

Yuma County Workforce Development 4 Year Plan 2020-2023



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COMMON ACRONYMS AND DEFINITIONS USED IN THIS PLAN:

ACRONYM	DEFINITION	MEANING FOR YUMA:
LWDA	Local Workforce Development Area Local Designated Area Region	Yuma County
LWDB	Local Workforce Development Board	Yuma County Workforce Development Board Yuma Private Industry Council, Inc. Staff to the Board
CEO BOS LEO	Chief Elected Official Board of Supervisors Local Elected Official	In Yuma County, the CEO is the Board of Supervisors
OSO	One Stop Operator	Equus Workforce Solutions (Previously ResCare)
WIOA	Workforce Innovation and Opportunity Act The Act	
Service Providers	Entities Providing services to Adults, Dislocated Workers, and Youth under Title I-B Programs of WIOA	

EXECUTIVE SUMMARY

The **Workforce Innovation and Opportunity Act (WIOA)** is a transformative piece of legislation that calls for a paradigm shift in the manner that local workforce programs are operated. WIOA specifies the development of “**Core**” Partnerships at the local level that brings together the resources of Adult Education and Literacy Programs, Wagner-Peyser, Vocational Rehabilitation Services, and Adult, Dislocated Worker, and Youth Services, etc. WIOA focuses on the provision of services to populations that experience “barriers” to employment and addresses the needs of customers through establishing a comprehensive system that provides access to employment, education, training and support services. WIOA is explicitly clear on the development of common processes that provide a “no wrong door” approach to accessing workforce services on the local level.

The Act also specifies that the LWDB will have a greater role in coordinating the oversight of these “Core” Programs by requiring common program performance measures for each identified partner. These requirements articulated in the Act spell out expectations that greater transparency, coordination, and collaboration must occur in each local area.

The **Workforce Arizona Council (WAC)** serves as the Oversight and Policy Council for the State of Arizona. One of the major roles that the Council serves is to advise the Governor on Workforce Related Issues as spelled out in the Act. The Council is also instrumental in building the Vision for implementing WIOA through the development of a State Workforce Development Plan and submitting that plan to the U. S. Department of Labor. It follows that Local Areas will need to build individual plans to implement the State’s vision. State guidance on the development of local plans suggests focusing on the following principles:

- Government Working at the Speed of Business
- Equal Access to Education
- Opportunity for all
- Pro-Growth Economy

The Four Major Goals identified in the State Plan are as follows:

1. Promote a Strong Arizona Economy
2. Serve Business Needs
3. Prepare Job Seekers; Defend Against Poverty
4. Protect Taxpayers by Providing Efficient, Accountable Government Service

Section I. INFRASTRUCTURE

A. Describe the ARIZONA@WORK system in the LWDA to include in the following (CFR 679.560(b)(1)(i)):

1. Name of the County(ies), city and/or tribes included in the LWDA;

Yuma County has been designated a **Local Workforce Development Area** (LWDA) and includes the following cities and municipalities/incorporated and unincorporated areas:

City of Yuma (County seat)

City of San Luis

City of Somerton

Town of Wellton

Unincorporated Communities:

Mohawk

Roll

Census Designated Areas:

Gadsden

Tacna

Dateland

2. Name of the entity(ies) designated as the Chief Elected Official(s) (e.g. the name of the County, the Tribe, or other entity carrying out the functions of the CEO)

The designated entity to carry out the functions of the Chief Elected Official in Yuma County is the Yuma County Board of Supervisors.

Yuma County Board of Supervisors Current Membership

Supervisor District #1	Martin Porchas
Supervisor District #2	Jonathan Lines
Supervisor District #3	Darren Simmons
Supervisor District #4 and Chair	Marco A. "Tony" Reyes

Yuma County Workforce Development 4 Year Plan **2020-2023**

Supervisor District #5

Lynne Pancrazi

3. The names of the entities (e.g. county/tribe/non-profit/for profit) that provide the following WIOA functions:

i. Local Fiscal Agent (See 20 CFR 679.420 for functions)

As per WIOA 107 (B)(i)(II) In order to assist in administration of the grant funds, the BOS has designated the LWDB, through its tax-exempt 501(c)(3) organization, Yuma Private Industry Council, Inc. (YPIC), as the fiscal agent.

ii. LWDB Director and other LWDB staff (20 CFR 679.400 for roles)

The following staff is responsible for ensuring that the functions of the LWDB are carried out effectively:

Executive Director, Operations Director, Youth Director, Employment Engagement Officer, Accounting Manager, Human Resources Manager/Equal Opportunity Officer, IT Manager, Compliance Manager.

iii. Provider(s) selected by the LWDA for the (i) Adult Program; (Dislocated Worker Program; and (iii) Youth Program (list the entities that provide design framework services and each of the fourteen elements); and (iv) identify the one-stop operator; - CFR 682.420;

The LWDB with the agreement of the Yuma County BOS selects Program/Service Providers. The following service providers are currently providing services under Title I-B Programs:

Adult Program

- Equus Workforce Solutions (Previously ResCare Workforce Services)
- Arizona Western College (AWC)
- Portable Practical Educational Preparation (PPEP)

Dislocated Worker Program

- Equus Workforce Solutions (Previously ResCare Workforce Services)

Youth Program

- Arizona Western College (AWC)
- Yuma Private Industry Council, Inc.

One Stop Operator

- Equus Workforce Solutions (Previously ResCare Workforce Services)

iv. Procured contracts or written agreements for sub-grants or contractors (20 CFR 679.420 (c)(1));

The LWDB develops contracts/agreements, utilizing procurement policies and procedures that reflect applicable State and local laws and regulations, provided that the procurements conform to applicable Federal regulation and the standards identified in 2 CFR §200.318 General procurement standards (Uniform Guidance)

The LWDB will maintain oversight to ensure that contractors perform in accordance with the terms, conditions and specification of their contracts. Awards shall be made only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement.

Contracted Title I-B Services:

Equus Workforce Solutions (Previously ResCare Workforce Services)

Portable Practical Educational Preparation (PPEP)

Arizona Western College (AWC)

v. Monitoring, audit, and other oversight of the following WIOA functions (See CFR 679.420(c)(2) – (3) and CFR 683.410 (a)): (i) fiscal, (ii) equal opportunity; and (iii) programmatic (Title I-B, including eligible training providers);

i. FISCAL

As the fiscal agent, the LWDB is monitored, audited and overseen as follows:

Yuma County oversight of fiscal agent:

The LWDB is part of the Yuma County single audit (the LWDB pays for their portion of the audit);

Yuma County Finance Department audits the LWDB's fiscal unit on an annual basis;

The LWDB's fiscal unit submits requests for draw-downs to the Yuma County Finance department and to the State of Arizona;

Funds are released to Yuma County; and

Yuma County's finance department notifies LWDB's fiscal unit upon receipt of funds from State.

State of Arizona oversight of fiscal agent:

State of Arizona performs annual monitoring visit to the LWDB's fiscal unit.

LOCAL BOARD oversight of fiscal agent:

The LWDB's staff secures the Single Audit on an annual basis.

Department of Labor oversight of fiscal agent:

The LWDB's fiscal unit is subject to audits from Department of Labor at any time.

Audits to Sub-recipients:

The LWDB's fiscal unit performs fiscal audits at sub-recipients' locations on an annual basis, as related to contracts under WIOA authority.

The LWDB's fiscal unit is responsible for providing technical assistance to sub-recipients' fiscal personnel.

ii. EQUAL OPPORTUNITY:

The Equal Opportunity officer (EOO) for Title I-B Programs in Yuma County conducts on-site quality assurance monitoring on a bi-annual basis of the One-Stop Center, affiliate sites, and contractors' sites. The purpose of these on-site reviews is to ensure that equitable and non-discrimination policies are adhered to as required by law and regulation. These policies state that no person shall be discriminated against on the grounds of age, sex (including pregnancy, child birth or related medical condition, sex stereotyping, transgender status, and gender identity), disability, political affiliation, religion, race, color, national origin (including Limited English Proficiency), citizenship, and participation. Compliance with Americans with Disabilities Act (ADA) is strictly enforced. Quarterly reports are submitted to the AZ DES Equal Opportunity Officer with detailed information regarding any complaints regarding Equal Opportunity. Any complaints regarding Equal Opportunity are immediately investigated and reported to Arizona State in quarterly log.

iii PROGRAMMATIC:

The LWDB Compliance unit provides guidance and oversight for the Adult, Dislocated Worker and Youth programs. The Compliance unit monitors performance indicators, outcomes and quality of service ensuring both jobseekers and employers are receiving quality services. Compliance unit ensures providers compliance with WIOA, State policy and local policy requirements; the unit is responsibilities include:

- Run monthly, quarterly and annual AJC reports to identify enrolled and exited WIOA participants to ensure system integrity.
- Conduct comprehensive case reviews on AJC data & backup documentation for discrepancies using the State's monitoring tool.
- Conduct onsite contract monitoring to ensure training & working conditions are provided in accordance to the contract. This includes staff, service providers, employers and participants' interviews to assess level of customer service received.
- Monthly meetings are conducted to review & assess programmatic monitoring results to identify trends and ascertain the level of technical assistance needed by service providers.
- Provide ongoing technical assistance for continuous improvement of the workforce system.

Any local service providers that have been identified as having serious or consistent programmatic issues are provided technical assistance; if improvement is not achieved, the providers are placed on a Corrective Action Plan.

The LWDB provides monitoring and oversight of the Eligible Training Providers in the LWDA. The LWDB staff conducts an onsite visit to audit the training providers listed on the Eligible Training Provider List (ETPL) every two years. Within the audit, the LWDB monitors a minimum of ten percent of the training provider's programs listed on the ETPL. The Training Provider and Training Program documents are monitoring tools that have been established by the Arizona Department of Economic Security (DES) WIOA Title I-B program to utilize when carrying out the audit. Monitoring performance for the Training Provider includes verification of the accuracy of information entered in the Arizona Job Connection System (AJC) such as;

- Training Provider Information
- Training Provider Instruction
- Training Program Details
- Training Program Cost
- Training Program Occupations/Credentials
- Training Provider Performance

In addition, the LWDB corroborates all federal and state requirements required for the training provider to be placed on the ETPL. Some of the requirements verified by the LWDB staff include:

- Verification of licenses, accreditations, and current certificates of liability insurance
- Training Provider Assurances
- Training Provider Technology-Based Assurances (*if applicable*)
- Third Party Training Provider Assurances (*if applicable*)
- Equal Opportunity Review

If the LWDB discovers a Training Provider has been found to knowingly provide inaccurate information; the training provider must be removed from the ETPL for not less than two years, pay back funds received under WIOA Title I-B from the date of enactment or during the period of violation. The LWDB and DES will make the determination if the training provider has violated a provision of WIOA after reviewing recommendations and conducting a review.

B. The Governor has designated regions based on the LWDA designation.

Describe regional planning efforts if the LWDB is engaging in regional planning and/or coordination with other LWDA's (such as for sector strategies, coordination with education providers, or other service planning activities). (See 20 CFR 679.540)

Yuma County has been designated a LWDA currently is not engaged in regional planning and/or coordination with other LWDA's, due to challenges presented by our remote location.

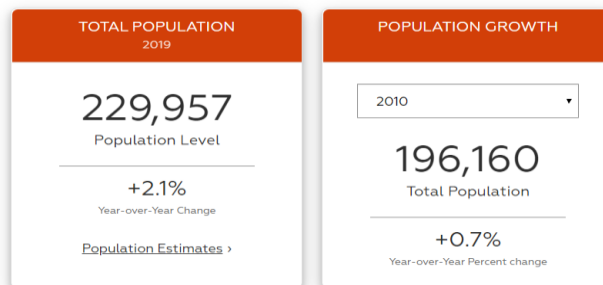
Section 2. STRATEGIC PLANNING ELEMENTS

A. Economic Analysis (20 CFR 679.679.560(a)(1)): Include a regional analysis of the:

1. **Economic Conditions, including existing and emerging in-demand industry sectors and occupations;**
 - i. **In-Demand Industries and occupations details and explanation should be submitted in body of section two, with a full list provided in Appendix I.**

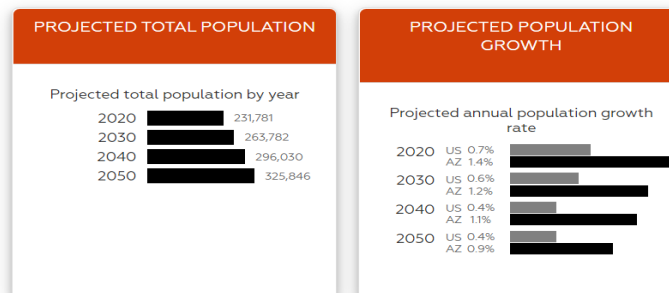
Yuma County is a small and rural community compared to the larger metropolitan areas of the State. Isolated from the rest of the State, at 150 miles from the nearest Arizona populated county (Maricopa), Yuma County is in a peculiar location. This unique location creates challenges but also creates opportunities in the border with Mexico and California. With approximately 5,000 miles across with of the land Government owned. The following are the factors that impact the economy of Yuma County: A border community with Mexico. New waved of immigrants are continuously and consistently inhabiting the county; with a small percentage of new immigrants having the ability to communicate in the English language, making Spanish the second most used language in the area.

The 2010 census conducted by the U.S. Census Bureau estimated that the population of Yuma County was 196,160. According to the Arizona Office of Economic Opportunity, the population for Yuma County in 2019 was estimated to be 229,957.



Source: Arizona Office of Economic Opportunity 2020

Continued growth rates would result in county population increasing from 229,957 residents to a projected 263,782 residents by 2030.



Source: Arizona Office of Economic Opportunity 2020

Currently, Yuma County's economy is driven by four core elements: agriculture production; military readiness, training, and testing; healthcare systems; and winter visitor stays. Specifically, these elements contribute annually \$1.8 billion, \$1.1 billion, \$590 million and \$452 million, respectively, to the County's economy. To ensure and enhance the continued viability and resilience of the region's economy, it is important that Yuma County take steps to strengthen protections that facilitate agricultural production, the ability of Marine Corps Air Station-Yuma and Yuma Proving Ground to complete their respective operational missions, and enhance and develop local amenities to promote winter visitor stays and tourism. Additionally, the Yuma Region has been expanding its manufacturing base to add diversity to the local economy. The region's manufacturing sector features Fortune 500 companies such as Clarios, Shaw Carpets, Associated Materials, and International Paper and is expanding into agricultural food product production and aerospace systems. Consequently, several initiatives are being taken to strengthen the existing agricultural, military, and tourism economic elements 2020 and promote the expansion of the region's manufacturing industries.

In-Demand Industries and occupations are explained in section 2 and in Appendix II.

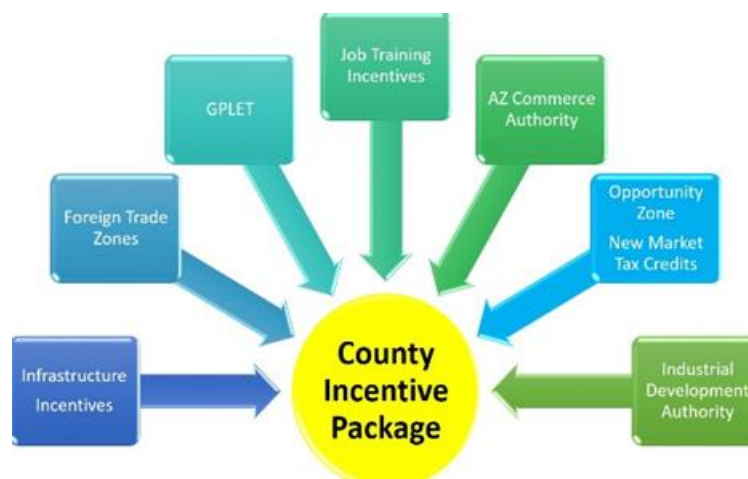
(ii) Existing and emerging industries and occupations can be determined in a variety of ways (e.g. projections, employment share, etc.). For user convenience, the Arizona Office of Economic Opportunity's Labor Market Information (LMI) Team has provided custom analysis for each local workforce area.

Yuma County is well-positioned geographically to capitalize on regional and bi-national trade, infrastructure development, and workforce development. The County's geographic advantage supports current and future logistics operations and the expansion of manufacturing opportunities. Yuma County also benefits from having adequate water resources and a climate well-suited for agricultural production and perfect weather and terrain for Marine Corps Air Station-Yuma flight operations and Yuma Proving Ground test facilities. Based on these factors, and the In-Demand Industries and Occupations Report from the **Arizona Office of Economic Opportunity**, Yuma County has established the following industries as priorities for new company recruitment.

- Manufacturing
- Renewable Energy
- Transportation and Warehousing
- Healthcare
- Agriculture, Forestry, Fishing and Hunting
- Professional Scientific and Technical Services
- Construction
- Accommodation and Food Services
- Public Administration

- Other Services (except Public Administration)
- Administrative and Waste Services

The LWDB and partnering agencies will work to attract new businesses and encourage the expansion of existing ones primarily through infrastructure and job training incentives. When appropriate, the LWDB will also partner with local entities, state and federal agencies to collaborate to assist in creating incentive packages. Moreover, prospective and expanding businesses can utilize municipal and county governments Industrial Development Authority for project financing. Other programs such as New Market Tax Credits, Opportunity Zones, the Government Property Lease Excise Tax, and Foreign Trade Zones provide tax incentives to develop in Yuma County. As part of informing businesses of these incentive and tax break opportunities, Greater Yuma Economic Development Corporation and the local municipal and county government's include them on their respective websites.



To enhance regional infrastructure it is important to support current and facilitate future economic development opportunities. The LWDB will have many opportunities to collaborate with Yuma County and the Cities of Yuma, San Luis, and Somerton and the Town of Wellton. Examples of these types of collaborations include the development of the extension of Avenue E north to Somerton, the future development of Rolle Air Field, and developing a regional corridor for new natural gas infrastructure.

Because of its location in the Southwest United States, the Yuma Region is a natural magnet for business and provides the geographically advantageous benefits of immediate access to markets in California and Mexico. Additionally, the Yuma Region provides the perfect vantage point from which to serve these markets while capitalizing on the low cost of doing business and reasonable regulatory environment.



Destinations within 10-hour Truck Haul

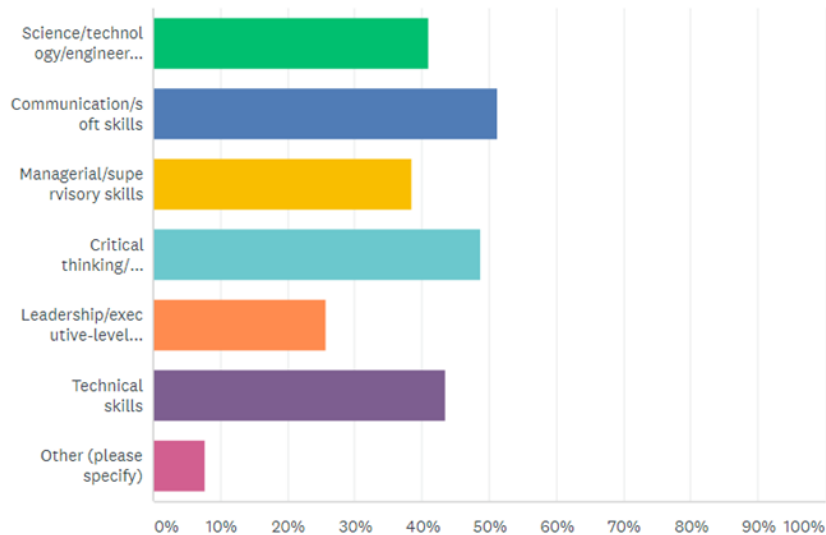
To facilitate regional economic development opportunities and job creation in the United States and Mexico in the four borders mega region that includes Yuma County, Imperial County, California, San Luis Rio Colorado, Sonora, Mexico, and Mexicali Baja Norte, Mexico, local elected leaders from the County and the Cities of Yuma, San Luis, Somerton, and the Town of Wellton have created 4FrontED. Within this organization, its members collaborate with economic development, tourism, and workforce development professionals at local, state, and international levels.

- A. Employment needs of businesses in existing and emerging in-demand industry sectors and occupations. There are a variety of methods to determine employment needs (e.g., employer surveys, up to date Labor Market Information (LMI), etc.). Publicly available LMI is provided by Arizona's Office of Economic Opportunity, Maricopa Association of Governments, and US Bureau of Labor Statistics.**

Based on a survey conducted by the LWDB in 2018, the below list of knowledge, skills and abilities were identified as needing improvement within the regional workforce landscape to meet the employment needs of the employers.

Please identify the areas of knowledge, skills and abilities that have caused or are causing critical impact and barriers to your business and mission?

Answered: 39 Skipped: 0



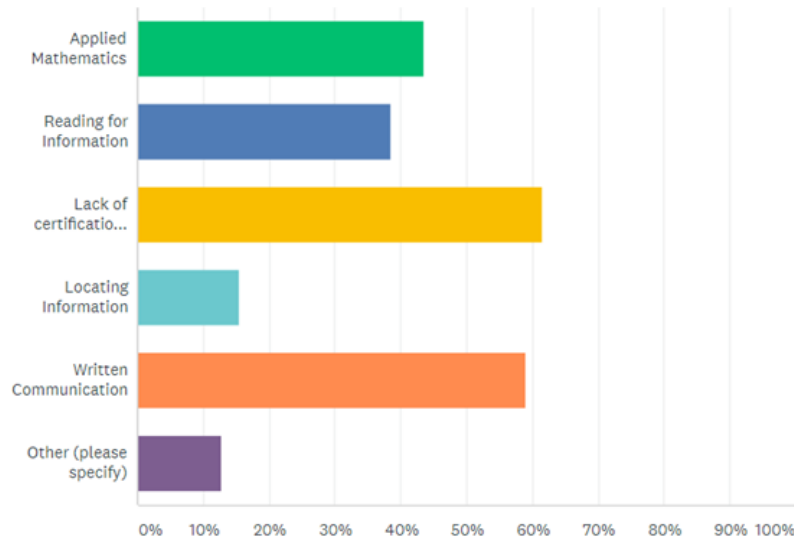
ANSWER CHOICES	RESPONSES
Science/technology/engineering/math	41.03% 16
Communication/soft skills	51.28% 20
Managerial/supervisory skills	38.46% 15
Critical thinking/ problem-solving skills	48.72% 19
Leadership/executive-level skills/project management skills	25.64% 10
Technical skills	43.59% 17

Source: 2018 LWDB Survey

The survey conducted by the LWDB in 2018 also identified the below list of basic skills that applicants were lacking when applying for employment.

What do you consider are the basic skills that are lacking in applicants?

Answered: 39 Skipped: 0



ANSWER CHOICES	RESPONSES
▼ Applied Mathematics	43.59% 17
▼ Reading for Information	38.46% 15
▼ Lack of certification and/or training	61.54% 24
▼ Locating Information	15.38% 6
▼ Written Communication	58.97% 23
▼ Other (please specify)	Common sense, People do not have common sense to work out issues, How to read a tape measurer to 1/32" & teamwork, Basic Job Requirement Adherence Discipline ,Computer skills, monolingual, soft skills 5
Total Respondents: 39	

Source: 2018 LWDB Survey

B. Workforce Analysis (20 CFR 679.560 (a)(2)-(3)): Include a current analysis of:

1. The knowledge and skills needed to meet the employment needs of the businesses in the region, including employment need in in-demand industry sectors and occupations;

Having a skilled, trained workforce is a factor of equal importance compared to shovel-ready sites and spec buildings in relation to sustainable economic development. Regional employers of all sizes need employees that possess both base skills which match job requirements and a desire for learning enhanced skills needed as jobs become increasingly sophisticated.

Objectives originating from stakeholder input include those that support workforce development related to skill development and degree attainment, skilled worker recruitment and retention, and creating local and international skills attainment opportunities.



ARIZONA@WORK-Yuma County has been proactive in assisting employers of all sizes and types recruit, develop and retain the best employees for their needs. For job seekers the LWDB provides services and resources to pursue employment opportunities.

The LWDB strives to train limited-skilled job seekers and existing employees based on private sector need. Specifically, the LWDB provides basic employee training such as office training, OSHA compliance, and communications skills through the Arizona Career Readiness Credential (ACRC) program, manufacturing on-the-job training programs in partnership with Arizona Western College, internships, and paid work experiences. To further a worker's employability, the LWDB works with Arizona Western College to develop needed certification programs and offers a certification opportunity through the National Center for Construction Education and Research (NCCER).

The LWDB also partnered with Arizona Western College and NCCER in establishing an electrical apprenticeship and manufacturing certificate program.

In addition to establishing manufacturing skills for emerging workers, there is a need for training for employees who need additional or advanced skills in their current employment or to transition to other employment opportunities that require additional skills. In addition to college/university courses and certifications, the LWDB provides several retraining opportunities:

- **Job-Specific Skills Training** – Provides access to customized training for employees that require additional job skills.
- **On-The-Job Training (OJT)** – Qualified employees can receive on-the-job training with the salary partially subsidized.
- **Apprenticeships** – Private and public sector sponsors operate registered apprenticeship programs and cover training costs and wages.

- Arizona Job Training Program – Design a customized curriculum to meet your workforce needs and supplement short-term training costs through the program.

Local College/University Emerging Workforce Training and Development

In addition to their expansive core educational offerings, Arizona Western College, Northern Arizona University, the University of Arizona, and Arizona State University are creating new and expanding existing courses and credential programs to meet the local private sector needs for civil and systems engineers, agricultural production managers, construction workers, skilled manufacturer workers, medical providers, unmanned aerial systems, and border security. These offerings ensure that the region's emerging workforce possesses the skills necessary to obtain employment in available fields and receive advanced training or retraining when skills and jobs become obsolete or are replaced through automation.

Southwest Technical Education District of Yuma (STEDY)

Colleges and universities benefit from having skilled students seek out degree and certification programs. In preparation for advanced education opportunities, students can take courses at the Southwest Technical Education District of Yuma, a career and technical education public high school district. STEDY serves all high school students enrolled in public, private, and charter school career and technical education courses; providing them with educational experiences that lead to an industry recognized certification. As a career and technology public school district, STEDY works closely with the Arizona Department of Education. All courses offered by STEDY are approved by the Career and Technical Education Division of the Arizona Department of Education.

STEDY has partnered with Arizona Western College to launch a new Manufacturing Technology Program that will lead to stackable certificates in manufacturing. High School students participating in this program will graduate from high school job-ready with manufacturing credentials from Arizona Western College. The program will be focused on planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing, and process engineering. This program provides students with opportunities to experience learn and demonstrate various professional skills in areas such as Production, Manufacturing Production Process Development, Maintenance, Installation & Repair, Quality Assurance, Logistics & Inventory Control and Health, Safety & Environmental Assurance. These programs are designed to be similar to occupations, processes and skills actually existing in the commercial/industrial workplace.

Currently, STEDY provides the following skills programs in affiliation with Arizona Western College:

- Air Conditioning and Refrigeration
- Business Management
- Community Health Care Worker
- Cyber Criminology
- Drafting/CAD
- Electrical Technology

- Manufacturing
- Solar Panel Installation

The following programs administered independently by STEDY:

- Agriculture Science and Technology
- Animation
- Coding/Software Development
- Medical Assistance

SkillBridge is another program that focuses on training veterans of the U.S. Armed Services who are joining the civilian workforce. The program administered through the Department of Defense and provides the opportunity for specific industry training, apprenticeships, or internships during the last 180 days of service and connects service members with industry partners in real-world job experiences. In return, industry partners get the opportunity to access and leverage the world's most highly trained and motivated workforce at no cost. Service members participating in the SkillBridge Program continue to receive their military compensation and benefits, and industry partners provide the training and work experience.

Four Borders Educational Alliance

Representatives from Arizona Western College, 4FrontED, and the Veritas Sostenible Foundation created the Four Borders Educational Alliance March 29, 2017. The Alliance's main objectives are to encourage educational institutions in the Yuma County and Sonora and Baja, Mexico to facilitate staff and student exchanges, to encourage jointly-developed educational programs, research programs and projects, and to jointly carry out professional and academic events. Currently, the Alliance has been working toward the creation of reciprocal certification for qualified teachers and nurses in Mexico to address shortages in these fields in the United States.

The following training and educational programs are designed and available to address the businesses needs for existing and emerging in-demand industry sectors:

Manufacturing: Yuma, Arizona has become a strategic location for prominent manufacturing operations on the west coast. The Yuma region offers access to 52 million consumers within a one-day truck haul, a workforce with experience in automated line systems and a very competitive cost environment for manufacturing companies.

Manufacturing		
Related Careers	Educational Attainment	Credential
Industrial Maintenance Technology Degree	Associate in Applied Science	Educational Degree
Industrial Manufacturing	Associate in Applied Science	Educational Degree

Technology		
Industrial Technology	Associate in Applied Science	Educational Degree
Manufacturing Maintenance & Operations Electrical	Associate in Applied Science	Educational Degree
Manufacturing Maintenance & Operations Technology	Associate in Applied Science	Educational Degree
Manufacturing Equipment Maintenance & repair Technology	Certificate	Postsecondary Educational Program Certificate
National Center for Construction and Education Research	Certificate	Postsecondary Educational Program Certificate
Civil Engineering Technology	Associate in Applied Science	Educational Degree
Construction/Industrial Safety	Associate in Applied Science	Educational Degree
Other Manufacturing Related Positions	Certificate/Associates/ Experience as identified by the employer	Postsecondary Educational Program Certificate and or On-The-Job Training & Internships

Renewable Energy: Yuma has become a desired location for solar development due to Arizona's Renewable Portfolio Standard (RPS) demands that 15% of the state's energy must be generated from renewable sources by 2025 and the region's abundance of available land near transmission lines.

Renewable Energy		
Related Careers	Educational Attainment	Credential
Basic Air Conditioning and Refrigeration Service Technician	Certificate	Postsecondary Educational Program Certificate
Basic Electrical	Certificate	Postsecondary Educational Program Certificate
Solar Panel Installation Level 1	Certificate	Postsecondary Educational Program Certificate
Solar Photovoltaic Installation	Associate in Applied Science	Educational Degree

Welding	Certificate	Postsecondary Educational Program Certificate
Other Renewable Energy Related Positions	Certificate/Associates/ Experience as identified by the employer	Postsecondary Educational Program Certificate and or On-The-Job Training & Internships

Transportation and Warehousing: This is a growth industry in this region because of the highway and transportation systems that connect here. Thus, many companies have chosen to locate their factories in Yuma County.

Transportation and Warehousing		
Related Careers	Educational Attainment	Credential
Logistics Supply Chain Management	Associate in Applied Science	Educational Degree
Logistics Advanced	Certificate	Postsecondary Educational Program Certificate
Logistics Basic	Certificate	Postsecondary Educational Program Certificate
Other Logistics & Transportation Related Positions	Certificate/Associates/ Experience as identified by the employer	Postsecondary Educational Program Certificate and or On-The-Job Training & Internships

Healthcare: Employment in the healthcare field continues to be strong as the region's population continues to grow older. Yuma has a strong medical-services sector due to its function as a central city for its region, its location on the border, and its sizable influx of seasonal visitors.

