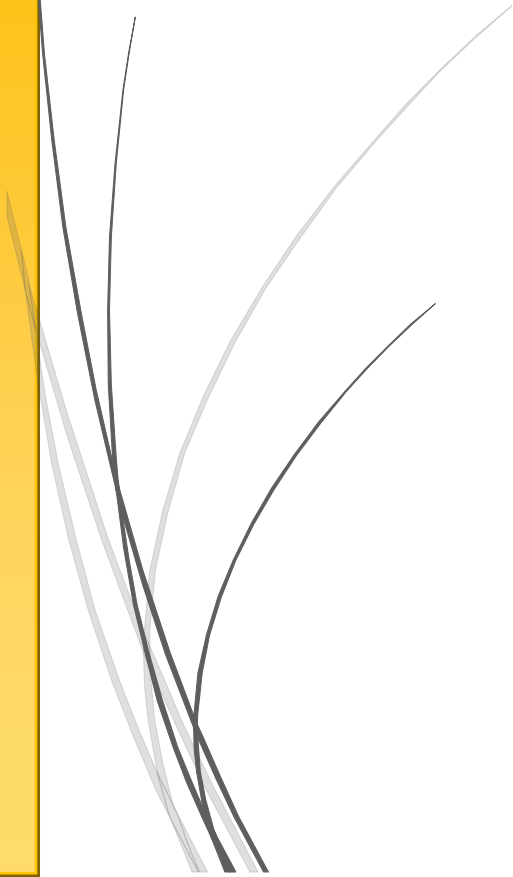






NORTHEASTERN ARIZONA

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# ARIZONA@WORK

## Northeastern Arizona

### Local Workforce Development Plan

### Program Years 2020 - 2023

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## INTRODUCTION

### Composition of the ARIZONA@WORK Northeastern Arizona Workforce Development Plan

Section 108 of the Workforce Innovation and Opportunity Act (WIOA) states in part:

*“Each local board shall develop and submit to the Governor a comprehensive 4-year local plan, in partnership with the chief elected official. The local plan shall support the strategy described in the State plan in accordance with section 102(b)(1)(E), and otherwise be consistent with the State plan. ...*

*At the end of the first 2-year period of the 4-year local plan, each local board shall review the local plan and the local board, in partnership with the chief elected official, shall prepare and submit modifications to the local plan to reflect changes in labor market and economic conditions or in other factors affecting the implementation of the local plan.”*

Modifications are required to reflect changes to:

- A. Labor market and economic conditions; and
- B. Other factors affecting the implementation of the local plan including:
  - i. Significant changes in local economic conditions;
  - ii. Changes in available financing to support WIOA Title I and partner-provided WIOA services;
  - iii. Local Workforce Development Board structure; and
  - iv. The need to revise strategies to meet local performance goals.

This plan was composed by the Northeastern Arizona Local Workforce Development Board (NEAZ LWDB) in partnership with the Navajo County Board of Supervisors. Entities representing the required partner programs as defined under WIOA also participated by providing input regarding their area of expertise. Community stakeholders as well as the general public were also afforded the opportunity to contribute to this effort through a public comment period.

Once approved, the Northeastern Arizona Local Workforce Development Board in partnership with the Navajo County Board of Supervisors (Chief Elected Official) shall review and modify this plan as necessary but no later than two years after its implementation.

This plan was developed by the LWDB, with input from core and other required program partners as well as outside stakeholders. It is intended to be used as a guiding document designed to fulfill this collective responsibility. The service delivery model described in this plan will ensure that services are provided based on the following characteristics outlined by the Workforce Arizona Council (WAC):

- **Extensive Knowledge of Local Economy:** Local Workforce Development Boards and ARIZONA@WORK Job Centers have extensive knowledge about the local and regional economy they serve and use labor market, economic, and employer data to inform decision-making about how to maximize the impact of the public workforce system on the local and regional economy.
- **Business Engagement:** Local Workforce Development Board's and ARIZONA@WORK Job Centers efforts to engage business partners are robust and comprehensive. Business Services representatives in the local areas will possess the knowledge, expertise and capacity to design and deploy custom workforce solutions for employers.

- **Sector Partnerships:** Local Workforce Development Boards and ARIZONA@WORK Job Centers convene and/or participate in one or more sector partnerships that are rooted in economic and labor market data analysis and driven by industry.
- **Work-Based Learning Opportunities:** Local Workforce Development Boards and ARIZONA@WORK Job Centers collaborate with employers to increase the availability of work-based learning opportunities such as on-the-job training, work experiences, pre-apprenticeships, and Registered Apprenticeship as training paths to employment.
- **Job Seekers Trained for In-Demand Jobs:** Local Workforce Development Boards and ARIZONA@WORK Job Centers focus education and training efforts on equipping job seekers and workers with skills and credentials directly connected to job placements along career pathways in high-growth/high-wage industries to the greatest extent possible.
- **Industry-recognized Credentials:** Local Workforce Development Boards and ARIZONA@WORK Job Centers increase the number of participants who attain personal, portable, industry recognized credentials.
- **Career Pathways:** Local Workforce Development Boards and ARIZONA@WORK Job Centers perpetually work to create new career pathways and promote existing employer-validated career pathways.
- **Access to Services:** Local Workforce Development Boards and ARIZONA@WORK Job Centers ensure access to skill development and employment services for all job seekers including access to supportive services and relevant guidance for those with barriers to employment.
- **Actively Engage Veterans and Other Priority and Special Populations:** Local Workforce Development Boards and ARIZONA@WORK Job Centers, working collaboratively with other community or statewide efforts when available, implement effective strategies to engage Veterans and other priority and special populations (as defined in WIOA) in workforce development services.
- **Highly Integrated Service Delivery System:** Local Workforce Development Boards and ARIZONA@WORK Job Centers ensure that service delivery and resources are fully integrated, coordinated between all job center partners, and centered on meeting the needs of job seekers, workers, and business customers. An integrated model of service delivery and resources includes policies that enable partners to share and use captured information across multiple programs; cross-program staffing and customer flow management that optimizes efficiency and enhances customer experiences; and a management information system that effectively shares customer information across programs.
- **Continuous Evaluation and Improvement of Services:** Local Workforce Development Boards and ARIZONA@WORK Job Centers continuously evaluate and improve services and processes to increase job seeker, worker, and business customer access and satisfaction, and achieve performance measures.
- **Use Evidence-based, Best and Promising Practices for Service Delivery:** Local Workforce Development Boards and ARIZONA@WORK Job Centers provide comprehensive business and skill development services using best and promising practices and/or evidence-based practices when available.

## **IMPACT OF COVID-19 VIRUS ON THIS PLAN**

The introduction of the Covid-19 virus which took hold of the nation in March 2020 will have a profound impact on the public workforce system. For ARIZONA@WORK Northeastern Arizona, having to react to the realities the virus has placed upon our service delivery system, this plan is based on what is known at the time of submission. It is an accepted fact that it will

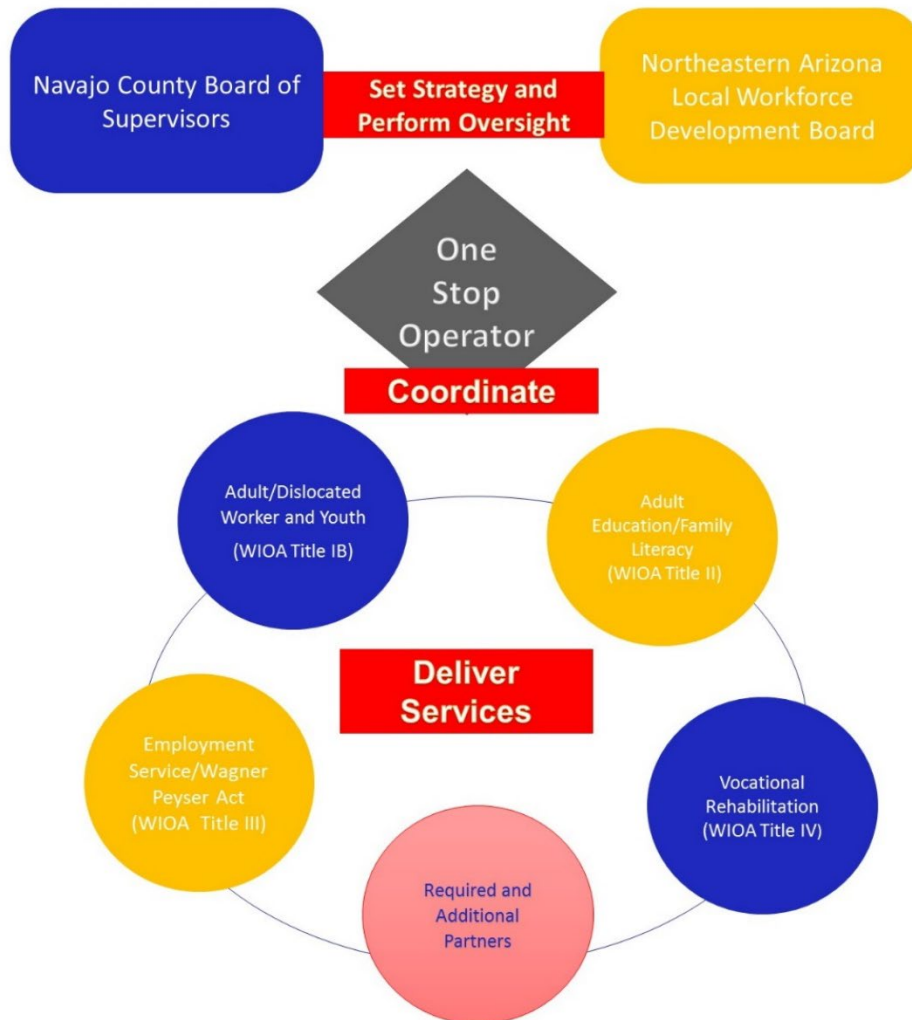
require a review and possible modification prior to the mandated two-year update.

Covid-19 has brought to light that it has never been more apparent that the ARIZONA@WORK delivery system must undergo revolutionary changes in order to not only modernize and keep pace with the “new normal”, but also to take advantage of revised processes that under otherwise “normal” circumstances would have taken years to implement. Through necessity, the ARIZONA@WORK Northeastern Arizona system looks to expedite new approaches to serving our customers. These new processes have also validated the need for the strategies outlined in this plan. The Northeastern Arizona Local Workforce Development Board intends to continue developing a system framework that allows for proactive decision making.

Moving forward and determining the total effect Covid-19 has had on the local economy and its impact on individuals requires new thinking. Strategies in this plan will focus on driving the local workforce system in a more innovative direction, one focused on a new wave of strategic thinking that will challenge the public workforce system’s partners to exceed customer expectations by offering a new service delivery culture and service mechanisms.

