The development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training;

ii. The role of eligible providers as a one–stop partner to provide access to employment, education, and training services; and

iii. Assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies.

Arizona Initiatives that Align to Mandatory WIOA State Leadership (C):

• Standardized Data Collection for Core Partners

• Standardized Intake and Orientation for Core Partners

• Standardized Assessment Processes for Core Partners

• Standardized Referral Guidelines for Core Partners

• Design and implement effective Instructional Models in Career Pathways Programs of Study

• Design and implement effective Instructional Models Postsecondary Bridge Programs

• Revision of AZ Adult Education Content Standards for ABE/ASE and ELAA

• Statewide Use of Online Curricula

• Implementation of Distance and Hybrid Learning Delivery Models

• Training in Instructional Models to Support Hybrid Learning

• Training in Database and use of data for program improvement

• Use of Virtual Learning Environments

• Digital Storytelling Institutes

Mandatory WIOA State Leadership (D): The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State.

Arizona Initiatives that Align to Mandatory WIOA State Leadership (D):

• Administrator Training

• Content and Learning Management System

• Use of Data System and Tools

• Action Research for Effective Instruction and Instructional Models

• National College Transition Network Initiative– evaluation of 2–year initiative and dissemination of best practices

Arizona's State Leadership activities and initiatives are evaluated for effectiveness and evidence of success using documentation for each of the projects implemented. Examples include:

• Submitted project narrative reports

• Program and student outcomes

• Program monitoring tools

• Participation and usage data

• Written guidelines, memorandums of understanding, and agreements

• Forms developed and processes documented

• Technical assistance logs

• Rubrics with recorded results

• Surveys and written reflections

• Educator interviews and classroom observations

2. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

F. Assessing Quality

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

Arizona adult education providers are evaluated on both fiscal and programmatic areas based on a model incorporating these factors:

• A cyclical system for risk assessment and monitoring;

• Monthly desk–monitoring, including data analysis and technical assistance; and

• Evidence of high quality data–driven and research–based professional learning aligned to content standards and professional learning standards.

Comprehensive Case Reviews are conducted annually in the fall. The Case Review includes an analysis of each local provider's prior year's performance data, applicable monitoring results and findings, professional learning plan, technology integration status, annual programmatic and fiscal reporting, and risk assessment. In addition, each provider's status regarding collaboration with WIOA core partners will be reviewed. Local providers that do not meet the state performance measure targets or with serious issues identified are placed on a Corrective Action Plan. Providers on Corrective Action Plans work throughout the year with the state staff to plan and implement improvement efforts. This team approach has been valuable in providing comprehensive targeted technical assistance to local providers. Additionally, it allows AES staff to gain a broader view of the dynamics of each local provider and deliver consistent messages regarding program improvement.

Monitoring for compliance to federal and state requirements is an important part of the Arizona Adult Education Program Improvement model. Desk monitoring is conducted on all programs throughout the year and on–site monitoring is conducted based on risk assessment and issues identified during the case review process.

• Desk Monitoring: Monthly review and analysis of data management, submitted reports (both programmatic and fiscal), and annual teacher certification verification.

• On–site Monitoring: Field–based fiscal audits, A.R.S. 15–232b mandated verification of eligibility for services, and complete programmatic monitoring annually based on an agency–developed risk assessment.

Program Reporting is part of the annual program improvement model. Each local program completes a comprehensive set of final reports on program operations, performance, professional learning, technology integration and fiscal contracts. As programs are completing their final reports they are also developing the foundation for the upcoming program year's plan.

Arizona uses a cyclical system for technical assistance, monitoring and compliance training needs for both fiscal and programmatic areas in an ongoing program improvement model that includes: planning through contract and contract extension applications, monthly desk monitoring, case review process, corrective action plans (if needed), on–site programmatic and fiscal monitoring based on risk assessment, reflection by program by preparing Final Report.

Data Management

The Arizona Adult Education Performance Accountability System is comprised of the following components to assess the effectiveness of the local providers:

• A secure, web–based data management system that collects student demographic, participation, and outcome measures, including performance results as identified in the National Reporting System (NRS);

• A cyclical system for technical assistance, monitoring and compliance (as described above);

• Ongoing desk–monitoring and interventions for programs not demonstrating continuous achievement in student outcome measures; and

• Corrective Action Plan process to address program deficiencies in meeting outcome measures at the state's target levels.

As of July 1, 2016, the performance outcome measures will consist of the following indicators:

• Percentage of program participants in unsubsidized employment during the second quarter after exit from the program;

• Percentage of program participants in unsubsidized employment during the fourth quarter after exit from the program;

• Median earnings of program participants in unsubsidized employment during the second quarter after exit from the program;

• Percentage of program participants who obtain a recognized postsecondary credential or secondary credential;

• Percentage of program participants who, during a program year are in an education or training program that leads to a recognized postsecondary credential or employment, and who are achieving a measurable skills gain toward a credential or employment; and

• Effectiveness on serving employers.

Snapshot data is captured monthly by state staff through desk monitoring of each provider and are compared to previous year snapshots to determine performance trends and identify potential issues. Additionally, analyses of data at the state, program, site and classroom level are used to inform technical assistance and training efforts.

Data Sharing

A data sharing agreement with DES's Unemployment Insurance Wage system for data matching for employment outcomes has been in process for several months, however, the agreement has yet to be approved, even after much effort. In addition, our ability to access the National Student Clearinghouse for data matching for postsecondary outcomes was rescinded after only one successful data match during PY 2014–2015. ADE/AES staff is working diligently to successfully implement these two data matching processes during the transition year to ensure that effective processes are in place by July 1, 2016.

Certifications

States must provide written and signed certifications that

1. The plan is submitted by the State agency that is eligible to submit the plan. **Yes**

2. The State agency has authority under State law to perform the functions of the State under the program. **Yes**

3. The State legally may carry out each provision of the plan. **Yes**

4. All provisions of the plan are consistent with State law. **Yes**

5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. **Yes**

6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan. **Yes**

7. The agency that is submitting the plan has adopted or otherwise formally approved the plan. **Yes**

8. The plan is the basis for State operation and administration of the program. **Yes**

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for

making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization **Arizona Department of Education**

Full Name of Authorized Representative: **Sheryl Hart**

Title of Authorized Representative: **State Director of Adult Education**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to OCTAE_MAT@ed.gov

Assurances

The State Plan must include assurances that:

1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions). **Yes**

2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA. **Yes**

3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA. **Yes**

4. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities; **Yes**

5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program; and **Yes**

6. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. **Yes**

Program-Specific Requirements for Vocational Rehabilitation

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan* must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

_____

* Sec. 102(b)(D)(iii) of WIOA

a. Input of State Rehabilitation Council

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

1. input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;

1. SRC recommends that RSA continue their efforts to increase awareness and provide outreach regarding VR services to individuals with disabilities (including a broad spectrum of disability populations), while highlighting the importance of placement on the Order of Selection waiting list.

2. SRC recognizes and encourages further emphasis on RSA collaborative efforts regarding students and youth transition with the additional focus on services to the transition population through WIOA.

3. SRC recommends that RSA continue to involve SRC representation in the development of and communicate the implementation of the revised Arizona VR Strategic Plan.

4. SRC recommends that RSA continue efforts to identify and alleviate VR Program service provision barriers in Arizona.

5. SRC celebrates RSA efforts to approach the mandated rehabilitation rate, and recommends that RSA continues to strive to meet performance indicators and update the SRC on strategies being implemented.

6. SRC recommends that RSA maintain partnerships with current Project 121 American Indian Vocational Rehabilitation Programs in Arizona and continue to identify opportunities and strategies to partner with tribes that do not have existing Project 121 Programs.

7. SRC recommends and supports RSA efforts to expand funding and access full federal matching funds to provide client services through a variety of alternative funding methodologies, including third party agreements.

2. the Designated State unit's response to the Council’s input and recommendations; and

1. Rehabilitation Service agrees with the recommendation to increase awareness and provide outreach regarding VR services to individuals with disabilities. Rehabilitation Services has developed a comprehensive three year strategic plan which includes objectives and associated activities related to increasing awareness and outreach opportunities. A strategic plan proposal to redesign the VR webpage has been presented to leadership with plans to continue working with DES to create a consistent message throughout the state. Additionally, a strategic plan committee is currently meeting to develop marketing materials that are client friendly and are easily accessible to staff for use when promoting vocational rehabilitation.

2. Rehabilitation Services agrees with the recommendation to continue to collaborate with local school districts and community providers to increase the identification of students and youth who may benefit from vocational rehabilitation services. Rehabilitation Services is currently working with Exceptional Student Services through the ADE to develop a data sharing agreement that will allow both agencies to reach out to students and youth who may benefit from the provision of services.

3. Rehabilitation Services is grateful for the continued support and involvement of the SRC in relation to the Rehabilitation Services Strategic Plan. The Rehabilitation Services Director will continue to communicate implementation progress as well as request SRC representation on Strategic Plan committees.

4. Rehabilitation Services agrees with this recommendation and is in the process of using a Revenue Maximization specialist to assist in the development of agreements which can be used for non–federal financial participation dollars in order to increase funding and reduce service provision barriers in Arizona. Additionally, Rehabilitation Services will continue to maintain current agreements and seek opportunities for new agreements with public entities.

5. Rehabilitation Services agrees with the recommendation with the knowledge that the performance indicators as mandated by WIOA will be substantially different in the future. State strategies will be developed with the required core partners to assist the statewide workforce development system in meeting programmatic, regional, and state performance levels. The VR program will continue to strive to meet the negotiated performance indicators and will continue to report performance measures to the SRC.

6. Rehabilitation Services agrees with the recommendation to maintain partnerships with Project 121 American Indian Vocational Rehabilitation programs in Arizona. Rehabilitation Services also agrees to continue to develop and implement strategies to partner with tribes in Arizona and Border States in relation to the provision of VR services to mutual clients. Rehabilitation Services will continue to provide technical assistance and guidance to both 121 VR programs and other tribes who do not have existing 121 programs.

7. Rehabilitation Services agrees with the recommendation to expand funding in order to access full federal match funds and thus provide client services. Rehabilitation Services has retained the assistance of a Revenue Maximization specialist to assist in the development and implementation of agreements in an effort increase the non–federal financial participation dollars required for match.