Healthcare and Social Assistance		
Related Careers	Educational Attainment	Credential
Medical Office Specialist	Certificate	Postsecondary Educational Program Certificate
Medical Coder & Biller	Certificate	Postsecondary Educational Program Certificate

Nursing	Associate in Applied Science	Educational Degree
Nursing Practical	Certificate	Postsecondary Educational Program Certificate
Nursing Assistant	Certificate	Certified Nurse Assistant/Occupational License
Pharmacy Technician	Certificate	Postsecondary Educational Program Certificate
Phlebotomy Technician	Certificate	Postsecondary Educational Program Certificate
Direct Care Worker	Certificate	Arizona Health Care Containment System (AHCCCS) and Arizona State Board for Private Postsecondary Education
Medication Assistant	Certificate	Postsecondary Educational Program Certificate
Other Health Care Related Positions	Certificate/Associates/ Experience as identified by the employer	Postsecondary Educational Program Certificate and or On-The-Job Training & Internships

Agriculture, Forestry, Fishing and Hunting: Food technology and agribusiness in Yuma, is a \$3.2 billion/year industry and forms the foundation of Yuma County's economic base. Related occupations will continue to be a source of employment opportunities for industry expansion due to market forces and inter-industry linkages with related and supporting firms.

Agriculture, Forestry, Fishing and Hunting		
Related Careers	Educational Attainment	Credential
Crop Management	Certificate	Postsecondary Educational Program Certificate
Agriculture Occupational	Certificate	Postsecondary Educational Program Certificate
Food Science and Safety	Certificate	Postsecondary Educational Program

		Certificate
Other Food Technology Related Positions	Certificate/Associates/ Experience as identified by the employer	Postsecondary Educational Program Certificate and or On-The-Job Training & Internships

Professional, Scientific, and Technical Services: Progressive companies in Yuma County are utilizing Information Technology (IT) as a vital and integral part of everyday business practices. The aerospace and defense industry relies on the best information technologies that do more than just send, receive, store or manipulate communications; these systems must also maintain the security, safety and reliability of data. The advanced information technologies used in the aerospace and defense industry are prevalent in many systems today, including military equipment on land, in the air and at sea.

IT in the manufacturing industry has changed significantly over the past twenty years. IT has progressed at breakneck speed to become firmly entrenched in every aspect of the modern manufacturing factory. This development has served to bring about a boost to productivity comparable only to the advent of automation technology. In logistics, advanced information technology systems have made businesses more productive to ensure they stay ahead of their competitors.

Information and Energy Technology are key components in the development of Smart Grid technology and other various communications protocols that have been implemented.

Professional, Scientific, and Technical Services		
Related Careers	Educational Attainment	Credential
Avionics Service Technician I	Educational Degree /Technical Certificate	Educational Degree/Certificate
Aircraft Mechanics	Technical Certificate/Training	Technical Certificate
Manufacturing Technicians	Associate's in Applied Science Degree /Engineering Technology	Educational Degree
Engineer	Bachelor's Degree	Educational Degree
Solar Photovoltaic Installer	Certificate	Postsecondary Educational Program Certificate
Logistics Technician	Associate of Applied Science Degree	Educational Degree

Shipping & Receiving	Technical Certificate	Certificate
Computer Analyst	Associate's Degree	Educational Degree
Computer Support Specialist	Certificate/Technical/OJT	Technical Certificate/Occupational Certificate
Office Computer Clerk	Certificate/Short Term OJT/Locally Employer Recognized Training	Certificate
Data Entry Clerk	Certificate/Short Term OJT/Locally Employer Recognized Training	Certificate

Construction: Employment in the construction sector is very strong and includes the construction of commercial, industrial, and residential buildings and engineering projects like roads, bridges, and utility systems. Construction also includes remodeling, additions, maintenance, and repairs on existing housing stocks.

Construction		
Related Careers	Educational Attainment	Credential
Construction Management	Associate in Science	Educational Degree
Welder, Electrician and HVAC Technician	Associate in Science	Educational Degree
Welder and Electrician	Certificate	Postsecondary Educational Program Certificate
Other Construction Related Positions	Certificate/Associates/ Experience as identified by the employer	Postsecondary Educational Program Certificate and or On-The-Job Training & Internships

Accommodation and Food Services: Employment in the hospitality sector is very strong in Yuma County which includes hotels, motels, casinos, restaurants and recreation related enterprises.

Accommodation and Food Services		
Related Careers	Educational Attainment	Credential
Hotel & Restaurant Management	Associate in Science	Educational Degree

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Culinary Arts	Associate in Science	Educational Degree
Business	Associate in Science	Associate in Science
Bookkeeping	Certificate	Postsecondary Educational Program Certificate
Other Hospitality Related Positions	Certificate/Associates/ Experience as identified by the employer	Postsecondary Educational Program Certificate and or On-The-Job Training & Internships

Public Administration: Employment in the law enforcement, fire protection and correctional sectors are very strong in Yuma County which includes city, county, state and federal agencies to include Homeland Security.

Public Administration		
Related Careers	Educational Attainment	Credential
Customs and Border Protections	Associate in Science	Educational Degree
Law Enforcement	Associate in Science	Educational Degree
Fire Science	Associate in Science	Associate in Science
Law Enforcement	Certificate	Postsecondary Educational Program Certificate
Other Related Positions	Certificate/Associates/ Experience as identified by the employer	Postsecondary Educational Program Certificate and or On-The-Job Training & Internships

Other Services: Employment in automotive and equipment repairs, general maintenance and personal services is in demand in Yuma County covering a wide spectrum of services.

Other Services (Except Public Administration)		
Related Careers	Educational Attainment	Credential
Automotive Technology	Associate in Science Degree	Educational Degree
Carpentry	Associate in Science	Educational Degree
Plumbing	Associate in Science	Associate in Science

Masonry	Certificate	Postsecondary Educational Program Certificate
Other Related Positions	Certificate/Associates/ Experience as identified by the employer	Postsecondary Educational Program Certificate and or On-The-Job Training & Internships

Administrative and Waste Services; Employment in this sector is brisk with a strong emphasis in business support services, employment services, telemarketing, and administration.

Administrative and Waste Services		
Related Careers	Educational Attainment	Credential
Business	Associate in Science Degree	Educational Degree
Paralegal	Certificate	Postsecondary Educational Program Certificate
Office Administration	Certificate	Postsecondary Educational Program Certificate
Other Related Positions	Certificate/Associates/ Experience as identified by the employer	Postsecondary Educational Program Certificate and or On-The-Job Training & Internships

2. Regional workforce needs, including current labor force employment and unemployment data, information on labor market trends, and educational and skill levels of the workforce, including individuals with barriers to employment.

Yuma County faces a number of labor market and socio-economic challenges as it moves further in to the 21st Century. Previous labor market studies of the Yuma County Region have listed these longstanding economic challenges and barriers to employment. They are as follows:

- Yuma currently hovers nationally with the highest rate of unemployment in the nation. The current average unemployment rate in the Yuma County is 14.8%. (Information retrieved from United States Department of Labor, Bureau of Labor Statistics <http://www.bls.gov>).
- Extremely high unemployment rates; the Office of Economic Opportunity lists unemployment rates for Yuma County that have been consistently 2 to 3 times higher than the State and the United States.

UNEMPLOYMENT RATE BY EDUCATIONAL ATTAINMENT (2018)*

7.3%

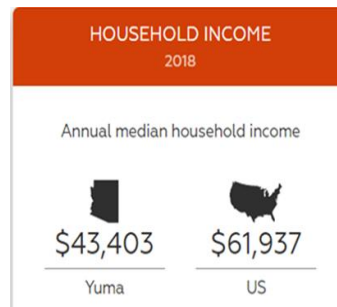
Total population

Educational Category	Rate
Less than a high school diploma	14.6%
High school graduates	5.4%
Some college or associate degree	3.4%
Bachelor's degree or higher	1.9%

* Minimum education as defined by BLS

Source: Arizona Office of Economic Opportunity 2020

- Chronically low per capita income levels; Office of Economic Opportunity reports that the median household income in Yuma County is \$43,403 while the State of Arizona medium stands at 59,246, both below the national average of \$61,937.



Source: Arizona Office of Economic Opportunity 2020

- Overdependence on two industries (agriculture and tourism) that are seasonally volatile and generally associated with low wage levels.
- A labor market in which a significant component of the workforce lacks preparedness for even unskilled employment; Office of Economic Opportunity reports that 27.9% of the population in Yuma County has attained less than a high school diploma:

Population by Education	
Less than High School Graduate	27.9%
High School Graduate	25.9%
Some College or Associate's Degree	31.4%
Bachelor's Degree	9.7%
Graduate or Professional Degree	5.0%

Source: Arizona Office of Economic Opportunity 2020

- Various socioeconomic challenges associated with close proximity to the U.S./Mexico Border, including extraordinary demands on the education system due to the presence of a substantial, often non-permanent immigrant population.
- Relative isolation from other metro areas and regional economies.
- High unemployment rates and other indicators that create an image that is not conducive to outside investment.

C. Workforce Development, Education and Training Activities (20 CFR 679.560(a)(4)): Include a current analysis of:

1. Workforce Development activities, including education and training activities in the region;

Training Services (Youth): WIOA requires that all 14 elements are offered to eligible youth as part of a menu of services based on their objective assessment and Individual Service Strategy (ISS). The LWDB's goal is to prepare youth ages 14-24 for successful career through education and work-based training in the targeted industries. WIOA is designated to serve youth through high intensity case management support to help this population achieve their educational or occupational goals. WIOA shall provide these 14 program elements or referrals to help ensure success and positive outcomes. The LWDB will work diligently to serve youth, including youth with disabilities.

YOUTH SERVICES

14 Elements

Element 1: Tutoring, study skills training, instruction, and evidence based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with

Element 2: Alternative secondary school services, or dropout recovery services, as appropriate.

- Basic education skills training
- Individualized academic instruction
- English as a second language training
- Credit recovery

disabilities) or for a recognized postsecondary credential

- Providing academic support
- Helping youth identify areas of academic concern
- Assisting with overcoming learning obstacles

Elements 3: Paid and unpaid work experiences that have as a component academic and occupational education, which may include: Summer employment opportunities and other employment opportunities available throughout the school year, pre-apprenticeship programs, internships and job shadowing, and on-the-job training opportunities.

- Summer employment opportunity
- Opportunity available throughout the school year
- Pre Apprenticeship programs
- Internships and job shadows
- On-the-Job training opportunities

Element 5: Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.

- Integrated education and training model to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway

- Counseling and educational plan development

Element 4: Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved.

- Vocational skills leading to occupational fields
- Outcome oriented and focused on occupational goal
- Sufficient duration to impart skills needed to meet occupational goals

Element 6: Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months.

- Exposure to post-secondary education possibilities
- Community and service-learning projects
- Peer-Centered activities, including peer mentoring and tutoring
- Organizational and team work training (leadership training)
- Training in decision making, determining priorities and problem solving
- Citizenship training, life skills such as parenting and work behavior

- Civic engagement activities promoting quality of life in a community
- Other leadership activities placing youth in a leadership role, such as serving youth leadership committees

Element 7: Supportive services are services that enable an individual to participate in WIOA activities.

- Transportation
- Educational testing
- Training related assistance
- Housing/Utility bill assistance
- Reasonable Accommodation assistance
- Referrals to healthcare

Element 8: Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate. A formal relationship between a youth and adult mentor that includes structured activities.

- Guidance
- Support
- Encouragement to develop the competence and character of the mentee

Element 9: Follow-up services for not less than 12 months after the completion of participation.

- Help ensure youth are successful in employment and/or postsecondary education and training.
- Regular contact with participant, employer
- Assist in addressing work-related problems

Element 10: Comprehensive guidance and counseling.

- Provide individualized counseling
- Provides substance and alcohol abuse counseling
- Provides counseling in Mental Health
- Provide referrals to Partner Programs

Element 11: Financial literacy education. Provide youth with the knowledge and skills to achieve long-term financial stability.

- Creating budget
- Credit/Debt: understanding credit reports and credit scores
- Setting up checking/saving accounts
- Protection against identity theft

Element 12: Entrepreneurial skills training

- Provide basics of starting and operating a small business
- Develop skills associated with entrepreneurship (i.e. creativity, seek out and identify business opportunity)
- Experiential programs to provide youth with experience in the day to day operation of a business

Element 13: Services that provide labor market and employment information about in-demand

Element 14: Activities that help youth prepare for and transition to postsecondary education and training.

industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.

- In-demand industry sectors or occupations available in the local area, includes career awareness, counseling, and exploration

- Prepare youth for and transition to post-secondary education and training
- Exploration of post-secondary options: technical training schools, community college, 4-year college/universities
- Prepare for SAT/ACT testing
- College admission applications
- Searching and applying for scholarship/grants
- Filling out Financial Aid forms
- Connecting youth to post-secondary education programs

Examples of various training and educational activities;

Educational Activities:

GED or High School Diploma Attainment

High School Equivalency Diploma (HSE)

Career Pathways

Training Activities:

Occupational Certificate Training

- Commercial Driver License (CDL)
- Certified Nurse Assistant (CNA)
- Law Enforcement Training Academy (LETA)
- Medical Office Specialist (MOS)
- Microsoft Office Specialist (MOS: Excel, PowerPoint, & Word)
- Medical Billing & Coding

Paid Work Experience (paid or unpaid Internship)

Other Activities:

Career Pathways, Labor Market Information, Job Search Assistance, Job Leads, Case Management, Resume Building, Interviewing Skills, etc.

Training Services (Adults and Dislocated Workers)

Training services are made available to eligible adults and dislocated workers to gain skills and knowledge to obtain and retain employment. The Service Providers will determine when trainings services are appropriate, regardless of whether the individual has received basic or individualized career services. Training services need to be linked to employment opportunities in the local area in which the participant resides or in another local area whether the participant is willing to relocate.

The following Training services are available: Occupational Skills Training, On-The-Job training, Incumbent Worker Training, Registered Apprenticeships.

The Service Provider will meet with individual to review the trainings available in the State approved Training Provider list (ETPL) and explores other training options.

Educational Services: Adult Literacy Plus of Southwest Arizona (ALPS), a Title II Core Partner will provide direct educational services in Yuma, San Luis, and Somerton, Arizona learning sites; however, the agency will serve qualified candidates throughout Yuma County who will travel to the learning centers for services to include Aztec, Buckshot, Dateland, Fortuna Foothills, Gadsden, Martinez Lake, Roll, Tacna, Wellton, and Somerton. The City of Somerton offers adult education services in the evenings under the South Yuma County Consortium; ALPS will serve the Somerton adult population who is unable to attend the consortium's evening classes.

ALPS serves clients (16 years of age or older) who are seeking the required education and employability skills to break the cycle of poverty in the community. Formerly; known as the Yuma Reading Council, ALPS has been serving the community for over 20 years.

South Yuma County Consortium (SYCC), a Title II Core Partner provides educational services for Somerton, and San Luis, AZ. SYCC will serve the Yuma adult population who is unable to attend the ALPS day classes. SYCC serves individuals (16 years of age and older) who are seeking the education and employability skills. SYCC has been servicing the community for the past 33 years.

Under WIOA, Title II must ...

- Assist adults to become literate and obtain the knowledge and skills needed for employment and economic self-sufficiency;

- Assist adults who are parents or family members to obtain the education and skills needed to participate successfully in the educational development of their children and improve the economic opportunities of the family;
- Assist adults in the attainment of a high school equivalency diploma and in the transition to postsecondary education and training through career pathways; and
- Assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking and comprehension skills in English; improving their math skills; and acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

Under the Arizona Department of Education, adult education must comply with the following goals in order to operationalize the WIOA requirements:

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.

Title II Compliance

Title II Adult Education offers Adult Basic Education (ABE), Adult Secondary Education (ASE) and English Language Acquisition for Adults (ELAA), Integrated English Language and Civics Education (IELCE) classes that integrate workforce preparation activities by contextualizing content to real-world situations. All courses incorporate Civics education into the curriculum to encourage students' civic participation and to learn about their rights and responsibilities as they enter the workforce. These activities give students access to career language and vocabulary, give students exposure to educational opportunities and develop their self-confidence.

ABE, ASE and ELAA/IELCE classes are blended in format; instructors provide rigorous digital workforce preparation soft skill activities by including Career and Technical Education Courses (EdReady online and Odysseyware online) and Career Exploration and Soft Skills (Burlington English online) to the curriculum. Teachers incorporate the Arizona Department of Education's AzCIS website for career inventory exploration, career research activities, and to create or update resumes.

Through Title I, disconnected students have access to enroll in workforce preparation workshops concurrently with Title II. The Academic Youth Specialist and the One Stop Manager (adult services) will present Title II students with Title I eligibility requirements, enrollments and workforce preparation activities *orientations* four (4) times per quarter at the Title II site(s).

Adult Education partners use the WDB's Client Referral System (CRS) to refer students to education, vocational counseling, and other workforce preparation agencies as needed. Staff is trained in Free Application for Federal Student Aid online (FAFSA) assistance when necessary.

Adult Education partners provide access to career pathways to its learners by ensuring that they know how to use available resources and information; work with others well, understand systems, attain the necessary skills for successful transition and completion of post-secondary education, training, or employment; and provide other employability services that increase their preparation for the workforce.

Integrated Education and Training (IET) Programs

ABE/ASE

Proposed PYs 2020/2024 IET Program	Identify targeted Occupation/Occupational Area and Certificate/Credential to be earned as part of this IET	Explain the process used to select this Occupation/Occupational Area
Retail Industry Fundamentals	Retail Industry - NRF Foundation RISE UP: Retail Industry Fundamentals Specialist	8.6% of the Yuma population work in sales and related industries, earning an average of \$14.34/hr. 9,190 adults were employed in sales and related occupations (the third highest occupation Yuma), just below farming and office and administrative support (Laborstats.AZ.Gov) The IET program will increase the number of learners who enter office and administrative support employment in the retail industry.
Customer Service & Sales Certified Specialist	Retail Industry - NRF Foundation RISE UP: Customer Service & Sales Certified Specialist	Same as above
Business of Retail Certified Specialist	Retail Industry - NRF Foundation RISE UP:	Same as above

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	Business of Retail Certified Specialist	
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Students receive standards-based ABE/ASE contextualized instruction in ELA and Math as part of career pathways in retail. Reading focuses on informational literacy, including documents, charts and graphs; students are expected to learn in and outside of class. Instructors explicitly teach “learning how to learn in academic contexts.” Vocabulary is focused on “sub-technical” terms. Instruction includes presentations to build listening comprehension skills. Students receive College and Career Readiness (CCR) standards-based mathematics instruction for efficiency in monetary transactions, calculation of sale quotas, and commission. Multiple assessments are used to capture learning, and test-taking strategies are targeted.

The Arizona Career Readiness Credential (ACRC) comprises the concurrent workforce preparation curriculum. Students receive ACRC credentialing and rating online after completing the Initial Snapshot, Career Readiness Courseware, Employability Skills Courseware and proctored assessments. The One-stop partner will provide additional workforce preparation activities to include interviewing skills, career exploration and job search. The ARIZONA@WORK One Stop Partner is currently providing Title II staff ACRC administrative and proctoring training; upon completion, the IET Coordinators will administer the ACRC assessment online at Title II site(s).

A blended curriculum in (1) Retail Industry Fundamentals, (2) Customer Service & Sales and (3) Business of Retail: Operations and Profit simultaneously comprise the workforce training. Students may earn up to 3 nationwide certificate/credential(s) to (1) develop basic customer skills, math skills in sale transactions and an understanding of the retail industry; (2) master customer service and sales skills; and (3) understand merchandising, marketing, store operations, loss prevention and workplace safety.

The components are taught simultaneously.

Integrated English Literacy and Civics Education PLUS Training

(IELCE + T) Program

ELAA/IELCE

IET to be offered to English Language Learners through IELCE + T	Organization Providing the Workforce Training	IRC Earned upon successful completion of the Workforce Training
Retail Industry Fundamentals	Adult Literacy Plus of Southwest Arizona and South Yuma County Consortium	Retail Industry - NRF Foundation RISE UP: Retail Industry Fundamentals Specialist

Students receive standards-based ELAA contextualized instruction in English language acquisition, connected to the disciplines taught in the classroom that includes reading and writing, listening and speaking and Civics as part of career pathways in retail. Reading focuses on informational literacy, including documents, charts and graphs; students are expected to learn in and outside of class. Instructors explicitly teach “learning how to learn in academic contexts.” Vocabulary is focused, “sub-technical” terms. Instruction includes presentations that build listening comprehension skills. Students receive CCR standards-based mathematics instruction for efficiency in monetary transactions, calculation of sale quotas, and commission. Multiple assessments are used to capture learning, and test-taking strategies are targeted.

The ACRC comprises the concurrent workforce preparation curriculum. Students receive ACRC credentialing and rating online after completing the Initial Snapshot, Career Readiness Courseware, Employability Skills Courseware, and proctored assessments. The One-stop partner will provide additional workforce preparation activities to include interviewing skills, career exploration and job search. The ARIZONA@WORK One Stop Partner is currently providing Title II staff ACRC administrative and proctoring training; upon completion, the IET Coordinator will administer the ACRC assessment online at Title II site(s).

A blended curriculum in the Retail Industry Fundamentals comprises the workforce training. Students may earn 1 nationwide certificate to develop basic customer skills, math skills in sale transactions and an understanding of the retail industry.

The components are taught simultaneously.

Title II is working with ARIZONA@WORK and the Local Workforce Board to add NRF: Rise Up credentials to the ETPL list for access to WIOA services.

Proposed PY 2020/2024 IELCE + T Program	Identify partners to be involved in the implementation of this IET	Explain the role of each partner identified
Retail Industry Fundamentals	ARIZONA@WORK: One-Stop Partner	<p>At the Title II sites, the One-stop partner will provide Workforce Preparation Workshops in interviewing skills, career exploration and Job search.</p> <p>ARIZONA@WORK enrolled participants may receive services in career guidance, resume posting, job matching, employer connections, veteran and disabled job-seeker assistance, and social services, as needed.</p>

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The IELCE + T program equips ELAA participants who lack English language skills, workforce preparation and workforce training with the experience, education and training to enter unsubsidized employment. The IELCE curriculum is designed to help learners become competent in the English language and in the skills needed to become effective employees and citizens of the area by providing simultaneous and contextual workforce preparation and training in the retail industry. The retail industry is Yuma County's third largest private-sector employer (Laborstats.Az. Gov, Population.Az. Gov), offering ESL learners their first jobs in the U.S., second chances for the long-term unemployed and/or on welfare and lifelong careers to our population. Title II providers have selected an industry-recognized workforce training program with curricula and exams that build workplace readiness through training resources loaded with real-world examples and engaging, media-rich activities. Participants will earn an industry-recognized credential that will place them in unsubsidized employment by local retailers that fully support it.

Adult Education providers will work with the local workforce development system of Yuma County to carry out the activities of the IELCE + T program. The providing agencies will build relationships with WIOA workforce partners to recruit and transition students after the program. The providing agencies will collaborate with local employers, workforce, and occupational training partners to ensure that the programming incorporates real-world, relevant, and up-to-date knowledge and skills.

Title II is working with ARIZONA@WORK and the Local Workforce Board to add NRF: Rise Up credentials to the ETPL list for access to WIOA services.

Proposed PY 2020/2024 IET Program	Identify partners to be involved in the implementation of this IET	Explain the role of each partner identified
Retail Industry Fundamentals	ARIZONA@WORK: One-Stop Partner	At the Title II site(s), the One-stop partner will provide Workforce Preparation Workshops in interviewing skills, career exploration and Job search ARIZONA@WORK enrolled participants may receive services in career guidance, resume posting, job matching, employer connections, veteran and disabled job-seeker assistance, and social services, as needed. Veterans are given priority of service
Customer Service & Sales Certified Specialist	ARIZONA@WORK-One Stop Partner	Same as above
Business of Retail Certified	ARIZONA@WORK -One Stop	Same as above

Specialist	Partner	
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2. Strengths and weaknesses of the workforce development activities to address the education and skill needs of the workforce, including:

The LWDB is strong in addressing the skill needs of the target workforce population; and has outshone in addressing the **educational needs** of the target population, however, addressing the educational needs has been a challenge. One of the requirements under WIOA is that **each** Title II provider describes how services proposed align with applicable local workforce development plan(s), including the items shown below:

- The degree to which Title II addresses the regional needs as identified in the Local Workforce Plan;
- The degree to which Title II addresses the community identified as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or are English language learners;
- The extent to which Title II proposes activities and services that demonstrate alignment to the strategies and goals of the Local Workforce Plan; and
- The extent to which Title II proposes activities and services that demonstrate alignment to the activities and services of the one-stop partners, including providing access to adult education services through the one-stop system, ARIZONA@WORK Job Centers.

i. Individuals with barriers to employment

The term “individual with a barrier to employment” means a member of 1 or more of the following populations:

- (A) Displaced homemakers
- (B) Low-income individuals
- (C) Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166
- (D) Individuals with disabilities, including youth who are individuals with disabilities
- (E) Older individuals
- (F) Ex-offenders
- (G) Homeless individuals
- (H) Youth who are in or have aged out of the foster care system
- (I) Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers
- (J) Eligible migrant and seasonal farmworkers

(K) Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.)

(L) Single parents (including single pregnant women)

(M) Long-term unemployed individuals

(N) Such other groups as the Governor involved determines

The strengths of the Yuma County workforce system and its workforce development activities include strong and meaningful engagement with all UI claimants, an average educated workforce, abundance of seasonal jobs, and a growing economic base within many sectors with agriculture and manufacturing leading. The performance of the region's agricultural sector also suggests that it will gain workers as growing products translate into other food-related activities such as new product research, processing, packaging, and storage distribution. In addition, the LWDB has increased access points to improve workforce services within Yuma County.

The weakness of the Yuma County workforce system and its workforce development activities include, a lack of access points in South County, a projected high demand for skilled workers coupled with a labor talent shortage to fill those jobs and attract high tech industries. Yuma County's local workforce partners such as University of Arizona, Arizona Western College, Southwest Technical Education District of Yuma (STEDY) recognize the importance of improving the skill sets of the workers in Yuma County by increasing the in-demand training to meet the skilled labor needs of the future.

Yuma County's workforce system is focused on assisting individuals with barriers to employment as defined by the WIOA Section 3(24). Priority is given to those who qualify for core partner program services and have multiple barriers such as being identified as basic skills deficient, recipients of public assistance, low-income below the 70% Lower Living Standard of Income (LLSIL). Other barriers include disabilities, long-term unemployment, language barriers, and lack of work experience.

Priority of services given to "basic skills deficient" individuals in the Adult Program means they are unable to compute or solve problems, or read, write, or speak English at the level needed to function on the job, in the individual's family, or in society. An adult may be assessed as basic skills deficient through observations and documented in case notes. The Talent Development Specialist may observe that the adult is not able to read or fill out an application form, or does not have basic computer literacy. The Talent Development Specialist may also document basic skills deficient using any one of the following; Basic skills assessment questions or test results (e.g., TABE testing), school records or referral or records from the (Title II) Adult Basic Education program. Acceptance into the Adult and Dislocated Worker Programs does not necessarily mean a participant will receive all services. ARIZONA@WORK Yuma County Talent Development Specialist will determine if an individual's needs appear to be able to be met through the program's services. It may be determined that another service provider could better meet individual needs. No benefits or services may be denied an applicant because of race, creed, color, disability, national origin, sex, age, political affiliation, or beliefs. Fair employment practices shall be provided to all applicants with regard to selection for enrollment into the program. No applicant will be denied services because of contact with the criminal justice system.

After an applicant is determined eligible for the program using Federal and State guidelines, priorities for services will be established as consistent with ARIZONA@WORK Yuma County policy.

Adult Education as a Required ARIZONA@WORK Partner

WIOA aligns workforce development, education, and economic development programs with regional economic development strategies to meet the needs of local and regional employers. WIOA provides for a comprehensive, accessible and high-quality workforce development system. The vision of a One-Stop system under WIOA provides all participants, including those with barriers to employment, access to high-quality services in their communities to find jobs, build basic educational or occupational skills, earn postsecondary certificates or degrees, or obtain guidance on how to make career choices.

Adult education is a required One-Stop partner, and ADE requires funded Title II providers to enter into formal collaborative agreements with local ARIZONA@WORK Job Centers (Arizona's *One-Stop American Job Center* entities). These agreements may include a comprehensive referral system and shared customer-base, shared system costs and co-location when appropriate, and other shared services to ensure that access to information and services that will lead to positive employment outcomes is available to all participants.

(ii.) The employment needs of businesses

The Business Services Team is designed to provide employer outreach and job development activities, including contacting businesses for the purpose of identifying employment needs, providing information such as on-the-job training, work experience/internships, local businesses assistance programs, and conducting on-going labor market research that complements efforts of both the LWDB and the local economic development organizations.

Employment Services and the LWDB merged the task of how they receive job orders from employers by consolidating all job orders in the Business Services department. The Business Service Team is co-located at the Comprehensive one-stop Center. Employers can contact the Business Service Team directly to post their job orders using a standardized system that is recognized by all team members and employers. The process for employers posting their own job orders has been streamlined and employers can now post job orders through the Business Services Team via the ARIZONA@WORK/Yuma County web site. A **Business Services Team** email address BSO@YPIC.COM has been created to effectively communicate with employers. This email address is visible by all the business services representatives allowing a quick turnaround when communicating with employers. The LWDB has gone a step farther in reaching potential job seekers for the employers by using the social media venues such as Live-Facebook, Twitter, and YouTube. After job orders are posted in the Arizona Job Connection System, they are sent out via the social media to expand the outreach in search of potential qualified applicants for the employers. Employers can also download the AJC job order application and post a job order via the LWDB web site.

In addition, DES Employment Service and the LWDB are staffing positions at each other's sites to assist with job referrals. Employment Service is a network of public employment offices providing placement services for job seekers and labor force recruitment services for employers. The Employment Service focuses on providing a variety of employment-related labor exchange services including, but not limited to, job search assistance, job referral and placement assistance for jobseekers, re-employment services to Unemployment Insurance claimants, and

recruitment services for employers with job openings. The LWDB is committed to integrated program alignment and the seamless services policies adopted by the Workforce Arizona Council. To demonstrate this ongoing commitment, in October 2019, a Yuma Community Job and Education Fair was conducted and sponsored by twenty (20) partnering agencies. Over 120 employers participated with 1,600 job seekers in attendance. By pooling partner's resources, the quality of the job hiring event was significantly increased while the cost per partnering agency was substantially reduced.

Partnering Agencies
ACHIEVE Human Services
Adult Literacy Plus (ALPS)
Arizona Western College (AWC)
ARIZONA@WORK/Employer Engagement
ARIZONA@WORK/Employment Service
ARIZONA@WORK/MSFW
ARIZONA@WORK/Quechan Tribal Nation
ARIZONA@WORK/EQUUS Workforce Solutions (Previously ResCare)
ARIZONA@WORK/Veteran Services
ARIZONA@WORK/Vocational Rehabilitation
ARIZONA@WORK/Unemployment Insurance (UI)
Goodwill of Central and Northern Arizona
Greater Yuma Economic Development Corporation
Housing Authority – City of Yuma (HACY)
LINKAGES
Marine Corps Community Services (MCCS)
Portable, Practical Educational Preparation (PPEP)
Southwest Technical Education District of Yuma
Yuma County Library

Yuma Proving Ground (YPG)

D. Vision to support Growth and Economic Self-Sufficiency (20 CFR 679.560(a)(5)):

Describe the LWDB's strategic vision to support regional economic growth and economic self-sufficiency, to include goals for preparing an educated and skilled workforce (including youth and individuals with barriers to employment), and goals relating to the performance accountability measures based on performance indicators.

The state strategies are:

- Identify and respond to high-demand and growing industry/employment sectors at local and statewide levels
- Establish model career pathways, including portable and stackable credentials and soft-skills training, for designated industry sectors
- Implement increased opportunities for alternative training and education, including work-based training and registered apprenticeships.