## Section 1 – Infrastructure

The Northeastern Arizona Local Workforce Development Board (LWDB), in a shared governance role, with the Navajo County Board of Supervisors serves as a strategic convener to promote and broker effective relationships among economic, education, and workforce partners throughout the local area. The LWDB is responsible for developing a strategy based on the six purposes of WIOA to continuously improve and strengthen the ARIZONA@WORK system through innovation in, and alignment and improvement of, employment, training, and education programs to promote economic growth.



### A. Description of the LWDA

The Northeastern Arizona LWDA is a vast rural area encompassing over 25,973 square miles of non-tribal lands in the central portion of Northeastern Arizona. The area is geographically diverse, ranging from a desert climate in the southern regions to high desert and mountains, including the White Mountains, Arizona’s second-highest mountain range. The population of the Northeastern Arizona local area is approximately 130,000.

1. **The LWDA** includes the non-tribal lands of Navajo, Apache, and Gila Counties.



2. The Navajo County Board of Supervisors is the designated Chief Elected Official pursuant to the INTERGOVERNMENTAL AGREEMENT that formed the Northeastern Arizona Local Workforce Development Area and became effective on July 1, 2015.
3. WIOA Functions are carried out by various entities including:
  - i. **Local Fiscal Agent** – Navajo County
  - ii. **LWDB Director and Staff** – Navajo County
  - iii. **Title IB Adult and Dislocated Worker Programs** – The Northeastern Arizona Workforce Development Board in partnership with the Chief Elected Official selected the Navajo County Health District to serve as the Title IB Adult, Dislocated Worker, and Youth Service Provider.
  - iv. **Title IB Youth Program** – The Northeastern Arizona Workforce Development Board in partnership with the Chief Elected Official selected the Navajo County Health District to serve as the Title IB Adult, Dislocated Worker, and Youth Service Provider. The Navajo County Health District, as part of the provision of the Youth Program, ensures all required Youth elements are available to program participants. For additional details related to the 14 Youth Elements including the strategies utilized in the Northeastern Arizona LWDA for each, please refer to Section 3.J.2. “Fourteen (14) Youth Program Elements” of this plan.
 

**One Stop Operator** – The Northeastern LWDB selected Reveille Foundation as the One Stop Operator.
  - v. **Other Contracts** – The LWDB has entered into Memoranda of Agreement (MOAs) with Northland Pioneer College and Navajo County Probation. These MOUs include provision of intake, assessment, and referral services to WIOA Title IB applicants and payment of salaries for staff trained to conduct these processes.
  - vi. **Monitoring, Audit, and Oversight** – The Northeastern Arizona LWDB Staff conduct monitoring, audit, and oversight activities.
  - vii. **Overall Operations** – The Northeastern Arizona LWDB Staff perform overall operations duties including administrative duties, fiscal operations (in partnership with the Navajo County Finance Director) and duties related to board membership

The Navajo County Board of Supervisors in partnership with the LWDB have designated to their respective staff the development of an Organizational Chart depicting the staff that perform the governance functions and the associated chain of command as well as the staff that perform the operation functions and the associated chain of command. The Organizational Chart is attached to this document as Exhibit A. The designation of different departments within Navajo County and the associated chains of command create the firewalls required by WIOA and corresponding regulations, Uniform Guidance (2 CFR part 200), the State’s conflict of interest policy (20 CFR 679.430 and State Workforce Policy #8), State Workforce Policy #4 (ARIZONA@WORK One Stop Operator and Service Provider Selection), and State Workforce Policy #1 (Local Governance).

## **vii. LWDA Partner Programs**

### **Department of Labor (DOL)**

#### **A. WIOA title I programs:**

- a. Title IB Adult Program - Services target individuals who are 18 and older and who have been chronically unemployed or underemployed, have barriers to getting and keeping a job, and need assistance with job search and/or training. Navajo County Health District is the current service provider.
  - b. Title IB Dislocated Worker Program - Services target individuals who have lost their jobs due to closure or downsizing through no fault of their own. Navajo County Health District is the current service provider.
  - c. Title IB Youth Program - Services for youth 14 years to 24 years of age who have barriers to getting and keeping a job and need educational and employment services. Navajo County Health District is the current service provider.
  - d. Job Corps – Connections are in place with the Phoenix Job Corps Center; there are no local service providers for Job Corps in Northeastern Arizona
- B. Wagner-Peyser Act Employment Service (ES) program, authorized under the Wagner- Peyser Act (29 U.S.C. 49 et seq.), as amended by WIOA title III - Services target individuals who need help with updating or developing a resume and labor exchange assistance that connects them to employment. Arizona Department of Economic Security is the service provider.
- C. The State Vocational Rehabilitation (VR) Services program, authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), as amended by WIOA title IV - Services target individuals with disabilities and as per the WIOA will be treated mainstream when accessing the American Job Centers. Arizona Department of Economic Security is the provider.
- D. Senior Community Service Employment Program (SCSEP), authorized under title V of the Older Americans Act of 1965 - Services older adults through Senior Community Service Employment Program with employment and training assistance. The Arizona Agency on Aging is the provider in Gila County while NACOG is the provider in Navajo and Apache Counties.
- E. Trade Adjustment Assistance (TAA) activities, authorized under chapter 2 of title II of the Trade Act of 1974 - Services individuals who are eligible workers who lose their jobs, or whose hours of work and wages are reduced, because of increased imports or production transfers abroad. Arizona Department of Economic Security is the provider.
- F. Unemployment Compensation (UC) programs - Services individuals who are unemployed and eligible to receive unemployment compensation. Arizona Department of Economic Security is the provider.
- G. Jobs for Veterans State Grants (JVSG) programs, authorized under chapter 41 of title 38, U.S.C. - Services individuals who are veterans with significant barriers to employment to receive tailored employment and training services. Arizona Department of Economic Security is the provider.

### **Department of Education (ED)**

- H. Adult Education and Family Literacy Act (AEFLA) program, authorized under WIOA title II - Services target individuals in need of basic education classes with low basic skills and low educational attainment; English language acquisition for eligible learners to achieve competence in reading, writing, speaking and

comprehension of the English language; and math skills needed to attain a high school credential and transition to post-secondary education and employment. Gila County Educational Service Agency and Northland Pioneer College are the current service providers.

- I. Career and technical education programs at the postsecondary level, authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) – Northland Pioneer College is the current service provider for Navajo and Apache Counties.

**Department of Health and Human Services (HHS)**

- J. Employment and training activities carried out under the Community Services Block Grant (CSBG) programs (42 U.S.C. 9901 et seq.) – Gila County Community Services is the current service provider in Gila County.
- K. Temporary Assistance for Needy Families (TANF) program, authorized under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.), unless exempted by the Governor under 20 CFR 678.405(b), 34 CFR 361.405(b), and 34 CFR 463.405(b).

**Funding streams not available in the local area include:**

- Employment and Training Housing and Urban Development
- Reentry Employment Opportunities (REO) programs (formerly known as Reintegration of Ex-Offenders Program (RExO))
- Migrant and Seasonal Farmworkers
- YouthBuild

**B. Regional Planning Efforts**

The Northeastern Arizona LWDB collaborates with other LWDBs to discuss best practices in strategic planning and service delivery. The LWDB is beginning the work to coordinate formally on projects such as an integrated case management technology platform, virtual reality career exploration, and increasing coordination of all partners on a regional and statewide level to increase alignment of the ARIZONA@WORK system.

## **Section 2 –Strategic Planning Elements**

### **Part a- Economic, Workforce, and Workforce Development Activities Analyses**

#### **A. Economic Analysis**

##### **1. Economic Conditions**

The COVID-19 Pandemic caused an immediate downturn in the economy nationwide and the situation is still unfolding in Northeastern Arizona. While it may take months to fully understand the impacts, data that is available upon the writing of this plan shows that unemployment rates rose slightly in March with a large spike in April. The LWDB will continue to monitor unemployment rates over the coming months and additional economic indicators such as labor force numbers, number of new and continuing unemployment insurance claims, and poverty levels and modify service delivery as necessary to meet the needs of both employers and job seekers in Northeastern Arizona. The industries and occupations identified as in-demand are based on historical and projected data and the LWDB outlines strategies within this plan to ensure collection and analysis of real-time data to inform decisions including the need to modify targeted industries and occupations.

The LWDB has the challenge of consolidating labor market information that encompasses a very large geographic area with multiple population centers which have distinctly different economic, demographic, and environmental characteristics. While the LWDB did analyze the report compiled by the Arizona Office of Economic Opportunity on the Economic Conditions in Northeastern Arizona (included as Exhibit B) this data considers the entire 3-County region with data points that include tribal lands. The LWDB decided in order to effectively serve the region it is important to look at sub-regions and develop strategies that consider the characteristics and needs of each of these 5 population centers. To that end, the LWDB commissioned a labor market report (attached as Exhibit C) that considered the population centers separately. The LWDB has identified in-demand industries and occupations based on knowledge of current and expected industry trends, a review of the regional economic development strategies, as well as a thorough assessment of the assessment on industries and occupations in Northeastern Arizona compiled by the State of Arizona Office of Economic Opportunity (OEO) (attached as Exhibit D) and the report described above. The LWDB believes that by considering the unique needs of each population center/sub-region in its planning and decision-making process, the ARIZONA@WORK Northeastern Arizona workforce system is better prepared to serve the needs of businesses and jobseekers throughout the workforce area. This same approach will be utilized as the LWDB guides the system in the implementation of the strategies associated with each of the goals outlined in this plan.

**Table 1: Existing and Emerging In-Demand Industries**

<b>NAICS Code(s)</b>	<b>Industry Title</b>
<b>62</b>	<b>Health Care and Social Assistance</b>
<b>21</b>	<b>Mining, Quarrying, and Oil and Gas Extraction</b>
<b>23</b>	<b>Construction</b>
<b>22</b>	<b>Utilities</b>
<b>Professional Customer Service Industry<sup>1</sup></b>	
<sup>1</sup> The Professional Customer Service Industry combines the following NAICS Industry Codes: NAICS 524 Insurance Carriers and Related Activities; NAICS 522 Credit Intermediation and Related Activities; and NAICS 531 Real Estate	
<b>Wood Products Industry<sup>2</sup></b>	
<sup>2</sup> The Wood Products Industry combines the following NAICS Industry Codes: NAICS 113 Forestry and Logging; NAICS 115; Support Activities for Agriculture and Forestry; and NAICS 321 Wood Product Manufacturing	
<b>Tourism, Hospitality, and Leisure<sup>3</sup></b>	
<sup>3</sup> The Tourism, Hospitality, and Leisure Industry Combines the following NAICS Codes: NAICS 4511 Sporting Goods, Hobby, and Musical Instrument Stores, NAICS 4532 Office Supplies, Stationery, and Gift Stores, NAICS 7121 Museums, Historical Sites, and Similar Institutions, NAICS 7139 Other Amusement and Recreation Industries, NAICS 7211 Traveler Accommodation, NAICS 7212 RV (Recreational Vehicle) Parks and Recreational Camps, NAICS 7225 Restaurants and Other Eating Places	
<b>Information Technology<sup>4</sup></b>	
<sup>4</sup> The Information Technology Industry combines the following NAICS Industry Codes: 51121 Software Publishers, 51741 Satellite telecommunications, 51791 Other telecommunications; 51821 Data processing hosting, and related services; and 51913 Internet publishing and broadcasting and web search portals.	