Rehabilitation Services will continue to advocate for an increase in state appropriated dollars to expand the ability to provide services and will inform the SRC of opportunities which may exist for advocacy on behalf of the VR program.

3. the designated State unit's explanations for rejecting any of the Council's input or recommendations.

All SRC recommendations were accepted by Rehabilitation Services.

b. Request for Waiver of Statewideness

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;

DES/Rehabilitation Services has entered into agreements with the ADE to facilitate a seamless transition of students with disabilities from high school to the world of work. Agreements for these enhanced services are not available at every high school statewide. The Interagency Agreements include assurances that:

All funds made available to DES/Rehabilitation Services are non–federal funds.

2. the designated State unit will approve each proposed service before it is put into effect; and

All services provided are developed, authorized, and approved by designated state agency personnel.

3. All State plan requirements will apply

requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

All requirements as listed in the VR services portion of the Unified State Plan will apply to the services approved under the waiver.

c. Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System.

Describe interagency cooperation with and utilization of the servivces and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

1. Federal, State, and local agencies and programs;

Persons with Serious Mental Illness (SMI): An Intergovernmental Agreement between DES/Rehabilitation Services and the Arizona Department of Health Services/Division of Behavioral Health Services exists to coordinate services to mutual clients. VR counselors are assigned to work with behavioral health clinical teams throughout the state in order to enhance service delivery and customer satisfaction in the provision of customized employment and vocational services.

Native Americans: Memorandums of Understanding with the American Indian VR Programs of the Navajo, Tohono O'odham, White Mountain Apache, Fort Mojave, Hopi, and Salt River Pima nations have been developed for the purpose of coordinating services to American Indians with disabilities that reside both on and off the reservation as well as provide technical assistance in areas of mutual interest.

Persons with Developmental Disabilities: An agreement with the DES Division of Developmental Disabilities (DDD) exists to detail the cooperation and coordination of both the referral processes and joint provision of services to persons with developmental disabilities who can benefit from VR services in terms of an employment outcome, and who require ongoing employment support from DDD.

Veterans: There is a Memorandum of Understanding with the United States Department of Veterans Affairs Vocational Rehabilitation and Employment Program that details the cooperation and coordination of services between DES/Rehabilitation Services and the Veterans Administration for veterans who are disabled.

Persons with Developmental Disabilities within the Foster Care System: Rehabilitation Services and DDD have a Memorandum of Understanding to enhance program delivery methods and provide customized employment services to mutual clients within the foster care system. Coordination, cooperation and collaboration between agencies will be facilitated by dedicated staff positions in an effort to provide and expand a continuum of comprehensive vocational services to the identified population.

2. State programs carried out under section 4 of the Assistive Technology Act of 1998;

Assistive Technology in Arizona: DES/Rehabilitation Services contracts with Arizona Center for the Blind and Visually Impaired (ACBVI) to facilitate training and resource development for employers with a focus on the use of assistive technology for various disabilities and disability awareness. Numerous training modules have been developed and are offered to VR staff, partner program staff, and employers.

Arizona Technology Access Program (AzTAP): DES/Rehabilitation Services, in conjunction with AzTAP and ADE/Exceptional Student Services, present an annual conference that allows staff to learn about AT devices, resources, and implementation strategies, as well as increase assistive technology expertise and obtain hands on experience with devices through participation in interactive sessions.

3. Programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture;

Rehabilitation Services is actively engaged in communication with core partners to develop collaborative processes and agreements.

4. Noneducational agencies serving out-of-school youth; and

None at this time.

5. State use contracting programs.

Persons who are Visually Impaired or Blind: DES/Rehabilitation Services contracts with seven vendors who provide comprehensive adjustment services to youth in transition and adults who have visual impairments. Comprehensive Transition Blindness Adjustment Programs include training in mobility, communication, personal and home management, use of assistive technology, plus self–advocacy necessary to successfully transition to the world of work.

Persons who have a Traumatic Brain Injury or Spinal Cord Injury: DES/Rehabilitation Services works in partnership with the Governor's Council on Spinal and Head Injury to create and implement seamless transitions for clients diagnosed with a Traumatic Brain Injury (TBI) or Spinal Cord Injury (SCI) from Rehabilitation Services' Independent Living Rehabilitation Services program or from other referral sources (providers, hospitals, other VR counselors, etc.), to the VR program. The intent is to provide quality services and supports for persons diagnosed with TBI or SCI for whom competitive and integrated employment is the goal.

Youth with Brain Injury Transition Pilot Program (YBITPP): DES/Rehabilitation Services has a partnership with the Governor's Council on Spinal and Head Injury to pilot a program that is designed to assist youth with brain injuries to gain confidence and acquire the skills and competencies necessary to successfully transition to adulthood and the world of work. YBITPP is intended to be offered to youth over a four year period, beginning after the completion of their freshman year in high school and ending when the youth graduates from high school.

d. Coordination with Education Officials

Describe:

1. DSU's plans

The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

DES/Rehabilitation Services is part of a multiagency Intergovernmental Agreement (IGA) that encourages and facilitates the cooperation and collaboration between Vocational Rehabilitation (VR), Division of Developmental Disabilities (DDD), and the Public Education Agencies (PEA) represented by the ADE. The vision for the IGA is "to ensure a smooth and successful transition of students with disabilities to meaningful, gainful, and sustained employment, education, and community living."

The IGA serves to establish a statewide, interagency system of transition services in order to facilitate service provision in the following areas:

• Technical assistance and consultation;

• Outreach and identification of students;

• Referral of individuals;

• Joint planning;

• Scope of individualized services; and

• Relationship management.

Under the umbrella of the IGA, DES/Rehabilitation Services provides coordinated transition services to 22 schools throughout the state. DES/Rehabilitation Services has 22 Third Party Cooperative Arrangements (TPCA) with PEAs to provide enhanced transition services. The TPCAs are commonly known as Transition from School to Work (TSW) programs.

DES/Rehabilitation Services works to engage students as early as possible within their high school experience for the purpose of developing an Individualized Plan for Employment (IPE) before the student exits school. To assist in the identification of an employment goal and completion of the IPE, DES/Rehabilitation Services provides opportunities for students to engage in pre–employment transition activities. These activities can include career shadowing and exploration, work adjustment trainings, disability adjustment services, and exploration of postsecondary education and training options while in high school. Services are provided help to prepare the student to successfully transition from high school to postsecondary education or training if appropriate, and competitive, integrated employment.

DES/Rehabilitation Services operates under an Order of Selection; however, students not eligible for immediate services are offered referrals, community resources, and technical assistance for transition planning.

2. Information on the formal interagency agreement with the State educational agency with respect to:

A. consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;

DES/Rehabilitation Services provides technical assistance and consultation throughout the transition process in order to identify appropriate school to post school activities and services as outlined in the IGA in the following manner:

• Provide state and regional guidance and training to enhance the knowledge, skills, and abilities of personnel involved in providing transition services.

• Increase the awareness of educational and social service resources and informal and formal supports.

• Provide networking opportunities essential to establishing, building and enhancing interagency relationships and partnerships.

• Develop and implement consistent procedures on how they will consult and provide technical assistance to all parties involved.

B. transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

Coordinated transition planning will occur between PEA and VR staff. VR staff is available to provide group and individual presentations to parents and students who are identified by the PEA staff. PEA staff will invite VR staff to students' Individualized Education Planning meetings. VR staff will be available either in person or will relay information prior to the meeting to provide program material as well as discuss postsecondary and employment opportunities. Transition services will be planned in the Individualized Education Plan by age 16 or earlier if appropriate. VR staff will assist in identifying the VR services and community supports available to assist with transition planning. This coordinated service planning will assist the student and parent to focus on the student's needs for continued education, employment, and independent living services after graduation from high school.

C. roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

Jointly, local Public Education Agency (PEA) staff and VR staff will identify students who will require and benefit from involvement in the VR program in order to meet postsecondary education and employment goals. Staff of the local PEA and VR will coordinate the development of the Individualized Education Plan and Individualized Plan for Employment with each other and will involve other community resources such as the Division of Developmental Disabilities and Regional Behavioral Health Authorities.

Services and activities mandated by Individuals with Disabilities Education Act (IDEA) will be provided by the local PEA staff; these services and supports will not be duplicated by VR. PEA staff will develop a plan for transition services as mandated by IDEA. PEA staff will invite VR staff to participate in transition planning activities. VR staff will participate in individual student planning sessions, as available, and will provide VR program information as well as technical assistance with regard to services and community resources.

VR staff will provide informational presentations and material to parents and students regarding the vocational rehabilitation program. Eligibility and Order of Selection determinations will be made by qualified VR staff. The planning and development of the Individualized Plan for Employment will occur in conjunction with PEA staff, the student, and the student's guardians. IPE's will be developed and implemented by VR staff prior to the students exit from high school.

Students who are able to participate in the Transition School to Work (TSW) program through a Third Party Cooperative Agreement (TPCA) are afforded the opportunity to participate in a structured program of services which integrates vocational rehabilitation services into the classroom environment. These services are provided by both the local PEA staff and VR staff. Involvement in these enhanced services are intended to allow the student to learn skills necessary to ameliorate disability related barriers to achieving their postsecondary goals. PEA and VR staff will continue to develop and coordinate new transition services and expand or modify existing services to accommodate the needs of students with disabilities.

The PEA provides non–federal dollars to DES/Rehabilitation Services who in turn uses these funds to generate Federal Basic Support dollars for the purpose of funding Rehabilitation Services personnel, PEA personnel, and other costs associated with the provision of enhanced vocational services as agreed by both parties in the TPCA. Funds are not transferred between the PEAs and DES/Rehabilitation Services for the provision of required transition services.

D. procedures for outreach to and identification of students with disabilities who need transition services.

VR staff will work with PEA personnel to identify students with disabilities who may need and could benefit from VR services in order to develop a youth transition plan prior to his or her exit from school. Outreach efforts to students may include:

• Provision of brochures, flyers, informational letters and/or VR orientation videos to explain the VR program and the role the VR program plays in transition planning.

• Explanation of VR referral procedures.

• Information about availability of special joint programs.

• Information about the availability of pre–employment transition services.

PEAs will be considered the lead agency; however, ongoing support will be necessary from partner agencies.