To be in alignment with this goal and strategies, Yuma County will:

- Provide presentations from the Office of Economic Opportunity and training on high-demand and growing industry/employment sectors. Convening meetings with economic development and employers to identify and respond at the local and statewide level.
- Continuously work with the community college, career technical educational district, and industry sectors to develop career pathways to meet employer needs.
- Utilize work experience, internships, incumbent worker training, and developing opportunities for registered apprenticeships to increase options for employers and job seekers to meet in- demand occupational needs.
- Identify and assist individuals with barriers to employment by providing resources and support such as counseling, training, basic needs assistance, with continued support.

Programs will provide a wide array of supportive services to employers, including:

- Outreach to employers to meet the needs of applicant pools
- Conduct on-site meetings with employers to assess their needs and develop a strategy
- Develop comprehensive job announcements that clearly illustrate needed qualifications, educational and experience requirements
- Plan, support, promote, and manage the logistics of customized recruitment events to meet employer demand
- Applicant screening to match job seekers who meet specific skill requirements

- Inform employers of career and training services such as On-the-Job Training programs, Incumbent Worker Training programs, industry and sector strategies and career pathways initiatives
- Promote apprenticeship opportunities on the ETPL list
- Provide current and tailored labor market information based on industry trends
- Advocate the hiring of Veterans and promote the benefits to the employer
- Educate employers on workforce solutions such as the Work Opportunity Tax Credit, Federal Bonding, and candidate pool availability
- Support businesses and affected workers through Rapid Response activities
- Coordinate for companies to hold meetings, provide training, conduct orientations, or schedule interviews at job centers
- Consistent communication and follow up with employers to facilitate the relationship building process
- Support the navigation of business services provided by ARIZONA@WORK and other entities
- Establish work-based learning models
- Utilize Integrated Education and Training programs to fill identified vacancies
- Participate in sector partnerships and industry led projects

Barriers to employment for youth may include, but not be limited to the following:

<p>Out-of-School Youth who are not younger than 16 or Older than age 24, and one of the following:</p> <p>(a) Not attending any school (as defined under State law);</p> <p>(b) Not younger than age 16 or older than age 24 at time of enrollment. Because age eligibility is based on age at enrollment, participants may continue to receive services beyond the age of 24 once they are enrolled in the program; and</p> <p>(c) One or more of the following:</p> <p>(1) A school dropout;</p> <p>(2) A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter. School year calendar quarter is based on how a local</p>	<p>In-School-Youth not a younger than 14 or older than age 21:</p> <p>(a) Attending school (as defined by State law), including secondary and postsecondary school;</p> <p>(b) Not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21 at time of enrollment. Because age eligibility is based on age at enrollment, participants may continue to receive services beyond the age of 21 once they are enrolled in the program;</p> <p>(c) A low-income individual; and</p> <p>(d) One or more of the following:</p> <p>(1) Basic skills deficient;</p> <p>(2) An English language learner;</p>
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school district defines its school year quarters. In cases where schools do not use quarters, local programs must use calendar year quarters;

(3) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner;

(4) An offender;

(5) A homeless individual aged 16 to 24 who meets the criteria defined in sec. 41403(6) of the Violence Against Women Act of 1994

(42 U.S.C. 14043e-2(6)), a homeless child or youth aged 16 to 24 who meets the criteria defined in sec. 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C.

11434a(2)) or a runaway;

(6) An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under sec. 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement;

(7) An individual who is pregnant or parenting;

(8) An individual with a disability; or

(9) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

(Title I CFR 681.210)

(3) An offender;

(4) A homeless individual aged 14 to 21 who meets the criteria defined in sec. 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6)), a homeless child or youth aged 14 to 21 who meets the criteria defined in sec. 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)), or a runaway;

(5) An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under sec. 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement;

(6) An individual who is pregnant or parenting;

(7) An individual with a disability; or

(8) An individual who requires additional educational program or to secure or hold employment.

Title II Adult Education will fulfill its duties with WIOA Title Core-partners to better serve the target population and align services to the local workforce plan. Adult Education provides will provide ABE, ASE, ELAA, IELCE, IET and IELCE + T to the community to meet the mission, vision and goals of the local workforce plan. The providing agencies will work with Titles I, III, and IV, under the Arizona at Work One-Stop partner system, by participating

jointly in community awareness activities that inform the public of WIOA Core services whilst informing the public of our agency's' ABE and ESL courses and the need for increased attention to Adult Education as an economic catalyst in Yuma. Title II will participate in core partner monthly meetings to strategize public relation events (e.g., job fairs, career information booths, community agency public speaking, etc.) to promote WIOA Title services.

Title II will use ARIZONA@WORK's Client Referral System (CRS) to receive, refer and follow-up clients' educational, workforce, economic and vocational rehabilitation needs; we will monitor the system's referral services on a daily basis; we will receive, refer, and follow-up clients from WIOA Core-partners.

Title II agrees to share accountability for achievement of Yuma County Workforce Development Board's performance standards and commit to the vision and goals for the one-stop system as stipulated in the agreement.

Planning

Title II will participate actively in the development of a WIOA plan that describes Yuma County's strategic priorities and operational activities for adult education and workforce preparation. The plan will describe the role of adult education in achieving the plan's priorities. Providing agencies will include the state director of adult education, Sheryl Hart, as well as a representative array of local program administrators and other practitioners in the development process.

One-Stop Centers

WIOA requires the operation of a comprehensive "One-Stop" center that provides access to physical services of the core WIOA programs – **including Title II** – and other required partners. In addition, the LWDB will establish Memorandums of Understanding (MOU) with each one-stop partner. The requirements provide opportunities for adult educators and providing agencies to collaborate with workforce system partners to establish effective referral, co-enrollment, and handoff processes for participants who need both Title I workforce and Title II adult education services.

Career Pathways

WIOA requires states and local areas to develop career pathways that align with the skill needs of industries. Career pathways align and integrate education (including Adult Basic Education and English Language Acquisition for Adults), job training, counseling and support services to create accelerated pathways that enable low-skilled adults and youth to obtain a secondary school diploma (or recognized equivalent) and a postsecondary education credential, leading to employment in in-demand occupations.

Title II will be closely involved in the development of career pathways in Yuma County, both to facilitate strong institutional connections among career pathways stakeholders in the workforce and education fields, and to ensure that pathways provide meaningful access for individuals who are still acquiring basic skills.

Integrated Education and Training (IET)

Career pathways include education offered concurrently with and in the same context as general workforce preparation and training for a specific occupation. Under WIOA Title II will be providing agencies that will offer such “integrated education and training” either by itself or in partnership with other programs. Adult Education providers will partner with “appropriate” agencies to ensure that their integrated education and training programs meet the needs of local participants. In particular, these partners may include one-stop centers and postsecondary Career and Technical Education programs. In addition, Adult Education providers will draw on employer input via sector partnerships to ensure that its integrated education and training programs are aligned with local employers’ skill needs.

Employer Engagement

The LWDB will engage employers in order to ensure that workforce investment activities meet the needs of employers and in order to facilitate effective employer utilization of the local workforce development system. WIOA emphasizes the creation and use of industry sector partnerships to serve these and other purposes. Adult Education providers will determine how its specific expertise in preparing individuals to enter the workforce, and educating incumbent workers, can best inform sector partnership activities.

Labor Market Information

WIOA requires the LWDB to disseminate extensive information about workforce and skill needs in the Yuma, AZ. Adult Education providers will use this data to inform program development and design and will consider how it can enable them to provide more informed guidance about labor market opportunities to adult education participants.

Performance Measures

Adult Education providers will contribute their expertise to *discussions* with partners to ensure that common performance measures take into account that the activities and outcomes of adult education programs. In particular, Title II will weigh in on considerations involved in calculating the “measurable skills gain” indicator.

In addition, the Departments of Labor and Education will develop a template for training provider reports that will provide performance and other valuable information for students and potential students. Adult Education providers will take the Department of Labor and Education *common measures and consumer scorecards* in order to provide consistent information to the public about program performance.

E. Workforce Development Capacity (20 CFR 679.560(a)(6)):

Taking account the analyses in Section A. – D. above, describe the strategy to work with the entities that carry out the core programs and required ARIZONA@WORK partners to align resources available in the local area to achieve the strategic vision and goals as decreed in Section D. above. Core partners include Title I-IV. Required One-Stop Partners can be found in Appendix IV.

The Memorandum of Understanding (MOU) between the Yuma County Local Workforce Development Board and core partners specifies the roles and responsibilities of all parties designated to provide services that ensure workforce development activities that prepare job seekers to contribute meaningfully to perform effectively job responsibilities in current or emerging in-demand industries within organizations representing targeted industry sectors in the local area. Funds are allocated to entities performing roles associated with implementation of the Workforce Innovation and Opportunity Act (WIOA) and coordinated with elected officials, the workforce development board, all WIOA title partners, required partners, and other partners included.

The One Stop Operator is charged with ensuring that all facilities, technology, and services, employment placements and outreach materials are compliant with the Americans with Disabilities Act (ADA) and Equal Opportunity (EO) guidelines. Job Center staff makes every reasonable effort to meet the need of any individual identifying an accommodation for participation or accessibility.

Title II will coordinate with WIOA Core- and Non-core partners to serve the ABE and ELAA target population by using ARIZONA@WORK's CRS to receive, refer and follow-up clients' educational needs on a daily basis.

Title II Adult Education providers will meet periodically to coordinate educational and support services, including student referrals and dual-agency enrollments to ensure non-duplicative, comprehensive, and seamless services. Although SYCC primarily provides services for the South Yuma County community, ALPS will meet the needs of San Luis and Somerton learners in cases where participant schedules or personal circumstances are not met by SYCC's hours of operation.

Title II will work with Titles I, III, and IV by participating jointly in community awareness activities that inform the public of WIOA Core services while informing the public of our agency's adult education programs. Adult Education providers will meet with Yuma's WIOA Core Partners monthly; the agency has both delivered and received training in Core Partner services-provided to ensure that partners correctly communicate WIOA services to Yuma clients in community events when Core Partners may not be present.

Title II will provide the local college, job training programs, social service agencies, labor organizations, community and workforce partners with timely and accurate program information regarding recruitment, programming, reporting requirements and policies and use program data to ensure that the program serves the population areas which are in most need of services.

Title II will participate in LWDB and community partners meetings, be a member of the WIOA Youth Committee, participate in community events, and have a representative in Yuma County's Adult Education Providers group to advocate for adult access to educational services and academic advisement to transition to postsecondary education.

Title II will assume the responsibilities identified below to remain consistent with all partners:

- a. Comply with WIOA and all federal, state, and local laws, regulations, rules, policies and plans; agree to notify the LWDB of any changes to the rules governing the program that impact our performance; e.g., the Program Director (PD) attends LWDB and Core-partner meetings for dialogue, changes and notifications.

- b. Participate in the operation of the One-stop delivery system; e.g., the PD attends all LWDB and Core-partner meetings.
- c. Remain active throughout the Agreement period; i.e., we comply as a Title II Core partner of Arizona at Work, administered under ADE, throughout the grant cycle.
- d. Contribute to infrastructure cost-sharing activities; e.g., we will allocate Adult Education Workforce System funding for workforce preparation and training services provided by the One-Stop system that serves our participants; we will provide IET, IELCE + T and referral services.
- e. Describe how the costs of services and the operating system costs will be funded; e.g., we will negotiate an agreement with the One-Stop System and collaboratively create an MOU/IFA that describes cost-sharing responsibilities.
- f. Have career services available to individuals through the One-Stop system; e.g., our IET and IELCE+ T programs will be listed in the Client Referral System and will be listed in the ETPL list of Yuma County.
- g. Provide priority of services to veterans for any qualified job training program pursuant to the Jobs for Veterans Act; e.g., our written assessment plan of local/regional need as described in Question 4 of the grant and our GEPA statement. The One-Stop is required to have a user-friendly process by which veteran's at the point of entry can identify themselves as veterans and eligible spouse are eligible for service. The One-Stop and service providers must track veterans to ensure veteran services are carried out at all program services delivery points and given an opportunity to take full advantage of priority of service.
- h. Ensure compliance of staff members who work in the One-Stop with its policies and procedures; e.g., the PD meets monthly with the One-Stop partners to review compliance measures of various community partner sites.
- i. Follow common practices when handling forms, documents and software systems as agreed to by all parties; e.g., we use the prescribed electronic form(s) provided to all partners in the Client Referral System (CRS).
- j. Follow the referral sharing methods of participants between partner agencies; e.g., we will use the shared-CRS to receive, refer and follow-up clients' educational, workforce, economic and vocational rehabilitation needs; the agency will monitor Title II referral services on a daily basis.
- k. Have a system of approaches in place to ensure the needs of workers, youth and individuals with barriers to employment, including individuals with disabilities; e.g., our written plan to serve individuals with disabilities as described in Question 5 of the grant and our GEPA statement.
- l. Commit to cross train with the One-Stop Manager and partner staff; e.g., mandatory WIOA Title services, CRS and Arizona Career Readiness Credential One-Stop Staff cross trainings.

Part b – Strategic Vision, Goals, and Strategies

F. Statewide Strategy Assurances

ARIZONA@WORK Yuma County is committed to making all services, facilities, and information accessible to individuals without regard to race, color, religion, sex, national origin, age, disability, political affiliation, or belief. This applies to all programs, activities, and services provided by or made available to potential employees, volunteers, contractors, service providers, licensees, clients, and potential clients within the ARIZONA@WORK Yuma County system. To reinforce this commitment, all contractors and service providers are required to provide written assurance in their agreements, grants, and contracts that they are committed to and will comply with related laws and regulations. ARIZONA@WORK Yuma County is committed to operate its programs and activities in a nondiscriminatory manner, and the extent of the rights of members of these groups to file complaints of discrimination.

The Yuma County Workforce Development Board will support statewide workforce strategies identified in the state workforce plan. While action will be taken in the LWDA to support the strategies, the Yuma County Workforce Development Board and staff will also participate in statewide workgroups and solutions intended to improve workforce services across the state.

G. Statewide Strategy Support

Describe what steps the LWDB will take to implement the state strategies in the LWDA over the next four-years including who the board will work with to implement the state strategies. Include entities carrying out core programs and other ARIZONA@WORK partners, including programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 CFR 679.506.(b)(1)(ii)), local community partners, economic development entities, etc.

The Yuma County Workforce Local Development Board (LWDB) is committed to providing quality workforce development services to the community. The LWDB, within the parameters of local decision making and local labor market conditions, work diligently to align its strategic direction with the state strategies in order to support regional economic growth and economic self-sufficiency. The following represents Yuma County's vision and strategic goals:

Local Vision: The Yuma County LWDB serves as a strategic convener to promote relationships among the following entities:

- Economic Development
- Adult Education
- Vocational Rehabilitation
- Other Workforce Partners

The purpose of convening these partners is to engage in discussions geared to identify the specific needs of job seekers and employers as a part of an integrated, customer centered, and effective business driven workforce development system. This vision includes creating meaningful linkages between workforce stakeholders by creating and developing the following work based learning experiences:

- Work Experience
- Transitional jobs
- Professional Internships
- On-The-Job Training Opportunities

Through the required coordination of core partner programs and inclusion of industry, the Workforce Innovation Opportunity Act (WIOA) presents an opportunity to improve the efficiency, relevance, and productivity of the workforce system. It accomplishes this by helping people of all backgrounds, including those who are economically disadvantaged with significant barriers, to prosper in a rapidly changing economy. This action will provide for future integration of title II and Title IV to provide services to Individuals with barriers to employment as specified in the WIOA law and regulations.

The LWDB implemented and continues to improve the process for customer registration, orientation, and enrollment. This was designed to increase service accessibility to a larger number of job seekers. Initially the LWDB developed an Integration Team to ensure that partner staff worked well together in this endeavor. Members of the team represent staff from the following organizations:

- ARIZONA@WORK-Yuma County
- Department of Economic Security (ES, Veterans, and Vocational Rehabilitation)
- Portable Practical Educational Preparation
- Adult Education

The Yuma County workforce development system has 4 Core Partners:

- 1) Adult, Dislocated Worker and Youth Programs
- 2) Adult Education and Literacy
- 3) Wagner-Peyser; and
- 4) Vocational Rehabilitation

There are also the Veteran's Programs, Migrant and Seasonal Farmworkers Programs, Low Income Energy Assistance, and Financial Literacy available in the Comprehensive one stop Center.

The Core Partners are working with Carl D. Perkins Career and Technical Education to learn about the Arizona Career Pathways Pilots. Additionally, the Act calls for the development of career pathways, sector strategies, and utilization of in-demand occupations that provide credentials that are stackable and portable. Arizona Western College has been a partner with ARIZONA@WORK-Yuma County for over 30 years. They have developed both credit and non-credit courses which benefit participants of our programs. Arizona Western College is on the team to develop the 4 year plan and is committed to continuing to work with the Core Partners.

In 2015, Yuma County citizens approved the formation of Yuma's Joint Technical Education District – The Southwest Technical Education District of Yuma (STEDY). A Joint Technical Education District is an independent school district specifically established to provide approved Career and Technical Education (CTE) or “vocational” programs to high school students.

Section 3. ARIZONA@WORK SYSTEM COORDINATION

A. Describe how the LWDB will work with the entities carrying out the core programs (Title I through IV), = (20 CFR 679.560(b)(2)) to:

1. Expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment;

The LWDB will commit to work with core program partner (Title I–IV) and coordinate with other programs and services to ensure alignment in service delivery. The key goal is develop effective partnership across programs to providing other professional learning opportunities that promote continuous quality improvement for individuals with barriers to employment. The partnerships of the core partners (Title I–IV) is to provide seamless program services, build community benefiting bridges to increase customer access to employment, training, education and support services. The partner integration moves beyond co-location and partnerships to create meaningful linkages for the common customer path with a standardized process for the delivery of a wide range of service between the Title I–IV programs to assist with overcoming the individual's specific barriers to employment and ensure individual's customers' needs are best met. Partners will further promote system integration to the maximum extent feasible through:

- Effective communication, information sharing, and collaboration with the one-stop operator;
- Commitment to the joint mission, vision, goals, and strategies of the LWDB;
- The design and use of common intake, assessment, referral, and case management processes;
- Job opportunities, unemployment information, employability skills workshops, labor market information;
- The use of common and/or linked data management systems and data sharing methods, as appropriate;
- Leveraging of resources, including support services, and other public agency and non-profit organization services;
- Participation in a continuous improvement process designed to boost outcomes and increase customer satisfaction, and

- Coordinate quarterly scheduled Partner meetings to exchange information in support of the above and encourage program and staff integration.

All partners agree to prioritize services for individuals with barriers to employment. WIOA Section 24 defines the term "**individual with a barrier to employment**" as a member of one (1) or more of the following populations:

- Displaced Homemakers
- Low-income individuals
- Indian, Alaskan Native and Native Hawaiians
- Individuals with disabilities including youth who are individuals with disabilities
- Older individuals
- Offenders
- Homeless individuals or homeless children and youth
- 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 farm workers. The program assists individuals who are ELL with making career and labor decisions to improve their living and working conditions.
- Individuals within 2 years of exhausting lifetime eligibility (for TANF)
- Single parents (including single pregnant women)
- Long-term unemployed individuals
- Other groups as the Governor determines to have barriers to employment

Title II Adult Education will be an active participant in the development of the One-stop system plan that describes the strategic priorities and operational activities for adult education and workforce preparation. The plan will specifically describe the role of adult education in achieving the plan's priorities; planning will include the Title II Administrator of the LWDB to ensure that the role of adult education is well-documented in the One-stop MOU. Adult Education providers will collaborate with workforce system partners to establish effective referral, co-enrollment, and handoff processes for participants who need both Title I workforce and Title II adult education services.

Arizona Western College CTE division works very closely with ARIZONA@WORK to provide opportunities like Stackable educational/training options, Accelerated/integrated education and training, Industry-recognized credentials, Basic skills training, Soft skills, Job readiness, On-the-Job Training (OJT), registered apprenticeships, internships, and other Earn and Learn models. Arizona Western College CTE embeds career pathways, long range career planning, in all career exploration activities. ARIZONA@WORK support students by continuously offering financial assistance for tuition, books and other training related costs for enrolled participants who have completed a training plan for an eligible training provider. AWC works closely to observe and mirror state ETPL policy that limits eligibility to programs that lead to a recognized postsecondary credential including a credential that is an industry recognized certificate or certification, portable, and stackable. AWC CTE Partner and support partnership with College student services to maximize Pell Grant financial aid leveraging and tracking. Help with the discretionary grants to expand available direct financial aid for training. AWC Partner with employers to provide incumbent worker training that leads to recognized credentials. AWC CTE offers credit for learning that occurred outside of the scope of formal higher education coursework and prior to students' enrollment at the institution, including from military service, job-related training, and volunteer arenas.

2. Facilitate the development of career pathways;

The establishment of a comprehensive career pathways system requires strong leadership at the local level as well as meaningful employer engagement. The Workforce Innovation and Opportunity Act (WIOA) require shared accountability, particularly among the core (Title I-IV) programs. All core partners (Titles I-IV) are encouraged to establish, design, implement, and continuously improve upon the local career pathways system to support the use of career pathways for the purpose of providing individuals, including low-skilled adults, youth, and individuals with barriers to employment (including individuals with disabilities) with workforce development activities, education, and supportive services to enter or retain employment. Academic and occupational skill development, participation in work experience or internships, and work-based learning provides participants with greater employment opportunities. Yuma County places a strong emphasis on planning across multiple partner programs to ensure alignment in service delivery. One key goal is to develop effective partnerships across programs and community-based providers to provide individuals the employment, education, and training services they need. Effective partnering is pivotal to maximize resources and to align services with career pathways and sector strategies.

Career pathways allow for individuals to succeed in an environment that accounts for their current abilities and skill levels and provides them with an appropriate service structure to advance not just within an individual job but within an occupation or occupational cluster.

In order to effectively promote and develop career pathways and sector strategies, it is vital that the WIOA core and one-stop partner programs work together to ensure a customer-centered approach to service delivery.

Adult Education providers will participate in the development of career pathways in Yuma, both to facilitate strong institutional connections among career pathways stakeholders in the workforce and education fields, and to ensure that pathways provide meaningful access for individuals who are still acquiring basic skills.

Adult Education providers will seek out appropriate partners to ensure that the IET and IELCE + T programs meet the needs of our participants, to include the One-stop center, Arizona Western College, and other postsecondary Career and Technical Education programs of Yuma. The agencies will draw on employer input via sector partnerships to ensure that our IET and IELCE + T programs are aligned with local employers' skill needs. The agencies will determine how its expertise in preparing participants to enter the workforce, and educating incumbent workers, can best inform sector partnership activities.

Arizona Western College CTE develops seamless transfer pathways to professional degree programs, including for people who have completed certificates and associates of applied science degrees for direct employment. Arizona Western College CTE have a consistent processes and procedures for career exploration in the Yuma schools and community-based organizations. Arizona Western College CTE establishes mechanisms for regular communication and planning around career events, career exploration opportunities, and resources within "hubs" throughout the Yuma. Arizona Western College CTE believes that helping people obtain meaningful credentials can further regional prosperity and economic mobility. Many of AWC's initiatives focus on quality credentials, both by helping organizations to identify them and workers to earn them. Arizona Western College CTE also includes industry-valued associate degrees that facilitate movement into either the labor market or longer-term educational programs aligned with the state's workforce needs. Arizona Western College CTE programs are result in the attainment of industry-

valued and recognized post-secondary credentials that are portable and aligned with regional workforce needs. Arizona Western College CTE have quality credential programs that are accessible affordable and readily available at places and times convenient for working adults Transparent Clearly articulate costs and prerequisites and provide an accurate picture of what skills, knowledge and abilities are benchmarked by a given credential, as well as the value it carries in the labor market. Arizona Western College CTE Stackable Certificates operates as one of multiple manageable chunks that add up to a more substantial credential and do not require starting over at each new step. Arizona Western College CTE Certificates are Portable which means they are Transferable between organizations, regions, and educational institutions. Arizona Western College CTE Certificates are meaningful – Provides true value in the labor market. Arizona Western College CTE Certificates are connected that is linked to a job or an educational pathway.

3. Facilitate the coordination of co-enrollment with ARIZONA@WORK partners;

Yuma County workforce strategies include the strengthening of core programs (Titles I-IV) and career pathways that make available quality education, training and workforce services through more On-the-Job training, Internships, utilization of support services and co-enrollment between programs to leverage resources. This integrated and seamless provision of specialized services offered by one-stop program and partner staff ensures that there is more diversity in the types of services offered to individuals with barriers to employment. The LWDB recognizes the need to expand and develop a robust, portable and stackable system that allows individuals with barriers and disabilities to participate and gain industry recognized credentials.

Local workforce plans and MOUs should include strategies that promote and support the investment of Title I funds to provide the support services activities in coordination with Title II for IET participants, including career counseling, navigation, placement and retention services, and training opportunities. In addition, co-enrollment policies between Titles I-IV should actively promote co-enrollment and specific targets should be set for co-enrollment of high-need populations.

The potential of co-enrollment into core programs will begin with the assessment process. It is at that stage of initial assessment when the needs of the individual begin to come into focus. Upon consulting with the individual, staff will recommend referrals to core programs that may be of benefit to that individual. The Career Planners will play a critical role in determining which services are to be accessed to best serve program participants. Through cross training, the Career Planners will collaborate with their core program colleagues as well as other ARIZONA@WORK Yuma County.

The development of a common menu of service options provided to the job seeker will encourage co-enrollment between one-stop programs and create opportunities for contextualized learning. ARIZONA@WORK-Yuma County will continue to promote the continuation of “standard data gathering” across core programs to determine what information is pertinent to each program. The One Stop Operator is required to promote the utilization of AJC and Client Referral System (CRS) to all partner agencies to improve the processes for co-enrollment and prevent duplication of services to better serve customers. The shared point platform is a secure system that requires log in and provide the venue for partners to issue and track referrals. All partners will have access to the site that allows them to create, view or retrieve referrals. The CRS system is an ARIZONA@WORK-Yuma County internal web-

based data system to document co-enrollments within core and partner agencies. Co-enrolled customers will receive unified collaborative case management. It is expected that weekly or bi-weekly case meetings will occur in person or virtually to discuss customers' progress during participation. The LWDB will work in conjunction with partners in creating a uniform release of information form that can be utilized across the core partners. This will prevent the customer from having to complete multiple releases by each partner they are receiving services from.

In collaboration with other organizations, such as Regional Center for Border Health, Arizona Western College, and Yuma Truck Driving School, ARIZONA@WORK –Yuma County provides improved access to recognized postsecondary credentials. Co-enrollments with core partners (Titles I-IV) are encouraged as this provides a full array of services for participants. The collaboration and co-enrollments facilitate the leveraging of funding and services available to participants. Identifying local areas needs for training and credentialing in demand career fields will ensure a trained local workforce to meet labor market needs.

The Workforce Innovation and Opportunity Act (WIOA) outline a mandate for shared accountability, particularly among the core programs. Shared accountability should improve services to all participants, but especially benefits low-income, lower-skilled participants because of the emphasis of the Act to serve these groups. These individuals should benefit from the Act's emphasis on integrated services, including concurrent and/or sequential co-enrollments, supportive services, and implementation of program designs that meet participant needs. Academic and occupational skill development, participation in work experience or internships, and work-based learning provides participants with greater employment opportunities.

4. Improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable).

In an effort to improve access for all core partners (Titles I-IV) to activities leading to a recognized postsecondary credential, several strategies are used. Such as:

- Teaming up with certification and credentialing agencies to improve access in obtaining industry-recognized postsecondary credential is to assure their national portability. Therefore, it is important to partner with those agencies for which access is applicable. For example, for students obtaining a National Certified for Construction Education Research credential (NCCER), NCCER maintains a credentialing and certification system through its registry. This online database tracks both training and/or assessments for its participants providing access.
- Setting up informational opportunities in different locations going to the student. Access usually depends on awareness of the opportunities and programs available. The relevance of credentialing programs is becoming more and more evident, and often times the awareness is led by adults. Those that lead students to career and postsecondary choices. Therefore access activities start with an awareness campaigns, branding opportunities and face-to-face orientations. Spreading the word about benefits of receiving a certification is not always easy. Advertising in local publications and use of social media help bring awareness of the value of postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable).

- Partnering with local small business to improve access to activities leading to a recognized postsecondary credential, it is essential to understand the credentialing recognized by industry. A recognized postsecondary credential “means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.” A postsecondary credential is recognition of an individual’s attainment of measurable technical or occupational skills necessary to obtain employment or advance within an occupation. Generally, these technical or occupational skills are based on standards developed or endorsed by employers.
- Teaming up with national industries is essential to improve access to activities leading to a recognized postsecondary credential. For example, there is a community effort to work with manufacturing certification organizations who are the world market leaders in skills certification programs. This collaborative effort resulted in an organization of the certification programs, and the credentials they offer, into a system of “stackable credentials” that can be awarded in post-secondary education. A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skills, Inc., Machining Level I credential) or product manufacturer or developer (e.g., recognized Microsoft Information Technology certificates, such as Microsoft Certified IT Professional (MCITP), Certified Novell Engineer, a Sun Certified Java Programmer, etc.) which uses a valid and reliable assessment of an individual’s knowledge, skills and abilities is another way of improving access to postsecondary credentialing.
- Allowing students to choose, choice in a program of study improves access that can lead to the attainment of an industry-recognized credential, such as computer classes leading to certification in Microsoft Office or coursework leading to licensure as a Certified Medical Assistant. The Department of Labor’s Career Info Net supports several resources that provide students with information on credentials in programs of interest. Specifically, this web site includes a searchable Licensed Occupations database http://www.careerinfonet.org/licensedoccupations/lois_keyword.asp?nodeid=16&by=keyword. This site provides information on the licensing agency, as well as examination requirements and any applicable fees. Additionally, there is also a Certification Finder tool to identify industry or occupational personnel certifications at http://www.careerinfonet.org/certifications_new/default.aspx. This resource provides a description of the certification, as well as examination and work requirements.
- Partnering with other school districts, community college and universities, setting up advisories with our other community stakeholders, and eliminating barriers for participation in credentialing programs are other activities that improve access leading to a recognized postsecondary credential. Instead, the focus is to identify credentials and provide access measurable technical or occupational skills necessary to gain employment or advance within an occupation.

B. Describe the LWDB's strategies and services and how they will be used within the LWDA and region (20 CFR 679.650(b)(3)) to:

1. Facilitate engagement of businesses, including small businesses and businesses in in-demand industry sectors and occupations, in workforce development programs;

Business representatives are co-located and virtually connected to provide optimum support to the businesses and employers of Yuma County. This collaboration of services has resulted in more effective communications and cohesiveness within the Business Team, and it has expedited the job orders input process in the Arizona Job Connection (AJC) system. This collaboration of services has also promoted a more streamlined coordination of services when conducting Rapid Response activities. Marketing efforts have been consolidated and presentations and displays are integrated and project a united and cohesive marketing presence.