**Table 2: Existing and Emerging In-Demand Occupations**

SOC	Occupation Title	NAICS	Industry Title
29-1141	Registered Nurses	62	Health care and social assistance
43-3023	Automotive Service Technicians and Mechanics	Custom Custom	Wood Products Industry Tourism, Hospitality, and Leisure
43-3031	Bookkeeping, Accounting, and Auditing Clerks	62 23 Custom Custom Custom	Health care and social assistance Construction Wood Products Industry Professional Customer Service Tourism, Leisure, and Hospitality
19-4031	Chemical Technicians	21 Custom 22	Mining, quarrying, oil and gas extraction Wood Products Industry Utilities
17-3023	Electrical and Electronics Engineering Technicians	22	Utilities
47-5022	Excavating and Loading Machine and Dragline Operators	21 23 Custom	Mining, quarrying, oil and gas extraction Construction Wood Products Industry
29-2072	Medical Records and Health Information Technicians	62	Health care and social assistance
29-2052	Pharmacy Technicians	62	Health care and social assistance
49-9052	Telecomm Equipment Installers/ Repairers, Except Line Installers	Custom	Information Technology
47-2031	Carpenters	23	Construction
15-1299	Computer Occupations, All Other	Custom Custom	Tourism, Hospitality, and Leisure IT
31-9091	Dental Assistants	62	Health care and social assistance
17-3029	Engineering Techs, Except Drafters, All Other	21	Mining, quarrying, oil and gas extraction
29-2099	Health Technologists and Technicians, All Other	62	Health care and social assistance
13-1071	Human Resources Specialists	62 Custom 22	Health care and social assistance Tourism, Hospitality, and Leisure Utilities
49-9041	Industrial Machinery Mechanics	21 Custom 22	Mining, quarrying, oil and gas extraction Wood Products Industry Utilities
41-3021	Insurance Sales Agents	Custom	Professional Customer Service
43-6013	Medical Secretaries	62	Health care and social assistance
33-9099	Protective Service Workers, All Other	Custom	Professional Customer Service
41-4012	Sales Representatives, Wholesale/ Manufacturing, Except Technical/Scientific	21 Custom Custom	Mining, quarrying, oil and gas extraction Wood Products Industry Tourism, Hospitality, and Leisure
21-1093	Social/Human Service Assist.	62	Health care and social assistance
51-8031	Water/Wastewater Treatment Plant and System Operators	22	Utilities
13-2023	Appraisers/Assessors of Real Estate	Custom	Professional Customer Service
49-3031	Bus and Truck Mechanics and Diesel Engine	21 Custom	Mining, quarrying, oil and gas extraction Wood Products Industry

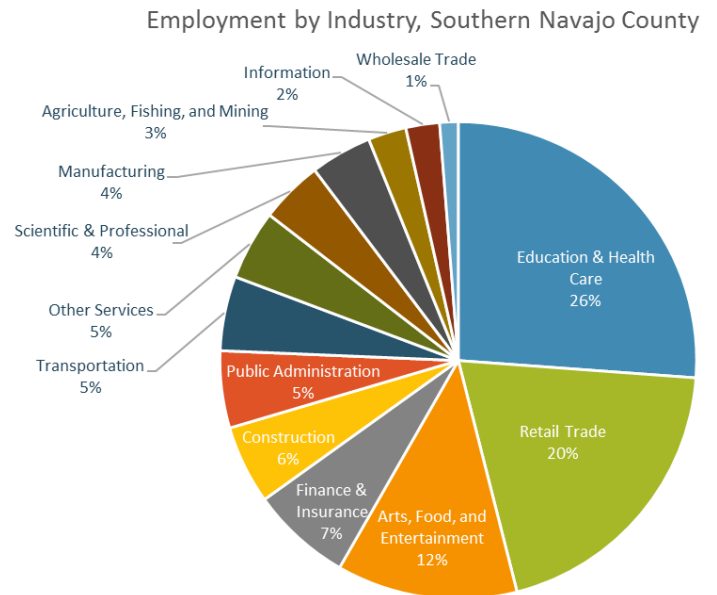
	Specialists	Custom	Tourism, Hospitality, and Leisure
<b>29-1292</b>	Dental Hygienists	62	Health care and social assistance
<b>53-3033</b>	Light Truck or Delivery Services Drivers	23 Custom 22 Custom	Construction Wood Products Industry Utilities Tourism, Hospitality, and Leisure
<b>43-5061</b>	Production, Planning, and Expediting Clerks	62 21 23 Custom 22	Health care and social assistance Mining, quarrying, oil and gas extraction Construction Wood Products Industry Utilities
<b>29-1126</b>	Respiratory Therapists	62	Health care and social assistance
<b>13-2011</b>	Accountants and Auditors	62 Custom Custom	Health care and social assistance Wood Products Industry Professional Customer Service
<b>13-1199</b>	Business Operations Specialists	Custom Custom	Tourism, Hospitality, and Leisure IT
<b>15-1232</b>	Computer User Support Specialists	62 Custom Custom Custom	Health care and social assistance Tourism, Hospitality, and Leisure Professional Customer Service IT
<b>47-4011</b>	Construction and Building Inspectors	22	Utilities
<b>47-2111</b>	Electricians	21 23 Custom	Mining, quarrying, oil and gas extraction Construction Wood Products Industry
<b>53-3032</b>	Heavy and Tractor-Trailer Truck Drivers	21 23 Custom	Mining, quarrying, oil and gas extraction Construction Wood Products Industry
<b>49-9071</b>	Maintenance and Repair Workers, General	62 Custom Custom	Health care and social assistance Tourism, Hospitality, and Leisure Professional Customer Service
<b>49-3042</b>	Mobile Heavy Equipment Mechanics, Except Engines	21 23 Custom	Mining, quarrying, oil and gas extraction Construction Wood Products Industry
<b>43-9061</b>	Office Clerks, General	62 23 22 Custom	Health care and social assistance Construction Utilities Tourism, Hospitality, and Leisure
<b>47-2073</b>	Operating Engineers, Other Construction Equipment Operators	21 23 Custom	Mining, quarrying, oil and gas extraction Construction Wood Products Industry
<b>47-2152</b>	Plumbers, Pipefitters, and Steamfitters	23 Custom Custom	Construction Wood Products Industry Utilities
<b>29-2034</b>	Radiologic Technologists	62	Health care and social assistance
<b>35-1012</b>	First-Line Supervisors-Food Preparation/ Serving	Custom	Tourism, Leisure, and Hospitality
<b>11-9051</b>	Food Service Managers	Custom	Tourism, Leisure, and Hospitality
<b>11-1021</b>	General/Operations Mgrs.	Custom	Tourism, Leisure, and Hospitality
<b>35-1011</b>	Chefs and Head Cooks	Custom	Tourism, Leisure, and Hospitality

## 2. Business Employment Needs in Existing & Emerging Industries & Occupations

### Southern Navajo County

**Employers:** More workers in the region are employed by organizations in the *Retail Trade* sector than any other. Employers from the *Arts, Food and Entertainment* sector are second, and *Finance and Insurance* companies are third. *Construction* and *Public Administration* round out the top five.

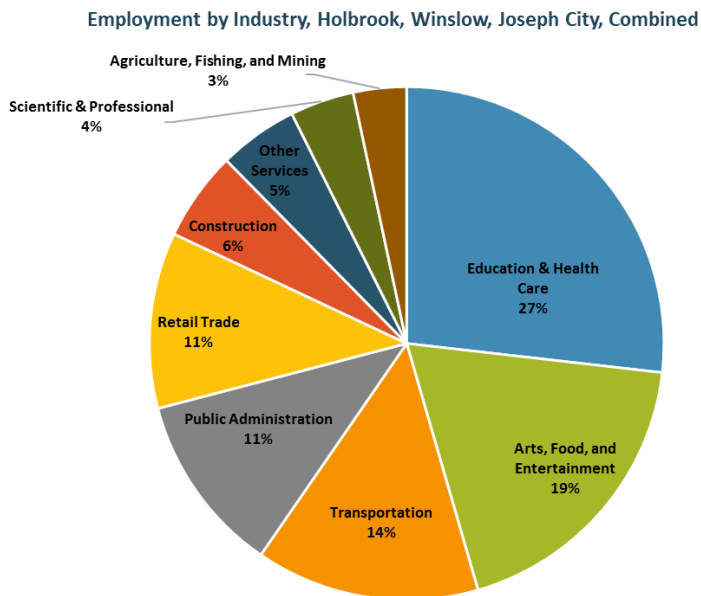
**Jobs:** The largest occupation group in the region is *Sales and Related Occupations*, which includes Cashiers, Real Estate Agents and Telemarketers. *Office and Administrative Support*, which includes Receptionists, Administrative Assistants, Hotel Desk Clerks, and Customer Service Representatives, is second and *Management* is third. Foodservice and Healthcare occupations round out the top five.



### Holbrook/Winslow/Joseph City

#### Employers:

More workers in the region are employed by organizations in the *Education and Health Care* sector than any other. Employers from the *Arts, Food and Entertainment* sector are second, and *Transportation* companies are third.



#### Jobs:

The largest occupation group in the region is *Office and Administrative Support*, including Receptionists, Administrative Assistants, Hotel Desk Clerks, Customer Service Representatives, and Insurance Claims Clerks. Foodservice occupations are second, and *Sales and Related*, which includes Cashiers, Real Estate Agents and Telemarketers, is third.