DES/Rehabilitation Services and Arizona Department of Education/Exceptional Student Services (ADE/ESS) are in the process of developing a formal data sharing agreement which will allow Rehabilitation Services and ADE/ESS to share data in order to identify students who may participate in pre–employment transition services as well as benefit from an exploration of how VR services may assist them in achieving their postsecondary and employment goals.

e. Cooperative Agreements with Private Nonprofit Organizations

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

DES/Rehabilitation Services engages with Community Rehabilitation Program (CRP) non–profit VR in three ways:

• Partners in the provision of rehabilitation services to individuals with disabilities;

• Partners in building and maintaining a network of services and programs critical to the rehabilitation of individuals with disabilities; and

• Develops and solicits contracts for use by VR.

DES/Rehabilitation Services continues to review and enhance its relationships with local CRP providers as valued partners through quarterly CRP meetings. CRP meetings include review of various scopes of work, identification of and information about employer engagement opportunities, updated program information, and the opportunity for vendors to receive answers to questions, or

bring issues to the attention of Rehabilitation Services management. These meetings are intended to further relationships and partnerships between DES/Rehabilitation Services and the CRP providers. To further enhance our working relationships with our community partners, each VR office has a representative staff attend the CRP meetings to ask questions, provide feedback, and develop a cooperative understanding of services for jobseekers.

DES/Rehabilitation Services has five active Partnership Plus agreements with Employment Networks (ENs) within the context of the Social Security Administration Ticket to Work (TTW) program. These agreements are designed to establish an understanding of the reciprocal referral process flow between agencies for individuals who have a TTW. DES/Rehabilitation Services is promoting the use of these agreements to the CRP providers who function as ENs, encouraging involvement in the provision of extended supports to clients after they have met a successful employment outcome with VR.

DES/Rehabilitation Services has Employer Coordinator positions dedicated to supporting private nonprofit organizations who are actively involved in various committees, boards, and group meetings in attempts to continue to stay abreast of changes and identify opportunities in the community and local regions.

DES/Rehabilitation Services has agreements with various private, non–profit community rehabilitation providers statewide in an effort to meet the service needs of clients.

f. Arrangements and Cooperative Agreements for the Provision of Supported Employment Services

(Formerly known as Attachment 4.8(b)(4)). Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

DES/Rehabilitation Services collaborates with for–profit and nonprofit Community Rehabilitation Program (CRP) providers to ensure that the capacity to serve VR clients who need supported employment services is available within the community. Additional collaboration to identify resources for individuals with significant disabilities, including youth with significant disabilities continue to be explored within DES, with other state agencies, and with entities within the client's own support network. DES/Rehabilitation Services has had longstanding agreements with the Arizona Department of Health Services (ADHS), Division of Behavioral Health Services (DBHS) and the DES Division of Developmental Disabilities to pay for extended support services. These agreements and combination of funding has permitted a greater number of joint clients to benefit from supported employment services. To the extent possible, DES/Rehabilitation Services works to create a seamless transition from VR supported employment services to extended supported employment services paid by or through other agencies.

Collaboration with Employment Networks

DES/Rehabilitation Services has established five Memorandum of Understanding agreements with local providers for the provision of ongoing Partnership Plus services. Dedicated Rehabilitation Services staff continues to encourage provider agencies to become Employment Networks through the Social Security Ticket to Work program. Provider agencies will then provide extended supports following the successful conclusion of VR services to clients who are Ticket to Work participants.

Collaboration with ADHS/DBHS

DES/Rehabilitation Services has a cooperative Intergovernmental Agreement with the Arizona Department of Health Services/Division of Behavioral Health Services to detail the provision of supported employment services to individuals with Serious Mental Illness (SMI). This agreement coordinates services to mutual clients, assigning VR counselors to work with behavioral health clinical teams throughout the state in order to enhance service delivery, customer satisfaction, and successful outcomes through the provision of vocational rehabilitation and supported employment services.

Collaboration with DES Division of Developmental Disabilities

An Interagency Agreement with the Division of Developmental Disabilities (DDD) describes the cooperation and coordination from referral through supported employment outcomes for persons with developmental disabilities that will benefit from VR services in terms of an employment outcome but will require ongoing employment support from DDD.

Collaboration with the Councils of Government (COG)

DES/Rehabilitation Services work jointly with the local Councils of Government (COG) in the planning process to determine the use of Social Service Block Grant (SSBG) resources. DES/Rehabilitation Services provides assistance to the local COG's during the SSBG planning periods by providing information on current client needs and service/provider information. DES/Rehabilitation Services manages the resources allocated for extended employment support services, ensuring the funds are utilized to support individuals with the most significant disabilities who have successfully completed their VR program and are in need of extended employment supports to maintain employment. DES/Rehabilitation Services contracts with community rehabilitation programs to provide the extended support services and monitors the providers to ensure quality service provision and contract compliance.

g. Coordination with Employers

(Formerly known as Attachment 4.8(b)(5)). Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR services; and

DES/Rehabilitation Services developed Employer Coordinator positions in an effort to provide education to VR counselors, contractors, and community partners regarding the shift in perspective of the client and the employer as dual clients. This shift is in line with the WIOA and is necessary in order to better respond to the needs of employers and the clients.

Employer Coordinators, in collaboration with other federal and state workforce agencies, county programs, and Community Rehabilitation Program (CRP) providers offer employer engagement opportunities to provide education and information about the qualified applicants available for hire. Monthly employer connection opportunities for community partners, VR counselors, and contracted vendors via teleconferences continue to be provided by the Employer Coordinators. VR has sponsored or co–sponsored educational events geared specifically for employers to include information on federal Schedule A hiring practices, tax credits or deductions, disability awareness training and other resources for education on hiring individuals with a disability. The provision of

these training and informational sessions to employers has provided the opportunity to develop stronger partnerships with the employer community and has enhanced employment options for individuals with disabilities who are seeking employment.

Conversely, these collaborative efforts also provide opportunities for the engagement of clients in the attainment of employment goals through job fairs, distribution of employment opportunities, and client employment workshops.

Employer Coordinators, through interagency cooperative educational presentations and community resource connections, are increasing the knowledge of VR staff, community partners, and employers on the employment of individuals with disabilities in the evolving labor market. Employer Coordinators will continue to engage staff, partners, and employers in an effort to provide opportunities to learn directly from employers about the current labor market, regional trends, and employer needs by facilitating a West and East Valley employers' network meeting. Employer Coordinators continue to participate in Workforce Development board meetings as guest presenters and as active members, as well as provide disability awareness training to boards, employers, and community stakeholders to develop stronger partnerships with the employment community in order to support persons with disabilities seeking employment.

2. transition services, including pre-employment transition services, for students and youth with disabilities.

DES/Rehabilitation Services Employer Coordinators partner with secondary education schools, employers, and workforce development programs to provide pre–employment transition services and employment encounters for students and youth with disabilities across the state. Employer Coordinators partner with high school transition programs, VR transition counselors, and school and program administrators to facilitate job fairs, pre–employment workshops, apprenticeship opportunities, and employer panels at local high schools.

The Employer Coordinators facilitate networking meetings between employers and educational transition partners to provide employment and pre–employment transition services to youth with disabilities. Instruction to vocational rehabilitation counselors, school transition personnel, and other persons supporting students with disabilities regarding employer engagement, opportunities for apprenticeships, internships, and secondary education resources, such as disability resource centers continue to be provided by Employer Coordinators throughout the state.

h. Interagency Cooperation

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

1. the State Medicaid plan under title XIX of the Social Security Act;

DES/Rehabilitation Services is a committed member of the Arizona Employment Disability Partnership committee, a group of community stakeholders dedicated to working together to further employment opportunities for people with disabilities in Arizona. Committee members include representatives from the Division of Developmental Disabilities, Arizona Health Care Cost Containment system, Arizona Department of Health Services/Division of Behavioral Health Services (DBHS), Arizona Developmental Disabilities Planning Council, ABILITY 360, Untapped Arizona,

Arizona Department of Education, persons with disabilities, and various other community agencies. This committee actively collaborates to increase awareness of available services, disability–friendly job fairs, employment resources, and disability awareness events. The committee strives to increase collaboration and sharing of resources between stakeholders in efforts to address community needs and service gaps.

DES/Rehabilitation Services is in the beginning stages of collaborating with the Arizona Health Care Cost Containment system as they begin to implement a five year transition plan to amend and improve services. DES/Rehabilitation Services will work with the Arizona Health Care Cost Containment system to address changes in their employment services and ensure individuals currently in center–based employment (non–integrated, non–competitive) have access to vocational services that will assist in the transition to competitive, integrated employment.

2. the State agency responsible for providing services for individuals with developmental disabilities; and

DES/Rehabilitation Services formalized a long–standing partnership with the Division of Developmental Disabilities (DDD) through the development of a Memorandum of Understanding (MOU). The MOU describes how Rehabilitation Services and DDD will continue to work together to ensure mutual clients have access to competitive and integrated employment opportunities and if needed, long term employment supports. The MOU outlines the process for referring prospective clients and exchanging information, as well as the responsibilities of agency staff to coordinate services for mutual clients.

Since 2013, DES/Rehabilitation Services and DDD have maintained an MOU to ensure individuals who are involved in both DDD and the foster care system have streamlined access to the VR program. The purpose of this MOU is to facilitate a smooth transition for individuals as they age out of the foster care system and begin to engage in meaningful, gainful, and sustained employment, education and community living. This MOU includes a structured statewide referral process, dedicated VR counselor position(s), and expedited eligibility determination.

3. the State agency responsible for providing mental health services.

DES/Rehabilitation Services have maintained an Intergovernmental Agreement (IGA) with the Arizona Department of Health Services/Division of Behavioral Health Services (DBHS) to provide enhanced vocational rehabilitation services to individuals determined to have a Serious Mental Illness (SMI) since 1992. DES/Rehabilitation Services works with DBHS to amend the IGA on a yearly basis in order to modify the agreement to maintain the partnership and enhance the services provided to individuals determined to have a serious mental illness. Each Regional Behavioral Health Authority (RBHA) contracted with DBHS uses the IGA to develop a collaborative protocol to establish specific service delivery responsibilities as well as the roles and responsibilities for VR and RBHA provider staff.

Per the IGA, each RBHA provider site is assigned a VR counselor to work with mutual and prospective clients. The VR counselor acts as the vocational consultant for the clinical team, attends meetings related to the mutual client’s vocational services, and provides Individual Service Plan recommendations for each client related to the VR program. VR staff conducts VR orientations at each clinic at least one time per month, and are provided with functional workspace to conduct client meetings.