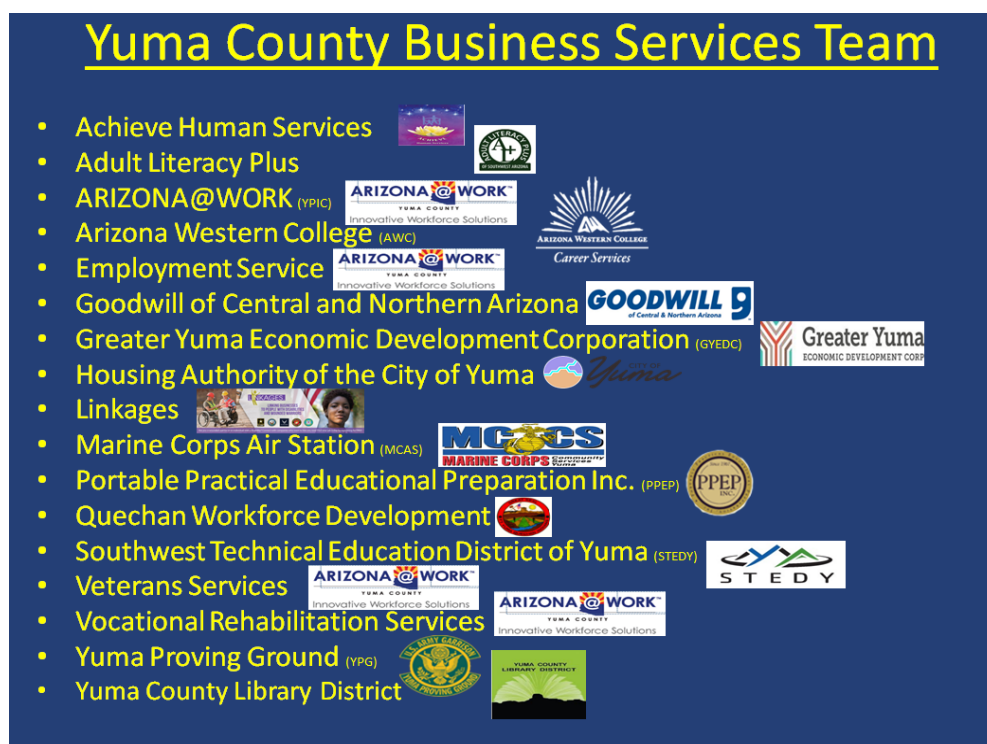
The primary purpose of the Business Service Team is to coordinate strategic business development and workforce activities in order to target limited resources to areas where they can have the greatest economic impact.

The role of the Business Services Team is outlined below:

- Proactively perform outreach contact with targeted employers for job development and marketing of other one-stop services.
- Gather and evaluate employer information and identify needs (product services, number of employees, turnover rate, entry level qualifications).
- Coordinate recruitment activities with Department of Economic Security staff.
- Provide key information on local economic factors to businesses on an on-going basis.
- Develop a well-organized service plan to assist businesses in utilizing one-stop services.
- Attend meetings involving community college initiatives.
- Provide these services for large and small employers alike due to the overwhelming number of small businesses in the Yuma County labor market.
- Participate in job hiring events w/Community College and DES Employment with the local community college Service staff.
- Evaluate the effectiveness of the local partnership in meeting employer needs, by attending community meetings and functions.
- Consult with local college staff to ensure that educational needs are being addressed appropriately.
- Meet with employers to market fee-for-service recruitment activities;
- Secure agreement of the service plan developed to accommodate the employer's specific needs.

- Provide relevant labor market information, area profiles, and wage survey data, and disseminate information to employers, local community, and partner agencies.
- Include in demand industry sectors and occupations

The LWDB has also taken steps to engage other community groups in support of the employers and businesses. This group meets on a quarterly basis. Instead of multiple organizations offering separate hiring events at different times of the year, the LWDB collaborates with several organizations in the community to sponsor one major community job hiring event. This has led to several consecutive community hiring events in the past with the participation of the below listed agencies.



2. Support a local ARIZONA@WORK system that meets the needs of businesses in the LWDA;

WIOA Title II Core Programs, Adult Literacy Plus of Southwest Arizona (ALPS) and South Yuma County Consortium (SYCC), offer adult education and skills development programs that accelerate achievement of High School Equivalency (HSE) diplomas and nationally recognized credentials among community workers, including immigrants and individuals with limited English language skills. Title II assists eligible adults (16 years and older) with obtaining postsecondary education, training, or employment. Title II serves individuals with barriers to employment, including English language learners, low-income individuals, and immigrants.

ALPS has an Integrated Education Program (IET) program in place that provides contextualized adult education and literacy activities simultaneous with workforce preparation and training for a specific occupation, and other workforce preparation activities that are often the first step on workers' career pathways. Participants may earn up to three (3)

“stackable” degrees that include a Retail Industry Fundamentals diploma, a Customer Service & Sales and a Business of Retail certified specialist credentials. The IET helps community learners, including immigrants, gain college readiness and improve basic skills much faster than traditional adult education programs. SYCC refers interested IET participants to ALPS for co-enrollment.

Title II seeks to work with the LWDB and the community college “core” partner, Arizona Western College (AWC), to expand the IET. Title II will coordinate adult education activities with the community college to develop a career pathway that helps participants gain college credit, further improve basic skills, and earn additional stackable credentialing simultaneously.

The LWDB fully supports the IET program; ALPS is working with ARIZONA@WORK and the LWDB to add the IET to the local ETPL list for access to WIOA services. Title II will build relationships with WIOA core programs to recruit and transition students after program exit. Title II collaborate with local employers, workforce, and occupational training partners to ensure that the programming incorporates real-world, relevant, and up-to-date knowledge and skills. The LWDB and Title II will seek and encourage on-the-job activities and apprentices that promote basic skill instruction delivered in the workplace.

The LWDB works closely with the Greater Yuma Economic Development Corporation, Yuma Chamber of Commerce, and the Investing Manufacturing Communities Partnership (IMCP) in support of high-wage/high growth industries. The Business Services Team partners with these agencies to prepare and provide program and community information to new prospective employers seeking to locate in Yuma County.

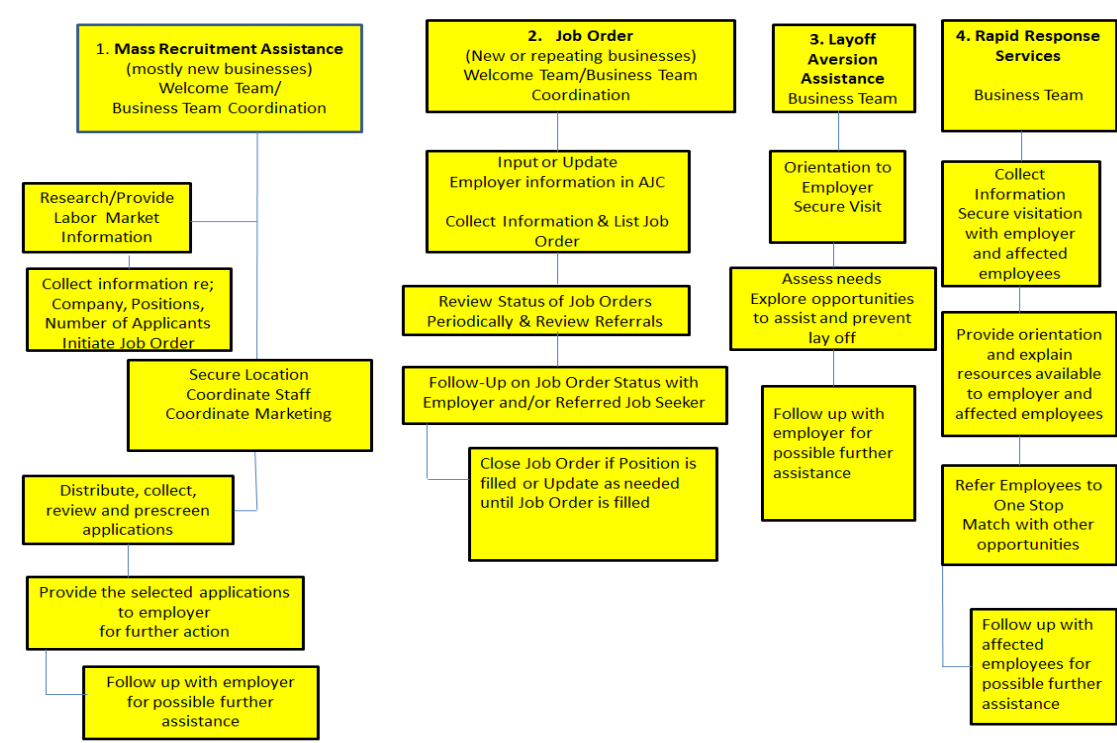
The goals of the LWDB are to improve, strengthen, and support the local business climate. Projects have been initiated with the intent to create stable, reliable, higher wage jobs that will improve the quality of life for Yuma County residents. The emphasis on meeting the needs of the employer community has led to the establishment of highly successful working relationships with the Greater Yuma Economic Development Corporation and the Yuma County Chamber of Commerce, Arizona Western College, the City of Yuma, and Yuma County.

The Business Services Team is designed to provide employer outreach and job development activities, including contacting businesses for the purpose of identifying employment needs, providing information on local businesses assistance programs, and conducting on-going labor market research that complements efforts of both the LWDB and the local economic development organizations

3. Better coordinate workforce development programs and economic development;

Employment Services and the Local Workforce Development Board merged the task of how they receive job orders from employers by consolidating all job orders into the Arizona Job Connection (AJC). The Business Service Team is co-located at the Comprehensive One-Stop Center. Employers can contact the Business Service Team directly to post their job orders using a standardized system that is recognized by all team members and employers. Employers can contact any Business Service Representative at any location to post their job orders. A Business Services Team email address has been created to effectively communicate with the employers. This email address is visible by all the business services representatives allowing for a quick turnaround when communicating with employers. The LWDB has gone a step farther in reaching potential job seekers for the employers by using the social media venues

such as Live-Facebook, Twitter, Instagram, LinkedIn, and YouTube. After job orders are posted in the Arizona Job Connection System, they are sent out via the social media to expand the outreach in search of potential qualified applicants for the employers. Employers can also download the AJC job order application and post a job order via the LWDB web site.



4. Strengthen linkages between the local ARIZONA@WORK system and Unemployment Insurance programs; and

The relationship between the Unemployment Insurance (UI) programs and the other workforce system partners is crucial, especially in precarious times such as the Covid-19 pandemic. The goal of all ARIZONA@WORK Yuma County core partners (Title I-IV) is to assist individuals with barriers to employment through a systematic plan of action while leveraging the resources each program provides. The UI Program, by issuing benefits to qualified individuals, provides a resource that assists these same individuals in re-entering the workforce as quickly as possible. ARIZONA@WORK Yuma County will ensure that UI program activities are integrated into the overall workforce delivery system by implementing the following strategies:

- Helping UI claimants access the full range of one-stop services both on-line and in person through the ARIZONA@WORK Yuma County system;
- Ensuring UI claimants meet eligibility requirements (such as searching and registering for work as required by state law);
- Providing effective priority of services to veterans who file for benefits under the Unemployment Compensation for Ex-Service members;

- Provide additional access points for UI claimants to access the UI online system;
- Connect UI claimants to Re-Employment Service.

The Re-Employment Service Eligibility Assessment (RESEA) will focus on UI claimants who have been determined to most likely exhaust their UI benefits prior to employment being secured to replace former wages. There are two primary goals associated with RESEA: 1) Identify any barriers to employment; and 2) Ensure UI benefits are properly paid to eligible UI claimants by conducting a thorough UI eligibility review.

ARIZONA@WORK – Yuma County will also review the UI claimant's resume and make suggestions for improvement and, if necessary, refer them to appropriate workshops for additional assistance. Based on the overall assessment of the claimant, the UI claimant may be referred to other core partner (Title I-IV) programs that may be beneficial to the overall strategy of returning the individual to employment.

The Workforce Innovation and Opportunity Act seeks to modernize the workforce system in providing comprehensive, integrated and streamlined services. Such service delivery will require linking and aligning all communication and information sharing amongst the one-stop partners. Strengthening the linkages between the one-stop delivery system and unemployment insurance program has enhanced activities and provided seamless services to the customer. The LWDB partnered with Chamber of Commerce, Small Business Development Center, and Greater Yuma Economic Development Corp. to expand employer engagement activities and services to include an access point to Unemployment Insurance (UI).

During the last year, strides in technology have allowed Arizona to deliver services more effectively and efficiently. Almost all UI services are now delivered remotely with unemployed individuals making initial claims either by phone to a centralized benefit center or via the internet.

In addition, the LWDB works collaboratively with the UI program to assist claimants' access to the full range of services both on-line and in person and through the one-stop centers.

- The LWDB will ensure that proper training, information and resources are provided to all one-stop staff to ensure cross-training protocols are established.
- Claimants visiting the one-stop or the Small Business Resource Center will receive 1:1 assistance beyond the remote access via phone or the State's web-based portal found at www.azui.com.
- ARIZONA@WORK staff will ensure that UI claimants are informed about the various services available at the one-stop. Information pertaining to re-employment services and workshops will be provided to them.

5. Implement the following initiatives to support the strategies described above (if a LWDB does not currently provide one of the items below, please do not include):

- Incumbent worker training programs;
- Industry and sector strategies;

- Utilization of effective business intermediaries;
- On-the-job training programs;
- Registered apprenticeships;
- Work experience programs; and
- Other business services and strategies designed to meet the needs of regional employers.

Once a determination has been made to provide an adult, dislocated worker and youth with training, service providers will work with the job seeker to conduct research in selecting a “WIOA approved eligible training provider”. While training is typically carried out in the form of an Individual Training Account (ITA) model, WIOA allows other trainings such as, on-the-job training, incumbent worker training, and customized training activities. The LWDB sets limits on the amount of an ITA to ensure that funds are spent in a fiscally sound manner.

The Workforce Innovation and Opportunity Act, Section 133 (b) (4), states that up to and including 100 percent of funds allocated to Title I Adult and Dislocated Worker programs may be transferred between these funding streams with the approval of the Governor. This allows the LWDB greater flexibility to provide services to customers with the greatest need at any point in time depending upon labor market conditions.

Training services are available to assist individuals in gaining the skills and knowledge to obtain and retain employment. Training services must be linked to in-demand employment opportunities in the local area, or planning region, or in a geographic area in which the individual is willing to relocate or commute. Additionally, training programs must result in a federally-recognized credential to be approved for the Eligible Training Provider List (ETPL).

Examples of Training Services may include:

- **Occupational Skills Training** – Organized program of study that provides specific vocational skills that lead to proficiency in performing tasks and technical functions required by a certain occupation fields at entry, intermediate or advanced levels of employment. Occupational skills training include training for nontraditional employment. Providers of occupational skills training must be listed on the Eligible Training Provider List (ETPL) and the specific training program must be listed as WIOA approved. (See section 506 of the WIOA Training Services Policy Manual and 600 of the WIOA Eligible Training Provider List Policy). Currently, the LWDB has 18 trainings available on the ETPL.
- **On-The-Job Training** – Training provided under a contract with an employer who is reimbursed a percentage of the hourly wage. The participant being trained will be engaged in a job to help them prepare for long term unsubsidized employment. An On-The-Job training is intended to provide the knowledge or skills essential to meet the full and adequate performance of the job.
- **Incumbent Worker Training** – Training designed to help the local areas employer’s workforce obtain the skills necessary to retain employment and prevent job loss. The training activities are carried out by

the LWDB in conjunction with employers or a group of employers (which may include employers in partnership with other entities for delivering such training) for the purpose of assisting such workers in obtaining skills necessary to retain employment. ARIZONA@WORK-Yuma County has the capability to offer training with no employers participating at this time.

The Yuma County LWDB has vetted and approved “training providers and programs” that have been determined in-demand for the local area. Yuma County has aligned itself with the in demand occupations identified by the Office of Economic Opportunity (OEO) and the Greater Yuma Economic Development Corporations key sector clusters for identifying in-demand industries in the local workforce area. Additionally, these sector clusters include other occupations identified as “fastest growing” in the local area. The LWDB continues to monitor in-demand occupational trainings that are currently being provided by Arizona Western College including law enforcement and administration of justice.

C. Explain what the role of the LWDB in the Eligible Training Provider (ETP) program approval process is, as required pursuant to 20 CFR 680.430(c); explain Local ETP program requirements or performance standards; and describe LWDBs outreach to employers and training providers to identify and develop training program related to in-demand occupations in the LWDA. If currently in policy please include a copy of the policy, or a link to the policy in the local 4-year plan (20 CFR 680.430(c)).

The LWDB utilizes the Eligible Training Provider List (ETPL) for the provision of training services to Adult, Dislocated Workers, and Youth participants under the Workforce Innovation and Opportunity Act (WIOA). The ETPL provides information on the training program cost, performance, and credentialing information. It is comprised of approved eligible training providers and training programs that are approved by the LWDB and the State to provide training services to eligible WIOA participants.

The LWDB has a process for the ETPL approval. Initial eligibility is determined based on meeting State and LWDB criteria. State reviews the initial submission of the training provider to ensure application has been completed correctly and that it meets requirements. The application is then forwarded to the LWDB for approval and review for the ETPL. Training Providers must also comply with licensing, business requirements, and training provider assurances as part of the initial eligibility approval process. Only the entities listed below may apply to be included on the ETPL and provide training to participants enrolled in WIOA Title I-B programs;

- Institution of higher education that provide a program that leads to a recognized post-secondary credential;
- Apprenticeship programs, including Industry Recognized Apprenticeship Programs and Registered Apprenticeship;
- Other public or private providers of training including community based organizations and joint labor-management organizations;
- Eligible providers of adult education and literacy activities under WIOA Title II if such activities are provided in combination with training services described in 20 CFR 680.350; and
- LWDB, if they meet the conditions of WIOA Section 107 (g)(1)

To approve training programs on the ETPL, it must meet State and Local requirements, which include providing training that will result in a federal or nationally recognized credential. As part of the approval process, our LWDB

ensures the training is a career pathway, in a demand occupation, and aligned with industry sectors identified in Yuma County. Training Provider must provide the following:

- Credential checklist
- Credential attainment rate
- Correct waged aligned with onetonline.org for each training program listed on the ETPL

The LWDB also oversees the maintenance of approved training programs listed the ETPL for Yuma County on program costs, success completion rate, and performance data to ensure information is accurate for the general public and also meets State requirements.

The Yuma County LWDB conducts outreach to employers and training providers to identify and develop training program related to in-demand occupations in the area of Yuma County. The LWDB has aligned itself with Greater Yuma Economic Development Corporation to identify in-demand industries as well identify occupations that are "fastest growing" in the local workforce area. The LWDB continues to work closely in collaboration with other local employers, and training providers to seek in-demand occupational trainings that will benefit our customers to obtain employment. LWDB staff attends various community meetings, events, to gather information and bring into development any new training programs that will align with Yuma County. The LWDB has established an extensive partnership with community agencies in the private and non-profit sector to come together and serve the community where job seekers may have the opportunity of training programs that will enhance their skills and gain employment.

D. Examine how the LWDB will coordinate local workforce investment activities with regional economic development activities that are carried out in the LWDA, and how the LWDB will promote entrepreneurial skills training and microenterprise services (20 CFR679.560(b)(4)).

The LWDB has been designated the training sponsor for the National Center for Construction Education Research (NCCER) and AWC as the training agent for NCCER training modules. The collaboration between the LWDB and with AWC is extensive.

NCCER is a not-for-profit education organization formed in 1996. It was created with the assistance of over 125 construction CEOs and several academic and association directors who worked together to revolutionize training for the construction industry. Sharing the common goal of developing a productive and safe workforce, these businesses developed a standardized credentialing and training program for the industry.

The LWDB recognizes and supports the idea that entrepreneurship is a viable opportunity for job seekers looking for the next opportunity. At the same time, the LWDB has identified small and medium sized business support as a critical element in the suite of business services provided throughout the community. As a result, the LWDB coordinates with Arizona Western College (AWC) Small Business Development Center (SBDC) and NCCER that has developed programs for budding entrepreneurs and small businesses.

The AWC SBDC provides value to small businesses by advancing program delivery and management through innovation. Business specialty areas examined by the SBDC are new business creation, capital infusion, counseling success, job creation and program and training innovation. The SBDC provides free, confidential, one-on-one counseling by experienced professionals and is the one-stop source for everything the participant needs to start and

grow a successful business.

While there is an understandable emphasis on recruiting new business into the Yuma Region, the LWDB understands that there is also value in supporting the expansion of existing businesses and encouraging the development of new businesses as spinoffs from existing industries and businesses. Typically, new businesses need capital, space to develop, mentoring, and time to grow and become successful. The need for a business incubator has been discussed by a number of the stakeholders. Arizona Western College and Northern Arizona University partner to host *StartUp Weekend* which features entrepreneurs from the Yuma Region, Arizona, and Mexico.

To further support entrepreneurship and economic development, the Yuma County Chamber of Commerce opened a South County Business Resource Center in San Luis, AZ. The Business Center is operated in partnership with ARIZONA@WORK-Yuma County, Greater Yuma Economic Development Corporation, and Arizona Western Small Business Development Center. The center's mission is to serve the needs of employers and business owners in the Somerton and San Luis areas without them having to travel to Yuma for assistance. ARIZONA@WORK-Yuma County has hired an Employer Liaison and Resource Clerk full time to be stationed there.

In addition, the City of San Luis supports a 20,000 S.F. Business Incubator facility located in the San Luis, AZ. The Business Incubator has seven suites ranging from 1,400 square feet to 4,200 square feet for both start-up and expanding businesses focused in light industrial activities. The Business Incubator offers a five year business support program for United States and Mexico Companies.

E. Describe how the LWDB will evaluate if the ARIZONA@WORK Job Centers in the LWDA need to be open beyond normal business hours to provide services to meet the workforce need, as is described in 20 CFR 678.800.

The LWDB will ensure that the ARIZONA@WORK Job Center provides services beyond the regular business hours based on need in the community and feedback from one-stop customers. The one-stop operator will be required to survey job seekers and employers to evaluate the need to extend business hours. The one-stop center will also be expected to evaluate the effectiveness on how well the integrated available services meet the workforce needs for customers and businesses. The one-stop center will be required to provide access to partner program services to the maximum extent possible, including providing services as recognized by the LWDB.

F. Provide copies of executed cooperative agreements (MOU) which define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local one-stop delivery system. This includes cooperative agreements (as defined in WIOA Sec. 107(d)(11)) between the Local WDB or other local entities described in WIOA Sec. 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(11)(B)) and the local office of a designated State agency or designated State unit administering programs carried out under title I of the Rehabilitation Act (29 U.S.C. 720 et seq.) (other than Sec. 112 or part C of that title (29 U.S.C. 732, 741) and subject to Sec. 121(f)) in accordance with Sec. 101(a)(11) of the Rehabilitation Act (29 U.S.C. 721(a)(11)) with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training staff, technical assistance, use and sharing

of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination;

1. To expedite the review process, please provide links to the electronic version.

<https://www.ypic.com/Downloads/One-StopMOU2020-2023.pdf>

G. A description and assessment of the type and availability of adult and dislocated worker employment and training activities carried out in the LWDA (20 CFR 679.560(b)(6)).

The LWDB has worked industriously to strengthen and align the service delivery system in Yuma County. This new aligned system allows all individuals to access services designed to promote economic and financial stability. The renewed system will also ensure that job seekers are better trained and qualified to fill current and future employment openings.

The LBWB measures the one-stop's performance by evaluating a customer's accessibility to services and continuous improvement efforts undertaken by staff. Notable improvements have been made in the development of career pathway training pipelines that provide a greater diversity of training programs. The local area's efforts at closing the skills gap between job seekers and high skilled jobs that offer living wages will help the preparation of an educated and skilled workforce.

The ARIZONA@WORK-Yuma County one-stop provides the central point of service as of the "comprehensive one-stop center". The center is the physical location where all of the relevant programs, services, and activities provided by the required partners are accessible. As mandated in Workforce Innovation Opportunity Act (WIOA), Core and other workforce support partners are either co-located in the one stop or are accessible through technology.

Universal access to a wide range of "career services" is made available to any individual regardless of age or employment status. Individualized career and training services are offered to individuals identified in need of additional assistance in obtaining employment. Veterans, low income, or basic skills deficient individuals are provided with "priority of services" if they meet specific criteria as outlined in the Act (WIOA).

The Yuma County program for WIOA adult and dislocated worker participants is structured around two main levels of service: career services and training. Career services are categorized in the Act as "basic" and "individualized". Basic services include labor market information and job postings, while individualized services include services such as skills assessment and case management.

Services provided to Adult and Dislocated Worker under Title I of WIOA

1. Eligibility determination
2. Outreach, Intake, Orientation, and Referrals
3. Assessment of skills and needs
4. Labor exchange services, including job search assistance and information on in-demand occupations

5. Workforce and labor market information
6. Performance of cost information for eligible training and education providers
7. Performance measurement data for local area
8. Information on and referral to supportive services
9. Information on filing for unemployment compensation
10. Assistance in establishing eligibility for financial aid for non-WIOA training and education programs
11. Services to obtain and retain employment
12. Follow-up services for at least one-year to participants who are placed in unsubsidized employment
13. Occupational skills (e.g. classroom training)
14. On-the-Job Training
15. Incumbent Worker Training
16. Combined workplace training with related instruction
17. Skills upgrading and retraining
18. Entrepreneurial training
19. Transitional jobs
20. Job readiness training
21. Adult education and literacy combined training
22. Customized training in conjunction with an employer

In WIOA, service at one level is not a prerequisite for the next level of service. WIOA Services are premised on universal access to services; however, during the receipt of career services, individuals are assessed to determine the need for individualized and/or training services. Potential participants must be assessed to identify their eligibility for training. That eligibility is determined by utilizing the following criteria:

- Participant is unlikely or unable to obtain or retain employment that leads to economic self-sufficiency due to an occupational skills gap or lack of training
- Meets the criteria for priority of service
- Previous work history and skills are reviewed
- Educational background is reviewed
- Demonstrates the “skills and educational qualifications” to successfully complete a training

- Is selecting training that is an in-demand occupation for the local area to increase chances of employment gains
- Is unable or does not qualify for other grant assistance
- Demonstrates significant barriers to employment

Once a determination has been made to provide an individual with training, service provider will work with the job seeker to conduct research in selecting a "WIOA approved eligible training provider". While training is typically carried out in the form of an Individual Training Account (ITA) model, WIOA allows other trainings such as, on-the-job training, incumbent worker training, and customized training activities. The LWDB sets limits on the amount of an ITA to ensure that funds are spent in a fiscally sound manner.

The Workforce Innovation and Opportunity Act, Section 133 (b) (4), states that up to and including 100 percent of funds allocated to Title I Adult and Dislocated Worker programs may be transferred between these funding streams with the approval of the Governor. This allows the LWDB greater flexibility to provide services to customers with the greatest need at any point in time depending upon labor market conditions.

Training services are available to assist individuals in gaining the skills and knowledge to obtain and retain employment. Training services must be linked to in-demand employment opportunities in the local area, or planning region, or in a geographic area in which the individual is willing to relocate or commute to. Additionally, training programs must result in either a federally or national recognized credential to be approved for the Eligible Training Provider List (ETPL). Examples of Training Services may include:

- a) Occupational Skills Training – Organized program of study that provides specific vocational skills that lead to proficiency in performing tasks and technical functions required by a certain occupation fields at entry, intermediate or advanced levels of employment. Occupational skills training include training for nontraditional employment. Providers of occupational skills training must be listed on the Eligible Training Provider List (ETPL) and the specific training program must be listed as WIOA approved. (See section 506 of the WIOA Training Services Policy Manual and 600 of the WIOA Eligible Training Provider List Policy).
- b) On-The-Job Training – Training provided under a contract with an employer who is reimbursed a percentage of the hourly wage. The participant being trained will be engaged in a job to help them prepare for long term unsubsidized employment. An On- The-Job training is intended to provide the knowledge or skills essential to meet the full and adequate performance of the job.
- c) Incumbent Worker Training – Training designed to help the local areas employer's workforce obtain the skills necessary to retain employment and prevent job loss. The training activities are carried out by the LWDB in conjunction with employers or a group of employers (which may include employers in partnership with other entities for delivering such training) for the purpose of assisting such workers in obtaining skills necessary to retain employment.

The LWDB, along with specific guidance from the State of Arizona Workforce Administration, has vetted and approved "training providers and programs" that have been determined in-demand for the local area. Yuma County

has aligned itself with the Greater Yuma Economic Development Corporations key sector clusters for identifying in-demand industries in the local workforce area. Additionally, these sector clusters include other occupations identified as “fastest growing” in the local area such as professions in the health-medical and information technology. The LWDB continues to monitor in-demand occupational trainings that are currently being provided by Arizona Western College including law enforcement and administration of justice.

After the WIOA participant has obtained un-subsidized employment and is exited from the program, they are eligible to begin receiving follow-up services for a minimum of 12 months following the first day of exit. Follow-up services are provided to promote job retention, wage gains, and monitor career goals.

H. Provide the LWDB’s definition for the following terms for the WIOA Title I-B Dislocated Worker Program definition of Dislocated Worker in WIOA 3(15):

1. Unemployed as a result of general economic conditions in the LWDA, or as result of a natural disaster.

1. General Announcement;

The LWDB’s definition of the term **General Announcement** is the notification of a plant closing or a mass layoff which may include, but is not limited to, a WARN notice.

The LWDB’s definition of **Dislocated Workers** is individuals who are:

(A) (i) has been terminated or laid off, or who has received a notice of termination or layoff, from employment, including separation notice from active military service (under other than dishonorable conditions);

(ii) (I) is eligible for or has exhausted entitlement to unemployment compensation; or

(II) has been employed for a duration sufficient to demonstrate, to the appropriate entity at a one-stop center referred to in section 121(e), attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a State unemployment compensation law; and

(iii) is unlikely to return to a previous industry or occupation;

(B) (i) has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, military installation or enterprise;

(ii) is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; or (iii) for purposes of eligibility to receive services other than training services described in section 134(c)(3), career services described in section 134(c)(2)(A)(xii), or supportive services, is employed at a facility at which the employer has made a general announcement that such facility or military installation will close;

(C) was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters;

(D) is a displaced homemaker; or

(E) (i) is the spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code), and who has experienced a loss of 4 employment as a direct result of relocation to accommodate a permanent change in duty station of such member; or

(ii) is the spouse of a member of the Armed Forces on active duty and who meets the criteria described in paragraph (16)(B). (WIOA sec. 3(15))

2. Unlikely to return to previous occupation or industry; and

The LWDB's definition of **Unlikely to Return** is a matter of judgment, based on relevant circumstances. The list below identifies factors that must be considered when deciding if an individual is unlikely to return to a previous industry or occupation.

- The individual is likely to enter a new job that is different structurally or organizationally than his/her previous job.
- The individual is likely to enter a new job with lower seniority compared to his/her previous position.
- The individual has a gap in employment that decreases his/her chances of returning to the same level of occupation or type of job.
- There are limited employment opportunities in the occupation or industry within the local area.
- There is an excess number of workers with similar skill sets and experience in the local area.
- The individual has out-of-date or inadequate skills.
- The individual has adequate skills, but lacks a credential required by most employers.
- The individual has a barrier to employment such as a disability, medical condition, or legal issues that could prevent a return to employment in the same industry or occupation.
- An unsuccessful job search suggests the individual is unlikely to regain employment in his/ her previous occupation or industry.

3. Unemployed as a result of general economic conditions in the LWDA, or as result of a natural disaster.

a. An individual who has become unemployed during a period due to general economic conditions in which there is a marked increase in the unemployment rate over the prior quarter or the region has sustained unemployment or poverty rates that are above state or national averages.

b. The LWDB defines unemployed as result of a natural disaster as: An individual who has become unemployed following a natural disaster that occurred in the LWDA including a wildfire or a public health or safety emergency that has led to business closures.

A primary target audience for ARIZONA@WORK Yuma County services is individuals receiving public assistance.

The LWDB's definition of **Unemployed Individual** is an individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job, for purposes of this paragraph, shall be made in accordance with the criteria used by the Bureau of Labor Statistics of the Department of Labor in defining individuals as unemployed. [WIOA Sec. 3(61)]

Dislocated Workers may also be individuals who are laid off due to:

- Plant closures or substantial layoffs at a plant or facility.
- Employment at a facility at which the employer has made a **General Announcement** that facility will close.
- Also included as Dislocated Workers are self-employed individuals, farmers, ranchers, and fishermen who are unemployed due to economic conditions or a natural disaster.
- Displaced Homemakers who have been dependent on the income of another family member and are no longer receiving that support and who are unemployed or underemployed and having difficulty in obtaining work or upgrading employment are also considered dislocated workers.