## Payson

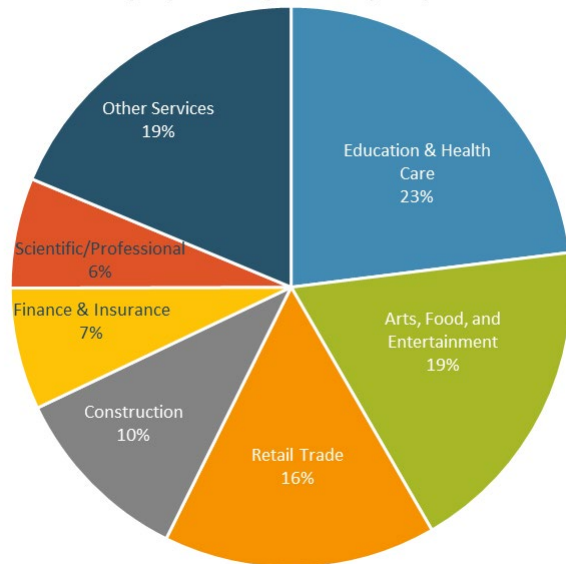
### Employers:

More workers in the region are employed by organizations in the *Education and Health Care* sector than any other. Employers from *Arts, Food and Entertainment* are second, and *Retail Trade* companies are third. *Construction* and *Finance and Insurance* round out the top five.

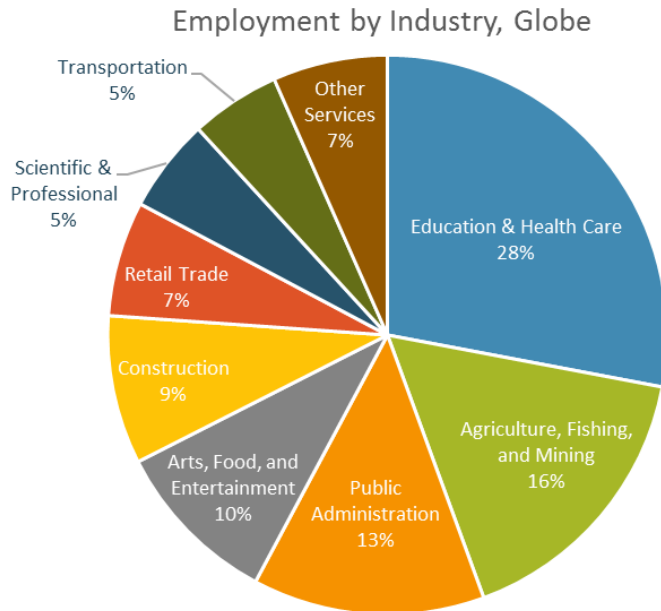
### Jobs:

The largest occupation group in the region is *Sales and Related Occupations*, which includes Cashiers, Real Estate Agents and Telemarketers. *Foodservice* is second. *Office and Administrative Support*, which includes Receptionists, Administrative Assistants, Hotel Desk Clerks, Customer Service Reps, is third. *Construction/Extraction* and *Management* occupations round out the top five.

Employment by Industry, Payson



## Globe



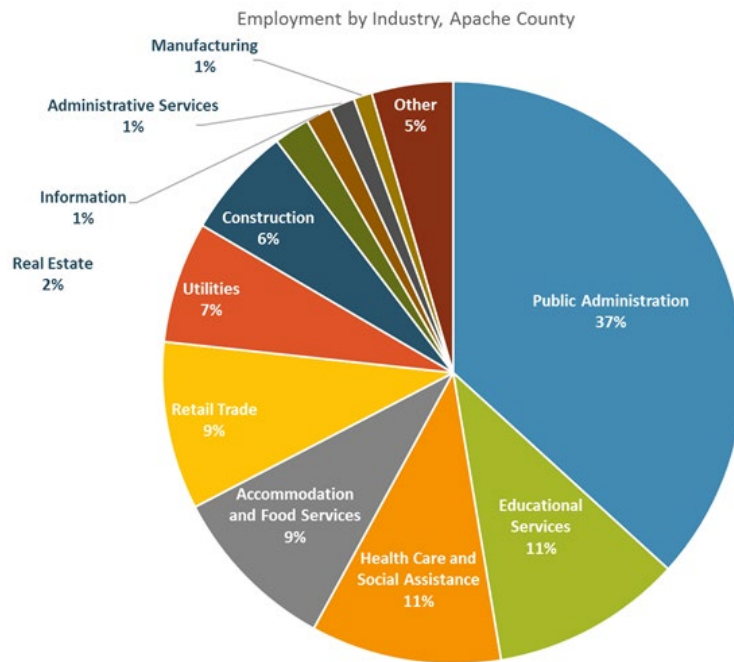
### Employers:

More workers in the region are employed by *Education and Health Care* companies than any other. Employers from *Agriculture, Fishing and Mining* are second, and *Public Administration* is third. *Construction* and *Arts/Food/ Entertainment* round out the top five.

### Jobs:

The largest occupation group in the region is *Office and Administrative Support*, which includes Receptionists, Administrative Assistants, Hotel Desk Clerks, and Customer Service Reps. *Construction/Extraction* is second, and *Education/Training/Library* is third. *Foodservice* and *Community/Social Services* round out the top five.

## Apache County Service Area



### Employers:

More workers in the region are employed by organizations in the *Education and Health Care* sector than any other. *Retail Trade* and *Public Administration* are second and third, respectively. *Transportation and Arts/Food/ Entertainment* companies round out the top five.

### Jobs:

The largest occupation group in the region is *Sales and Related Occupations*, which includes Cashiers and Real Estate Agents. *Office/Admin. Support Occupations*, including Customer Service Reps, Receptionists, Administrative Assts, and Hotel Desk Clerks, is second. *Management* is third. *Construction/ Extraction* and *Education/Training/ Library* round out the top five.

**Projected openings** Information on projected openings is included in the report on prepared by the Arizona Office of Economic Opportunity Economic Conditions (included as Exhibit B). While these estimates are the best information the LWDB has at this time, given the current situation with COVID-19 there are many unknowns about labor market conditions over the next 4 years and this is especially true when attempting to project job openings in in-demand industries and occupations. While the LWDB will continue to assess the regular LMI updates provided by state entities such as the Office of Economic Opportunity, the LWDB believes it is necessary to convene regular meetings with employers and training provider partners to gather real-time information that is used to inform decisions regarding in-demand industries as well as the expenditure of funds to create workforce pipelines in career pathways otherwise identified to benefit both the employers and job seekers in our 3-county region. The Workforce Quality Initiative, detailed throughout this plan, will build a framework for ongoing data collection and analysis that will allow the LWDB to pivot quickly as it is anticipated that labor market demands will change more rapidly than ever during the course of this plan.

## B. Workforce Analysis

### 1. Necessary Knowledge and Skills to Meet Employment Needs

**Basic Skills:** There is a recognized high demand for High School Equivalency preparation services and remedial education in the Local Workforce Development Area and is often the first step for participants seeking employment along the career pathways in the targeted industries. Within the In-Demand industry sectors, Adult Education will play a

large role in providing services for job seekers to meet the needs of the employer.

**Soft Skills:** There is a recognized need for training in soft skills as job postings in the region indicate employers are specifically looking for employees who exercise proper workplace etiquette. The Arizona Career Readiness Credential plays an important role in providing career readiness awareness training to jobseekers in Northeastern Arizona.

**Supervisory Skills:** Many of the Occupations In-Demand for the targeted industries are First-Line Supervisory level positions. This is a skill-set area that has potential for incumbent worker training and could be used as part of an upskill, back-fill strategy.

**Career and Technical Education (CTE):** Many of the In-Demand Occupations in the targeted industries in the Local Workforce Development Area require industry recognized credentials and vocational skills. Training providers in the area work closely with employers to continually update program offerings to coincide with current employer and industry needs.

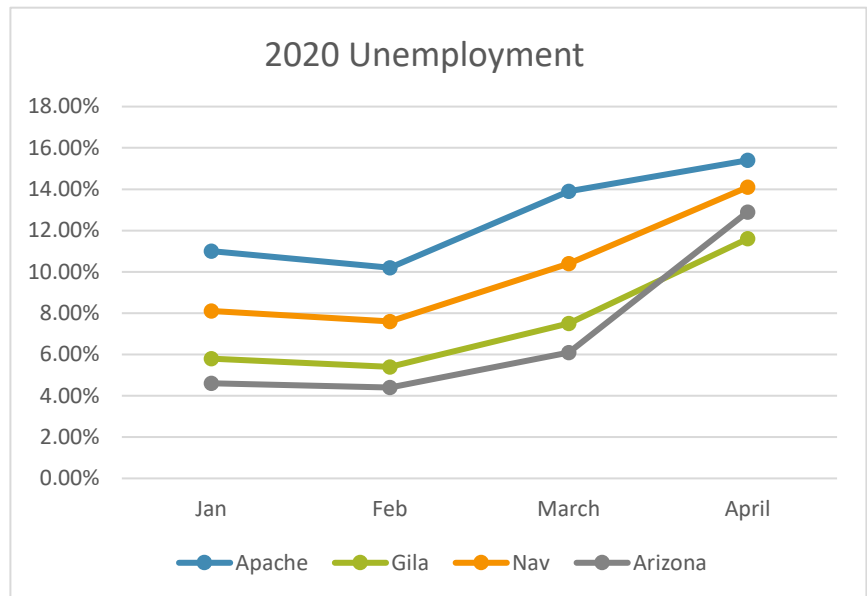
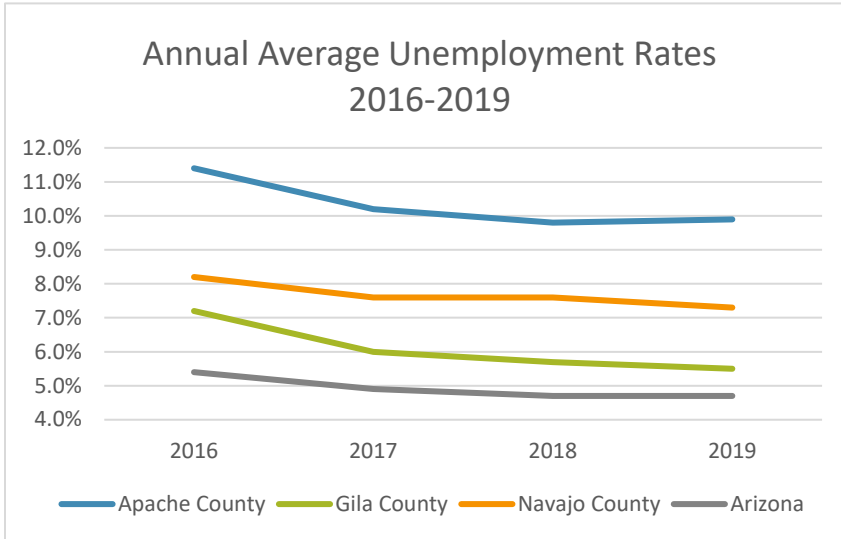
**Industrial Skilled Trades:** It is anticipated that as Baby Boomers in the energy industry continue to retire, there will be an increased need to fill the talent pipeline in Energy and Industrial Maintenance and Operations occupations.