To ensure continuous and streamlined communication, DES/Rehabilitation Services, ADHS/DBHS and each RBHA coordinate quarterly meetings for all Behavioral Health VR counselors, VR supervisors, RBHA clinical representatives and mutual provider agencies. Staff is given the opportunity to discuss concerns related to the IGA and is provided with program updates and information on available resources. DES/Rehabilitation Services and ADHS/DBHS also coordinate a biannual IGA Advisory meeting to discuss any IGA related changes, staff or agency concerns, as well as program accomplishments.

i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development

(Formerly known as Attachment 4.10)). Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. Data System on Personnel and Personnel Development

A. Qualified Personnel Needs.

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

i. the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

DES/Rehabilitation Services currently utilizes two systems to track personnel, the Human Resources Information Solution (HRIS) which is maintained by DES, and an internal tracking system maintained by Rehabilitation Services. Both systems retain information pertaining to VR staff including hire dates, personnel actions, diversity information, plans to meet qualified standards (if necessary) and professional certification measures. These systems are used in combination to identify staff currently meeting qualified staff standards, staff that are in the process of becoming qualified staff, projected retirement dates, affirmative action criteria and general staffing needs. Recruitment of individuals with disabilities and individuals from minority backgrounds continues to be an ongoing priority. Strategies which encourage recruitment of individuals with disabilities and those of minority background continue to be sought out and implemented when appropriate.

Job Title: Rehabilitation Services Specialists III (VR counselor) – Total Filled Positions: 421

Job Title: Rehabilitation Program Representatives –Total Filled Positions: 3

Job Title: Rehabilitation Supervisor – Total Filled Positions: 26

Job Title: Rehabilitation Service Technician – Total Filled Positions: 34

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

Job Title: Rehabilitation Services Specialists III (VR counselor) – Total Positions Needed: 53

Job Title: Rehabilitation Program Representatives –Total Positions Needed: 0

Job Title: Rehabilitation Supervisor – Total Positions Needed: 8

Job Title: Rehabilitation Service Technician – Total Positions Needed: 11

iii. projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

Job Title: Rehabilitation Services Specialists III (VR counselor) – 5 Year Projected Need: 29

Job Title: Rehabilitation Program Representatives –5 Year Projected Need: 0

Job Title: Rehabilitation Supervisor – 5 Year Projected Need: 4

Job Title: Rehabilitation Service Technician – 5 Year Projected Need: 5

B. Personnel Development

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

i. a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

Rehabilitation Services maintains an internal system to track the qualifications of rehabilitation professionals. All rehabilitation professionals provide an annual update of progress toward meeting qualified staff standards which mirror the Commission on Rehabilitation Counselor Certification (CRCC) requirements. DES/Rehabilitation Services and the University of Arizona currently maintain an Intergovernmental Agreement that supports rehabilitation professionals in completing graduate level coursework to meet the CRCC requirements.

University of Arizona

Bachelor, Special Education and Rehabilitation

Master, Rehabilitation Counseling

Doctorate, Rehabilitation Education, and Counseling

ii. the number of students enrolled at each of those institutions, broken down by type of program; and

Bachelor, Special Education and Rehabilitation – 15

Master, Rehabilitation Counseling – 58

Doctorate, Rehabilitation Education and Counseling – 10

iii. the number of students who graduated during the prior year from each of theose institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

Bachelor, Special Education and Rehabilitation – 13

Master, Rehabilitation Counseling – 9

Doctorate, Rehabilitation Education and Counseling – 2

2. Plan for Recruitment, Preparation and Retention of Qualified Personnel

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

The University of Arizona is the only university in the state that offers Rehabilitation Counseling degree programs and prepares individuals to sit for the Certified Rehabilitation Counselor exam. DES/Rehabilitation Services maintains an Intergovernmental Agreement with the University of Arizona to provide a master's degree as well as stand–alone graduate level coursework for personnel who require additional education to meet qualified staff standards.

In addition to offering graduate level coursework, DES/Rehabilitation Services coordinated with Region IX Technical Assistance and Continuing Education (TACE), operated through the University of Arizona and San Diego State University, to provide staff with continuing education and training on subjects such as Applied Ethics, Theory and Practice of Motivational Interviewing, and Assistive Technology. As TACE is no longer funded, DES/Rehabilitation Services will now coordinate with San Diego State University's Interwork Institute to ensure staff has access to education and training opportunities available under the Workforce Innovation Technical Assistance Center (WITAC) grant from federal Rehabilitation Services Administration. The purpose of the WITAC is to help VR programs across the nation effectively implement the changes required by WIOA. WITAC will focus on the following five topic areas and outcomes:

• Provision of pre–employment transition services (PETS) to students with disabilities and supported employment services to youth with disabilities.

Outcome:

Implementation of effective and efficient PETS for students with disabilities, as set forth in section 113 of the Rehabilitation Act.

• Implementation of the requirements in section 511 of the Rehabilitation Act that are under the purview of the U.S. Department of Education.

Outcome:

Implementation by State Vocational Rehabilitation Agencies (SVRAs), in coordination with local and state educational agencies and with U.S. DOL, of the requirements in Section 511 of the Rehabilitation Act that are under the purview of the U.S. Department of Education.

• Provision of resources and strategies to help individuals with disabilities achieve competitive integrated employment, including customized employment and supported employment.

Outcome:

Increased access to supported employment and customized employment services for individuals with the most significant disabilities, including youth with the most significant disabilities, receiving services under the State VR and Supported Employment programs.

• Integration of the State VR program into the workforce development system.

Outcomes:

An increased percentage of individuals with disabilities who receive services through the State VR agency and who achieve employment outcomes in competitive integrated employment and improved collaboration between state VR agency and other core programs of the workforce development system.

• Transition to the new common performance accountability system under section 116 of WIOA, including the collection and reporting of common data elements.

Outcome:

Implementation of the new common performance accountability system under section 116 of WIOA.

3. Personnel Standards

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

A. standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and

DES/Rehabilitation Services considers it a priority to hire and retain personnel who meet national standards for rehabilitation counseling. The Commission on Rehabilitation Counselor Certification education and work experience standards is the standard DES/Rehabilitation Services mirrors as the qualified staff standard for rehabilitation professionals. All managers, supervisors, and professional

rehabilitation staff is expected to meet the staff standards by becoming qualified and eligible to sit for the Certified Rehabilitation Counselor (CRC) exam within six years of their initial hire date. Personnel not meeting the requirements upon hire will be required to review and sign an Employee Education Agreement indicating their intention to meet qualified staff standards within six years of hire. Survey results are compiled on an annual basis to ensure compliance with qualified staff standards and to assess the VR program's qualified staffing needs. DES/Rehabilitation Services supports individuals in obtaining professional certification reflecting qualified staff standards through reimbursement of Certified Rehabilitation Counselor exam fees, as well as payment of certification renewal fees.

B. the establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

DES/Rehabilitation Services is currently participating in a workgroup with other core partners to develop employment criteria and strategies that will assist all staff in obtaining a 21st century understanding of the labor force. This area of staff development will continue to be addressed as the WIOA is implemented.

4. Staff Development.

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. System of staff development

a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

All new hires participate in Comprehensive Orientation Rehabilitation Education (CORE) training which provides information specific to the position and serves to acclimate the new hire to the agency and job duties. Professional and paraprofessional new hires receive extensive training in order to learn foundational information on topics such as: the Rehabilitation Act, the Americans with Disabilities Act, the Workforce Investment Act (now the Workforce Innovation and Opportunity Act), state policy and appropriate service provision. Topics like client engagement techniques, labor market research, client informed choice, relationship management, disability awareness, and electronic case management instruction are also presented. New employee curriculum is continually being updated and enhanced to better prepare staff for meeting the needs of VR clients.

DES/Rehabilitation Services supports the continuous professional development of professional and paraprofessional staff through the provision of numerous training and educational opportunities throughout the year. Staff is presented with opportunities to participate in in–house trainings, webinars, conferences, community events, employer engagement presentations, and graduate level coursework necessary to meet qualified staff standards. These professional development opportunities focus on content areas such as assessment, ethics, vocational counseling, motivational interviewing, job development and placement, assistive technology, case management,

case documentation, Traumatic Brain Injury, transition, and other specialty areas. Continuing education is available for those who are maintaining licensure or accreditation.

Arizona DES/Rehabilitation Services maintains a contract with the Arizona Center for the Blind and Visually Impaired (ACBVI) to ensure staff has access to assistive technology training and education specific to rehabilitation, rehabilitation technology, and employment. Training can be requested by VR staff and ACBVI will conduct the training at the local field office. This education has been provided at local ARIZONA@WORK Job Centers with core partner staff in attendance as well in order to assist in the education of all ARIZONA@WORK Job Center staff.

B. Acquisition and dissemination of significant knowledge

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

Materials and information relevant to the field of rehabilitation are disseminated to staff in various training sessions, through email, provided at the local offices, and listed on the Rehabilitation Services intranet. Rehabilitation Services makes every effort to have materials and information available in various accessible formats and works diligently with the Designated State Agency and core partner staff to ensure the greatest extent of accessibility.

5. Personnel to Address Individual Communication Needs

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

DES/Rehabilitation Services utilizes several mechanisms In order to best serve applicants who use alternate modes of communication or have Limited English Proficiency. The Arizona state personnel system facilitates the recruitment of qualified bilingual and American Sign Language certified staff. These efforts continue to increase the number of employees who communicate in multiple languages. All staff is trained to serve individuals with Limited English Proficiency and have received supplemental instruction specific to DES/Rehabilitation Services Limited English Proficiency policies and procedures.

DES/Rehabilitation Services contracts with multiple vendors who are able to assist in face to face translation/interpretation, language phone line translation/interpretation and written translation of critical documents.

Video phones are available in local offices to provide Video Relay Services (VRS) and Video Remote Interpreting (VRI). All DES/Rehabilitation Services materials can be made available in alternative formats and are consistently made available in large print and Spanish. Each district has access to Braille materials and the ability to provide print material in alternative languages and formats per client and staff request. Staff is provided with accessible computers, software, note takers, and other devices as needed.

DES/Rehabilitation Services maintains training sites throughout the state. Each training site is equipped with accessible computers, software and other devices as needed for accommodation purposes. Assistive listening and visual aid devices and other equipment and software are provided at all training sessions upon request from training participants.