Adult may be an individual with barriers to employment who are chronically unemployed, long-term unemployed or have employment gaps that affects their ability to obtain employment and/or have an inconsistent work history.

Youth who has poor, limited or no work history and/or sporadic employment and no longer employed or seeking employment for the last 2 months, but remains unemployed or underemployed.

I. A description of how the LWDB will coordinate workforce investment activities carried out in the LWDA with state-wide rapid response activities, including layoff aversion activities carried out by DES (20 CFR 679.560(b)(7)).

The Employer Engagement Officer and Business Consultant are the Rapid Response Coordinators for the LWDB. The Rapid Response Coordinators with the Business Service unit provide early intervention services that are designed to assist the affected employee's transition back to work. Rapid Response meetings are scheduled to provide informational workshops to employers and employees in the event of a closure or layoff. Rapid Response is often a worker's first opportunity to learn about reemployment and training programs.

The LWDB provides a "rapid response" team of specialists whom, upon becoming aware of a substantial layoff or projected closure, will make contact with the affected employer within a short period of time (48 hours or less). Information is provided to affected employers in order to facilitate access to available programs and services offered through the Local One-Stop delivery system.

The Rapid Response team for Yuma County consists of:

Rapid Response Coordinator - Conducts Rapid Response meetings and provides informational workshops to employers and employees in the event of a closure or layoff. Also makes the initial contact and provides early intervention services to employers as needed.

Assistant Rapid Response Coordinator - Assists or acts in the place of the Rapid Response Coordinator in conducting Rapid Response meetings, providing informational workshops and early intervention services as needed.

Employment Services - Provide on-site information to the affected workers about the services that will be made available to them to ease the transition to re-employment.

Unemployment Insurance (UI) - Provide on-site UI information to the affected workers about the UI benefits and the application process.

Trade Act Assistance (TAA) - Provide information to the affected employers and workers about the TAA reemployment services and benefits that may be available to them. Also assist them through the petition process.

Community Based Organizations - Additional state agencies or community-based organizations may participate as appropriate, as determined by the Rapid Response Coordinator.

The Rapid Response Team will be activated when a permanent closure or mass layoff at a plant, facility or enterprise has occurred. This can include natural or other disasters which can result in mass job dislocation. The LWDB has established a threshold of ten (10) or more affected workers before it will respond with a Rapid Response Team. For nine workers or less, the Rapid Response Coordinator will contact the employer by telephone, mail or e-mail and schedule any services that may be required to assist the dislocated workers.

The Rapid Response Team will assist dislocated workers and in becoming re-employment as soon as possible. Services which may be provided under the Workforce Innovation Opportunity Act (WIOA) include:

- The establishment of on-site contact with employer and employee representatives.
- The provision of information and access to available employment and training activities.
- Assistance in establishing a labor management committee, a worker transition committee or peer advisor network.
- The provision of emergency assistance adapted to the particular closing, layoff or disaster.
- The provision of assistance to the local community in developing a coordinated response and in obtaining State economic development

These procedures provide for a sequence of activities which divide the Rapid Response into six phases: notification, investigation, initial on-site meeting, pre-layoff workshops, planning for services and project implementation. A summary of activities included in each phase is provided below:

Notification

- Worker Adjustment and Retraining Notification (WARN) are received from the state Rapid Response Coordinator or local elected officials
- Notification can also be received from employers and newspaper articles

Investigation

- The Rapid Response Coordinator contacts the employer and affected union(s) and provides a brief explanation of what Rapid Response is and the WIOA services that are potentially available. The

coordinator obtains pertinent information from the company and sets up an initial on-site meeting with the company as soon as possible.

- An important initial step in Rapid Response is to assess the reason for the plant closing or mass layoff. If there is an indication that the business closing or mass layoff might be averted, the Rapid Response Coordinator and the Business Services Officers can provide technical assistance to investigate possible layoff aversion strategies. In summary, regulations allow the LWDB to clearly engage in dislocation monitoring, response, and aversion strategies in such a way as to provide a continuum of services:
 - Explore potential for averting job loss
 - Coordinate with state and local economic development entities
 - Assist labor-management committees in these areas, as well as transition activities
 - Identify strategies to avert layoffs
 - Develop and maintain information networks on potential dislocations and strategic response options
 - Help build capacity in the state and in communities to assist in dislocations
 - Provide incumbent worker training, including employer loan programs
 - Link to public and private sector development and retention programs

Initial On-Site Meeting

- The Initial On-Site Meeting is designed to provide the employer and employee representatives with an overview of services and products available to the workers through WIOA and to clarify and define the role of each member of the Rapid Response Team. ***This initial meeting must take place within 48 hours of being notified of a closure or substantial layoff.***
- Specific information is elicited from company management and the union, which will aid the Rapid Response Team in planning for services.
- The Rapid Response Team Coordinator will attempt to obtain the commitment of management and the union to actively participate in the planning and implementation of key project activities such as the Worker Survey, Pre-Layoff Workshops, outreach, and placement activities. A variety of on-site services can be offered to the affected workers.

These services may include:

- Workshops tailored to the specific dislocation event
- Access to Trade Act Assistance
- Career counseling
- Initial career assignments
- Basic education classes
- English Language Learner classes
- Job and education fairs

Pre- Layoff Workshops

- Rapid Response Team members will provide information to the affected workers about the services that will be made available to them to ease the transition to re-employment.
- A survey of the workers is conducted to obtain their direct input concerning the types of services they would like to see made available.
- Rapid Response Team members may present information which will aid the worker in recognizing and overcoming various causes and manifestations of stress which are common during dislocation events. They will also provide information designed to assist the affected worker in averting the potential need for debt restructuring.
- Additional state agencies or community-based organizations may participate as appropriate, as determined by the Rapid Response Coordinator.

Planning for Services

- The Rapid Response Team develops an effective plan for WIOA services utilizing a coordinated service strategy based upon information assimilated during prior Rapid Response activities.
- The Rapid Response Coordinator will determine the need for additional funding with the one-stop Administrator based upon the final plan for services developed for the affected workers.

Project Implementation

- The Rapid Response Coordinator maintains periodic contact with the one-stop administrator concerning implementation of the Plan for Services.
- The Rapid Response Coordinator may recommend or provide remedies for underperformance through technical assistance and training and/or modifications to the plan for Services.

The Rapid Response Team also works closely with companies to avert layoffs and to keep a skilled workforce engaged in the existing regional economy or industry. Rapid Response tries to identify the exact needs of a company in crisis. Once the needs are assessed then the team tries to help the company establish partnerships with other organizations and build networks to help them try and acquire those needs meant to reduce the possibility of layoffs or a plant closure. Incumbent Worker training is always considered as an option to businesses for implementation of a layoff aversion strategy through training of its incumbent workers.

Some of the resources available to companies to maintain their workforce include:

- Matching businesses that are in transition with similar skill sets
- Communicating directly with employers on their needs and what is necessary to avoid layoffs
- Educate employers on various state and local programs which include:
 - Work-sharing Program
 - Workforce Training Funds
 - Career Centers
 - Tax Incentives

- Business Loans
- Small Business Administration (SBA) information

All Rapid Response activities will be conducted following the guidelines set by the Department of Labor and the Rapid Response Coordinator for the State of Arizona. Circumstances of each closing, layoff or disaster may vary and present unique problems not anticipated or provided for in the procedures. As a result, the procedures may be somewhat altered to fit individual circumstances. If it is necessary to depart from standard operating procedures to fit individual circumstances, such a departure should ONLY be undertaken with the full knowledge and consent of the State Rapid Response Coordinator.

J. A description and assessment of the type and availability of youth workforce investment activities in the LWDA (20 CFR 679.560(b)(8)). In addition, include:

1. Description of activities for youth who are individuals with disabilities, which must include an identification of successful models of such activities (20 CFR 679.560(b)(8)).

- LWDB staff is provided with the necessary employment related technical assistance, guidance, and training to effectively serve persons with disabilities;
- Assistive Technology training is provided to staff to ensure that all available and reasonable accommodation guidance is provided to persons with disabilities;
- Persons with Disabilities are provided guidance on resume writing, approaching businesses and interviewing tips;
- Customer service training is provided to all staff to ensure they are utilizing appropriate techniques when working with persons with disabilities;
- Referrals and sharing of service information with a wide range of stakeholders with local service providers; and
- Reasonable Accommodations to TABE on-line assessment to meet the needs of youth requesting accommodations.

The One-Stop staff of the LWDB hosts various quarterly meetings with core and key workforce partners to discuss program activities, requirements, and the availability of support services. In collaboration with the partner programs, an internal referral system is already in place to strengthen the process of making quality referrals between partner agencies. The refinement of the referral process will better align service delivery and ensure that partner programs are sharing in the responsibility of assessing and providing meaningful services and to assist individuals with disabilities.

ARIZONA@WORK-Yuma County complies with the Americans with Disabilities Act (ADA) accessibility requirements such as:

- Physical and programmatic accessibility of facilities

- Program and services
- Assistive Technology
- Materials for individuals with disabilities, including staff training and support for addressing the needs of individuals with disabilities.

The ARIZONA@WORK-Yuma County is a leader in supporting and ensuring that persons with disabilities are provided with career and educational opportunities. Our Assistive Technology (AT) equipment is inspected on a monthly basis to ensure it's working appropriately for use by individuals. The following assistive technology equipment is available at the one stop Center for persons with disabilities.

The ARIZONA@WORK-Yuma County staff and subcontractors received training to better assist individuals with disabilities in the following:

- Assistive Technology (AT) Training: Hands on training for one stop Resource Center and Case manager staff on accessible equipment and devices on how to assist individual with disabilities and to overcome disability barriers.
- Arizona Center for the Blind & Visually Impaired: Disability Awareness & Assistive Technology.
- Arizona Relay Service 7-1-1-: Exposure to a variety of connection options for disabled individuals such as: TTY Text Telephone, Voice Carry Over, Hearing Carry Over, Speech to Speech, and Captioned Telephone Service.
- Customer Service Training: Utilizing appropriate techniques when working with individuals with disabilities; and referrals and sharing of service information with a wide range of providers. Persons with disabilities are provided with guidance on resume writing, approaching businesses, and interviewing tips.

Military/Veteran Resource Network Navigation Training: Training was provided by the Arizona Coalition for Military Families. This Navigation program assists and provides additional resources that are beneficial for veterans who have a significant disability barrier to employment.

Vocational Rehabilitation Services – The Workforce Development Board collaborates with the Local Vocational Rehabilitation Services Office which targets individuals with disabilities in an effort to achieve their goals for employment and independence. A successful model currently used is the Place First, then train model. This model carefully trains people with psychiatric disabilities on a range of skills so they can handle real-world demands before placing them in work and independent living situations. More consistent with a social work perspective are place-train programs, which rapidly place people with psychiatric disorders in real-world settings so they can experience the benefits, as well as the challenges of these situations, and then provide the necessary training and support to successfully maintain these placements.

In collaboration with our “Core” partner, a seamless referral process is established to appropriately identify and assist the disabled population.

The Yuma County, Local Board and the core partners in the one-stop delivery system are committed to providing quality workforce development services to Americans with disabilities. As recipients of federal funds, the Local Board is required to comply with various regulations relating to non-discrimination and equal opportunity. The Local Board is in compliance with the Americans with Disabilities Act (ADA) of 1990 (42 U.S.C 12101 et seq.), section 188 of the Workforce Innovation and Opportunity Act (WIOA), and 29 CFR Part 38. Section 188, prohibits the exclusion of an individual from participation in, denial of the benefit of, discrimination in, or denial of employment or in connection with, any program and activities funded or otherwise financially assisted under Title I-B of WIOA because of race, color religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status or participation in a program or activity that receives financial assistance under the Title I-B of WIOA.

The Local Board works collaboratively with the mandated core and partner programs to ensure that persons with disabilities are provided educational and training opportunities. The commitment to adequately serving individuals with disabilities extends beyond the following partner programs:

- ARIZONA@WORK-Yuma County
- Adult Literacy Plus of Southwest Arizona (ALPS)
- Centpatco Behavioral Health of Arizona
- Department of Economic Security, Employment Services
- Department of Economic Security, Veteran Services
- Goodwill of Central Arizona
- Portable Practical Educational Preparation (PPEP)
- Rehabilitation Services Administration (RSA)
- EQUUS
- Smiles
- South Yuma County Consortium (Adult Education Providers)
- Western Arizona Council of Governments (WACOG)
- Yuma Union High School District (YUHSD)
- Joint Technical Education District (JTED)

The ARIZONA@WORK-Yuma County is fortunate to have the Local Rehabilitation Services Administration (RSA) as a member of the Local Board to ensure that the employment and training needs of disabled recipients are met. The local provider of Adult Basic Education also has membership on the Local Board. The Department of Economic Security Employment Service and Veterans program, along with Portable Practical Educational Preparation (PPEP)

program, are currently co-located in the Yuma County One Stop and deliver various services to customers requiring services and/or requiring reasonable accommodations.

ARIZONA@WORK-Yuma County ensures that the Local one stop Center and sub-contractors comply with the requirements of the ADA facility accessibility requirements through an annual ADA checklist process of existing facilities. Local Board staff also conducts quarterly accessibility visits to employers, training, and educational sites to ensure that these locations are accessible to individuals with disabilities.

The Local Board employs a full-time Equal Opportunity (EO) Officer to conduct on-site quality assurance monitoring on a bi-annual basis of the Local One-Stop Center, affiliate sites, and sub- grantees. The purpose of these on-site reviews is to ensure that equitable and non-discrimination policies are adhered to as required by law and regulation. These policies state that no person shall be discriminated against on the grounds of age, gender, disability, religion, race, color, national origin, citizenship, and participation.

Equal Opportunity (EO) Training is provided to staff and partner providers on an annual basis. This training covers the different policies and procedures associated with Equal Opportunity and nondiscriminatory policies and procedures. On March 10, 2014, ARIZONA@WORK-Yuma County staff attended a Webinar hosted by Department of Labor (DOL) focusing on ensuring equal access and opportunities to prevent pregnancy-related discrimination.

The service providers, sub recipients, and contractors are provided with a clear written explanation of their Equal Opportunity (EO) and civil rights responsibilities. The standard of "Equal Opportunity is the Law" and ARIZONA@WORK-Yuma County Problem Resolution Process is explained. Federal Law requires the posting of information prominently in numerous places throughout their agencies. Information is also available in written materials, correspondence, contracts, website, newspaper ads, brochures, flyers, and student/supervisor handbooks.

2. Design framework for youth programs and how the 14 program elements required in 20 CFR 681.460 are to be made available within that framework (20 CFR 679.420(b)(8)).

1. Tutoring, study skills training, instruction, and evidence based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalency (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential (TEGL 21-16) (PIRL Data Element: 1402)

- Providing academic support
- Helping youth identify areas of academic concern
- Assisting with overcoming learning obstacles
- Providing tools and resources to develop learning strategies

2. Alternative secondary school services, or dropout recovery services, as appropriate (TEGL 21-16) (PIRL Data Element: 1403)

- Basic education skills training
- Individualized academic instruction
- English as a second language training

- Credit recovery
- Counseling and educational plan development

3. Paid and unpaid work experiences that have as a component academic and occupational education may include: (Title 20 CFR Sections 681.600, 681.590, 681.480 & TEGL 21-16) (PIRL Data Element: 1205, 1405)

- Summer employment opportunities
- Opportunities available throughout the school year
- Pre-apprenticeship programs
- Internships and job shadows
- On-the-job training opportunities

4. Occupational skills training which includes priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved. (Title 20 CFR Sections 681.540, 681.550 & TEGL 21-16) (PIRL Data Element Number: 1300, 1302, 1303, 1306, 1307, 1308)

- Is an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels.
- Occupational skills training:
 - Is outcome-oriented and focused on an occupational goal specified in the individual service strategy for the youth
 - Is a sufficient duration to impart the skills needed to meet the occupational goal; and

5. Education offered concurrently with an in the same context as workforce preparation activities and training for a specific occupation or occupational cluster. (Title 20 CFR Section 681.630 & TEGL 21-16) (PIRL Data Element: 1407)

This element reflects an integrated education and training model and describes how workforce preparation activities, basic academic skills, and hands-on occupational skills are to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway

6. Leadership development opportunities, including community service and peer centered activities encouraging responsibility and other positive social and civic behaviors. (Title 20 CFR Section 681.520, 681.530 & TEGL 21-16) (PIRL)Data Element Number: 1408

This element encourages responsibility, confidence, employability, self-determination, and other positive social behaviors. Leadership development includes:

- Exposure to post-secondary educational possibilities
- Community and service-learning projects
- Peer-Centered activities, including peer mentoring and tutoring
- Organizational and team work training, including team leadership training
- Training in decision making, including determining priorities and problem solving
- Citizen training, including life skills training such as parenting and work behavior training

- Civic engagement activities which promote the quality of life in a community
- Other leadership activities that place youth in a leadership role, such as serving on youth leadership committees

7. Support Services are services that enable an individual to participate in WIOA activities. (Title 20 CFR Section 681.570 & TEGL 21-16) (PIRL) Data Element Number: 1409

Enables an individual to participate in WIOA activities, such as:

- Assistance with transportation
- Child care
- Housing
- Health care
- Educational testing
- Work related tools

8. Adult Mentoring (Title 20 CFR Section 681.490 & TEGL 21-16) (PIRL) Data Element Number: 1410

Is a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers:

- Guidance
- Support
- Encouragement to develop the competence and character of the mentee

9. Follow-up services for not less than 12 months after the completion of participation. (Title 20 CFR Section 681.590 & TEGL 21-16) (PIRL) Data Element Number: 1412

These are critical services provided following a youth's exit from the program. The goal of the follow-up services is to help ensure that youth are successful in employment and/or postsecondary education and training. Follow up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise.

10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referrals to counseling, as appropriate to the needs of the individual youth (Title 20 CFR Section 681.510 & TEGL 21-16) (PIRL) Data Element Number: 1411

- Provides individualized counseling to participants
- Provides substance and alcohol abuse counseling
- Provides counseling in Mental Health
- Provide referrals to Partner Programs

11. Financial literacy education (Title 20 CFR Section 681.500 & TEGL 21-16) (PIRL) Data Element Number: 1206

Provides youth with the knowledge and skills that they need to achieve long-term financial stability.

Activities & Topics range from the following:

- Creating budget
- Setting up checking/savings account
- Managing/spending
- Credit/debt
- Understanding credit reports and credit scores
- Protection against identity theft

12. Entrepreneurial skills training (Title 20 CFR Section 681.560 & TEGL 21-16) (PIRL) Data Element Number: 1413

- Provides the basics of starting and operating a small business
- Helps youth develop skills associated with entrepreneurship (initiative, creativity, seek out and identify business opportunities, develop budgets and forecast resource needs)
- Experiential programs that provide youth with experience in the day to day operation of a business

13. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services. (Title 20 CFR Section 651.10 & TEGL 21-16) (PIRL) Data Element Number: 1414

- About in-demand industry sectors or occupations available in the local area and includes career awareness, career counseling, and career exploration.
- Labor Market Information identifies employment opportunities,
- Provides knowledge of job market expectations, including education and skill requirements and potential earnings

14. Activities that help youth prepare for and transition to post-secondary education and training. (WIOA Law §129(c)(2) 20 CFR §681.460)

- Helps youth prepare for and transition to post-secondary education and training.
- Activities include youth exploration postsecondary education options, including technical training schools, community colleges, 4-year college/universities, registered apprenticeship programs.
- Prepare for SAT/ACT Testing
- College admission applications
- Searching and applying for scholarships and grants
- Filling out Financial Aid forms
- Connecting youth to post-secondary education programs

Workforce Innovation Opportunity Act (WIOA) presents an extraordinary opportunity to improve job and career options for our nation's workers and jobseekers through an integrated, job-driven public workforce system that links diverse talent to businesses. It supports the development of strong, vibrant regional economies where businesses thrive and people want to live and work.

WIOA outlines a broader youth vision that supports an integrated service delivery system and gives a framework through which states and local areas can leverage other Federal, State, Local, and philanthropic resources to support in-school and out-of-school youth. WIOA affirms the Department of Labor's commitment to providing high quality

services for youth and young adults beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, and culminating with a good job along a career pathway or enrollment in post-secondary education. WIOA authorizes the following changes:

- ✓ WIOA requires a minimum of 75 percent of State and Local youth funding to be used for out-of-school youth.
- ✓ Youth Councils are no longer required; however, the LWDB has established a Youth Committee to assist in the provision of strategic leadership and oversee the delivery of services. As required, the LWDB has appointed a Youth Committee Chair person from the Board's membership.

The full range of employment and training programs are provided to all job-seeking customers, with attention given to special populations. Different population groups often face additional challenges and barriers and are in need of more intensive services. The staff conducts outreach in the community distributing flyers, brochures and facilitating informational presentations to community organizations and local employers outlining all program services.

WIOA Title I-B Youth Employment and Training Program

Who is served under the WIOA Youth Program?

<p>Out-of-School Youth who are not younger than 16 or Older than age 24, and one of the following:</p> <p>A school Dropout;</p> <p>A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent school year calendar quarter;</p> <p>A low-income individual with a school diploma who is basic skills deficient or an English language learner;</p> <p>A youth offender, homeless, pregnant or parenting;</p> <p>A youth who has a disability;</p> <p>A low income individual requiring additional assistance to enter or complete an educational program or to enter or complete an educational program or to secure or hold employment.</p>	<p>In-School-Youth not a younger than 16 or older than age 21:</p> <p>Attending school (as defined by state law); A low-income individual who is basic skills deficient, an English language learner or is an offender;</p> <p>A homeless individual;</p> <p>A pregnant or parenting individual; A youth who has disability;</p> <p>An individual who requires additional assistance to complete an educational program or to secure and hold employment.</p> <p>Special Rule: "low-income" also includes a youth living in a high poverty area.</p>
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K. A description of how training services will be provided

1. If using, Individual Training Accounts (ITA), provide limitations for ITA amount and duration, included in LWDB's policies (20 CFR 680.310). This is the preferred service delivery model.

Through the ARIZONA@WORK Yuma County workforce system, adults, dislocated workers and youth in need of training will be provided an Individual Training Account (ITA) and access to lists of eligible providers of training. Each ARIZONA@WORK Yuma County Job Center location must make the State List of Eligible Training Providers through the Arizona Job Connection website.

Once a training program has been identified on the Eligible Training Provider List (ETPL), the Adult and Dislocated Worker participants and Youth selecting to participate in Occupational Skills Training, in consultation with their career planner, will create an Individual Training Account (ITA) Plan or through a training contract as discussed in Section 10 of TEGL 19-16.

Training providers must meet eligibility standards identified by the LWDB to be placed on the list. They must provide training that leads to a recognized post-secondary credential, secondary school diploma or its equivalent, or demonstrate a measurable skill gain toward such a credential or employment in an in-demand occupation. Training services must be linked to in-demand employment opportunities in the local area or planning region or in a geographic area in which the individual is willing to relocate or to commute to. Targeted industries and occupations may change based on economic development activity. Identification of these industries and associated occupations will be monitored regularly to ensure training is aligned with the needs of the local business community.

Individual Training Account (ITA) must be used to provide training services and are used to establish a specific dollar amount for eligible Adult, Dislocated Worker or Youth. It must be justified through documentation of the participants need, such as occupational choice, goal and the level of training need to succeed in that goal, as identified in the Individual Employment Plan (IEP) or Individual Service Strategy (ISS). Each training requires an individual and separate ITA. The ITA will depend on training schedules and funding availability. The monetary limitation for ITA's is \$5,500 in accordance with the current LWDB training policy. At a minimum, the plan will contain the following components:

- Total cost of the training program including tuition, supplies, books, and any fees, funding source, dollar amount of additional sources of training funds, including funds from other programs and grants to be applied to the training cost;
- Pell Grant eligibility and the award amount that will be applied to the training cost;
- ITA amount cannot exceed the total cost listed on the ETPL.
- Duration of the ITA Plan;
- Signatures from the career planner and participant;
- ITAs can be used to support pre-apprenticeship training, tuition, supportive services and needs related payments

- Assessments (IEP/ISS) to document the participant's ability to complete the training

Note that a 3rd party billing form may be used to procure training services at the community college level.

2. **Include whether contracts for training services will be used and the process for their use. Training contracts may only be used if at least one of the five circumstances listed in TEGL 19-16 section 8 applies and the process for their use is described in the Local Plan. If the LWDB determines that there are an insufficient number of Eligible Training Providers in the LWDA to accomplish the purpose of a system of ITAs, the determination process must include a public comment period for interested providers of at least 30 days and must also be described in the Local Plan (20 CFR 680.320);**

A Training Contract will only be formulated between the employer and the LWDB when training services such as On-The-Job Training, Customized Training, or Incumbent Worker Training are being provided to participants. Training Contracts will consist of having the information necessary to meet and comply with WIOA requirements based on the type of training service provided.

Local Challenges to WIOA Implementation:

In Yuma County, the LWDB faces challenges that limit the provision of certifications to participants for several reasons:

Some of these challenges are lack of apprenticeship programs, lack of training providers, and variable training schedules. The LWDB focuses on assisting participants obtain certificates that are stackable and portable to help participants find employment and earn wages that allow them to be self-sufficient.

Due to the lack of training providers and the varied programs that lead to an approved credential, the LWDB will compensate for these labor market challenges by placing participants in On-The-Job Training and Internships opportunities for the following reasons:

- The Business Community is one of the primary customers under the Workforce Innovation and Opportunity Act:
- The use of On-The-Job Training Contracts and Internships are more cost effective for companies than having to advertise for position(s), screen applications, interview, and then train participants.
- On-The-Job Trainings have a proven track record of meeting the needs of both job seeker and employer. If satisfactory progress is made, the participant will be hired by a private or public employer while receiving training that provides knowledge and skills essential to perform the job adequately.
- There are very few training providers in Yuma County; On-The-Job Training's and Internships may be the only venues utilizing work based training to fulfill the immediate and time sensitive needs of the employer and the job seekers.

- Long term employment is often the result of On-The-Job Training's and Internships which provides secure wages for job seekers and can prevent them from having to rely on public safety net programs. Wages are put back into the economy through these investments, strengthening the overall economy of the community.
- The LWDB has forged strong partnerships with key stakeholders in the business community and this facilitates the development of On-The-Job Trainings and internships.

3. Describe how the LWDB will ensure informed consumer choice in the selection of training programs regardless of how the training services are to be provided. (20 CFR 679.560(b)(18)).

The workforce investment system emphasizes informed customer choice, system performance and continuous improvement for Adult, Dislocated Worker and Youth. The LWDB understands that it has a critical role to play in ensuring job seekers are provided information on the full array of career services and access to training options that help them advance along a career pathway. The local workforce system will provide reliable and valid program information during orientation sessions so that customers can make informed decisions about training and employment. Orientations and eligibilities can be done 1:1 or virtually to meet the demands of the job seekers. This includes connecting customers to other service providers in the system and community and providing quality job matching services for the job seeker. Workshops are also offered that provide occupational overviews, review the Eligible Training Provider Listing, and other job search activities. Customers are empowered to select training they find most appropriate through **Individual Training Accounts (ITA)**. These processes allow customers to review in-demand occupations in the local area and make selections based on "informed customer choice". The amount and duration of each participant's ITA must be justified through documentation of the participant's needs as identified in the Individual Employment Plan (IEP) or Individual Service Strategy (ISS) and maintained in electronic case file, such as the occupational choice or goal and level of training needed to succeed in that goal. The monetary limitation for ITA's is \$5,500 in accordance with the current LWDB training policy . Upon selection of an approved and eligible training, the customer is referred to the training provider for training services depending on training schedules and funding availability.

Below is a list of the activities the local area is practicing to ensure that customers are informed of options available to them:

Examples of Training Services may include:

- Occupational skills training, including training for nontraditional employment
- Incumbent Worker training in accordance with WIOA §134(d)(4)
- Workplace training and cooperative education programs
- On-the-Job Training
- Skills upgrading and retraining
- Entrepreneurial training

- Job readiness training provided in combination with other training
- Adult Education and Literacy activities, including activities of English acquisition and integrated education and training programs, in combination with training; and
- Registered apprenticeship program

Eligible Training Provider List (ETPL) – The ETPL is composed of eligible training programs. Training providers must meet eligibility standards identified by the LWDB board to be placed on the list. They must provide training that leads to a recognized post- secondary credential, secondary school diploma or its equivalent, or demonstrate a measurable skill gain toward such a credential or employment in an in-demand occupation. The LWDB approves and oversees the maintenance of approved training providers listed on the ETPL for Yuma County. Providers listed on the ETPL must identify program costs, success completion rates, and performance data to ensure that all customers are aware of program details. The ETPL is utilized by customers, career counselors, case managers, and other partner programs to identify approved and vetted training providers in Arizona and the local area.

Training Services not subject to the requirement of the ETPL, but considered additional means of providing training are:

- On-the-job-training
- Incumbent worker training
- Transitional employment

L. A description of how the LWDB will coordinate Title I-B workforce investment activities with the provision of transportation (including public transportation), and other appropriate supportive services in the LWDA and region (20 CFR 679.560 (b)(10)). List types of supportive services that will be provided using WIOA Title I-B funds in the LWDA, per LWDB policy, including if needs-related payments will be provided to participants of WIOA Title I-B training services.

The LWDB may fund supportive services for participants, who cannot afford to pay for such services to participate in WIOA activities. The LWDB provides accurate information about the availability of support services, including provisions that prevent duplication of resources and services in the area. Support services must be provided based on need and when the individual is unable to obtain support services through another program that provides such services.

Career management planning plays a significant role in the provisions of support services. Through interaction with the participant, the service provider can identify barriers that may impede progress and a customer's ability to successfully complete training; challenges may include basic needs (i.e. transportation, clothing, shelter). The service provider will be responsible for documenting the delivery of service through the IEP or ISS as well as AJC program notes.

The LWDB provides transportation options for low-income individuals, for the success of workforce development programs. The local area faces many unique challenges due to its rural and isolated geographic setting. This

presents challenges for the job seeker including getting to and from worksites, participating in training, or conducting job search activities. Unlike urban areas in other parts of Arizona, Yuma County is relatively isolated from other metro areas and regional economies. Planning to effectively address the transportation issues in Yuma County involves extensive coordination with local officials, agencies, and other stakeholders.

The LWDB provides individuals enrolled in WIOA services with transportation assistance in the following manner:

- Bus Pass – Yuma County Intergovernmental Public Transportation Authority
- Assistance in purchasing gas
- Purchase of Bicycle

WIOA provides an array of support services to benefit program participants.

- Transportation Assistance
- Educational testing assistance
- Housing and utility assistance
- Training related assistance
- Needs related payments
- Legal aide services
- Linkages to community services
- Referrals to healthcare
- Child Care Assistance
- Reasonable accommodation for individual with disabilities
- Work related expenses

Other Types of Supportive Services may include:

- Drug and alcohol abuse counseling and referral, occupational testing and licensing fees, clothing, health screening, temporary shelter, tools, fingerprint cards, financial counseling and other reasonable expenses required for participation in the WIOA program.

M. A description of how the LWDB determines if an youth or adult “is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society” as included in the definition of “basic skills deficient” in WIOA 3(5).