**Skilled Construction Trades:** According to the data provided by OEO, the Construction industry is one of the fastest-growing industries in the region. There will be a continued need for employees skilled in various construction trades.

**Healthcare Trades:** The most recent OEO analysis identified high demand for healthcare practitioners at all levels – entry level, technician and professionals.

## **2. Regional Workforce Needs**

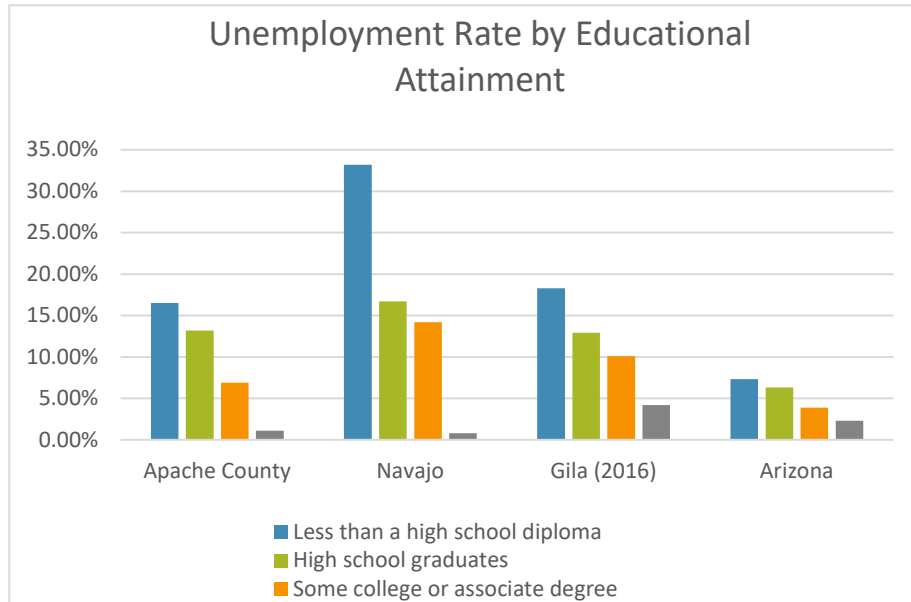
The unemployment rate from 2017 to 2019 remained steady across Northeastern Arizona; however, the 2019 annual average unemployment rate for all three counties (7.3% in Navajo, 9.9% in Apache, and 5.5% in Gila) is significantly higher than the state unemployment rate of 4.7%. The onset of the COVID-19 Pandemic caused a significant spike in unemployment rates across the country. Northeastern Arizona saw a slightly smaller increase in unemployment than Arizona but the unemployment rate in much of the region remains above that of the statewide rate.



#### Unemployment Rate by Educational Attainment

Historically, higher educational attainment levels lead to lower levels of unemployment. Understanding the relationship between unemployment and education can help determine which education levels are most in need of targeted workforce efforts.

Although unemployment rates are higher across the state for individuals with no more than a high school diploma, the unemployment rates for those individuals in Navajo, Apache, and Gila Counties for individuals with are markedly higher than the state. The largest disparity occurs in Navajo and Apache Counties, where the unemployment rate of those with a high school diploma is nearly double the state rate.



### Educational Attainment in the Northeastern Arizona Region

Educational attainment in the Local Workforce Development Area varies from the statewide statistics. Navajo, Apache, and Gila Counties all have a higher rate of high school graduates (includes equivalency) than the state; however, there is also a higher percentage of individuals who have not completed high school and post-secondary attainment is lower than the rest of the state.

Attainment Level	Navajo	Apache	Gila	Arizona	United States
<b>Less than a High School Diploma</b>	16.3%	19.4%	14.6%	12.5%	11.7%
<b>High School Graduate</b>	31.3%	33.3%	28.6%	24.0%	26.9%
<b>Some College, No Degree</b>	30.5%	29.0%	30.2%	25.0%	20.3%
<b>Associate's Degree</b>	7.6%	6.7%	8.0%	8.9%	8.6%
<b>Bachelor's Degree</b>	8.2%	6.6%	11.8%	18.6%	20.0%
<b>Graduate</b>	6.0%	5.0%	6.8%	11.2%	12.6%

Source: 2018 ACS 5-Year Estimates (S1501) for Apache and Navajo Counties and Arizona and 2017 ACS 5-Year Estimates (S1501) for Gila County in cooperation with the US Census Bureau

## C. Workforce Development, Education, and Training Activities

### 1. Workforce Development Activities

The Local Workforce Development Board has worked with the educational institutions in the three-county area to build the skills and knowledge of jobseekers. Northland Pioneer College and Gila Community College play an important role in providing post-secondary

training needed within the Local Workforce Development Area, offering areas of study to gain the skills, knowledge, or certification needed to begin or enhance a career forecasted to be an in-demand industry or occupation. Both colleges currently offer trainings for multiple in-demand occupations.

For participants seeking training for in-demand occupations that are not available locally, participants are guided to the Eligible Training Provider List to find a training provider that will provide the skills, knowledge and certification needed. Alternatively, the LWDB is focused on coordinating resources to expand on-the-job training and Registered Apprenticeship programs and accelerate the pipeline of qualified workers to open positions. The LWDB works closely with partners, service providers, local employers and the Arizona State Office of Apprenticeship to design and implement trainings not only for positions that do not require formal training but will also work to enhance on-the-job training opportunities to ensure that students completing approved training programs have access to additional employer-specific training and local employment.

## **2. Strengths and Weaknesses of Workforce Development Activities**

### **i. Needs of Individuals with Barriers to Employment**

Given the high percentage of residents in Navajo, Apache, and Gila Counties who lack a high school diploma (or its equivalent), adult basic education is a priority in the region. Northland Pioneer College is the Adult Basic Education provider in Navajo and Apache Counties, while the Gila County Educational Service Agency provides these services in Gila County. The Local Workforce Development Area works closely with the adult basic education providers to support participants in earning their General Education Diploma (GED).

Like all rural areas, Northeastern Arizona is limited by the number of available certificate and/or credential opportunities both stackable and portable. Any program of study on the Arizona Job Connection Eligible Training Provider List as well as On-the-Job Training, and Apprenticeships can be offered to gain the skills, knowledge, or certification needed to begin or enhance a career forecasted to be an in-demand industry or occupation. The Local Workforce Development Board's focus on specific industries and occupations will provide a blueprint for creation of credentials and certifications available through local training providers.

The LWDB will place emphasis on the development of career pathways as a means of strengthening the connection of individuals with barriers to employment to workforce development activities that ensure they are receiving education and training that provides them with the skills required by local business.

The lack of transportation and broadband infrastructure may be the largest weakness to effective delivery of workforce development services. The LWDB is considering strategies to mitigate these weaknesses including the development of a technology platform that is detailed throughout this plan. The creation of technology solutions mitigate the transportation barrier for individuals with barriers to employment but without access to broadband, those same individuals cannot access any technology solutions including online and/or distance learning opportunities. The lack of broadband infrastructure also limits the opportunities jobseekers have to secure high-wage employment opportunities in occupations that would allow them to work remotely, causing individuals to relocate out of the area for sustainable employment opportunities.

The LWDB is working closely with community stakeholders at both a local and state level to find solutions to increase access to both transportation and broadband throughout Northeastern Arizona.

#### **ii. Employment Needs of Businesses**

The LWDB recognizes the need to strengthen connections with businesses throughout Northeastern Arizona to better understand employment needs in in-demand industries. This is a weakness in the current system and through the Workforce Quality Initiative detailed throughout this plan the LWDB will focus on strengthening that connection to business and creating a collaborative in each population center throughout Northeastern Arizona that provides forum where businesses and other workforce system stakeholders can communicate needs and set goals for that sub-region. LWDB staff will lead these collaboratives, collect and track data, and develop a technology system that reports on the employment needs of businesses.

### **D. Vision to Support Growth and Economic Self-Sufficiency**

The Local Workforce Development Board's strategic vision for preparing an educated and skilled workforce inclusive of youth and individuals with barriers to employment to support the local area economic growth and economic self-sufficiency is summed up in its vision and mission statements:

#### **Vision**

**To build economic success for business and workers through workforce development partnerships.**

#### **Mission Statement**

**Facilitate business retention and growth by partnering with education, service agencies and the business community to empower individuals with skills that promote self-sufficiency**

The LWDB understands that growth and economic self-sufficiency can only happen when organizations work together toward common goals and will dedicate its efforts toward cross-program strategies that focus on partnerships including not only employers and workforce system partners, but also partners tied to economic development, education, business groups and associations, in addition to community service organizations that play an integral role in cross-program processes. The rudiments of such partnerships – asset mapping across all entities – have yet to take shape with any consistency, but must improve, to meet both employer and jobseeker needs in the most efficient, cost-effective ways available throughout the local area. While building a team that has a common vision and plan for the local workforce development system, processes will be put into motion that will ensure the needs of the customer are met and when we focus on meeting the needs of the customer, the successful attainment of negotiated performance accountability measures will naturally follow.

The ARIZONA@WORK Northeastern Arizona workforce system is predicated in assisting individuals with barriers to employment and the LWDB recognizes that additional partnerships with community-based organizations are crucial to connection to these individuals. The inclusion of community-based organizations in a common technology platform will increase

the workforce system's connection to individuals with barriers to employment. Many of these are unaware of available resources within ARIZONA@WORK; however, they do consistently access community resources outside of the workforce system. The LWDB's strategic vision includes engaging more individuals with barriers to employment including youth and adults with disabilities through the development of a direct connection between these community resource organizations and ARIZONA@WORK.

## **E. Workforce Development Capacity**

The Local Workforce Development Board will continue to pursue strategies to improve availability and coordination of ARIZONA@WORK System Services to employers and job seekers including:

- Implementing career pathways into its responsibilities in terms of creating a flow of the career path options, analysis of the needs and expectations of business customers, analysis of the existing skills and knowledge of the talent pipeline, and work with education representatives to tap into existing training or create new credentialing or certification options.
- Working with local area educational institutions to enhance Career and Technical Education programs available for eligible participants.
- Focusing on business development efforts and the building of a client pipeline in the identified in-demand industries to meet business needs and expectations

The LWDB developed the One-Stop Operator scope of work based on gaps identified in coordinated service delivery and has selected Reveille Foundation as the One-Stop Operator beginning July 1, 2020. This role has been designed to coordinate core partners and add community-based partners with the goal of enhancing the level of system and resource alignment to meet the needs of all job seekers in the large and rural local area. This will improve the Local Workforce Development Area's ability to carry out the vision and goals for the workforce system.