6. Coordination of Personnel Development Under the Individuals with Disabilities Education Act

As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

DES/Rehabilitation Services works closely with the ADE Exceptional Student Services to provide opportunities to remain current in transition policies and procedures. An Intergovernmental Agreement exists that outlines cross training opportunities between partners. DES/Rehabilitation Services and ADE collaborate annually to provide a transition conference which serves to bring the community of providers together to learn about national policies, trends and best practices in serving youth with disabilities. Additionally, DES/Rehabilitation Services partners with ADE in providing a web based career information system named Arizona Career Information System (AzCIS) which allows students, families, education professionals, and VR staff to collaboratively assist students in developing appropriate and viable career goals.

j. Statewide Assessment

(Formerly known as Attachment 4.11(a)).

1. Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

A. with the most significant disabilities, including their need for supported employment services;

Arizona, in conjunction with WIOA core partners, conducted a survey and focus group sessions across the state to obtain information, gather input, and solicit feedback on the vocational rehabilitation needs of individuals with disabilities and workforce development system needs in Arizona. Additional assessment data was gathered from surveys conducted by the State Rehabilitation Council, internal staff, and review of census data. Web–based surveys and focus groups collected responses from individuals with disabilities, family members of persons with disabilities, service providers, educators, and core program partner staff across the state.

A survey question which asked participants which VR service need was most important resulted in identification of communication services, interpersonal skills training, and mobility/transportation as the areas of most importance. Additionally, the provision of on the job training opportunities was mentioned in focus groups across the state as a mechanism to assist individuals with barriers, including those with disabilities in obtaining skills and successful employment outcomes. Information from various focus groups also indicated that increased outreach and program awareness campaigns were needed in order to reach those individuals with the most significant disabilities who may benefit from vocational rehabilitation and supported employment services.

B. who are minorities;

In Arizona, ten percent of working age adults who reported a disability reported they were White, while those with a disability who reported a race of Black/African American, Native American, or

Asian was 12.6 percent, 15.8 percent, and 4.8 percent respectively. The overall percentage of those that reported an ethnicity of Hispanic/Latino was 8.5 percent in 2013. Comparatively, when individuals served by the Arizona VR program were asked to report a race or ethnicity, 26.6 percent reported an ethnicity of Hispanic. 53.1 percent reported a race of White, 10.8 percent reported Black/African American, 5.3 percent reported Native American/Alaskan and 7.8 percent reported Asian.

C. who have been unserved or underserved by the VR program;

Attempts at determining the numbers of individuals who have been unserved or underserved by the VR program have been made but solid data is not available to report. Anecdotally, it is recognized that the vocational rehabilitation program is not well known and there is a lack of awareness about the available service available to individuals with disabilities. When queried, 85 percent of the WIOA core program respondents indicated knowledge of how to refer to or access VR services. Conversely, only 54 percent of the respondents that were not affiliated with a WIOA core program (regional providers) responded positively to the same question.

D. who have been served through other components of the statewide workforce development system; and

Arizona is currently working with core partners to develop a mechanism to identify common participants. Initial data matching with internal DES programs (Title I–B, Title III, and Title IV) revealed a 28,455 duplicated client count with an additional 17,317 unduplicated clients being served in any single program. This indicates that approximately 60 percent of the clients served are accessing services across multiple programs.

E. who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

According to data provided from the ADE, the number of students age 14 and over in Arizona public schools and who identified a disability is 39,619. Transition aged students (age 14 and over) constitute roughly 30 percent of the total population of school aged children (age 2–21) with a disability who receive special education services. 7,387 students received services from Arizona VR during Federal Fiscal Year (FFY) 2015. Transition aged students constitute roughly 38 percent of the total population of VR clients served in Arizona during FFY 2015.

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1. Workplace Readiness Training

2. Work–based Learning Experiences

3. Job Exploration and Counseling

4. Counseling on Opportunities for Enrollment in Comprehensive Transition or Educational Programs at Institutions of Higher Education

5. Instruction in Self–Advocacy

When asked what other pre–employment transition services would be beneficial in assisting youth and students with disabilities, respondents listed transportation, community based work opportunities and job readiness skill development as identified service needs.

2. Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

Rehabilitation Services conducted a comprehensive survey to determine the current perception of community rehabilitation programs within the state. Additionally, the State Rehabilitation Council conducted a vendor survey to assess the opinions of the Community Rehabilitation Programs. Overall, lack of communication or maintaining close contact with the vendor was the most commonly cited concern; this was followed by a decrease in the quality of service provision for individuals with the most significant disabilities and a lack of providers in rural areas or not enough travel reimbursement to incentivize providers to travel to provide client services.

The State Rehabilitation Council conducted a survey of VR program services providers in February 2014 which indicated that 63.6 percent of the providers felt that they do not receive enough referrals from the VR program. When asked if the number of referrals had remained the same, increased or decreased over the previous 12 months, 48.8 percent of the respondents felt that the number of referrals has remained the same, while 7.8 percent indicated that referrals had increased and 43.4 percent indicated a decrease in referrals. Further, vendors indicated a need for increased interaction with VR staff and the need for more information regarding VR programs and training on contract compliance.

3. Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act .

Opinions gathered from Exceptional Student Services staff through the ADE in relation to critical career transition and pre–employment transition needs for youth provided the following results:

1. Self–determination/advocacy (to include disability awareness)

2. Career awareness or exploration (to make informed decisions)

3. Exposure to community experiences/work based learning (job shadow, volunteer opportunities, situational assessment, internship, service learning, etc.)

4. Paid work/employment experiences (On the Job Training, work study, summer/part time employment)

Additional service needs included increasing parental involvement throughout transition planning, aligning the course of study with the individual’s strengths, weaknesses, and abilities and ameliorating transportation barriers.

DES/Rehabilitation Services works to engage students as early as possible within their high school experience for the purpose of developing an Individualized Plan for Employment (IPE) before the student exits school. VR staff assists in the identification of an employment goal which is commensurate with the students' abilities, weakness, and disability related factors. DES/Rehabilitation Services, in conjunction with the school, provides opportunities for students to engage in pre–employment transition activities. These activities can include career shadowing and exploration, work adjustment trainings, disability adjustment services, and exploration of postsecondary education and training options while in high school. Services are provided help to prepare the student to successfully transition from high school to postsecondary education or training if appropriate, and competitive, integrated employment.

Rehabilitation Services has entered into 22 Third Party Cooperative Agreements (TPCAs) with local high schools throughout the state. These agreements provide a solid structure and foundation for the provision of transition services to student beginning in high school and allow for a seamless transition to postsecondary endeavors.

k. Annual Estimates

(Formerly known as Attachment 4.11(b)). Describe:

1. The number of individuals in the State who are eligible for services;

According to the 2014 Annual Disability Statistics Compendium approximately 801,728 individuals with a disability live within a community in Arizona. 23,500 persons aged 16–20 and 365,000 persons aged 21–64 have a disability in Arizona.

2. The number of eligible individuals who will receive services under:

A. The VR Program;

19,106 individuals in Arizona were determined eligible, placed in an Open Priority Category and subsequently received services in FFY 2015.

B. The Supported Employment Program; and

990 individuals in Arizona were determined eligible for Supported Employment Services.

C. each priority category, if under an order of selection;

Priority 1: 14,569

Priority 2: 3,830

Priority 3: 707

3. The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and

Priority 2: 3,830

Priority 3: 707

4. The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.

Priority 1

Total Cost: $50,911,909.75

Served: 8,093

Priority 2

Total Cost: $1,267,217.42

Served: 326

Priority 3

Total Cost: $804,633.02

Served: 383

I. State Goals and Priorities

The designated State unit must:

1. Identify if the goals and priorities were jointly developed

Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

Recommendations from the State Rehabilitation Council (SRC) were provided and considered in the development of the goals and priorities. The SRC has been actively involved in the strategic planning process and in the development a strategic plan for Arizona Rehabilitation Services. An extensive process consisting of multiple surveys, focus groups, review of various data elements, comprehensive statewide assessment results, and performance indicators provided insight and guidance into the development of the State's goals and priorities for the State of Arizona's VR and Supported Employment programs.

The state goals and priorities for the VR and Supported Employment programs are centered on implementing the WIOA as well as continuing efforts to develop effective and efficient strategies which assist in the successful outcomes of individuals with disabilities.

2. Identify the goals and priorities in carrying out the VR and Supported Employment programs.

Goal 1: Rehabilitation Services staff will be valued as accountable professionals.

• Increase the number of employee recognition events by five percent.

o Five employee recognition events will occur in 2016.

• Increase the number of professional development activities for staff by ten percent.

o Ten professional development activities will occur in 2016.

• Conduct “Meet and Greet” open house opportunities for staff to meet administrative/central office staff.

o Four “Meet and Greet” opportunities will occur in 2016.

Goal 2: Rehabilitation Services will deliver high quality services to persons with disabilities.

• Increase the percentage of clients who have eligibility and Order of Selection determined within 60 calendar days from application.

o VR will strive for a 90% or better compliance rate.

• Increase the percentage of clients who have IPE’s developed and implemented within 90 calendar days from eligibility determination.

o VR will strive for a 90% or better compliance rate.

• Integrate and align with workforce programs to successfully connect clients with jobs.

o VR will increase the number of successful employment outcomes by five percent in 2016.

• Increase provision of services specific to transition youth.

o VR will provide pre–employment transition services in the amount that meets the set–aside requirement in 2016.

• Increase the number of individuals who receive Supported Employment services.

o VR will serve five percent more individuals in supported employment plans.

Goal 3: Rehabilitation Services will be a leader and respected partner in the community.

• Develop and implement a vendor report card.

o VR will develop and implement a vendor report card to inform client choice and increase community awareness of VR services and providers in 2016.

• Provide increased awareness and outreach to underserved geographic areas and target populations.

o VR will conduct four awareness events in geographic areas or to specific target populations in 2016.

• Provide information sessions to employers and community partners on VR services.

o VR will provide ten information sessions in 2016

3. Ensure that the goals and priorities are based on an analysis of the following areas:

An extensive process consisting of multiple surveys, focus groups, review of various data elements, comprehensive statewide assessment results, and performance indicators provided insight and guidance into the development of the State's goals and priorities for the State of Arizona's VR and Supported Employment programs.