The LWDB defines Youth or Adult who meets the basic skills deficient criteria as an individual who is unable to compute, or solve problems, or read, write, or speak English at a level necessary to function on a job in the individual’s family, or in society. In addition, individuals who are English language learners (ELL) define as an individual who has limited ability in speaking, reading, writing or understanding the English language and also meets at least one of the following two conditions: (a) his or her native language is a language other than English, or (b) he or she lives in a family or community environment where a language other than English is the dominant language. English limitation can also be identified based on conversation or verbal assessment. Conversation and verbal assessment must be well documented in the individual’s case file. The LWDB utilizes the reporting requirements assessments approved by the DOL and by the National Reporting System (NRS) to determine the levels and ability

to compute reading, write, and speak English. Participants are pre and post-test for Educational Functioning Levels. The TABE test is used for reading, math and language testing, as required to determine basic skills deficient. For individuals with special needs special accommodations are made for testing. Based on TABE scale scores any individual needing to reach the appropriate levels for training are provided with basic skills remediation by the respective partner agency or may be referred to the local Adult Education such as ALPS or South County Consortium. The LWDB requires the service provider to provide access such as "work key" or "TABE/CLAS-E or other valid testing assessments to individual that request self-paced remediation that are high school graduates, or has a HSE to offer self-paced remediation.

Youth Program specifies that youth are considered basic skills deficient if s/he performs either of the following at or below a 9.0 grade level using a **state-approved standardized test**:

- (1) Computes or solves math problems; or
- (2) Reads, writes, or speaks English.

Acceptable verification and documentation for youth of basic skills deficiency includes school records or current acceptable assessment test results. Please see PB 19-026 for most current assessment tests. Click on link below for further information.

https://des.az.gov/sites/default/files/media/pb_19_026_8_12_19k_basic_skills_assessments.pdf

*The Arizona Department of Education (ADE) only considers test results for TABE 11/12 valid, if the staff administering the assessment is a "certified test administrator," and is trained by ADE staff.

N. Describe how the LWDB will ensure the WIOA Title I-B Adult Program for priority of service to low-income individuals, recipients of public assistance, and individuals who are basic skill deficient (20 CFR 680.600).

The full range of employment and training programs is provided to all job-seeking customers, with attention given to special populations which include low-income individuals, recipients of public assistance, and individuals who are basic skills deficient. Different population groups often face additional challenges and barriers and are in need of more individualized career and training services.

The service providers will utilize their own tracking system to report and identify if participants enrolled in WIOA Title IB Adult program fall into one of the four categories of Priority of Service. Such tracking report consists of participant information to comply with meeting required priority of service. Service Providers are required to track and submit their monthly priority of service tracking report to the LWDB to verify they are in compliance with priority of service guidelines. Quarterly meetings are established by the LWDB with Service Providers to review and ensure such tracking reports are reflecting the order of priority of services to individuals when providing individualized career and training services.

Priority of Service will be applied and documented to recipients of public assistance, other low-income individuals, and/or individuals who are basic skills deficient as described in the WIOA Adult and Dislocated Worker Policy manual

Chapter 2 section 102. All participant files will contain documentation of determination of the need for training services and identify the various methods used to determine need of services. (i.e. interview, assessment, and/or career planning activities).

In addition, the LWDB's staff conducts outreach in the community distributing flyers, brochures and facilitating informational presentations to community organizations and local employers outlining all program services. The LWDB has quarterly meetings with workforce system partners and community based organizations to ensure that we all are aware of the range of services that are available for the designated populations. Referral systems have been developed by the LWDB to ensure that these target populations have access to a broad range of services. The LWDB also provides the following services which assist the target populations with learning about services that are available:

- a) Rapid Response Team provides assistance to employees that are being laid off to provide Workforce System services and other resources available to them;
- b) Job Clubs provide job leads and awareness of resources available;
- c) *Presentations at the Prison for offenders that are due to be released on the services available in the community;
- d) Orientations to Workforce System services – provide each person with a list of available resources and will make referrals for them to other programs;
- e) Presentations to schools, churches, non-profit organizations which provide information about Workforce System and other similar services;
- f) Our veterans representative provides resources to veterans that are approaching their discharge date about available resources;
- g) Work with Migrant Programs to ensure services are available; and
- h) Community Job Fairs and Career Expos that provide workshops, resources and job openings.

*When Governor Doug Ducey set out to reduce recidivism in Arizona, he tasked the Arizona Department of Economic Security (DES) and Arizona Department of Corrections (DOC) to collaborate and bring comprehensive support services to inmates nearing release who were most likely to recidivate. In March 2017, the state's first Second Chance Centers opened to provide inmates with a 8-week program designed to prepare them for reentry in our communities and workforce. Today Second Chance Centers, reentry employment services are also available to post-release in parole offices, reentry centers, and [DES](#) and at the [ARIZONA@WORK](#) office. Arizona's reentry initiative supports a growing incarcerated population and provides supports and services to justice-involved youth and adults. These efforts provide employment and education services, while assisting to remove barriers facing this population in order to be successful after release from incarceration.

- O. A description of how the LWDB will provide Veterans Priority of Service. The strategies must include processes in place to ensure that veterans and eligible spouses are identified at the point of entry and give an opportunity to take full advantage of priority of service for all types of career and training services (20 CFR 680.650).**

Federal regulation (20 CFR 1010) mandates the implementation of priority of service in all qualified job training programs. It is our responsibility to ensure that covered persons are made aware of and afforded priority of service.

The primary objective of the Veterans Program is to develop and support programs that increase opportunities for veterans to obtain employment and job training in Arizona. Eligible veterans are entitled to receive priority services in job referrals and training by DES staff, as well as other employment-related services. The DES Veterans Program fulfills the requirements of the Federal Wagner-Peyser Act of 1933 and Title 38, Chapters 41, 42 and 43 of the United States Code.

Program staff at the center is trained to screen all visitors by utilizing an assessment form to ascertain whether or not the visitor is a Veteran and/or Eligible Spouse. The comprehensive center has a Local Veteran Representative on site two days a week and/or by appointment only. Program staff are trained and dedicated to helping all qualified Veterans and Eligible Spouses in their career goals. Based on identified barriers and/or training needs, referrals will be made for eligibility screening for enrollment into the WIOA program for specific training and career counseling.

Veterans and/or Spouses can access virtual services via telephone, email, ARIZONA@WORK website and social media.

Outreach is conducted with employers to assist veterans in gaining employment, including conducting informational and job search workshops and setting up job fairs for this target population.

Procedures for serving Veterans or Eligible Spouses to ensure compliance with POS;

- All visitors will be asked if they are Veterans or Eligible Spouses;
- If the visitor indicates they are NOT a Veteran or Eligible Spouse they should be processed accordingly;
- If the visitor is a Veteran or Eligible Spouse, or if they think they may meet the criteria for this status, they will be given the Priority of Service brochure and assisted with completing a Veteran's screening form. Upon completion of the screening form they will be interviewed and assessed immediately to verify that they meet the criteria;
- Upon verification of Veteran status, an ID card will be issued for future use in the career center; and
- All eligible Veterans and eligible spouses will be moved to the front of the line to be seen immediately by One-stop staff or Local Veterans' Employment Representatives (LVER)/ Disabled Veterans' Outreach Program (DVOP) to get all available and applicable services based on identified needs. These services may include; job search and/or resume assistance, workshop attendance, training, job referrals, and eligibility screening for WIOA program as deemed necessary. If Veteran Representative is not available they will be attended by a One Stop Operator Representative.

Upon determination of Veteran status, all veterans and eligible spouses will receive immediate service delivery. Center staff will ensure that these eligible customers see a representative immediately and are provided all available and applicable services. The One-Stop and service providers must track veterans to ensure veteran services are carried out at all program services delivery points and given an opportunity to take full advantage of priority of service.

Other services available to eligible Veterans and eligible spouses through the One-Stop Career Centers include:

- Career and job counseling
- Providing Labor Market Information on the jobs and employers in this area
- Assistance in tailoring skills and abilities to the job market
- Assistance with locally listed jobs
- Help using the Internet to expand job searches
- Recommendations for training and education to qualify for better jobs and careers
- Information on Veteran job programs and training
- Assistance and instruction in use of the Resource Room facilities
- Resume preparation and critique
- Job Development for Vets with barriers to employment
- Community support resources (i.e. Beconnect program, food bank)
- Providing referral information on social service and family support

All Veterans and Eligible Spouses will be registered into AJC and screened to determine whether they meet the specific criteria for WIOA Dislocated Worker program definition. If determined eligible they will be enrolled into the program and provided services under WIOA Title I-B Dislocated Worker Program funding.

Veterans will be provided a full range of services during this screening process to include; AJC registration, referral services, job development, referral to training, and referral to government and community veteran service agencies. Additionally, ensuring veterans and eligible spouses are aware of: (1) their entitlement to priority of service; (2) the full array of employment, training, and placement services available under priority of service; and (3) any applicable eligibility requirements for those programs and/or services.

Upon enrollment into a WIOA funded program eligible veterans and spouses will be provided with targeted case-management services that assist them to develop good job interviewing and resume writing skills. In addition, they will be attending weekly job club workshops that will help identify training and job placement opportunities. Veterans receiving WIOA services will be provided targeted guidance and support to ensure positive employment outcomes.

Upon completion of training activities, staff assist veterans match their job skills to employer job openings and contact employers on behalf of the veteran for consideration in hiring. Exited program participants are provided with 12 months of follow-up services to ensure that employment retention is documented.

P. Provide the LWDB's definition of "underemployed". The definition of "underemployed" may be used to determine whether employed adults and dislocated worker are in need of individualized career and training services through the WIOA Title IB Adult and Dislocated Worker Programs:

- 1. Options defining "underemployed" are described in the United States Department of Labor Training and Employment Guidance Letter TEGl 19-16, section 11).**

The LWDB's definition of **underemployed** is an individual if they meet the definition of low income and fall within the following:

- Individuals employed either full-time or part-time who are seeking full-time employment;

- Individuals who are employed in a position that is inadequate with respect to their skills and training;
 - Individuals who are employed, but who's current annualized wages does not exceed the highest of either:
 - a. 80% of their wages at the date dislocation; or
 - b. The individual's earned wages are at or below the self-sufficiency threshold as identified in the most current LLSIL table.
2. **When the LWDB decides to use the self-sufficiency income for the LWDA in the local plan to define "underemployed", the LWDB must ensure that the self-sufficiency income level has been reviewed and is set at the appropriate level.**

WIOA participants who are employed, but are not receiving self-sufficiency wages, may be eligible for WIOA training services. The U.S. Department of Labor's 100 percent Lower Living Standard Income Level (LLSIL) guidelines can be used to set minimum criteria for determining whether WIOA Title I participants receive self-sufficiency wages.

- Q. Provide the LWDB's definition and eligibility documentation for "requires additional assistance to enter or complete an education program, or to secure and hold employment" for:**
1. **Out-of-school youth (20 CFR 681.300); and**
 2. **In-school youth (20 CFR 681.310).**

Youth Requires Additional Assistance Definition:

An eligible youth who has barriers to employment that requires assistance to complete and educational program or secure or hold employment. The youth who is at risk for being unsuccessful in the labor market will fall under one of the following criteria(s):

Out of School Youth (OSY)	In School Youth (ISY)
<ul style="list-style-type: none"> • Have poor, limited or no work history and/or sporadic employment and no longer employed or seeking employment for the last 2 months, but remain unemployed or underemployed • Has one or both parents incarcerated • Lacks educational, occupational and/or technical training that reduces 	<ul style="list-style-type: none"> • Has displayed chronic poor attendance within the last school quarter and/or has an attendance rate of less than 85% • Currently attending an alternative school/education program that leads to a High School Diploma or High School Equivalency • Currently at risk of dropping out of school, as

<p>opportunities for gainful employment and causes income poverty; poor access to quality education and job opportunities</p> <ul style="list-style-type: none"> Received or is receiving services through licensed Counseling/Rehabilitation Agency for a substance abuse related problem 	<p>determined by referral from a school staff person, probation officer, or other responsible person with proper documentation and/or possess unsatisfactory grades, GPA, and/or amount of credits</p> <ul style="list-style-type: none"> Received or is receiving continuous disciplinary actions and/or is under a type of academic probation Received or is receiving services through a licensed Counseling/Rehabilitation Agency for a substance abuse related problem
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R. A description of the competitive procurement process to be used to award the subgrants and contracts in the LWDA for activities carried out under this title with assurance that all federal, state and local procurement laws, regulations and policies are followed (20 CFR 679.560(15)).

The LWDB's Procurement and Property Management Processes are aligned with all the pertinent regulations and guidelines of the Workforce Innovation and Opportunity Act of 2014, Sections 184(a) (3) (B), procurement requirements of 2 CFR Part 200 Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards Requirements for Federal Awards, the Arizona State Procurement Policy, and Yuma County Procurement guidelines as applicable. All procurement will follow federal, state, and local procurement laws, regulations and policies.

The LWDB will use documented procurement procedures that reflect State and local laws and regulation provided that the procurements conform to applicable Federal law and standards identified in 2 CFR 200. The following defines the LWDB's methodology of the competitive process to award sub-grants, and contracts, or to secure services authorized under the Workforce Innovation and Opportunity Act.

Bidder and Vendor list: The LWDB maintains a "Bidder List" containing the names and electronic e-mail addresses of potential service providers. Solicitation letters and/or a copy of the published public notice shall be sent to all the potential service providers. Request for Proposal packages or information for Bid shall be sent to all who request them. The Bidder list will be updated at least annually. The notice will be published in a daily newspaper four consecutive times, and it will be posted on the LWDB's website.

Cost Price Analysis: The Yuma County LWDB shall conduct analysis of cost or price for all procurements actions, including modifications of monetary contract terms, competitive awards to require submission of cost elements. The method and degree of analysis depends on the facts surrounding the particular procurement and pricing situation.

- Price Analysis will be conducted to examine and evaluate a price without looking at the estimated cost elements and proposed profit of the bidder whose price is being evaluated. The sole purpose of price analysis is to determine if the final price is fair and reasonable.
- Cost Analysis is the review and evaluation, element by element, of the cost estimate supporting a proposal for the purpose of pricing a contract. Unlike price analysis, which is required for all procurement, cost analysis is required when required price analysis alone is not sufficient to determine that a price is fair and reasonable for a product or service. The cost analysis will be performed when price competition is weak or where there is only one bidder. Cost analysis will apply to all non-competitive procurement actions.

Methods of Procurement: The LWDB will utilize the following five procurement methods (OMB Uniform Guidance, Part 200, Subpart D, 200.320 and 45 CFR 72.329) as applicable:

1. Micro-purchases
2. Small purchases
3. Sealed bids
4. Competitive proposals
5. Non-competitive proposals (Sole Source)

1. Micro-purchases:

Micro-purchases (§200.320) (a): Purchases ranging from \$0 to \$10,000. Procurement by micro-purchase is the acquisition of supplies or services, the aggregate amount of which does not exceed the micro-purchase threshold of \$10,000 (200.67 Micro-purchase). To the extent practicable, the YPIC will distribute purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if YPIC considers the price to be reasonable.

2. Small purchases:

Small Purchases (§200.320) (b): Purchases ranging from \$10,000 to \$250,000. Small purchase procedures are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than the Simplified Acquisition Threshold (\$250,000) (48 CFR 2.1). For small purchase procedures, price or rate quotations must be obtained from an adequate number of qualified sources. The following must be observed:

- a. Purchases of \$10,000 to \$100,000 requires an adequate number of written bids
- b. Purchases of \$100,000 to \$250,000 requires an adequate number of written bids and Board approval

3. Sealed Bids

Sealed bids (formal advertising) (§200.320)(c): Purchases over \$250,000. Bids are publicly solicited and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all

the material terms and conditions of the invitation for bids, is the lowest in price. The sealed bid method is the preferred method for procuring construction.

4. Competitive proposals

Competitive Proposals (§200.320)(d): Purchases over \$250,000. The technique of competitive proposals is normally conducted with more than one source submitting an offer, and either a fixed price or cost reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. When this method is used, the following requirements apply:

- a. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
- b. Proposals must be solicited from an adequate number of qualified sources;
- c. YPIC must follow the written method of conducting technical evaluations of the proposals received and for selecting recipients;
- d. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

5. Sole Source

Sole Source (§200.320) (f): Only applies to purchases over \$10,000. Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

- a. The item is available only from a single source;
- b. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- c. The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the non-Federal entity; or
- d. After solicitation of a number of sources, competition is determined inadequate.

S. A description of how the LWDB will coordinate relevant secondary and postsecondary education programs and activities, including Adult Education and Literacy programs, to coordinate strategies, enhanced services, promote participation in Integrated Education & Training programs, and avoid duplication of services. (20 CFR 679.560(b)(9))

1. Include the name of the Title II adult education provider grantee(s) in the local area that were included in this coordination.

- Adult Literacy Plus of Southwest Arizona: 825 S. Orange Avenue, Yuma, AZ 85364
- Somerton Adult Education: 1011 N. Somerton, AZ 85350

ALPS as a partner of ARIZONA@WORK-Yuma County the LWDB under Title II is collaborating with the LWDB to add NRF: Increase level of credentials to the ETPL list for access to WIOA services for co-enrollment of disconnected youths and adults. Upon addition to the ETPL list, WIOA Core partners will refer clients to Title II providers for IET and IELCE + T training and certification. Title II will allocate Adult Education IET-Federal funding to cover instructional services; the ARIZONA@WORK Youth program (Title IB) will screen and enroll qualifying disconnected youth participants and support our students' financial needs (GED testing, IET books, materials and certification licensing) as part of a cost sharing agreement that will be negotiated. An agreement with the ARIZONA@WORK Youth program will be established in PY 2020/2021 leading to an MOU/IFA.

Title II will further negotiate an agreement with WIOA Title I and allocate Adult Education Workforce System-Federal funding for services that will lead IET and IELCE + T participants 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. An agreement with the WIOA Title I will be established in PY 2020/2021 leading to an MOU/IFA.

2. Include how the LWDB will coordinate WIOA Title I workforce investment activities with adult education and literacy activities under WIOA Title II. This description must include how the LWDB will carry out the review of local applications submitted under Title II consistent with WIOA secs. 107(d)(11)(A) and (B)(i) and WIOA Sec. 232. (20 CFR 679.560(b)(12))

The LWDB will coordinate WIOA Title I workforce investment activities with adult education and literacy activities under WIOA Title II by ensuring that services align with the LWDB, including the items shown below:

- The degree to which Title II responds to regional needs as identified in the Local Workforce Plan;
- The degree to which Title II responds to serving individuals in the community identified as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or are English language learners (ELL);
- The extent to which Title II's activities and services demonstrate alignment to the strategies and goals of the Local Workforce Plan; and
- The extent to which Title II's proposed activities and services demonstrate alignment to the activities and services of the one-stop partners, including providing access to adult education services through the one-stop system, ARIZONA@WORK Job Centers.

The LWDB understands that WIOA aligns workforce development, education, and economic development programs with regional economic development strategies to meet the needs of local and regional employers. The LWDB understands that WIOA provides for a comprehensive, accessible and high-quality workforce development system. The LWDB understands that the vision of a One-Stop system under WIOA provides all participants, including those with barriers to employment, access to high-quality services in their communities to find jobs, build basic educational or occupational skills, earn postsecondary certificates or degrees, or obtain guidance on how to make career choices.

The LWDB understands that Adult Education is a required One-Stop partner, and acknowledges that ADE requires funded Title II providers enter into formal collaborative agreements with local ARIZONA@WORK Job Centers. The LWDB will review these agreements that include a comprehensive referral system and shared customer-base, shared system costs and co-location when appropriate, and other shared services to ensure that access to information and services that will lead to positive employment outcomes is available to all participants.

The LWDB will carry out the review of Yuma County's *Arizona Adult Education Request for Grant Applications for Educational Services in Fiscal Years 2021-2024* as a requirement under WIOA.

ADE/AES shall conduct the process to ensure that eligible applications for funds under WIOA Title II are submitted to the appropriate LWDB for review according to WIOA requirements.

- ADE/AES shall:
 - Conduct a compliant and competitive Title II grant application process with a timeline that allows for Local Workforce Board review of eligible applications;
 - Develop and implement a process, including a template to gather comments, for Local Workforce Boards to review applications and submit such reviews and comments back to ADE/AES; and
 - Evaluate all eligible applications using the grant application evaluation considerations and factors as described in this document, including those pertaining to local plan alignment, and award Title II funding accordingly.
- Eligible Applicants shall:
 - Respond to the grant application, address all requirements, and adhere to timelines;
 - Identify the workforce region/area for the proposed service area and access the applicable Local Workforce Plan;
 - Address in the application how the Title II services proposed will align with the Local Workforce Plan(s) as described above; and
 - Submit completed grant application to ADE/AES through the ADE Grants Management Enterprise (GME) System and according to instructions in this document.
- Local Development Boards shall:
 - Ensure that the Local Workforce Plan is readily and easily available to eligible applicants;
 - Review all eligible applications, comment on alignment to the Local Workforce Plan, and provide recommendations to promote further alignment; and
 - Submit comments and recommendations to ADE/AES using the provided template and within the required timeframe.

- T. A description of plans and strategies for, and assurances concerning, maximizing coordination, improving service delivery, and avoiding duplication of Title III Wagner-Peyser Act (29 U.S.C. 49 et seq.) services (20 CFR 679.560(b)(11)). Plans and strategies should specifically include how the broader one-stop delivery system and LWDB will incorporate Title III Wagner-Peyser services into the service delivery system.

Title III Wagner-Peyser programs include services such as job search assistance, help getting a job referral, and placement assistance for job seekers. Additionally, re-employment services are available for unemployment insurance claimants, as well as recruitment services to employers with job openings. Services are delivered in one of three modes including self-service, facilitate self-help services and staff assisted service delivery approaches. Services offered to employers, in addition to referral of job seekers to available job openings, include assistance in development of job order requirements, matching job seekers experience with job requirements and skills, assisting employers with special recruitment needs, arranging job fairs, assisting employers analyze hard-to-fill job orders, assisting with job restructuring, and helping employers deal with layoffs. Job seekers who are veterans receive priority referrals to jobs and training as well as special employment services and assistance. In addition, the system provides specialized attention and service to individuals with disabilities, migrant and seasonal farmworkers, justice-involved individuals, youth, minorities, and older workers.

The LWDB has established strong, robust and sustained partnerships with core programs where core programs fall under the direct oversight of the one-stop system. The LWDB manages and has oversight of a wide range of programs. Coordination is managed within a direct line of supervision and through contracted performance requirements of contracted partners with coordinated service delivery and accountability. Coordination is maintained and enhanced through a trained and equipped one-stop center and partner staff. Staff training is an ongoing learning process providing knowledge, skills and motivation to provide superior services to include individualized career services to job seekers inclusive of the LWDB priority populations in an integrated, regionally focused framework of service delivery. In addition, the LWDB has an extensive history of effective alignment between workforce programs and public secondary and post-secondary institutions, such as community and technical colleges. The LWDB continues to work and coordinate collaborative efforts with the local secondary and post-secondary education programs in the community to fully implement the strategic intent of WIOA.

The Arizona Department of Economic Security's (DES) Employment Service programs (Title III) are fully integrated and collocated at the Comprehensive One-Stop Center. Employment Service staff compliment the service delivery system by focusing on providing basic career services including job search and placement assistance, provision of information on in-demand industry sectors and occupations, and information on non-traditional employment. Employment Service staff also provide support for such functions as job order entry and career services to Unemployment Insurance recipients. Employment Service provides access to services in multiple service deliveries to Employment and Training. ARIZONA@WORK Yuma County Employment Service also provides services to Migrant and Seasonal Farmworkers (MSFW) as well as to employers with agricultural employment opportunities.

The Workforce Innovation and Opportunity Act (WIOA) require programs alignment, coordination of services, and integrated strategic planning for the core programs. WIOA mandates that partners enter into Memorandums of

Understanding (MOU's) with the one-stop system partners regarding service delivery and the payment of infrastructure costs.

WIOA serves as the workforce lens that connects employment and training services to the needs of local employers and business. It broadens access to an array of services and provides additional funding or in-kind resource sharing mechanisms. An examination of the current service delivery area's methods of delivering services identifies the following practices that need to be better aligned to effectively coordinate the integrated delivery of Employment Services (ES) in the one-stop setting:

- Creation of common administrative and management structures for partner programs housed together
- Creation of formal and functional organizational structure for staff oversight
- Utilize shared resources (in-kind services) to support service delivery
- Use common procedures to facilitate registration processes
- A shared data system to effectively collect data (AJC and CRS)
- Provide cross-training to all staff on all partner program services
- Provide common job search/readiness activities designed to streamline services
- Provision of dual case management of customers
- Issuing and tracking referrals to partner agencies in the community

The LWDB staff developed internal databases that are used by staff of the workforce system to track participants through the programs. The **Integrated Service Delivery System (ISDS)** allows the one-stop center and staff to track customer navigation through the system. The database additionally provides detailed reports of customer visits to the center and to partner agencies co-located in the center. The ISDS is web based and accessible to the public and allows the customer to schedule themselves for orientations and workshops. The **ISDS** has become an important internal support tool that complements the Arizona Job Connection (AJC) system for partner staff co-located at the one-stop center. The One Stop Operator is required to promote the utilization of AJC and Client Referral System (CRS) to all partner agencies (Title I-IV) to improve the processes for co-enrollment and prevent duplication of services to better serve customers. The shared point platform is a secure system that requires log in and provide the venue for partners to issue and track referrals. All partners will have access to the site that allows them to create, view or retrieve referrals. The CRS system is an ARIZONA@WORK-Yuma County internal web-based data system to document co-enrollments within core and partner agencies.

U. A description of how the LWDB will coordinate relevant programs and activities, to support strategies, enhance services, promote cross-partner referrals with Title IV services, and avoid duplication of services.

As recommended by the U.S. Department of Labor's "Promising Practices in Achieving Non-Discrimination and

Equal Opportunity: Section 188 Disability Reference Guide” the Yuma County Workforce Development Board will require that the One Stop Operator (OSO) has staff that possesses expertise and extensive experience assisting persons with disabilities. The OSO will coordinate services for clients between the pertinent partners and the appropriate community stakeholders. The OSO will coordinate with the EO Officer and will arrange training sessions for service providers’ staff to ensure they are well prepared to work with individuals with disabilities.

The Monitor Advocate System is a federal/state monitoring system that ensures migrant and seasonal farmworkers (MSFW) have equitable access to career services, skill development, and workforce protections offered by ARIZONA@WORK centers, so they may improve their living and working conditions.

Key components of the Monitor Advocate System

- Conducting outreach to MSFWs at their working, living, and gathering places
- Monitoring services provided to MSFWs at American Job Centers
- Facilitating the Employment Service and Employment-Related Law Complaint System, which helps resolve labor-related complaints, and
- Promoting the Agricultural Recruitment System for U.S. workers, which connects job seekers who need employment to employers who need workers.

The One Stop Operator, in collaboration with the assigned worker for the service provider agency, will assess the needs of the client, and will coordinate the initial and if necessary, subsequent meetings to involve all personnel that will be assisting the customer with the customer’s input; this will assist in avoiding duplication of services and duplications of expenditures.

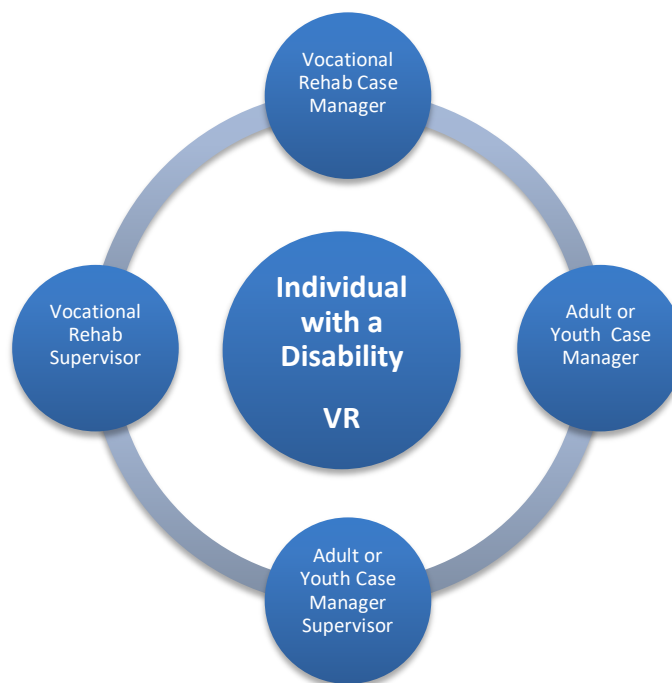
The OSO and service provider’s staff will participate in training on a continuous basis to ensure they will be prepared to work with individuals with disabilities.

REFERRALS: Under the guidance of the LWDB, the Integrated Service Delivery System (ISDS) was developed internally to allow staff to track customer navigation throughout the Yuma County ARIZONA@WORK system. The ISDS is utilized by the partners and provides a systematic method to refer customers to a partner agency. Once the referral is made in the ISDS, staff members can contact the individual directly to ensure that an appointment is scheduled. This tracking mechanism has become very important in avoiding duplication of services by the partner agencies.

CO-CASE MANAGEMENT OF INDIVIDUALS WITH DISCLOSED DISABILITIES REFERRED BY/OR WORKING WITH VOCATIONAL REHABILITATION SERVICES

- **No wrong door approach:** Participant may start services through either:
 - Title I-B Youth Program (Youth Center)
 - Adult/DW Program (One-Stop Center) Services
 - Title IV (Vocational Rehabilitation)
 - Other partner agencies (i.e. MSFW)

- The OSO coordinates the initial meeting between the pertinent parties (as illustrated below);
- The pertinent parties become the individual's "Resource and Support Team"
- MOU guidelines are reviewed to ensure each party is collaborating as agreed on the MOU;
- All pertinent information regarding the individual is discussed with the participation of the individual;
- After the initial assessment, a plan is put in place to start Title I-B services
- Throughout the plan, **both agencies identify MOU conditions and agree on cost sharing** ensuring that payment for services is not duplicated and maximizing the efficient use of title I-B and Title IV funds.



CO-CASE MANAGEMENT OF INDIVIDUALS WITH DISCLOSED DISABILITIES (Not working with Vocational Rehabilitation Services/Or has already received all pertinent VR services)

No wrong door approach: Participant may start services through either:

- Title I-B Youth Program (Youth Center)
- Adult/DW Program (One-Stop Center) Services
- Title IV (Vocational Rehabilitation)
- Other partner agencies
- One Stop Operator coordinates *and participates (or ensures participation of staff/agency with expertise in Disabilities)* in the initial meeting between the pertinent parties (as illustrated below);
- The pertinent parties become the individual's **"Resource and Support Team"**
- If applicable, MOU guidelines are reviewed to ensure each party is collaborating as agreed on the MOU;
- All pertinent information regarding the individual is discussed with the participation of the individual;

- A plan is put in place to start services;
- Throughout the plan, the involved partners (if applicable) will identify funding sources and explore comparable benefits as appropriate.



The ARIZONA@WORK-Yuma County one stop provides the central point of service at the “comprehensive one-stop center”. The center is the physical location where all of the relevant programs, services, and activities provided by the required partners are accessible.

ARIZONA@WORK-Yuma County manages technological resources such as websites, business networking software, on-line and testing services, leases, utilities and other invoicing remittance.

As mandated in WIOA, Core and other workforce support partners are either physically co- located or accessible through technology. The role of the one-stop operator is to coordinate service delivery among partners and physical electronic sites throughout Yuma County. The LWDB strategic involvement as a convener has been especially notable. In the series of planning meetings facilitated by ARIZONA@WORK-Yuma County.