Reveille Foundation, as the selected One-Stop Operator, will be responsible to:

- Oversee the One Stop Career Center service locations throughout the county.
- Provide Onsite Partner Leadership
- Direct the workflow and delivery of services within the Job Centers in accordance with workforce system policies.
- Conduct workflow analysis in the development of a needs assessment that identifies gaps and or challenges in service delivery. Analysis shall include the review of current welcome process and customer flow process map and accompanying policies and procedures
- Analyze whether one-stop center staff possesses the appropriate training, tools and equipment needed to carry out job functions, including:
  - Creating a needs assessment that identifies existing gaps among staff and partner agency staff to ensure their success in supporting one-stop deliveries, and providing recommendations at quarterly meetings regarding specific training needs and professional development;
- Ensure partners understand their roles in workforce system initiatives impacting customers, such as career pathways, sector strategies, etc.



- Oversee the Arizona Career Readiness (ACRC) initiative with the goal of increasing the number of job seekers who are registered with and working toward an Arizona Career Readiness Credential. Ideally, all job seekers entering the Job Centers will be given a login and explanation of the ACRC.
- Contact Partners regarding challenges to providing One-Stop delivery resources as depicted and agreed upon in the MOU
- Seek consensus and agreement regarding challenges with Partners' MOU compliance
- Implement continuous quality improvement processes to determine efficiency of data tracking, collection, and analysis methods, and integrating lessons learned to update best practices.
- Assess current level of the effectiveness of quality services based on metrics defined by the NEAZ LWDB
- Provide direction on corrective measures identified in the NEAZ LWDB Corrective Action and Continuous Improvement Plans
- Coordinate and adjust delivery practices in collaboration with partner programs based on the data collected in conjunction with the metrics defined by the NEAZ LWDB
- Integrate technology that will enable all partners to participate in participant tracking, referrals, and integrated case management that can be used until a statewide electronic system accessible by all ARIZONA@WORK partners is implemented.
- Assess the unique characteristics of the local area and make recommendations on the frequency of partner meetings to ensure consistency of customer flow, referrals, and co-enrollments.

### **Part b – Strategic Vision, Goals, and Strategies**

The Northeastern Arizona LWDB has set the following goals for Program Years 2020 through 2023. The accompanying strategies are specific steps the LWDB envisions as necessary to reach each goal. It is anticipated that the LWDB will review progress toward these goals on a quarterly basis and reevaluate the strategies on no less than an annual basis. These goals were designed to align with the Statewide strategies set forth in the Arizona Combined Workforce Development Plan for Program Years 2020 through 2023 and the strategies are detailed throughout this plan.

**Northeastern Arizona Local Workforce Development Board  
Goals and Strategies  
Program Year 2020 – Program Year 2023**

**Goal 1**

**Promote a strong economy by building Northeastern Arizona’s capacity to attract, retain, and grow thriving businesses**

**Strategy 1**

Implement the Workforce Quality Initiative to increase and improve coordination between workforce, education, and economic development efforts

**Strategy 2**

Convene employer collaboratives to get real-time labor market needs directly from employers

**Goal 2**

**Create a local workforce system that is relevant to business customers through dynamic partner alignment and integration, and by building on collaborative initiatives in each of the region’s population centers**

**Strategy 1**

Implement a Business Services team throughout Northeastern Arizona and enhance collaboration with community partners to use real-time information from employers in each population center to align business services with the unique needs of employers in each community and increase and improve coordination between workforce, education, and economic development efforts.

**Strategy 2**

Create a comprehensive stakeholder communication, outreach, and engagement plan to support consistency and availability of services.

**Goal 3**

**Prepare Job Seekers to Defend Against Poverty by Preparing and Matching Job Seekers to Job Creators for a Successful Career that Provides Amply**

**Strategy 1:** Implement a technology system that enhances communication, referrals, co-enrollments and quality of data tracking throughout the ARIZONA@WORK Northeastern Arizona One-Stop System

**Strategy 2:** Implement customer-centered processes to enhance customer flow through the Job Centers and between partners and track outcomes to ensure that the ARIZONA@WORK Northeastern Arizona One-Stop System is effectively serving job seekers with barriers to employment.

## F. Statewide Strategy Assurances

The Northeastern Arizona LWDB will support statewide workforce strategies identified in the state workforce plan. While action will be taken in the LWDA to support the strategies, the Northeastern Arizona LWDB and staff will also participate in statewide workgroups and solutions intended to improve workforce services across the state.

## G. Statewide Strategy Support

Northeastern Arizona, along with the eleven other Arizona local workforce development areas operates under the state brand – ARIZONA@WORK. This brand represents a more focused approach to the local workforce system, allowing customers – jobseekers and business alike - to identify with the network regardless of their geographic location. The ARIZONA@WORK Northeastern Arizona brand allows for a more regional/seamless approach to economic development efforts when leveraging several local workforce areas to meet the needs of customers. Business customers can recognize the statewide brand and connect with a single point of contact at their local affiliate who is already familiar with the services available. The brand also simplifies the service delivery system by erasing the confusing array of partners – all with their own branding and internal goals and processes.

Local plans under WIOA must align with the state workforce plan. The Workforce Arizona Council, ADES and ADOE, submitted the 2020-2023 Arizona Unified State Plan in April 2020 to the federal agencies responsible for statewide implementation. The table below summarizes the alignment of focus between the state plan and this plan:

Northeastern Arizona LWDA Goal/Strategy	Arizona Statewide Strategy
<b>Goal 1, Strategy 1: Implement the Workforce Quality Initiative to increase and improve coordination between workforce, education, and economic development efforts</b>	Increase and improve coordination between workforce, education, and economic development efforts at the state and local level; Ensure training provided to job seekers and workers has a focus on transferable skills;
<b>Goal 1, Strategy 2: Convene employer collaboratives to get real-time labor market needs directly from employers</b>	Promote Industry sector partnerships/projects
<b>Goal 2, Strategy 1: Implement a Business Services team throughout Northeastern Arizona and enhance collaboration with community partners to use real-time information from employers in each population center to align business services with the unique needs of employers in each community and increase and improve coordination between workforce, education, and economic development efforts.</b>	Create a comprehensive business engagement plan to support consistency and availability of services; Implement framework for supporting a statewide model for career pathways based on the identified In-Demand industries and occupations, incorporating appropriate flexibility for regional variation;
<b>Goal 2, Strategy 2: Create a comprehensive stakeholder communication, outreach, and engagement plan to support consistency and availability of services.</b>	Develop and implement a communication and outreach plan to promote awareness and utilization of the ARIZONA@WORK system

<p><b>Goal 3 Strategy 1: Implement a technology system that enhances communication, referrals, co-enrollments and quality of data tracking throughout the ARIZONA@WORK Northeastern Arizona One-Stop System</b></p>	<p>Improve processes for co-enrollment across partners to share costs and case management to better serve customers;</p> <p>Create a consistent system for continuous improvement</p> <p>Identify data system solutions to enhance the interoperability and quality of data for use across ARIZONA@WORK programs</p>
<p><b>Goal 3 Strategy 2: Implement customer-centered processes to enhance customer flow through the Job Centers and between partners and track outcomes to ensure that the ARIZONA@WORK Northeastern Arizona One-Stop System is effectively serving job seekers with barriers to employment.</b></p>	<p>Enhance initiatives supporting populations with barriers to employment to ensure customers are receiving needed services efficiently including special populations;</p>

## Section 3 –ARIZONA@WORK System Coordination

### A. LWDB Coordination with Core Partners

#### 1. Expanded Access

Comprehensive and Affiliate ARIZONA@WORK Job Centers are located throughout Navajo, Apache, and Gila Counties. These job centers are in Globe, Payson, Winslow, Show Low, and Eagar and offer employers and job seekers access to information and coordinated services. Each job center offers access to the ARIZONA@WORK services through staff co-location and coordination/referral of services. The job centers offer specialty trained staff and a variety of assistive technology to serve persons with disabilities. ARIZONA@WORK Job Centers connect individuals to multiple partners to develop an employment plan for skill gaps and barriers to employment as defined by WIOA 3(24). The partners will collaborate within the employment plan to overcome these barriers to obtain unsubsidized employment.

The LWDB has determined that lack of transportation and communication between organizations creates additional barriers for jobseekers who could benefit from training, education, and supportive services. The LWDB is currently working on a technology platform aimed at mitigating these issues. The implementation of the technology platform will augment the core partners' current technology systems of record by filling the gaps that separate systems create, such as the ability to create one comprehensive record for each jobseeker, while referring and case managing participants across multiple programs. Its use by all core partners will increase communication and ease of referrals between organizations while the addition of community-based organizations will increase the number of ARIZONA@WORK access points throughout the region, the level of service received by jobseekers, and the reduction of service duplication.

The premise of the technology platform is that it will enable service providers throughout Northeastern Arizona to connect clients to resources by asking the client to provide common intake information once. That information will be available via the platform to any other organizations to whom the client is then referred for services. The technology platform will be utilized by ARIZONA@WORK partner programs as well as multiple community-based organizations with the following goals:

- Increased communication and awareness between service providers
- Reduced duplication of effort
- Reduced barriers for service utilization
- Increased referrals from community-based organizations into the ARIZONA@WORK system
- Enhanced referrals and co-enrollments between WIOA core and required partner programs.
- Common Case Management of co-enrolled Participants
- Collection, Tracking, and Reporting of Data for all WIOA partners as well as CBO partners

This project will add multiple access points for customers to enter the ARIZONA@WORK system by creating a network of service providers that will agree to utilize the platform. The platform will enable community-based organizations to act as ARIZONA@WORK Northeastern Arizona access points, completing intake and assessment, sending and

receiving referrals, connecting applicants to video conference and other means of virtual service delivery, and continually communicating with other partners in the network to ensure customers entering the door of any member of the Community Resource Network have access to all available resources in the region. These access points mitigate the transportation barrier by allowing jobseekers to access all available resources without having to go to a Job Center.

Last year, the Northeastern Arizona Community Resource Network (NACRN), an Arizona 501(c)3, was developed under the guidance of the LWDB and the LWDB Executive Director also serves as staff to the NACRN Board. NACRN is an affiliate-based organization and the CBOs who become NACRN affiliates will agree to become access points for ARIZONA@WORK services and utilize the technology platform to perform intake triage and referral processes for individuals who may benefit from one or more WIOA-funded program.