A. The most recent comprehensive statewide assessment, including any updates;

A comprehensive statewide assessment was conducted during 2015 to assist with the development of the state goals and priorities. The comprehensive statewide assessment was conducted in collaboration with all of the core partners in an effort to gather information pertinent to all partner programs and to assist in the development of statewide workforce investment strategies.

B. the State's performance under the performance accountability measures of section 116 of WIOA; and

Achievement of the state goals will support the achievement of the performance accountability measures.

C. other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and finding and recommendations from monitoring activities conducted under section 107.

Arizona VR exceeded in each performance measurement with the exception of attaining a 55.8 percent rehabilitation rate. Arizona reached a rehabilitation rate of 51.1 percent at the end of FFY 2015.

m. Order of Selection

Describe:

1. Whether the designated State unit will implement and order of selection. If so, describe:

A. The order to be followed in selecting eligible individuals to be provided VR services.

Regulations require an organized and equitable method for serving groups of individuals with disabilities in a priority order if all eligible individuals cannot be served due to a lack of resources. VR has established an Order of Selection based on the number of functional limitations to employment, caused by the disabling condition(s) in combination with the number of VR services needed to address the identified limitations. Individuals in Priority Category I (Most Significantly Disabled) are served first. Individuals within each category are served based on application date as funds become available.

B. The justification for the order.

Arizona is currently operating an Order of Selection due to a lack of resources. The current Order of Selection has been in effect since Federal Fiscal Year (FFY) 2009. Implementation of an Order of Selection was necessitated by a significant reduction in state appropriations beginning in FFY 2009. Continued reductions in state appropriations have occurred despite repeated budget requests.

C. The service and outcome goals.

All clients determined eligible and in an open Priority Category begin to receive services immediately with the outcome of successful employment.

All clients determined eligible but placed in a closed Priority Category receive referral information to other workforce investment partner programs. Clients receive an annual letter reminding them of the opportunities to utilize workforce investment programs.

D. The time within which these goals may be achieved for individuals in each priority category within the order.

14,701 clients are receiving services in Priority Category One. Clients achieve the goals and objectives within 33 months at a cost of $17,300 per client. 1,282 individuals exited without employment after receiving services and 1,339 exited the program with an employment outcome after receiving services.

At the end of FFY 2015, the number of individuals who were determined eligible but placed in Priority II Two or Priority III waitlist was 3,514 and 658 respectively. DES/Rehabilitation Services does not expect to have the ability to serve individuals in Priority Categories II or III in FFY 2016.

E. How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and

VR has established an Order of Selection based on the number of functional limitations to employment, caused by the disabling condition(s) in combination with the number of VR services needed to address the identified limitations. Individuals in Priority Category I (Most Significantly Disabled) are served first. Individuals within each category are served based on application date as funds become available.

2. If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.

Upon release of final regulations, VR will serve eligible individuals, regardless of established Order of Selection, who require specific services or equipment to maintain employment as allowable by law and regulation. Review of case management system changes, development of policies and procedures, and identification of individuals on the current Order of Selection waitlist who might benefit from this exception are currently in process.

n. Goals and Plans for Distribution of title VI Funds.

1. Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.

In an effort to increase employment opportunities for individuals with the most significant disabilities, including youth with the most significant disabilities, Title IV monies are available to all counselors when planning services for individuals who will require supported employment and extended services in order to obtain and maintain competitive and integrated employment.

DES/Rehabilitation Services has placed a priority on increasing the employment opportunities for individuals requiring supported employment services.

• 994 individuals received services utilizing Title VI funds during FFY 2015.

• 208 individuals obtained successful employment outcomes as a result of supported employment services in FFY 2015.

• 3,171 Individualized Plans for Employment (IPEs) were implemented in FFY 2015.

2. Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:

A. the provision of extended services for a period not to exceed 4 years; and

DES/VR is utilizing fifty percent of the funds received for the provision of supported employment services and has set aside fifty percent of the funds received under Section 603 of the Rehabilitation Act for the provision of services specific to youth with the most significant disabilities. DES/VR was able to successfully meet the full fifty percent match requirement for supported employment services provided to youth with disabilities.

Dissemination of information to staff, clients, and community partners regarding the changes made by the WIOA are continuous. Information regarding the set aside reserve for youth with the most significant disabilities and the ability to provide extended services for up to four years has been promoted and DES/Rehabilitation Services is actively working to develop opportunities to expand the scope of extended and supported employment services. Active agreements with Arizona Department of Health Services/Behavioral Health Services (ADHS/BHS) and the Division of Developmental Disabilities (DDD) prove to be vital for the seamless transition from VR supported services to extended supports provided by an alternate funding source. DES/Rehabilitation Services will continue to actively pursue opportunities which will allow the state to leverage public and private funds in order to increase resources and serve youth with the most significant disabilities.

B. how the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.

DES/Rehabilitation Services is currently engaged with the Exceptional Student Services (ESS) of the ADE. This active engagement has allowed DES/Rehabilitation Services to cultivate 22 Third Party Cooperative Agreements and numerous other connections with local schools statewide. DES/Rehabilitation Services and the ADE have developed a data sharing agreement which is currently in the approval process. It is expected that this increased ability to share data will allow both parties to work collaboratively to identify, refer, and provide services to youth with the most significant disabilities.

o. State's Strategies

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

1. The methods to be used to expand and improve services to individuals with disabilities.

In the continuing effort to expand and improve services to individuals with disabilities DES/Rehabilitation Services will maintain cooperative agreements and contracts with the following entities:

• Division of Behavioral Health Services;

• Tribal entities, including the Native American 121 programs;

• Division of Developmental Disabilities;

• Veterans Administration VR program;

• Arizona Department of Education;

• Spinal and Head Injury Council; and

• Community Rehabilitation Programs.

2. How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.

Assistive technology devices and services are offered to clients throughout the rehabilitation process through a statewide network of qualified contractors. RS employs a Statewide Assistive Technology Coordinator who is available to provide consultation and technical assistance to counselors, staff, and contractors.

RS will continue explore agreements and opportunities which will allow the program to enhance early identification of assistive technology needs and provision of assistive technology throughout the rehabilitation process.

3. The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program.

Employer Coordinators worked in conjunction with secondary education schools engaged in Third Party Cooperative Agreements, employers, and workforce development programs to provide "Employment Encounters" to students with disabilities. These Employment Encounters provided the opportunity for students with disabilities to learn from employers by participating in mock interviews and sessions related employment. Students, educational and VR staff enjoy these Employment Encounters and describe the events as very successful. DES/Rehabilitation Services intends to continue to provide Employment Encounters in FFY 2016 with increased collaboration with the regional ARIZONA@WORK Job Centers and workforce development staff.

4. The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services).

DES/Rehabilitation Services works to engage students as early as possible within their high school experience for the purpose of developing an Individualized Plan for Employment (IPE) before the student exits school. To assist in the identification of an employment goal and completion of the IPE services, DES/Rehabilitation Services provides opportunities for students to engage in pre–employment transition activities. These activities can include career shadowing and exploration, work adjustment trainings, disability adjustment services, and exploration of postsecondary education and training options. Services are provided to help to prepare the student to successfully transition from high school to postsecondary education or training if appropriate, and competitive, integrated employment.

5. If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.

Arizona does not currently have plans for establishing, developing, or improving community rehabilitation programs within the State.

6. Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.

In preparation for negotiations of performance goals for the Adult, Dislocated Worker, Youth, Wagner–Peyser, Adult Education, and Rehabilitation Services programs, the core partners will compile data consisting of the program outcomes for the last three years. Partners will look at the trends for those outcomes, review the Government Performance and Results Act goals and any statistical models that the U.S. DOL has prepared for the States to use. Additional data will be

collected for performance negotiations and will serve to better understand the characteristics of the participants served and economic conditions. In addition to reviewing the past three years, the programs will collect data on wage earnings to formulate a target on wage earnings for the second and fourth quarters after program exit and median wages.

7. Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.

DES/Rehabilitation Services identified and recommended key personnel to participate on Local Workforce Development Boards. DES/Rehabilitation Services staff's active involvement and participation in the decision making processes which drive regional workforce development are opportunities to identify potential areas for improvement and service expansion.

8. How the agency's strategies will be used to:

A. achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

An extensive process consisting of multiple surveys, focus groups, review of various data elements, comprehensive statewide assessment results, and performance indicators provided insight and guidance into the development of the State's goals and priorities for the State of Arizona's VR and Supported Employment programs.

The state goals and priorities for the VR and Supported Employment programs are centered on implementing the WIOA as well as continuing efforts to develop effective and efficient strategies which assist in the successful outcomes of individuals with disabilities.

B. support innovation and expansion activities; and

As the VR and state strategies are implemented, opportunities for innovation and expansion will be considered.

C. overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.

In an effort to align the Department's multiple workforce programs to support the Governor's and Department's vision as well as bolster the ability to effectively implement the requirements of WIOA, DES/DERS has embarked on a reorganization process. To achieve the desired results, programs and services will be combined and will be structured under two new administrations.

The Employer Engagement Administration will work with Arizona employers to identify current and emerging workforce needs, effectively engage the business community in order to provide a unified approach to identifying and engaging the employer community, improve the understanding and responsiveness to employers' current and emerging workforce needs and leveraging employer relationships across the DES/DERS to benefit the employer. To this end, Unemployment Insurance Tax, Apprenticeship, Business Services, and other workforce programs developed specifically to benefit the employer will be a part of the DERS Employer Engagement Administration.

The Workforce Administration has a primary focus on engaging and readying all jobseekers, including individuals with disabilities, for employment and will work toward aligning workforce programs for a seamless and accessible workforce system that is inclusive of all jobseekers, connecting jobseekers with in–demand jobs, and support equal access to services and employment opportunities for all jobseekers, including those with barriers and disabilities. Active and strategic engagement and partnerships with educational partners and institutions in coordination with economic development agencies will further support positive outcomes for the employer and the jobseeker. Unemployment Benefits, VR and associated programs and many of the Wagner–Peyser and workforce programs will be housed within the DERS Workforce Administration.

p. Evaluation and Reports of Progress: VR and Supported Employment Goals

Describe:

1. An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:

A. Identify the strategies that contributed to the achievement of the goals.

Strategies Used:

• Implementation of electronic signature capabilities.

• Utilizing electronic case management features to monitor timelines.

• Meeting timelines will be a performance rating criteria.