Planning meeting for WIOA Core, mandatory and optional WIOA partners in Yuma County take place quarterly. The purpose of the meetings is to continue discussions about aligning and integrating services. Partner agencies in attendance are as follows:

1. ARIZONA@WORK-Yuma County, Meeting Convener

2. Department of Economic Security (DES), Employment Services (ES), Veterans Services and Vocational Rehabilitation (VR)
 3. Portable Practical Educational Preparation, Inc.
 4. Goodwill of Central Arizona
 5. South Yuma County Consortium (Adult Education)
 6. Adult Literacy Plus of Southwest Arizona
 7. Western Arizona Council of Government
- Under WIOA, core and optional partners are all jointly responsible for the delivery of workforce, economic development, educational, and other human resource programs in Yuma County.
 - The one-stop must be accessible to all customers and must expand its reach by improving program data sharing agreements, developing specific memorandums of agreement, and better communications between program staff.
 - Partnering agencies will continue to work on strengthening the current integrated management systems by sharing decision making responsibilities, identifying clearer role definitions and sharing resources. The procured one stop Operator would also continue to manage the following.
 - Manage services provided to Adult, Dislocated Worker and Youth individuals in need of workforce services (Basic Career, Individualized, Follow-up and Training Services)
 - Manage and provide services to the business community (outreach and recruitment)
 - Ensure the delivery of basic career services, orientations, labor market information, and resource space and recruitment rooms to the community
 - Implementation of Board policies
 - Reporting to Board on one-stop operations, performance outcomes, continuous Improvement and alignment efforts and staff development and training

Section 4. ARIZONA@WORK JOB CENTER DELIVERY DESCRIPTION

This section should include a description of the ARIZONA@WORK one-stop delivery system in the LWDA, including the following (20 CFR 679.560(b)(5)):

All career services are provided by staff comprised of ARIZONA@WORK and partner programs. Service delivery is fully coordinated and integrated, focused on a **"single point of contact"** model that is targeted to provide value-added services to jobseekers and employer customers. This service integration model moves beyond co-location and **"partnerships"** to create one common customer path with a standardized process for the delivery of a wide range of services and the provision of excellent customer service.

The integration provides customers a broad diversity of services that consist of information pertaining to current job opportunities, unemployment information, employability skills workshops, assessments, labor market information, and an overview of additional services provided by partner and community based programs. Co-enrollment and referrals to other programs are processed as deemed appropriate.

Cross information Sharing/Customer Referral – The One-Stop delivery system staff are trained to provide information about all programs, services, and activities that may be available to the customer through the partner organization. Partners will encourage, accommodate and/or provide cross training information/referrals, as deemed appropriate, to ensure that all partner staff are informed with all programs represented within the Yuma County workforce system in order to integrate services, reduce duplication, and improve overall service delivery.

The partners agree to provide any updates regarding any changes regarding their points of contact, as soon as possible, by utilizing any of following methods which are coordinated by the One Stop Operator:

- Provide updates and available training at the “Quarterly All Partners” meetings;
- Provide updates, cross training information, or discussion sessions individually with the One Stop Operator and other appropriate partners;
- Provide updates by e-mail; and/or
- Provide updates by written communication.

A. List the addresses of the ARIZONA@WORK comprehensive Job Centers, affiliate job centers, and specialized job centers in the LWDA, noting the type of ARZONA@WORK Job Center. These are to be updated when there are changes.

These hours are posted at the entrance to the centers in the LWDB. Extended hours are available based on location and customer need. In addition, extended hours are available through electronic means allowing customers to access many of our services regardless of the time of day by using the Internet.

1) Comprehensive One-Stop

The Comprehensive Center is located at 3826 W. 16th Street in Yuma, Arizona 85364. The One Stop Operator was procured through a competitive process in compliance with WIOA Sec.121 (d) (2)(A). Equus Workforce Solutions (Previously ResCare) is the One Stop Operator and operates the Comprehensive Center. The business hours are:

- Monday through Thursday: 8:00 am to 5:00 pm
- Friday: 9:00 am to 5:00 pm

2) Affiliate - Temporarily closed due to organizational restructuring.

The Department Of Economic Security is a designated affiliate site. Title I-B staff is co-located at the ES affiliate site to meet the definition of “Affiliate” as described on the Workforce Arizona Council’s One-Stop Delivery System Policy #03-2013. WIOA services are available to job seekers and employers in the community, including orientations and workshops regarding partner services.

- Monday through Friday: 8:00 a.m. to 5:00 p.m.

3) Specialized Center

The Martin Luther King (MLK) Youth Center is a Specialty Center dedicated to Youth in Yuma County; it is located at 300 S 13th Ave (Carver Park Neighborhood) in Yuma County. This neighborhood exhibited an extensive amount of distress and poverty and was designated as a formal redevelopment area in June of 2002. The neighborhood is one of the oldest in the City and one of the poorest in the country; with a poverty rate of 48 percent, low to moderate-income rate of 78 percent, and an unemployment rate of nearly 30%. The opening of the center provides residents (especially youth) who are predominately minorities the ability to access services designed to decrease unemployment, decreased poverty rates and deliver streamlined services that promote self-sufficiency. The MLK Youth Career Center serves as a "one-stop" marketplace delivering education, employment, and vocational training services geared to help youth between ages 16 - 24 to find jobs and/or educational training services. The partners co-located at the specialized center are; Arizona Western College (AWC), Job Corps, Vocational Rehabilitation and the Yuma Neighborhood Development Organization.

- Monday through Friday: 8:00 a.m. to 5:00 p.m.
- 8:00 a.m. to 7:00 p.m. as needed for Youth activities

4) Access Points in Yuma County

Access points were designed to provide a comprehensive approach to disseminating pertinent information on the availability of workforce services. Digital resources enhance the ability of these various selected sites to provide information that help to streamline information regarding social service programs, community based programs, career planning/ job search and training opportunities in order to better assist the unemployed with finding employment as quickly as possible. The sites listed below provide services to the unemployed and economically disadvantaged.

- a.) Department of Economic Security, 663 William Brooks Avenue, San Luis, AZ 85349
- b.) Goodwill Career Resources, 3097 S. 8th Avenue, Yuma, AZ 85364
- c.) Yuma County Library, 2951 S 21st Dr., Yuma, Arizona
- d.) Yuma County Housing Authority City of Yuma, 420 South Madison Avenue in Yuma, Arizona
- e.) Portable Practical Educational Preparation Incorporated, 210 N. Bingham Ave Somerton, AZ
- f.) Western Arizona Council of Governments, 1235 S. Redondo Center Dr. Yuma, AZ
- g.) Small Business Resource Center, 1453 North Main Street, Suite 5, San Luis, AZ
- h.) Housing Authority of the City of Yuma – Mesa Heights, 2150 S. Arizona Avenue, Yuma, AZ. 85364

i.) Yuma County Adult Probation, 405 S Main St, Yuma, AZ 85364

j.) OC Johnson Elementary School, 1201 W 12th St, Yuma, AZ 85364

B. How the LWDB will ensure the continuous improvement of eligible providers through the system and that such providers will meet the employment needs of local employers, workers, and job seekers;

The LWDB is committed to meeting the unique and changing needs of our communities by providing quality workforce development and career services that will equip workers with the necessary skills to help them secure quality jobs. The LWDB strives to make sure that WIOA resources are demand-driven and designed to meet labor market needs that will help program participants secure jobs that lead to meaningful careers.

The LWDB works closely with Greater Yuma Economic Development Corporation to survey and collect to determine employers hiring needs and recruits training programs that are responsive to those identified needs. In addition, opportunities with employers such as on-the-job training and internships are offered to participants as training paths to employment.

In partnership with the State, the LWDB identifies qualified eligible training providers and programs for Arizona's Statewide Eligible Training Provider List as mandated by the WIOA. Arizona's Eligible Training Provider List also includes information related to training program costs, performance and credentialing information.

Initial eligibility is determined based on meeting State and the Local Workforce Delivery Area established criteria. The State of Arizona's Eligible Training Provider (ETPL) List Coordinator reviews the initial submission of the Training Provider to be added onto the ETPL to ensure that the application has been filled out completely and that it meets the basic criteria.

As described on the ETPL Policy for Yuma County, the ETPL is comprised of approved eligible training providers and training programs that are approved by the LWDB to provide training services to qualified WIOA participants. The LWDB's Finance and Personnel Committee reviews all training provider applications to ensure that appropriate research has been conducted to screen the potential training provider and program for initial approval.

Eligible training providers for Yuma County are vetted by LWDB staff to ensure they meet the requirement for subsequent eligibility to remain on the ETPL. All approved training providers must provide training that result in a federally and state recognized credential. The LWDB ensures that the trainings are in an in-demand related occupation in Yuma County as a part of the approval process. The LWDB staff attends various meetings, conferences and trainings to ensure that training programs on the ETPL meet labor market relevant. Additionally, approved training should maximize consumer choice and leads to competitive employment for job seekers. Furthermore, the ETPL is made widely available to eligible program participants engaged in employment and training activities through the one stop delivery system such as the one stop Career Center and the network of funded service providers and partners.

The ETPL is designed to gather and display useful information with respect to training providers, their services and

the quality of their program. The LWDB posts public notice of request for qualifications for potential new training programs.

Program participants eligible to receive training services go through a guided customer choice process which allows them to select a training provider that is listed on the ETPL. Consistent with Section 122 of WIOA, providers of training services are those entities eligible to receive WIOA Title I-B funds to provide training services to adults and dislocated workers. In order to be eligible to receive WIOA funds for the provision of training services, the provider shall be:

1. An institution of higher education that provides a program that leads to a recognized postsecondary credential;
2. An entity that carries out programs registered under the Act of August 16, 1937 (commonly known as the "National Apprenticeship Act" 50 stat. 664, Chapter 663; 29 U.S.C.50 et seq.); or
3. Another public or private provider of a program of training services, which may include joint labor-management organizations and eligible providers of adult and education and literacy activities, if such activities are provided in combination with occupational skills training.

In order to provide training services to eligible adults and dislocated workers, a service provider or training institution must be approved to be eligible to be listed on the ETPL and meet one or more of the listed criteria.

The provider shall be:

- A Post-secondary educational institution that is eligible to receive federal funds under Title IV of the Higher Education Act of 1965 and provides a program that leads to an associate degree, baccalaureate degree or certificate; or
- Accredited by the Northwest Accreditation Commission (NAWC) to provide training in the careers or certification program identified as being viable within one of the designated industry sectors; or
- An eligible training provider certified by the department of Employment Training and Rehabilitation; or
- Community based organizations and other private organizations approved by the LWDB to provide training to special participant populations that face multiple barriers to employment.

Training providers must have:

- Provided training the year prior to applying to the ETPL according to WIOA Eligible Training Provider List section 603.03. Registered Apprenticeships do not need to complete a year of training participants to be eligible for the ETPL;
- Provide detailed description and/or link to the refund policy on the training providers' website;
- Information that addresses alignment of the training with in-demand industry sectors and occupations, to the extent possible; and
- Training provider must be approved by the Arizona Department of Education when provided adult and education and literacy activities provided in conjunction with occupational skills training.

(Source: <http://www.azed.gov/adultedservices/files/2012/contactinforabegedclasses-11415final.pdf>.)

Removal of Training Provider from the ETPL (WIOA section 611.02)

A training provider must be removed from the ETPL for the following reasons:

1. All of a training provider's programs have been removed.
2. The training provider has not maintained required licenses and liability insurance or is found to be noncompliant with the training providers' assurances.
3. The training provider is not in compliance with the WIOA regulations, or any agreement executed under the WIOA.
4. The training provider is found knowingly to make false claims to prospective participants about costs or WIOA eligibility.

O*NET Online to be used as Minimum Entry Level Wage for Program Description on ETPL:

WIOA Section 608.01 B.2 and 608.02.D requires that the low wage on O*Net Online for the related occupation be used as the minimum entry level wage for that occupation in the program description section of the ETPL. No other data source is approved to be used in this section.

Local ETPL Approver for Yuma County provides the potential new training provider information for being approved for the ETPL. Contact information for the State Eligible Training Provider Coordinator is also provided for additional assistance in navigating the ETPL application process.

State ETPL Coordinator reviews eligibility documentation submitted by training provider to ensure that the information is verified and meets state and local criteria for eligibility. Upon completion of the review the initial application is approved and forwarded to the local area.

Local ETPL Approver reviews application ensuring that the training results is in an in-demand occupation and meets local policy. Upon determination the application is sent to the State Coordinator for final approval or denial for the ETPL. The Local Workforce Development Board approves training provider for Yuma County.

State ETPL Coordinator verifies that the local area has approved the application and performs a final review of the program prior to final State approval or denial for the ETPL.

Training providers must provide a program of training services through one or more courses or classes that upon successful completion lead to:

1. A certificate, and associate degree, or baccalaureate degree; or
2. Recognized postsecondary credential or diploma; or

The skills or competencies needed for a specific job or jobs an occupation, occupational group or generally for many types of jobs or occupations, as recognized by employers and determined prior to training.

WIOA Approved Training and Reciprocal Agreements

Arizona's ETPL is the primary list of eligible training providers and training programs to be used by the LWDA when referring eligible WIOA Title I-B participant for training. In rare cases, with approval from the LWDB participants may be referred to programs on another State's ETPL with which Arizona has a reciprocal agreement, if a comparable training program is not available on Arizona's ETPL. Arizona has agreements with Nevada, Utah, Montana and New Mexico. (See State Policy Manual for Eligible Training Provider List section 606)

Once training has been approved, the training must be provided either through an Individual Training Account (ITA) or through a training contract as discussed in Section 10 of TEGL 19-16. Training services must be linked to in-demand employment opportunities in the local area or planning region or in a geographic area in which the individual is willing to relocate or to commute to.

Examples of Training Services may include:

- Occupational skills training, including training for nontraditional employment
- Incumbent Worker training in accordance with WIOA §134(d)(4)
- Workplace training and cooperative education programs
- Private sector training programs
- Skills upgrading and retraining
- Entrepreneurial training
- Job readiness training provided in combination with other training
- Adult Education and Literacy activities, including activities of English acquisition and integrated education and training programs, in combination with training; and
- Customized training conducted with a community by an employer or group of employers to employ an individual upon successful completion of the training.

Required Determination:

Veteran's Priority of Service will be applied and documented to all Veterans and Eligible Spouses over non-covered persons for receipt of employment and training and placement services as described in TEGL 10-09.

Adult Priority of Service will be applied and documented to recipients of public assistance, other low-income individuals, and/or individuals who are basic skills deficient as described in the WIOA Adult and Dislocated Worker Policy manual Chapter 2 section 102.

All participant files will contain documentation of determination of the need for training services and identify the

various methods used to determine need of services. (i.e. interview, assessment, and/or career planning activities).

Documentation will be placed in participant file if training from another state's ETPL was procured.

- C. How the ARIZONA@WORK partners in the LWDA, including the one-stop operator, will ensure physical and programmatic accessibility of facilities, programs, and services, technology, and materials for individuals with disabilities, including provide training and support for addressing the needs of individuals with disabilities as required under WIOA Sec. 188 (as appropriate) and the Americans Disabilities Act of 1990; and**

Physical Accessibility:

The local Equal Opportunity Officer (EOO) performs a walk-through annually (at mid-year) and on a random basis to ensure that the One Stop Center and the facilities where service providers serve WIOA customers are **physically accessible** and comply with all American with Disabilities Act (ADA) requirements. The EOO provides a summary of findings to the One Stop Operator or Service Provider with deadlines to ensure compliance. The local EOO provides guidance and training to the One Stop Operator on how to remain compliant. As findings are being noticed, the EOO seizes the moment as a training/learning opportunity. The local EOO explains to the pertinent staff why the finding is noted and how to fix it. The local EOO reinforces the information with videos if available on the internet for easy demonstration. The checklist used is provided by the ADA. Additionally, the local EOO collaborates with the State of Arizona EOO and designated staff while conducting the required annual monitoring at WIOA facilities to ensure compliance.

Programmatic accessibility:

The Service Providers and OSO ensure **programmatic accessibility** by making available **Assistive Technology** and securing the necessary tools for individuals living with a limitation or disability. Assistive Technology software is located in all computers in the One Stop Center or at the Service Providers computers. Some of the Assistive Technology available at the center includes:

A **specialized station** with additional assistive technology is located in each of the centers. The specialized stations are easily (free of obstacles or obstructions) accessed by an individual utilizing a wheelchair. The desks are adjustable and placed strategically to provide screen privacy for the user.

Assistive Technology available includes:

- Adjustable Desk
- Alpha Smart 2000 Meet & Greet device
- Dialogue JB-35
- Document J-35
- Document Magnifier
- FM System for Audio Amplification
- High visibility Keyboard/Ergonomic

- JAWS
- Physical Access
- Printer material in large format
- Sign Language Interpreter
- Track Pad
- Track ball selective device
- Telephone Typewriter (TTY) System

Orientations:

The programmatic accessibility begins with an orientation that is provided to all individuals. As recommended by the U.S. Department of Labor Promising Practices in Achieving Discrimination and Equal Opportunity: a section 188 Disability reference guide.

- Every orientation session hosted by WIOA service providers and One Stop Center includes a presentation of customers' rights to equal opportunity, including the right to file a complaint if they believe their rights have been violated.
- A list of the immediately-available auxiliary aids and services for communication, assistive technology devices, and materials available in accessible formats will be provided in writing and reviewed verbally during orientation.
- Orientation materials are available in formats that account for a variety of learning styles, and are accessible to individuals who have limited or no reading skills (e.g. pictures, videotapes, audiotapes).
- A guided tour of the Center will be part of the standard orientation to program services, highlighting the modifications/assistance/accommodations that are immediately available for customers who may have disabilities.

1. **Include how the need for specific assistive technology equipment will be determined as well as how partners/operators will ensure equipment is in working order and staff have the knowledge and skill to assist individuals with disabilities in accessing and utilizing the equipment.**

Accommodation request cards are available at the front desk counter, individuals select on the card whether they need a communication, alternative format, or media accommodation. Once the card is received by the front desk staff, the setup of the appropriate accommodation takes place. Interpreting services are readily available in Spanish, and sign language interpreters are secured within 48 hours through a contracted agency (Arizona Freelance Interpreting Services). Electronic devices are available on site to assist a person that is hearing impaired but able to read, write and communicate effectively.

The electronic devices are kept in working order; this is inspected on a quarterly basis by the local EO Officer. The staff is trained in the usage of the equipment by the one Stop Operator at the time of hire.

The tagline "Auxiliary Aids and Services are Available upon request" is included in all documents produced by the

One Stop.

2. Describe the process that an individual would use to request an accommodation as well as how an individual will know what accommodations/assistive technology equipment are available.

Entering the One Stop Center

- Accommodations notices will be posted on conspicuous places, such as waiting or reception areas.
- The Accommodation Request Card is available at the front desk counter; the individual may select the type of accommodation needed.
- The card will be returned to the front desk staff and the accommodation will be setup immediately or as soon as possible.

During Orientation

- Staff providing orientations inform the attendees that if they need a reasonable accommodation, they may request it, and will receive it.
- The staff will make clear that the disclosure of a disability is voluntary, and that information will be kept confidential and maintained in a separate file.
- The availability of accommodations, as well as examples of accommodations used in the past will be explained at the time of orientation.
- A list of the immediately-available auxiliary aids and services for communication, assistive technology devices, and materials available in accessible formats will be provided in writing and reviewed verbally during orientation.
- Accommodations Request Cards will be available during orientation.

During Eligibility

- The Accommodations card will be available at the desk where the individual is completing the eligibility interview.
- Staff determining eligibility will inform the attendees that if they need a reasonable accommodation, they may request it, and will receive it.
- The staff will make clear that the disclosure of a disability is voluntary, and that information will be kept confidential and maintained in a separate file.
- Staff will make it clear that disclosure is voluntary.
- Staff will inform individuals that information regarding disability will be kept confidential in a separate file.
- Staff will inform individuals that if they need accommodations, they may need to disclose the accommodation to the potential training entity;
- Staff will inform that any other information regarding the disability will only be disclosed if necessary to others, with permission from the individual.
- Per Arizona Department of Economic Security-WIOA division "documentation must be collected prior to providing individualized or training services to participate in the WIOA Adult or DW Program and prior to enrollment for participants in the WIOA Youth program." Documentation MUST be in file (for eligibility

purposes) when an individual claims they have a disability. Once an individual identifies on the demographic form that they have a disability the staff member will provide the list of acceptable documents to verify the disability. The list of acceptable documents is as follows:

- Letter from drug or alcohol rehabilitation agency
 - Medical records
 - Doctor's diagnosis/statement (physician, psychiatrist, or psychologist)
 - Rehabilitation evaluation
 - School records
 - Sheltered workshop certification
 - Social Security Administration disability records
 - Social service records/referral
 - Veteran's Administration Letter/records
 - Vocational Rehabilitation letter
 - Workers' compensation record
- Once the individual requests an accommodation; the accommodation form will be given to the individual for completion.
 - The accommodation will be provided immediately or as soon as possible.
- 3. Describe how partners/operator will ensure individuals with disabilities can participate in workshops and services offered through the center.**

Quarterly Partner Meetings:

- Partners will share information on available training, services and resources to better serve individuals with a disability. This meeting will include cross training information sessions by the various partners, especially those serving individuals with disabilities.
- The One Stop staff will learn how to effectively work with an individual with a disability to provide an inviting atmosphere and friendly attitude that will make the individual feel welcome.

Vocational Rehabilitation Collaboration:

- Vocational Rehabilitation staff will continue to offer itinerant services at the One Stop.
- Vocational Rehabilitation staff will assist with offering guidance and answering questions to One Stop staff regarding VR clients served at the One Stop.
- Vocational Rehabilitation will participate in the initial and subsequent meetings coordinated by the OSO

Marketing and Outreach:

- General marketing and recruitment materials (including photos and advertisement) for the One Stop programs will mention individuals with disabilities as one of the groups served, contain positive images of individuals with disabilities and indicate a commitment to hire and/or effectively serve individuals with

disabilities.

- Informational resources are disseminated and advertisements are made through a broad range of media sources (e.g. social media, web-based education, billboards, newspaper outlets, television, radio, public service announcements, and other public information and community outlets) including but not limited to media targeted toward individuals with disabilities.
- Presentations to community organizations, partner agencies, job seekers, and others explain that individuals with challenges to employment, including individuals with disabilities, are encouraged to take advantage of the programs and services offered at the One Stop Center.

Marketing, Business Services:

- Outreach and technical assistance efforts by the One Stop staff and partners, particularly Vocational Rehabilitation Services, build connections with businesses and promote the inclusion of disability in diversity and inclusion initiatives as part of business' strategy.
- Business Services, through the One Stop, will provide employers with skilled workers by supporting job seekers to enroll in training programs.
- Business Services, through the One Stop, will provide quality business engagement services to all employers within the county which can increase the probability of retaining business partnerships and new business referrals from other employers that are in need of business services.
- As part of the business service strategy, the One Stop staff and Business unit, will work with businesses and business groups (such as Chamber of Commerce) to promote paid and unpaid work experiences for individuals with disabilities.

D. The roles and resource contributions of the one-stop partners as detailed in the MOU/IFA and One-Stop Operating budget. Include other leverage funds such as donations and in-kind contributions.

The Infrastructure Funding Agreement (IFA) was established to describes reasonable cost allocation methodology, where infrastructure costs are charged to each partner based on partners' proportionate use of the one-stop center, relative to the benefits received from the use of the one-stop center consistent with Federal Cost Principles in the Uniform Guidance at 2 CFR part 200 and the Department of Labor exceptions at 2 CFR part 2900.

Partners	Contributions	Roles	
		Basic Career Services	Individual Career Services
Adult, Dislocated Worker (DW), and Youth Programs under Title I-B of WIOA	Rental costs, utilities and maintenance costs, equipment costs, technology to facilitate access cost, square footage of dedicated/assigned space.	T-1 program eligibility, outreach, intake, orientation, initial assessment, Labor exchange/job search, referral to partners, LMI, performance/cost info, UI info assistance, and financial aid	Comp Assessment, employment plan, career plan counsel, short-term prevocational, internships/work experience, out-of-area job search, financial literacy, ELA/integ. Education and workforce

Yuma County Workforce Development 4 Year Plan

**2020-
2023**

		information	preparation
Migrant Seasonal Farmworker programs (MSFW) under Title I of WIOA	Rental costs, utilities and maintenance costs, equipment costs, technology to facilitate access cost, square footage of dedicated/assigned space	Co-Outreach, intake, orientation, Labor exchange/job search, support service information, UI information/assistance	Comp assessment. Assist MSFW's and English Language Learners (ELL) individuals with making career and labor market decisions that will help them improve their living and working conditions.
Adult Education and Family Literacy Act Programs under Title II of WIOA	Rental costs, utilities and maintenance costs, equipment costs, technology to facilitate access cost, square footage of dedicated/assigned space.	Outreach, intake, orientation, initial assessment, referrals to partners, financial aid information	ELA/Integ Education and workforce preparation
Wagner-Peyser under Title III of WIOA	Rental costs, utilities and maintenance costs, equipment costs, technology to facilitate access cost, square footage of dedicated/assigned space.	T-1 program eligibility, outreach, intake, orientation, initial assessment, Labor exchange/job search, referral to partners, LMI, performance/cost info, UI info assistance, and financial aid information	Employment plan, out-of-area job search, and workforce preparation
State of Unemployment Insurance (UI)	Rental costs, utilities and maintenance costs, equipment costs, technology to facilitate access cost, square footage of dedicated/assigned space.	UI information/assistance	N/A
Trade Adjustment Assistance (TAA) under Title II of Trade Act.	Rental costs, utilities and maintenance costs, equipment costs, technology to facilitate access cost, square footage of dedicated/assigned space.	Outreach, intake, orientation, initial assessment, Labor exchange/job search, referral to partners, LMI, UI info assistance, and financial aid information	Comp assessment, employment plan, career plan/counsel, financial literacy, workforce preparation.

Yuma County Workforce Development 4 Year Plan **2020-2023**

Jobs for Veterans State Grants (Vets) under Title 38, U.S.C.	Rental costs, utilities and maintenance costs, equipment costs, technology to facilitate access cost, square footage of dedicated/assigned space.	N/A	Comp assessment, employment plan, career plan/counsel, short-term prevocational, internship/work experience, and workforce preparation.
Vocational Rehabilitation under Title IV of WIOA	Rental costs, utilities and maintenance costs, equipment costs, technology to facilitate access cost, square footage of dedicated/assigned space.	T-1 program eligibility, outreach, intake, orientation, initial assessment, Labor exchange/job search, referral to partners, LMI, and financial aid information	Comp assessment, employment plan, career plan/counsel, short-term prevocational, internship/work, and experience

E. Describe how the LWDB will ensure the service providers provide priority of service that conforms to WIOA and the State Plan for adult career and training services provided to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient consistent with WIOA Sec. 134(c)(3)(E) and 20 CFR 680.600.

The LWDB follows the Priority of Service guidelines which include individuals in the WIOA Adult program and are determined in the following groups;

- a) A veteran or an eligible spouse of a veteran
- b) A non-veteran

Who is currently receiving public assistance or has received such assistance in the past 6 months, qualifies as low income, or is basic skills deficient.

- c) A veteran or an eligible spouse of a veteran who is not included in WIOA priority groups identified
- d) A non-veteran who is not included in WIOA priority groups identified

Individualized and Training services are made available to eligible adults. The LWDB determines additional services beyond basic career services are required to obtain and retain employment. Adults must be enrolled to receive individualized career services and service providers must collect documentation for priority of service.

The service providers will utilize their own tracking system to report and identify if participants enrolled in WIOA Title IB Adult program fall into one of the four categories of Priority of Service. Such tracking report consists of participant information to comply with meeting required priority of service.

Service Providers are required to track and submit their monthly priority of service tracking report to the LWDB to verify they are in compliance with priority of service guidelines.

F. Describe how the LWDB is implementing the waiver granted by the US Department of Labor to the State of Arizona to use individual training accounts for youth who are in school.

The Yuma County Local Workforce Development Board serves In-School Youth throughout the county who are currently enrolled in secondary and post-secondary education. During the youth's intake orientation into the youth program, service providers make available the Eligible Training Provider List (ETPL) listed on the Arizona Job Connection System (AJC) to educate In-School Youth participants on the opportunities of additional training programs offered by approved Training Providers in our area. In-School Youth participants have the choice of navigating through the ETPL, and viewing the different occupational trainings that match to their career interest that can become a career pathway to achieve their short and long term career goals. In-School youth participants who may already be attending post-secondary will benefit from providing an individual training account to assist with tuition, any education related expense, and fees to allow In-School youth complete their training program when listed on the ETPL. Service Providers encourage In-School Youth participants to consider the advantages of obtaining Federal, State, and industry recognized credentials required for employment through our approved training providers; and how these credentials may be a stepping stone for participant achieving their long term career goals. Our LWDB collaborates with our approved training providers which are Arizona Western College, Yuma Truck Driving School, and College of Health Careers Regional Center For Border Health; who provide occupational training that is aligned to our industry sectors and occupations in demand for our area.

Section 5. PERFORMANCE AND CONTINUOUS IMPROVEMENT

A. A description of how the ARIZONA@WORK Job Centers in the LWDA are implementing to an integrated, technology-enabled intake and case management information system for programs carried out under WIOA and by one-stop partners (20 CFR 679.650(b)(20)).

The Integrated Services Delivery System (ISDS) was designed to allow off-site users a way to start their ARIZONA@WORK experience. The remote user can access the web site to create a user/member account. With their user/member account, the home user can enroll in orientations and workshops to create a resume and check their progress. After the client obtains employment, they can self-report their employment.

Staff utilizes other modules of the Integrated Services Delivery System. Within the Program module, staff can maintain client data, track their progress, enroll members into workshops and securely store case notes and support documents.

The program interface also provides the mechanism to create new workshops, schedule the workshops, enroll participants into the workshops, and create customized reports on both participants and workshops.

The client counting system tracks the entry of Clients into the various centers. Demographic information collected is used by accounting for cost allocation. Reports also track client influx and are reflected in historical and activity records.

The contracts module is used to create OJT, WEX, Internship and other Contracts. This module is also used to create Initial and Revised SSAFs.

The Accounting module is used to process participant timesheets and maintain Workers Compensation and Accounting Funds.

The Active Clients module is used by Case Managers to track clients receiving extended services and to report expenses to Accounting.

The Event Registration System is used to create Events, such as Job Fairs or Trainings, which require sign-up. Custom Events can be created, with Administrator designated options, and Attendance reports can be generated.

WIOA regulations require a “robust system for the referral of clients”. The Client Referral System is used by staff, and partner agencies, to track the referrals generated. Custom reports display the Outgoing and Incoming referrals.

The LWDB utilizes the Arizona Job Connection (AJC) comprehensive internet base workforce data system approved jointly by the Workforce Arizona Council and the State Administrative Entity. The AJC system is the primary system tool for all client intake, career planning, case management, training provider listing approved by the ETPL, performance data collection, and reporting for programs carried out under WIOA Title I-B and Title III and by the one-stop delivery system. On July 2017 the LWDB completely converted hard case files to electronic records by utilizing all features of AJC “uploading source documentation” to reduce and become paperless. The self-registration and referrals through AJC is available from anyplace where there is internet access for jobseekers and employers. Career planners use AJC to manage and monitor case loads, develop employment plans, assess employment barriers, track skills gains and employment outcomes.

Integrated Services Delivery System

Client module

- Web interface - <https://isds.ypic.com>
- Account creation, maintenance and recovery

Create New Account

UserName:

Hint: Create your personal UserName or use your AJC number
Suggestion: **Do NOT use your Social Security number!**

First Name:

Middle Initial:

Last Name:

Date of Birth:

Phone Number:

E-Mail Address:

Enter a new password:

Re-Enter password:

How did you learn about us?:

Verify Unique

Register Now!