The LWDB will rely on the One Stop Operator to implement the technology platform across all program partners with the goal that each partner will agree to utilize the platform by:

- Performing an intake with each walk-in that includes answering the initial screening questions to identify partners to which the customer should be given a referral.
- Maintaining up-to-date information on the system regarding basic eligibility requirements and services available to eligible applicants.
- Referring applicants through the platform to all other appropriate programs as indicated by the intake
- Maintaining up-to-date information on each client that is in the system, particularly those that are co-enrolled in multiple ARIZONA@WORK programs.

The local workforce system does not prescribe to “a one size fits all” mentality. The One Stop Operator is working with partners to develop a customer flow model consistent across all Job Centers in Northeastern Arizona and a framework for partner staff to adequately access and describe the services available to participants. All tools that are implemented will be designed to maximize the opportunities to individualize the workforce system experience and create a meaningful plan of action. Through the course of the last two years, the core partners have worked together to establish procedures for increased alignment and streamlining the customer experience.

The procedures agreed to by the ARIZONA@WORK partners include:

- Each partner has agreed to participate in the referral process based on the initial screening findings and will respond to referrals in a timely manner, providing at least basic services to each person referred (including eligibility determination)
- Utilize a common customer flow process that ensures everyone entering any Job Center within the LWDA is guided to the appropriate basic and individualized career services, training, and supportive services.
- Utilize a common system orientation to be used at all access points in the Local Workforce Development Area.
- Core Program Partner Supervisors will meet with the One Stop Operator to discuss progress toward meeting LWDA goals including those strategies outlined in this plan and the continuous improvement plans developed by the LWDB and One Stop Operator. These meetings will be used to measure progress and develop action plans

- and priorities that will guide the agenda for the front-line staff meetings described below
- Core Program Partner Front-Line Staff will meet at least every two months to review processes and procedures within the Job Centers as well as throughout the workforce system. These meetings will be facilitated by the One-Stop Operator and used to implement action plans designed to increase alignment and ensure continuous improvement of coordinated service delivery

Job seekers who access ARIZONA@WORK Northeastern Arizona will be provided with the opportunity to engage in two pathways. The first path is for individuals seeking a “job” which can be seen as a “quick hit” to employment. A job in this instance may be “gap employment” - a wage earned to fill a gap while the jobseeker is either engaged in training or based on immediate need, employment obtained for a paycheck regardless of long-term potential. The ARIZONA@WORK Northeastern Arizona job opportunities are posted in the Arizona Job Connection – the statewide web-based career management and reporting system that also houses the statewide job bank.

The second path is the core focus of the ARIZONA@WORK Northeastern Arizona Workforce Development Plan. This path will be built upon the concept of Career Pathways described in detail in Section 3.A.2. below. Because Career Pathways will be built based on in-demand industries and occupations, the One Stop Operator will coordinate with the Core Program Partners to ensure they are knowledgeable about the in-demand industries and occupations in the Local Workforce Development Area and understand the focus of the workforce system is to build a talent pipeline to meet the needs and expectations of businesses in these in-demand industries.

Additionally, this service level focuses on identifying individual barriers that may affect a customer’s ability to seek self-sufficient employment or complete training leading to self-sufficiency. One-on-one reviews of the assessment results will assist clients in determining the best individual career pathway to pursue while creating a plan that mitigates all barriers to employment. Upfront strategies will help identify the best tactics to be used to ensure all individuals with barriers to employment, including individuals with disabilities, have access to a comprehensive set of services that place them on a pathway to success.

## **2. Career Pathways**

The LWDB is implementing a career pathways program which will offer a clear sequence, or pathway, of education coursework and/or training credentials aligned with employer-validated work readiness standards and competencies. This program will predominantly focus on building career pathways systems. ARIZONA@WORK Northeastern Arizona will use the U.S. Department of Labor – sponsored “Career Pathways Toolkit: A Guide for System Development”. Although the primary audience for this Toolkit is staff who work at the state level, the Career Pathways Toolkit will be used and translated to the local service delivery level by ARIZONA@WORK Northeastern Arizona as the basis for the activities that will support achievement of the goals, objectives and strategies described in this plan.

Career pathways systems offer an effective approach to the development of a skilled workforce by increasing the number of workers in the U.S. who gain industry-recognized and academic credentials necessary to work in jobs that are in-demand. To align educational offerings with business needs, career pathways systems engage businesses in the development of educational programs up front. Career pathways systems transform

the role of employers from a customer to a partner and a co-leader and co-investor in the development of the workforce. Employers have a high stake in the development of career pathways that lead to an increase in their pipeline of qualified workers. Additionally, career pathways systems offer a more efficient and customer-centered approach to workforce development because they structure intentional connections among employers, adult basic education, supportive service providers, occupational training, and postsecondary education programs and design the systems to meet the needs of learners and employers.

Career pathways programs provide a clear sequence of education courses and credentials that meet the skill needs of high-demand industries. In a comprehensive career pathways system, education and training programs provide a clear sequence of education courses and credentials combined with continual, seamless support systems that prepare individuals, regardless of their skill levels at the point of entry, for postsecondary education, training, and employment and implementing the following strategies will make it easier for jobseekers to:

1. Earn industry-recognized credentials;
2. Find opportunities for more flexible education and training; and
3. Attain market-identifiable skills that can transfer into work

These comprehensive education and training programs are suited to meet the needs of working learners and nontraditional students. Career pathways programs are designed to serve a diverse group of learners, including adults, youth, dislocated workers, veterans, individuals with a disability, public assistance recipients, new immigrants, English language learners, and formerly incarcerated individuals. Recognizing the State's strategy to "implement a framework for supporting a statewide model for career pathways based on the identified In-Demand industries and occupations, incorporating appropriate flexibility for regional variation", the LWDB will work closely with stakeholders and partners at the State level to ensure implementation alignment.

### **Career Pathways: Four Key Elements**

The LWDB will implement the careers pathway program utilizing four of the elements developed by the Department of Labor's Employment and Training Administration:

- Element One: Build Cross-Agency Partnerships
- Element Two: Identify Industry Sector and Engage Employers
- Element Three: Design Education and Training Programs
- Element Four: Measure System Change and Performance

The LWDB will form a benchmark of the status of a career pathways system, which will help assess progress in developing each key element in relationship to their progress toward an optimal stage and identify strengths and barriers to the implementation of the vision, goals, and strategies of a career pathways system. This process will begin by evaluating each organization's vision and mission to identify the structure within which the partners operate.

### **3. Increased Co-Enrollment Coordination**

The LWDB's development of the integrated technology platform described throughout this plan is focused on increased communication among and referrals between all partner programs. As use of the platform is implemented throughout the region, focus will be placed on the need to collaborate and increase co-enrollment of participants to ensure



each jobseeker is receiving comprehensive, individualized, and wrap-around services that are necessary to ensure the success of each person entering the ARIZONA@WORK Northeastern Arizona system.

#### **4. Improved Access to Post-Secondary Credentials**

The LWDB is leading efforts to coordinate with adult education providers, the K-12 school system (particularly charter schools that cater to students who have not been successful in the traditional classroom), community colleges and local employers to develop more short-term post-secondary training opportunities that participants can begin prior to completion of their secondary education. These trainings will lead to industry-recognized credentials and employment, allowing individuals to reach the first rung on a chosen career pathway more quickly.

Local community colleges understand the need to increase enrollment in post-secondary programming and Northland Pioneer College is currently engaged in heightened efforts in the area of recruitment and retention. The offices of advising, career services, disability resources, records and registration, and financial aid, are all working together to improve engagement of all students. NPC Career Services provides a variety of workshops in the areas of resume writing, job search, and interview strategies. Dates for hosted activities are shared across agencies in order to improve participation. Additionally, NPC Career Services also provides several Career Fairs each year, working in collaboration with ARIZONA@WORK Northeastern Arizona.

Through the Workforce Quality Initiative (WQI), the LWDB will create a focused system of communication local businesses and economic development stakeholders to remain focused on occupations most In-Demand in the local area. This collection of information is vital to ensure that the workforce system is developing a pipeline of skilled workers that meet the needs of business. The data that is collected through the WQI, including the specific skillsets that are required for jobseeker success will be entered into a technology system and used coordinate with training providers, particularly with our local community colleges, Northland Pioneer College and Gila Community College, to review current programming, identify gaps in training necessary for success in in-demand industries, and design any additional education and training programs needed to complete the development of career pathways in the identified in-demand industries.

This coordination is in line with Element Three from the Department of Labor's Employment and Training Administration Toolkit and continues the LWDB's strategic approach to the design of career pathways detailed in Section 3.A.2. "Career Pathways" of this plan. Element Three outlines the following action steps the LWDB will follow in its approach, all of which will be accomplished through the WQI:

- Identify potential "education, training, and service partners," including secondary education.
- Identify target populations, entry points, and recruitment strategies for target populations.
- Build career ladders and lattices with employers that lead to industry-recognized credentials. Modify existing program offerings to mirror competency models and career ladders/lattices and meet industry recognized and/or postsecondary credentials.
- Analyze education and training institutions' capacity to respond to industry demands

(i.e., classrooms and lab space; educational staff; work-based learning sites, training spaces, equipment/tools, and materials/supplies; credentialed instructors; technology, etc.).

- Design and promote work-based learning opportunities (i.e., workplace simulations; school-based enterprises; cooperative work and study programs; internships (paid or unpaid); on-the-job training (OJT); job shadowing, apprenticeships, fellowships, short-term employment, and other paid or unpaid work experiences).
- Design programs in a progressive manner; each course builds upon the previous and the participant's progress along a pathway to build skills that are industry recognized.
- Provide employment assistance to include job referrals, job seeking skills training, and retention services (i.e., job coach).

A focus on meeting the needs and expectations of business and industry through the development of a talent pipeline via clearly defined career pathways will result in a variety of credentialing methods including portable and stackable credentials. The core partners will coordinate to transition participants into post-secondary education and work with jobseekers to align them with career pathways that address these needs and will funnel them through proper partner programs to ensure their success, addressing barriers along the way. Skill gaps, such as basic skills will be addressed with the core partners to also assist individuals in developing their career pathway. Core partners will coordinate to enable individuals to succeed in their career pathways that lead to a credential by identifying barriers and assisting the individuals to overcome such barriers. It is anticipated that more jobseekers will remain engaged in post-secondary programming when they have a clear view of their trajectory on a chosen career pathway and can see the direct linkage between a post-secondary credential and concrete employment opportunities. The LWDB understands that combining secondary and post-secondary training with intensive case management and individualized supportive services increases engagement and successful outcomes.