• Joint participation with the Statewide Independent Living Council (SILC) to conduct a statewide survey of needs for individuals with disabilities and increase awareness of vocational rehabilitation services.

• Continued collaboration with the Section 121, Tribal VR programs.

• Continued collaboration with Tribal Regional Behavioral Health Authorities to identify potential applicants for the VR program.

• Expanded involvement with employers via increased participation on workforce development boards.

• Expanded involvement in Council of State Administrators for VR (CSAVR) National Employment Team.

• Targeted outreach to employers, Chambers of Commerce, and employer organizations statewide.

• Increased activity with community rehabilitation programs.

• Providing disability awareness trainings to employers.

• Piloting Job Readiness Handbooks in offices.

• Implementation of job clubs in VR offices.

B. Describe the factors that impeded the achievement of the goals and priorities.

Impediments to Achievement:

• Change in legislation which decreased the timeline for IPE implementation from 120 days to 90 days from eligibility determination.

• Engaging youth at an earlier age poses challenges when developing a realistic and complete plan within the 90 day timeline.

• Case management system does not always reflect the most accurate timeline data.

• Lack of quick client engagement leads to client disengagement.

• The overall fiscal constraints of being in an Order of Selection and serving only those individuals with the most significant disabilities hampered the ability to serve a greater number of individuals.

• Lack of active and local Employment Networks in Arizona.

• Inability to hire an additional Employer Coordinator to replace Pima County coordinator.

2. An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:

A. Identify the strategies that contributed to the achievement of the goals.

• Engaged Community Rehabilitation Programs (CRP) to assist in identifying employers who are willing to customize employment for individuals with disabilities.

• Continued collaboration with the Division of Developmental Disabilities and Behavioral Health Services in order to effectively serve individuals with supported employment needs.

• Increased employer engagement activities through Employer Coordinators and connection with workforce development system.

B. Describe the factors that impeded the achievement of the goals and priorities.

• Lack of active and local Employment Networks in Arizona.

• Lack of Employment Networks who are able to assist individuals who are not making Substantial Gainful Activity.

3. The VR program's performance on the performance accountability indicators under section 116 of WIOA.

Rehabilitation Services is actively engaged in conversations with core partners and System 7, Libera case management system developers in order to develop effective and accurate data management processes which will allow VR to report performance on the new common performance measures as prescribed in the WIOA.

Arizona VR exceeded in each performance measurement with the exception of attaining a 55.8 percent rehabilitation rate. Arizona reached a rehabilitation rate of 51.1 percent at the end of FFY 2015.

4. How the funds reserved for innovation and expansion (I&E) activities were utilized.

Innovation and Expansion opportunities were used to provide funding for allowable activities for the Governor’s State Rehabilitation Council (SRC) and the Governor’s Statewide Independent Living Council (SILC).

q. Quality, Scope, and Extent of Supported Employment Services.

Include the following:

1. The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.

Quality

VR provides Supported Employment Services (SE) to eligible clients with the most significant disabilities. SE services are authorized by VR counselors to be provided by Community Rehabilitation Programs (CRPs). CRPs are awarded competitive contracts based on their response to the Request for Proposal. Upon contract award, CRPs receive training from contract and policy staff with regard to the scope of services required. VR counselors authorize services to be provided by vendors. A client service plan is developed with the VR counselor, the client, and guardian if necessary, and the vendor in order to ensure appropriate service provision. Vendors are required to report activity to VR counselors on a monthly basis. VR counselors are responsible to review the monthly activity and approve the service costs or request a meeting to revise the client service plan goals and objectives. Rehabilitation Services utilizes a contract monitoring unit who conduct annual desk and site audits in order to ensure compliance with contract requirements.

Scope

Arizona utilizes a consistent process of eligibility and Order of Selection determination for all clients. An individual with significant disabilities who has the skills and abilities to work in an integrated, competitive workplace and needs intensive VR service in order to obtain and maintain employment is considered an individual that needs Supported Employment services. Individuals who are determined to need SE services have access to the full scope of VR services. Clients and staff will

work to identify a financial or natural resource to provide ongoing support services as needed once VR services have concluded.

Financial resources include long term supports provided by the Division of Developmental Disabilities or the Behavioral Health System. Additional sources such as a Plan to Achieve Self–Sufficiency (PASS) or Impairment Work Related Expense (IRWE) plan is available to individuals who receive Social Security award monies. Arizona holds agreements with five Employment Networks who may support individuals in employment after case closure from VR. Through collaboration with the Councils of Governments (COGs), Social Security Block Grant dollars are also utilized to provide extended support services after closure from VR. Natural supports in an employment setting can be developed while the client is receiving VR supported services. VR staff may also provide training to managers, supervisors, and coworkers in order to develop natural supports within the competitive and integrated employment setting.

Extent

DES/Rehabilitation Services recognizes Supported Employment as a viable employment option as long as the employment outcome meets the criteria of providing competitive wages in an integrated setting. Supported Employment services may be provided by VR for up to 24 months. Youth will be engaged in pre–employment transition services as early as 14 years of age and may receive planned SE services for up to four years per the draft regulations.

2. The timing of transition to extended services.

The transition of VR provided services to extended services provided by an alternate funding source should be a seamless transition for the client. Once a client is determined to be stable in their employment, a meeting is held with the client, counselor, and ongoing service provider. This meeting is held to review client progress and employment stability. If all are in agreement, funding for job coaching and extended services are transitioned to the extended service provider. The VR counselor will then monitor the client's progress and job stability over the next 90 days. At the conclusion of the 90 day period, if the client remains stable in the job and the team agrees, the case will be closed as meeting an employment outcome.

Certifications

Name of designated State agency or designated State unit, as appropriate **Rehabilitation Services**

Name of designated State agency **Division of Employment and Rehabilitation Services**

Full Name of Authorized Representative: **Mark Darmer**

Title of Authorized Representative: **Assistant Director**

States must provide written and signed certifications that:

1. The **designated State agency or designated State unit (as appropriate) listed above** is authorized to submit the VR services portion of the Unified or Combined State Plan under title 1 of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA*, and its supplement under title VI of the Rehabilitation Act.** **Yes**

2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the **designated State agency listed above** agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan; **Yes**

3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan* , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;** **Yes**

4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement; **Yes**

5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. **Yes**

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. **Yes**

7. The **Authorized Representative listed above** has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement; **Yes**

8. The **Authorized Representative listed above** has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services; **Yes**

9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement. **Yes**

Footnotes

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Certification 1 Footnotes

* Public Law 113-128.

** Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

Certification 2 Footnotes

* All references in this plan to "designated State agency" or to "the State agency" relate to the

agency identified in this paragraph.

** No funds under title 1 of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

*** Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76,77,79,81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

Certification 3 Footnotes

* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

** Applicable regulations, in part, include the citations in *** under Certification 2 footnotes

Additional Comments on the Certifications from the State

Certification Regarding Lobbying — Vocational Rehabilitation

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization **Division of Employment and Rehabilitation Services**

Full Name of Authorized Representative: **Mark Darmer**

Title of Authorized Representative: **Assistant Director**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to MAT_OCTAE@ed.gov

Certification Regarding Lobbying — Supported Employment

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization **Division of Employment and Rehabilitation Services**

Full Name of Authorized Representative: **Mark Darmer**

Title of Authorized Representative: **Assistant Director**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)
(http://www2.ed.gov/fund/grant/apply/appforms/appforms.html).

Assurances

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:**The State Plan must provide assurances that:**

1. Public Comment on Policies and Procedures:

The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.

2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement:

The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

3. Administration of the VR services portion of the Unified or Combined State Plan:

The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:

a. the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.

b. the establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act.

The designated State agency or designated State unit, as applicable **(B) has established a State Rehabilitation Council**

c. consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act.

d. the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3).

e. the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act.

The designated State agency allows for the local administration of VR funds **Yes**

f. the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.

The designated State agency allows for the shared funding and administration of joint programs: **Yes**

g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.

Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? See Section 2 of this VR services portion of the Unified or Combined State Plan. **Yes**

h. the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act.

i. all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act .

j. the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.

k. the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.

l. the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities.

m. the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.

4. Administration of the Provision of VR Services:

The designated State agency, or designated State unit, as appropriate, assures that it will:

a. comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act.

b. impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act .

c. provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act?

d. determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.

e. comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.

f. comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act.

g. provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.

h. comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment

setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14)of the Rehabilitation Act.

i. meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs

j. with respect to students with disabilities, the State,

- **i. has developed and will implement,**
  - **A. strategies to address the needs identified in the assessments; and**
  - **B. strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and**
- **ii. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25)).**

5. Program Administration for the Supported Employment Title VI Supplement:

a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.

b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.

c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act.

6. Financial Administration of the Supported Employment Program:

a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the

Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act.

b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.

7. Provision of Supported Employment Services:

a. The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.

b. The designated State agency assures that:

- **i. the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act**
- **ii. an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act , which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act.**

Additional Comments on the Assurances from the State

VII. Program-Specific Requirements For Combined State Plan Partner Programs

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and the Vocational Rehabilitation Program— and also submit relevant information for any of the eleven partner programs it includes in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program.* If included, Combined State Plan partner programs are subject to the “common planning elements” in Sections II and III of that document, where specified, as well as the program-specific requirements for that program (available on www.regulations.gov for public comment). The requirements that a State must address for any of the partner programs it includes in its Combined State Plan are provided in this separate supplemental document. The Departments are not seeking comments on these program-specific requirements, which exist under separate OMB control numbers and do not

represent requirements under WIOA. For further details on this overall collection, access the Federal eRulemaking Portal at http://www.regulations.gov by selecting Docket ID number ETA-2015-0006.

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* States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

Appendix 1. Performance Goals for the Core Programs

Include the State's expected levels of performance relating to the performance accountability indicators based on primary indicators of performance described in section 116(b)(2)(A) of WIOA.

Instructions:Performance Goals for the Core Programs

Each State submitting a Unified or Combined Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The State is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education on state adjusted levels of performance for the indicators for each of the first two years of the plan.