Clear Form

- Orientation and Workshop enrollment

Workshop Schedule

List View

Calendar View

ARIZONA@WORK / Yuma County Main Campus (ages 25+)

Workshop Title	Day of Week	Date	Time	Minutes
<div style="display: flex; align-items: center;"> <div style="background-color: #ccc; padding: 5px; margin-right: 5px;">Enroll Now!</div> <div>Career Exploration Workshop CRC Lab 2</div> </div>	Wednesday	3/25/2020	9:00 AM	180
<div style="display: flex; align-items: center;"> <div style="background-color: #ccc; padding: 5px; margin-right: 5px;">Enroll Now!</div> <div>Computer Essentials EOC Lab 3</div> </div>	Monday	3/23/2020	3:30 PM	60

- Progress reports

<u>Member History</u>		
<u>Workshop Title</u>	<u>Scheduled For</u>	<u>Date Completed</u>
Orientation	10/10/2014 8:30 AM	2015-06-22
Orientation	10/03/2014 8:30 AM	2015-06-22
Building a Better Spending Plan	6/18/2015 5:30 PM	Rescheduled

- Resume creation and maintenance

Member Resumes

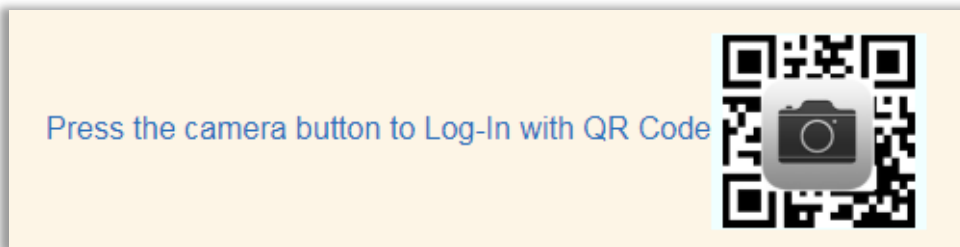
2018-11-08 Network Administrator

Update

Display

Delete

- AJC Account ID supported but not required
- QR Code login supported



Staff module

- Web interface – <https://program.ypic.com>
- Client management

Member Information Form

Maintenance
Status
Workshops
Check-Ins
File Routing
Employment
Referrals
Documents
Password

UserName	First Name	MI	Last Name	DOB (mm dd yyyy)	Sequence
gregorio	Gary	IR	Gammel	07 27 1984	1
Street Address	City	State (2 letters)	ZIP	Phone	
3834 W 16th St	Yuma	AZ	85364	928 329 0990 x2912	
Mailing Address	Mailing City	Mailing State (2 letters)	Mailing ZIP	E-Mail	
3834 W 16th St	Yuma	AZ	85364	ggammel@ypic.com	
Sign-Up Date	Enrollment Date	Status	How did client hear about us?	Youth	Veteran
09/01/2014	09/16/2019	Transferred		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current Resume	Interested In	Training	Job Interest	Work Experience	
ISDS	Training	AWC Certificate	Transportation	Transportation	

- Paperless document management

The screenshot shows a document management interface with a top navigation bar containing tabs: View All, Accounting, Audit, Case Management, Eligibility, Member Photo, Miscellaneous, Resume, Timesheets, and To Be Deleted. Below the tabs is a table of documents. Each row has a 'Select' button, a text input field for the document name, a 'Rename' button, a 'Delete' button, a dropdown menu for 'Select Document Category', and an 'Update Category' button.

Select	Document Name	Rename	Delete	Select Document Category	Update Category
Select	Seq1-test3-docx.doc	Rename	Delete	Select Document Category	Update Category
Select	Seq1-MLK Telecom MDF.doc	Rename	Delete	Select Document Category	Update Category
Select	Seq1-test-doc4.doc	Rename	Delete	Select Document Category	Update Category
Select	Seq1-test-docx.docx	Rename	Delete	Select Document Category	Update Category
Select	Seq1-admonition2.jpg	Rename	Delete	Select Document Category	Update Category
Select	Seq1-img_ggammel.jpg	Rename	Delete	Select Document Category	Update Category

- Workshop management and scheduling

Update	Title	Instructor	Date/Time	Delete
Update	Arizona Career Readiness Workshop CRC Lab 2	Karla Fonseca	2020-03-19 11:00:00	Delete
Update	Arizona Career Readiness Workshop CRC Lab 2	Karla Fonseca	2020-03-26 11:00:00	Delete
Update	Career Exploration Workshop CRC Lab 2	Karla Fonseca	2020-03-25 09:00:00	Delete
Update	Career Exploration Workshop EOC Lab 3	Karla Fonseca	2020-03-18 09:00:00	Delete

- Enroll clients into workshops
- Staff account creation, maintenance and recovery
- Customized reports
 - Search clients by skill set / interests / education
 - Manage duplicate clients
 - Sign-in sheets
 - Workshop reports
 - Check-ins
 - AJC enrollments

Statistical Reports

Start of Period End of Period

- Online User Guide: <https://program.ypic.com/images/ISDS-Program.pdf>

Check-In module

- Web interface - <https://ccs.ypic.com>
- Bilingual support
- Collects client demographic information

Age Group?	<input type="text" value="24 and under / 24 y menos"/>	¿Años de Edad?
Enrolled in School?	<input type="text" value="no"/>	¿Inscrito en la Escuela?
Veteran Preference?	<input type="text" value="yes / sí"/>	¿Veterano de Guerra?
Laid-Off? *	<input type="text" value="no"/>	¿Fue Recortado de su Trabajo? *
Agricultural Worker? **	<input type="text" value="yes / sí"/>	¿Trabajador de Agricultura? **

- Customized reporting
 - Trend analysis
 - Dislocated / seasonal worker reports
 - In school / out of school youth reports
- QR Code login supported

Press the camera icon to
Log-In with QR Code



Contracts module

- Web interface: <https://contract.ypic.com>
- Create and modify contracts (OJT, WEX, Intern, ITA, etc.)

Create New Contract

WEX

Intern

OJT

SEO

ITA

OST

LP

SSBG

YCC

WEX Expenditure

Amendment

Provider: ResCare Workforce Services Yuma Contract Year: Contract ID:

Participant

Participant Name: ☐ Youth

- Create and modify SSAFs (Original, Revision, Review)

Support Services Assessment Form

Participant ID	<input type="text" value="gregario"/>	Participant Name	<input type="text" value="Gammel, Gary R"/>
Participant Phone	<input type="text" value="928 329 0990 x2912"/>	Participant E-Mail	<input type="text" value="ggammel@ypic.com"/>
Address	<input type="text" value="3834 W 16th St"/>	Yuma, AZ 85364	Vendor ID <input type="text" value="123"/>

SSAF Type
☐ Original ☐ Revision ☐ Review

- Customized Reporting:
 - Type of Contract
 - Funding Source
 - Program (youth / adult)

- Online user guide: <https://contract.ypic.com/images/ContractsAndReports.pdf>

Accounting module

- Process client timesheets

The screenshot shows a web-based form for processing client timesheets. The form includes fields for Participant ID (1236354), Contract ID (2920), Start Date (2/19/2019), Est. End Date (5/31/2019), Hours Auth (0), Estimated Cost (\$1,099.00), Vendor ID, Workers Comp, and Acctg Fund. Below these fields is a table with columns: ID, Start of Period, End of Period, Hours, Fund, Class, and Gross Pay. The table contains one row with ID 2920. At the bottom, there are summary fields for Hours Worked, Hours Remaining, Funds Used, and Funds Remaining. The footer shows 'Record: 1 of 1' and a search bar.

- Maintain Workers Compensation

Worker's Compensation Class

ID	Class Description	Rate	Fund
14/15-8833-20	Hospitals-Professional Employees	1.24	2366
15/16-2501-04	Sewing - Blankets or Pads	2.82	2305
15/16-2759-15	Box Box Shook or Pallet Mfg-Wooden	5.55	2306
15/16-4130-05	Glass Merchants	4.66	2323
15/16-4511	Analytical Labarotories or Assaying-incl	0.66	2324
15/16-5190-05	Elec Wire - Bldg-Inst/Rep Fix/Apl	4.5	2337
15/16-5191-22	CMPTR Dvce Instl, Insp, Svc, or Repair	0.87	2335
15/16-5403-05	Carpentry-Cons Res Dwelling	12.79	2336

- Maintain funding sources

Existing Funding Sources

ID	Fund Name	Fund Number	Fund Secondary	Inactive
0-2351	ISY - Summer	35-00-8035-10-02	01-00-2351-00-00	<input checked="" type="checkbox"/>
0-2351	ISY - Summer	90-00-8035-10-02	01-00-2351-00-00	<input checked="" type="checkbox"/>
00-2300	SSBG	86-00-8035-03-02	01-00-2300-00-00	<input checked="" type="checkbox"/>
00-2300	SSBG	24-00-8035-03-02	01-00-2300-00-00	<input checked="" type="checkbox"/>
00-2300	SSBG	66-00-8035-03-02	01-00-2300-00-00	<input checked="" type="checkbox"/>
00-2300	SSBG - OSY	53-00-8035-10-02	01-00-2300-00-00	<input type="checkbox"/>
00-2310	SSBG - OSY	53-00-8035-10-02	01-00-2310-00-00	<input type="checkbox"/>

Active clients module

- Follow-up activity

Staff	Status:	Contact Type:	Date:
ER	Exited Program		05/05/2017
Notes: Exited employed at Pizza Hutt			

Ana	Individualized/ Trg		09/30/2016
Notes: Participant's file has been updated to Individualized/Training Services as of today.			

Ana	Intensive		07/29/2016
Notes: ABE/GED			

- Client activity

Workshop Date	Date of Completion	Workshop Title
2/26/2020	2/26/2020	Work Readiness (Internship/OJT)
2/26/2020	2/26/2020	Career Exploration Workshop EOC Lab 3
2/25/2020	2/25/2020	Interviewing With Confidence CRC Lab 2
1/17/2020	1/17/2020	TABE Test-8/Retest-4

- Accounting reports

WIOA RWS Individualized 1A

	Participant ID	Participant Name	Case Manager	Fund	SubCode	Activity	Title
1	1724503		Lalenia Ohn	WIOA RWS		Individualized	1A
2	1325575		Christine Gutierrez	WIOA RWS		Individualized	1A
3	1885004		Eduardo Nunez	WIOA RWS		Individualized	1A
4	2024540		Eduardo Nunez	WIOA RWS		Individualized	1A
5	1988493		Lalenia Ohn	WIOA RWS		Individualized	1A

Event Registration System

The Event Registration System provides:

- web interface: <https://events.ypic.com>
- on-line registration Agency for events (job fairs, trainings, etc.)

IT Orientation
July 01, 2019 @ 10:00 AM

Location:	Organizer:	Map:
YPIC EOC Center	Gary R Gammel	
3842 W 16th Street	9283290990	
Yuma, AZ 90278	noc@ypic.com	
First Name: <input type="text"/>	Last Name: <input type="text"/>	
Phone Number: <input type="text"/>	Email Address: <input type="text"/>	

- customizable demographic reports (veteran status, zip code, etc.)

Enrollees Veteran Preference Tribal Members How did Enrollees learn of Event?	March 22, 2019 @ 11:00 AM there were 117 enrollees there were 40 enrollees claiming Veteran Preference there were 0 enrollees claiming Tribal Membership
--	--

- online user guide: <https://events.ypic.com/images/EventRegistrationSystem.pdf>

Client Referral System

The Client Referral System provides:

- Web interface – <https://crs.ypic.com>
- WIOA compliant Inter-Agency referrals

Referring Agency: YPIC IT Dept
 Referring Staff: ggammel
 Type of Service: Initial Consultation
 Referred to Partner: Arizona@Work - ResCare
 Notes: Client was determined to be supremely qualified, and referred for program Orientation

Generate Referral

- Basic client demographics, history and referral notes

Referral History				
Date	Partner Agency	Staff	Type Of Service	Opt-Out
2020-03-17	Referred By: YPIC IT Dept Referred To: Arizona@Work - Youth Services just a test!	GGammel	Referral	Opt-Out

- Customizable referral activity reports (referred to/referred from)

Report Generator

Start Date: mm / dd / yyyy End Date: mm / dd / yyyy

Referrals from: Select Partner Agency from drop-down list Referrals to: Select Partner Agency from drop-down list

Generate Report

- Online User Guide - <https://crs.ypic.com/images/ClientReferralSystem.pdf>

- B. Provide proposed local levels of performance for Title I-B for Program Years 2020-2021 in the format provided in Appendix I and describe the economic conditions experienced in the LWDA and the characteristics of the actual individuals served supporting the proposed levels of performance. (After negotiation with DES, update the local plan to provide the levels of performance negotiated with DES consistent with WIOA Sec. 116(c)). The negotiated levels of performance are to be used by the LWDB for measuring performance of the local fiscal agent (where appropriate), eligible providers under WIOA Title I-B, and the ARIZONA@WORK system (20 CFR 679.560(b)(16)).**

The Workforce Innovation and Opportunity Act (WIOA) prescribe accountability for job seekers, employers, and tax payers. It establishes common performance measures across the four core programs and requires partner mandated programs to report on the same indicators. Duplication of services and gaps within the current workforce delivery system are being identified. Policies and collaborative agreements are being discussed to maximize resources that foster a unified and consistent approach to the provision of workforce delivery services.

Customers served by the LWDB have an impact on outcomes depending on the types of services provided and other unique factors related to the population served. Therefore, it is vital that partners identify the substantial differences relative to the target populations they are mandated to serve. This includes any employment barriers that their participants share. This better prepares the local area for the negotiation of performance standards with the State. The sharing of past performance indicators and current strategies utilized to serve targeted populations will provide a baseline to measure against future performance outcomes and assist in the negotiation process.

The LWDB and the BOS will consider the past program year's characteristics, and will establish the expected economic conditions and characteristics of participants to be served in the local area, using the statistical adjustment model developed at the Federal levels a tool. The executive level staff of ARIZONA@WORK-Yuma County will negotiate performance measure goals on behalf of the LWDB. The LWDB will discuss the performance measures with line staff of the ARIZONA@WORK-Yuma County and provider staff. A determination of the local area proposed performance measures will be made based on the aforementioned criteria. This local area proposed performance measure will be the starting point for negotiations with the State.

See Table in **APPENDIX I**.

Section 6. PUBLIC COMMENT

- A. Describe the process used by the LWDB to provide no more than 30-day public comment period through electronic and other means (such as public hearings or local media) prior to submission of the plan, including an opportunity to have input into the development of the local plan, particularly for representatives of businesses, education, and labor organizations (20 CFR 679.560 (19)).**

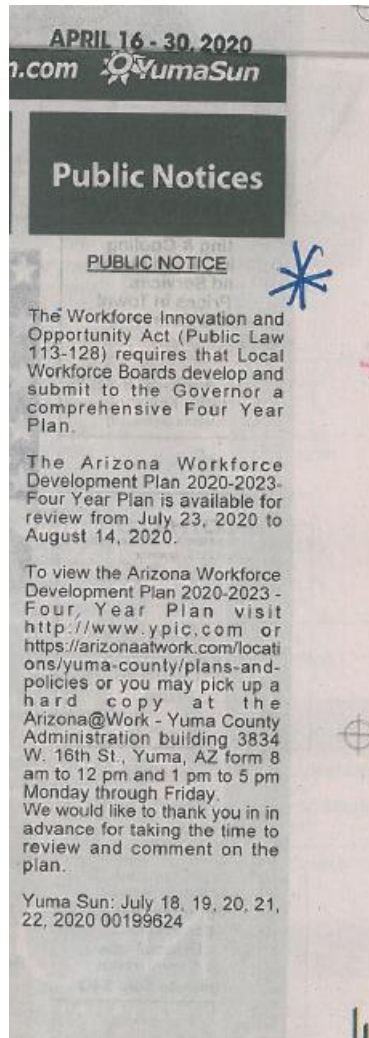
As mandated by the State of Arizona Workforce Council, ARIZONA@WORK-Yuma County will use the following methods to make the Local Plan available to the LWDB and BOS for approval, public, representatives of the business, and representative of labor organization for review and comments, see below:

Yuma County Workforce Development 4 Year Plan **2020-2023**

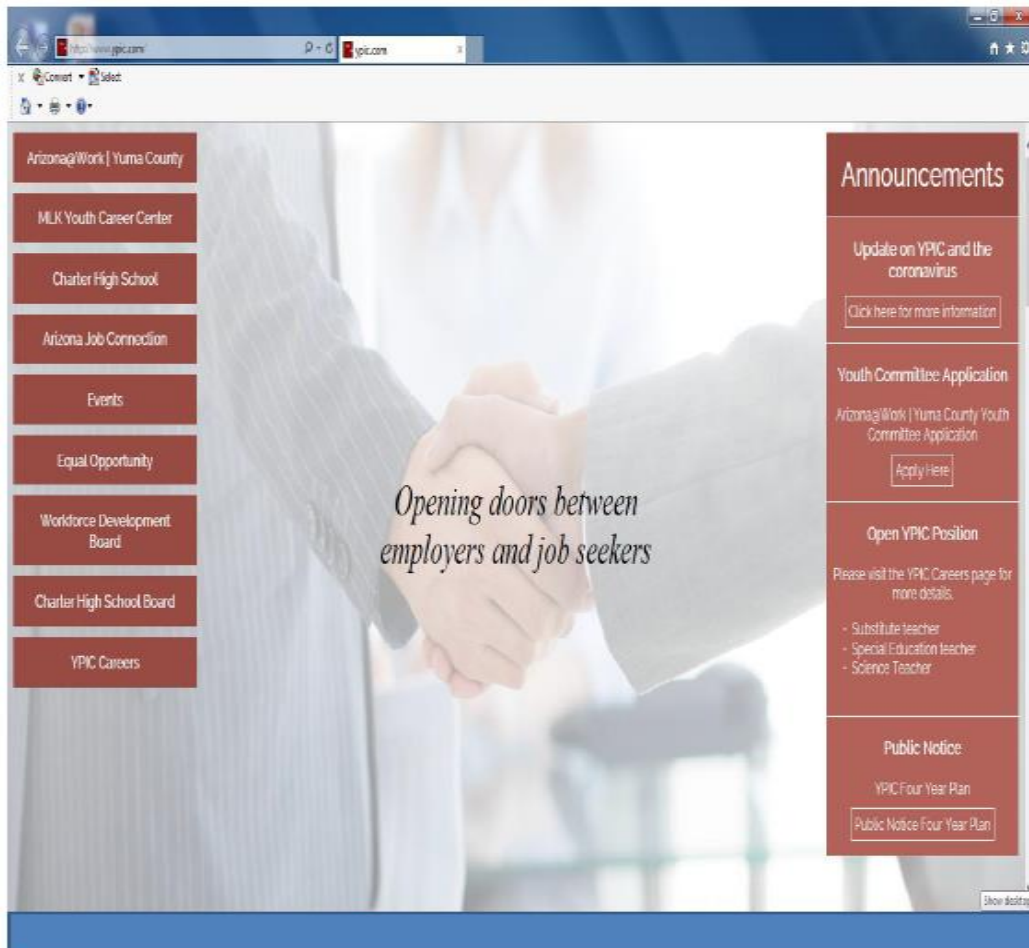
Name	LWDB Members
Maria Chavoya	Arizona Complete Health Regional Manager, Community Affairs ADES
Jesus Garcia	Acacia Home Health, Inc.
Steven M. Miller	Arizona Dept. of Corrections-Yuma Complex
Antonio Zuniga	Hunter Employment
Douglas P. Pancrazi	A.T. Pancrazi Insurance Agency
Samuel G. Loveless	Haven Healthcare
Wayne Rooks	MCR Development LLC
Marisol Kelland	Nicklaus Engineering, Inc.
Blanca G. Garza	S & A Industries
Diane Poirot	Yuma Regional Medical Center
Daniel P. Corr	Arizona Western College
Judith Castro	ADES – Vocational Rehabilitation Services
Charles Grube	International Brotherhood of Electrical Workers 570
Kevin Imes	Southwest Technical Education District of Yuma (STEDY)
Gregory LaVann	Greater Economic Development Inc.
Miguel Ramos	Employment Services Workforce Administration
Jesse Figueroa	Adult Literacy Plus of Southwest Arizona
*Vacant	Business
*Vacant	Workforce (Labor/Union)

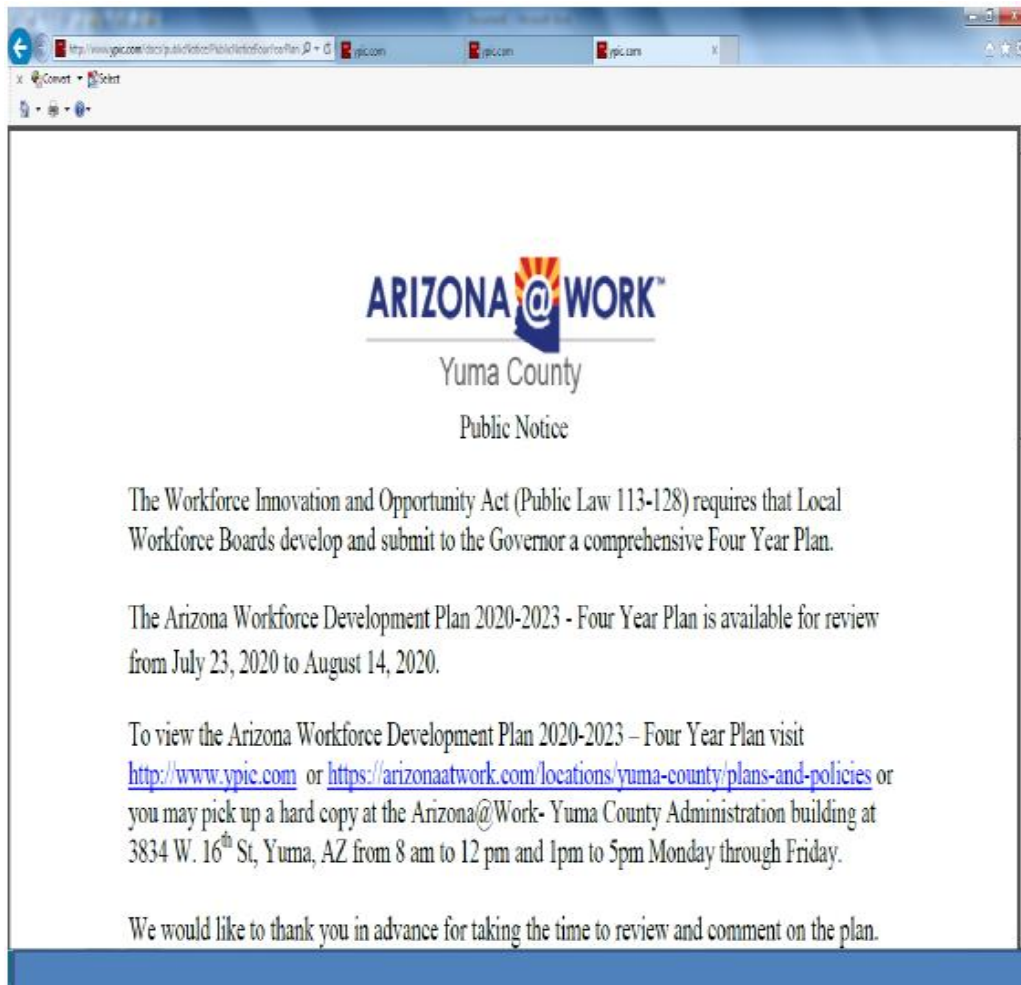
*Nomination pending by Board of Supervisors (BOS)

1. Arizona Workforce Development Plan 2020-2023 is placed in the local newspaper (Yuma Sun), to notifying the public, not to exceed more than 30 days for review and comments.

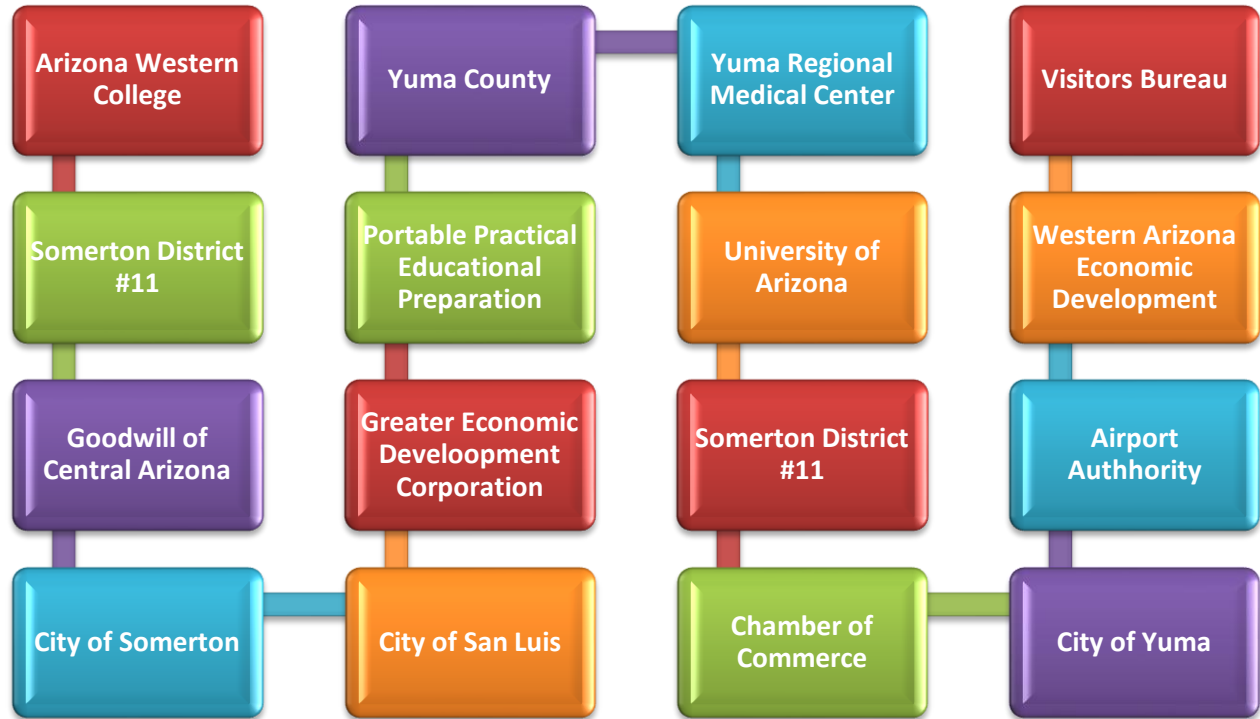


2. The Public Notice announcing the availability of the Arizona Workforce Development Plan 2020-2023 is also advertised on the ARIZONA@WORK-Yuma County website <http://www.ypic.com>.





3. Copies of the plan are made available in the ARIZONA@WORK-Yuma County Administration office located 3834 W. 16th Yuma, AZ.
4. The complete Arizona Workforce Development Plan 2020-2023 is posted on the aforementioned website.
 - a) <http://www.ypic.com>
 - b) <https://arizonaatwork.com/locations/yuma-county>
5. A review and comment period of no more than 30 days of the Arizona Workforce Development Plan 2020-2023 commences with an e-mail to local stakeholders that provides an opportunity for comments, suggestions, and recommendations by representatives of the LWDB, chief elected officials, businesses, institutions of higher education, labor organizations, other primary stakeholders, and the general public regarding the local Plan.
6. Key stakeholders that received Public Notice and a copy of the Arizona Workforce Development Plan 2020-2023 are listed below:



B. Include any comments received that expressed disagreement with the local plan. (20 CFR 670.560(21)(e))

1. Comments are reviewed by the LWDB and recommend any modifications to the plan.
 - a. Copy of all comments received as result of the public notice.

***No comments were received from the public**

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Appendix I. Performance Measures

The following are the proposed Workforce Innovation and Opportunity Act (WIOA) Title I-B Performance Measures and Levels of Performance for PY 2020 and PY 2021 for the Yuma County Local Workforce Development Area:

	Title I-B – Adult Program			
	Program Year: 2020		Program Year: 2021	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	76.9%	76.9%	76.9%	76.9%
Employment (Fourth Quarter after Exit)	71.4%	71.4%	71.4%	71.4%
Median Earnings (Second Quarter after Exit)	\$5,400	\$5,400	\$5,400	\$5,400
Credential Attainment Rate	66%	66%	66%	66%
Measurable Skill Gains	59.2%	59.2%	59.2%	59.2%

	Title I-B – Dislocated Worker Program			
	Program Year: 2020		Program Year: 2021	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	78%	78%	78%	78%
Employment (Fourth Quarter after Exit)	75%	75%	75%	75%
Median Earnings (Second Quarter after Exit)	\$5,400	\$5,400	\$5,400	\$5,400
Credential Attainment Rate	71.1%	71.1%	71.1%	71.1%
Measurable Skill Gains	50%	50%	50%	50%

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	Title I-B – Youth Program			
	Program Year: 2020		Program Year: 2021	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	76%	76%	76%	76%
Employment (Fourth Quarter after Exit)	74.6%	74.6%	74.6%	74.6%
Median Earnings (Second Quarter after Exit)	\$4,500	\$4,500	\$4,500	\$4,500
Credential Attainment Rate	54%	54%	54%	54%
Measurable Skill Gains	52.8%	52.8%	52.8%	52.8%

- C. **Performance Goals:** Using the table and instructions provided in Appendix I, include the local area'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 for Title I.

See Table in **APPENDIX I**.

Appendix II. In-Demand Industries and Occupations

NAICS Code(s)	Industry Title
11	Agriculture, Forestry, Fishing and Hunting
22	Renewable Energy
23	Construction
31-33	Manufacturing
48-49	Transportation and Warehousing
54	Professional Scientific and Technical Services
56	Administrative and Waste Services
62	Healthcare and Social Assistance
72	Accommodation and Food Services
81	Other Services (except Public Administration)
92	Public Administration

In-Demand Industries and Occupations

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SOC Code*	Occupation Title	NAICS Code*	Industry Title
45-2099	Agriculture Workers, All Other	11	Agriculture, Forestry, Fishing and Hunting
47-2231	Solar Photovoltaic Installers	22	Renewable Energy
49-9021	Heating, Air Conditioning & Refrigeration, Mechanics/Installers	23	Construction
47-2711	Electricians	23	Construction
47-3019	Helpers, Construction Trades	23	Construction
17-3029	Manufacturing Production Technicians	31-33	Manufacturing
53-3032	Heavy and tractor-Trailer Truck Drivers	48-49	Transportation and Warehousing
15-1150	Computer User Support Specialist	54	Professional, Scientific, & Technical Services
15-1212	Information Security Analysts	54	Professional, Scientific, & Technical Services
23-2011	Paralegal and Legal Assistance	54	Professional, Scientific, & Technical Services
43-9061	Office Clerk, General	56	Administrative and Waste
21-1094	Community Health Worker	62	Healthcare
29-2042	Emergency Medical Technicians	62	Healthcare
31-1131	Nursing Assistants	62	Healthcare and Social Assistance
29-2072	Medical Records Specialist	62	Healthcare and Social Assistance
31-9092	Medical Assistant	62	Healthcare and Social Assistance
31-9097	Phlebotomists	62	Healthcare and Social Assistance
25-2011	Preschool Teachers	62	Healthcare and Social Assistance

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35-2021	Food Preparation Workers	72	Accommodation & Food Services
49-3023	Automotive Service Technicians & Mechanics	81	Other Services (except Public Administration)
43-4050	Customer Service Representative	81	Other Services (except Public Administration)
33-3051	Police and Sheriff's Patrol officers	92	Public Administration