Table 1. Employment (Second Quarter after Exit)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	60	Baseline	60	Baseline
Dislocated Workers	27	Baseline	28	Baseline
Youth	55	Baseline	56	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	60	Baseline	60	Baseline
Vocational Rehabilitation</	Baseline	Baseline	Baseline	Baseline

Table 2. Employment (Fourth Quarter after Exit)

Program	PY 2016	PY 2016	PY 2017	PY 2017

	Proposed/ Expected Level	Negotiated/ Adjusted Level	Proposed/ Expected Level	Negotiated/ Adjusted Level
Adults	58	Baseline	59	Baseline
Dislocated Workers	30	Baseline	31	Baseline
Youth	33	Baseline	34	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	58	Baseline	59	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

Table 3. Median Earnings (Second Quarter after Exit)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	3400	Baseline	3500	Baseline
Dislocated Workers	5000	Baseline	5100	Baseline
Youth	2500	Baseline	2600	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	3400	Baseline	3500	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

Table 4. Credential Attainment Rate

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	36	Baseline	36	Baseline
Dislocated Workers	30	Baseline	31	Baseline
Youth	41	Baseline	42	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

Table 5. Measureable Skill Gains

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	50	Baseline	52	Baseline
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

Table 6. Effectiveness in Serving Employers

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	Baseline	Baseline	Baseline	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

Table 7. Combined Federal Partner Measures

Measure	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level

Appendix 2. Other State Attachments (Optional)

Appendix 2 Background Information for the Economic Analysis

Industry Performance Indicators

Industry performance indicators chosen to define both existing and emerging industries include:

- Projected long–term annual industry employment growth,
- Average over–the–year employment growth,
- Change in industry employment as a share of total Arizona employment,
- Annual average pay and employment levels,
- Annual average employment levels compared to national levels (employment location quotients),
- Annual average pay levels compared to national levels (pay location quotient), and
- Annual average short–term over–the–year employment and pay growth.

These indicators were chosen because they highlight Arizona industries with favorable pay and employment characteristics. Existing and emerging demand industries were selected based on their overall performance in each of these pay and employment indicators. Industries were ranked against each other in each pay and employment category to calculate an overall ranking score. A list of the industry performance metrics is available in Table 58 and Table 59.

Methodology

A number of factors were applied in determining the existing and emerging demand industries. Some indicators provide more insight than others into the defining qualities of an existing or emerging demand industry. To help emphasize an indicator's importance, each indicator was given a weight between one and three. This method helps highlight important qualities of an industry, without having to exclude less–important employment and pay variables from the analysis.

For example, projected employment growth is an important indicator when defining emerging demand industries; it identifies industries with favorable growth potential. Therefore, the projected employment growth indicator was given a larger weight (more importance) when determining which industries would be selected as emerging demand industries. As another example, projected employment growth is a less valuable indicator when determining existing demand industries, because existing demand industries provide job opportunities through means other than growth. Projected employment growth was assigned a less–meaningful weight than other indicators when calculating existing demand industries. A list of the assigned weighted values applied to the industry performance indicator is illustrated in Table 15 and Table 16.

The analysis conducted also applied constraints to industry performance indicators. The constraints applied are loose restrictions to ensure that industries with a specific unfavorable quality are not selected. As an example, an industry selected as an emerging demand industry must have recorded positive over–the–year employment growth from 2013 to 2014. It is very important that an industry identified as an emerging demand industry display signs of short–term employment growth as an indication of future growth to follow. For this reason, industries were restricted to those that recorded short–term positive employment growth. A list of the constraints applies to the industries is available in Table 58 and Table 59.

Existing Demand Industries Defined

Existing demand industries were identified as industries with large employment bases and above–average wages. Industries with historically large employment levels provide job stability and have established themselves within the economy. While short–term employment growth was considered, it was not emphasized when selecting existing demand industries. Industries with large employment levels offer employment opportunities not tied to growth, which is an important quality during economic downturns. It was also important that the existing demand industries selected provided above–average wage and employment concentrations compared to the United States.

Average Annual Pay Location Quotient

A pay location quotient allows for pay comparisons between industries within Arizona as well as the United States. All of the existing demand industries selected have an annual average pay location quotient above 0.75. This threshold was set to ensure the industries selected offered comparable or higher pay levels than the national average for that industry. A large average annual pay location quotient is an indication of stability and the long–term interest to retain and attract talented employees within the industry. When jobs are in–demand (increase in demand or shortage of qualified applicants), a company can increase wages to attract the desired level of talent. For this reason, it was important to highlight existing demand industries that offer high average pay levels compared to national levels.

Many of the industries selected recorded over–the–year pay growth from 2013 to 2014. The selected industries also all pay above–average median wages compared to Arizona as a whole. It was important to highlight industries that would allow Arizona residents the opportunity for pay growth. Not every occupation within the selected industries will provide above–average wages, but they provide opportunities for growth within the industry. An individual can expect greater opportunities with increases in experience and on–the–job training, and continued educational attainment within these industries.

Employment Multiplier Effect

Similar to a pay location quotient, an employment location quotient allows for employment comparisons between industries within Arizona as well as the United States. All of the existing demand industries selected were required to have an employment location quotient greater than 0.75. Industries with higher employment concentrations than national averages (larger average employment location quotients) are typically classified as export–oriented industries. This means that these industries provide products or services for communities outside the local or state economy and bring a competitive advantage to the local economy. Export–oriented industries will have an employment multiplier effect on other industries in the local economy. Growth–supporting industries, such as Construction, Business Services and Retail Sales benefit when export–oriented industries enter into or expand within an economy. For this reason, the industries selected not only directly employ individuals in their respective industries, but also indirectly help to increase employment in growth–supporting industries. Two large manufacturing industries, Aerospace Product and Parts Manufacturing and Semiconductor and Electronic Component Manufacturing, have some of the largest employment location quotients for the state and are good examples of export–oriented industries providing indirect benefits to surrounding industries.

Demand Occupations

Occupations selected as an existing demand occupation had to represent one percent or more of total industry employment. This ensured that relevant occupations representing existing and

emerging demand industries were selected. Existing and emerging demand occupations were ranked by their share of total industry employment, projected long–term employment growth and average hourly wage rates. Each indicator was given an equal weight when ranking the occupations. The occupations identified as existing and emerging demand occupations represent the top occupation in an industry. More than one industry could have (and did have) the same top occupation.

Table 58: Existing Demand Industries

Variables Weight Detail Period Constraints Long–term projected employment numeric change 1 2–digit NAICS 2012–2022 na Long–term projected employment percentage change 1 2–digit NAICS 2012–2022 na Average OTY employment percentage change 1 2–digit NAICS 5, 10, 20 year averages na Average OTY employment percentage change 1 2–digit NAICS 5, 10, 20 year averages na Average share of Arizona total employment change 1 2–digit NAICS 5, 10, 20 year averages na Annual average pay level 3 4–digit NAICS 2014 Top 50% LQ for employment levels 2 4–digit NAICS 2014 > 0.75 LQ for pay levels 2 4–digit NAICS 2014 > 0.75 OTY employment level change 1 4–digit NAICS 2013–2014 na OTY employment level percentage change 1 4–digit NAICS 2013–2014 na OTY pay level change 1 4–digit NAICS 2013–2014 na OTY pay level percentage change 1 4–digit NAICS 2013–2014 na Annual average employment levels 2 4–digit NAICS 2014 Top 33%

Table 59: Emerging Demand Industries

Variables Weight Detail Period Constraints Long–term projected employment numeric change 3 2–digit NAICS 2012–2022 na Long–term projected employment percentage change 3 2–digit NAICS 2012–2022 > 0.0 Average OTY employment percentage change 2 2–digit NAICS 5, 10, 20 year averages na Average OTY employment percentage change 2 2–digit NAICS 5, 10, 20 year averages na Average share of Arizona total employment change 1 2–digit NAICS 5, 10, 20 year averages na Annual average pay level 2 4–digit NAICS 2014 Top 50% LQ for employment levels 1 4–digit NAICS 2014 na LQ for pay levels 1 4–digit NAICS 2014 na OTY employment level change 3 4–digit NAICS 2013–2014 na OTY employment level percentage change 3 4–digit NAICS 2013–2014 > 0.9 OTY pay level change 3 4–digit NAICS 2013–2014 na OTY pay level percentage change 3 4–digit NAICS 2013–2014 na Annual average employment levels 1 4–digit NAICS 2014 Bottom 67%

Source: Arizona Department of Administration’s Office of Employment and Population Statistics

Emerging Demand Industries Defined

Emerging demand industries were identified as industries with small employment levels (bottom 67 percent of industry employment levels) and large short–term historic employment and pay growth. Emerging demand industries were not restricted by location quotient estimates for pay or employment, but were required to have an above–average pay level, positive over–the–year employment level percentage change, and positive projected long–term employment percentage change. Emerging–demand–industry requirements focused on the growth potential in employment and pay to identify industries of opportunity. The long–term industry projections produced by EPS were heavily emphasized as an indicator for future employment growth. Projections are produced using historical industry trends to determine where future employment growth will occur. Short–term (2013 to 2014) over–the–year annual employment and pay growth was also utilized to help determine emerging demand industries as an indicator of potential future growth.

Short–Term Employment and Pay Growth

Short–term measures of employment and pay growth are important indicators of emerging demand industry trends. These measures highlight industries with high potential to establish themselves as core industries within the state economy. Emerging demand industries do not necessarily have large employment levels, but if short–term employment demands continue, these industries will provide employment opportunities from industry growth. Pay level increases can also be expected, if demand for skilled labor remains high within these industries.

Forecasted Employment

EPS publishes long–term industry employment projections biennially. The most recent employment projections were released June 2014 and cover projected employment from 2012 to 2022. Projected employment was considered when identifying emerging demand industries because projections identify promising industries with high growth potential. Employment projections are based off, in part, historical employment patterns. An industry recording high levels of employment growth in the recent past (one to two years) is highly likely to continue this growth pattern into future years. This growth potential is best captured and identified in employment projection estimates.

Industry Share of Total Employment

Employment within a given industry accounts for a specific share of total employment for Arizona as a whole. As employment levels fluctuate through time, an industry increases or decreased its share of total Arizona employment. Employment share changes occur based on two factors: employment level changes in an industry itself, or employment level changes in other industries of the economy. Industry shares help determine overall industry growth leaders in the economy as a whole. Looking at employment growth by itself does not identify how the industry is performing compared to the state economy as a whole. As an example, an economy could record large rates of growth in all of its industries which would make it difficult to identify which industries are outperforming others. By including changing shares of total employment, it is possible to identify industries that outperform other industries in the economy.