## **B. LWDB Strategies and Services**

### **1. Employer Engagement**

Employers are increasingly coming to understand that their business needs are best met when they are engaged in the workforce system. They know they need to be a part of the system for it to work for them. Offering businesses a real partnership in addressing workforce needs for both members of the community and the businesses that employ them will benefit all parties involved. LWDB Members and Staff are actively engaged in the workforce development system and will continue its outreach and relationship-building with local businesses through partnerships with Economic Development, Chambers of Commerce, and industry associations. LWDB staff is responsible for leading efforts to engage with a diverse range of employers and with entities in the region, serving as a liaison between employers, system stakeholders, the One Stop Operator, and the Northeastern Arizona Local Workforce Development Board and ensuring employers and other key stakeholders are actively engaged in the workforce development system.

Specifically, LWDB staff will create an Employer Engagement Strategic Plan with measurable outcomes. This plan will include:

- Detailed steps toward implementation of the Workforce Quality Initiative (WQI) including how the WQI will be used to:

- Gather real-time data on the workforce needs of employers throughout the LWDA.
  - Establish an inventory of existing training options, particularly those that include a credential or certification in existing and emerging in-demand industries and occupations
  - Identify skill and knowledge gaps between what business needs and expects and what training options are available
  - Work with Education to enhance or establish short-term training options for portable or stackable credential/certification opportunities
  - Work with Economic Development Representatives to ensure a dynamic approach to meeting the ever-changing needs of business and industry as the in-demand sector landscape grows or diminishes
- A detailed outreach plan to:
    - Engage employers and business partners including small businesses in targeted industry clusters in the WQI to increase employer utilization of the local workforce development system services
    - Promote business representation on the local board by employers in in-demand industries to increase the level of communication between business and the LWDB
  - How LWDB staff will develop and facilitate a Business Services Team which will include Local Workforce Development Board members and staff, core program partners as well as Economic Development, educational service providers, local employers, and community-based organizations, to align and integrate business development activities within the Local Development Area to:
    - Create a single point of contact for businesses
    - Establish a collaborative outreach and recruitment structure
    - Coordinate workforce services and training options
    - Leverage resources
    - Share performance outcomes
    - Create and manage a talent pipeline in existing and emerging in-demand industries and occupations

The LWDB knows that successful workforce systems utilize both job development and business development methods in serving business and industry customers and assisting jobseekers in getting and keeping employment. It is understood that job development and business development are very different outreach and recruitment approaches to working with business and industry.

The Local Workforce Development Board sees business development as outreach and recruitment of business customers to request applicants when openings occur. Job development, on the other hand, is an approach that requires specific funding sources to reach out to businesses with a particular client in mind in an effort to place the individual with known barriers, strengths, and weaknesses in a work-based learning opportunity. LWDB staff will form and coordinate an integrated Business Service Team to conduct business development and while job development will primarily be the responsibility and

role of individual partner programs it will be coordinated on a system-wide level through the Business Services team to continue to ensure employers have a single point of contact regardless of the specific ARIZONA@WORK Northeastern Arizona services utilized by each employer. These strategies will be further defined in the Employer Engagement Strategic Plan and coordinated through the Business Services Team.

LWDB staff will track progress and report to the LWDB on progress of the action steps and measurable outcomes detailed in the Employer Engagement Strategic Plan.

## **2. Meeting the Needs of Business**

The Workforce Quality Initiative (WQI) sets out to establish a standard methodology for evaluating rural labor markets in Northeastern Arizona. It will establish a system of indicators and key performance indicators for each of the LWDA's five population centers. This methodology will be designed to provide strategic intelligence to policy makers, to equip economic development organizations with practical tools, and to inform the public about the progress being made by the region's talent development ecosystem. The WQI will create a mechanism for tracking workforce issues against targeted key performance indicators. The project will structure a mechanism that may include business surveys, labor market analysis, educational performance data, economic development projects, and/or other elements to track regional progress against the newly established indicators and goals. Profiles of regional communities will be included. Employer needs and expectations will be established through the Workforce Quality Initiative (WQI) along with recommended career pathways flow for each industry and occupation through the incorporation of the Talent Pipeline Management process. The LWDB has partnered with Local First Arizona to implement the Talent Pipeline Management process. This process includes convening employer collaboratives in each of the regional communities, gathering information on workforce needs including communication regarding competency and credential requirements. Once the business needs are mapped out, a structured process will begin to manage the talent supply chain including analyzing talent flows and building talent supply chains.

The LWDB does not view the WQI as a project with an end date but rather an ongoing framework for gathering and analyzing data and managing the talent supply chain to ensure the local workforce system continues to improve in developing jobseekers who meet the needs of employers and are prepared to fill openings in in-demand industries and occupations.

## **3. Increased Coordination with Economic Development**

LWDB collaboration with Economic Development entities in the LWDA has led to promising strategies for increasing communication to and from employers and working with training providers to increase the validity of training programs to meet the needs of employers. Entrepreneurship is a focus of economic diversification efforts and the LWDB is working with system stakeholders to implement an entrepreneurship development and mentorship program, detailed in Section 3.D.2. "Entrepreneurial Supports" of this plan, that will include those individuals with barriers to employment, particularly the out-of-school youth demographic.

The LWDB will also increase coordination with Economic development partners in the Local Workforce Development Area, many of which have agreed to partner on the WQI, leveraging their business relationships to encourage participation in the stakeholder collaboratives in each population hub, increasing the ability of the LWDB to gather

information on the needs and expectations of business and industry.

#### **4. Strengthened Linkages with Unemployment Insurance Programs**

The COVID-19 Pandemic created an increased need for the LWDB to ensure the ARIZONA@WORK Northeastern Arizona partners have an in-depth understanding of Unemployment Insurance programs. This situation allowed LWDB staff to develop stronger linkages to Unemployment Insurance staff and provide up-to-the-minute information to partners to ensure jobseekers who were being laid off at an unprecedented rate were offered the assistance they needed to apply for and receive the benefits provided through traditional unemployment insurance programs but also those created through the CARES Act. The LWDB will seize on these strengthened relationships to connect front-line program staff with resources so customers entering the job centers are given information on and assistance with Unemployment Insurance before referrals are made to other ARIZONA@WORK programs.

This increased linkage to Unemployment Insurance will complement the services traditionally offered to Unemployment Insurance claimants including the creation of individual reemployment plans based on current labor market information, registration in the Arizona Job Connection database, and support to engage in regular job search efforts to obtain work. This support includes referrals, job applications, and assistance job openings, training and education programs. The claimants who are most likely to exhaust benefits before finding employment are targeted for more skills development.

#### **5. Employer Initiatives**

##### **Incumbent Worker and Customized Training Programs**

Historically, Incumbent Worker and Customized Training have not been offered to employers in Northeastern Arizona LWDA but due to the rapidly changing landscape that has resulted from the COVID-19 Pandemic the LWDB is placing a high priority on the implementation of these programs and LWDB staff is working to develop policies and procedures that will allow employers the opportunity to upskill employees and avoid layoffs.

##### **Utilization of Effective Business Intermediaries**

The LWDB and Staff are active in regional business associations, have memberships in local Chambers of Commerce throughout the region, and sit on multiple advisory boards. Through these partnerships and associations opportunities to present and educate business leaders in the region have played an integral part of our board recruitment process. At the onset of the COVID-19 Pandemic, it became clear that increased collaboration was necessary to provide businesses with up-to-date accurate information. LWDB staff assisted in the creation of a Business Response Team that includes business intermediaries. The Team meets frequently to discuss pressing business topics, develops a communication plan to disseminate pertinent information to businesses, and the business intermediaries are responsible to distribute that information.

##### **On-the-Job Training Programs**

On-the-Job Training (OJT) can be offered to employers to provide financial assistance that mitigates the cost of training a new employee to learn the basic skills they need to

perform the occupation. The LWDB places emphasis on building relationships with employers to provide opportunities for entry into middle-skill occupations that do not require a post-secondary or industry-recognized credential and has approved employer reimbursement of up to 50% of wages for the duration of a training contract.

### **Registered Apprenticeships**

The Local Workforce Development Board coordinates with local employers and the Arizona State Office of Apprenticeship to develop Registered Apprenticeships. The LWDB recognizes the effectiveness of the Apprenticeship model and the lack of such opportunities in Northeastern Arizona. Development of Registered Apprenticeships will be included in the Employer Engagement Strategic Plan.

### **Work Experience Programs**

Work Experience (WEX) Contracts are used for planned, structured learning experiences that take place in a workplace for a limited period. The Title IB Service Provider works in coordination with the Business Service Team to create Work Experience (WEX) opportunities that meet the needs of participants, recruits sound work sites that are willing to train participant, provides support and guidance to the employer, and conducts progress reports every two weeks to ensure goals are achieved. The LWDB conducts monitoring activities to ensure Work Experience contracts are conducted in accordance with WIOA regulations. WEX contracts are utilized without limitation for Youth participants. For Adult and Dislocated Worker participants, WEX contracts are used to connect participants to a Transitional Job. Historically, WEX has been used on an extremely limited basis for Adult and Dislocated Worker participants; however, due to the COVID-19 Pandemic and resulting unemployment levels the LWDB anticipates that WEX contracts are a valuable tool to effectively reconnect Adults and Dislocated Workers to employment opportunities and encourages increased utilization not to the expenditure limits set (10% of the combined Adult and Dislocated Worker Program Allocation for the LWDA).

The LWDB authorizes the use of WEX contracts to assist participants who need to gain work-related experience and skills. They are subject to labor standards that apply where an employee and employer relationship as defined in the Fair Labor Standards Act. The LWDB does not provide training stipends for WEX. WEX participants in the LWDA are paid on a biweekly basis at minimum wage for hours worked.

## **C. Eligible Training Provider List Policies and Procedures**

All training providers who wish to offer programs with ARIZONA@WORK Northeastern Arizona and be able to receive funding via an ITA must be approved and posted on the Eligible Training Provider List (ETPL). Providers must register online at [www.azjobconnection.gov](http://www.azjobconnection.gov) (AJC) and have a Federal Employer Identification Number (FEIN). All programs offered by each training provider must be approved by the LWDB.

The LWDB has designated the LWDB Executive Director responsible for the approval of providers and programs on the ETPL. The Director or designated staff is responsible for the following:

- Ensuring distribution and appropriate use of the ETPL through the ARIZONA@WORK Northeastern Arizona system;
- Assisting in determining the initial eligibility of training providers;
- Coordinating with ADES to ensure that approved training provider programs are placed on the statewide ETPL in a timely manner;
- Monitoring training providers for compliance and performance;
- Reviewing training programs for initial eligibility;
- Collecting performance and cost information and any other required information related to programs from training providers;
- Executing procedures prescribed by DES to assist in determining the continued eligibility of all training programs;
- Evaluating performance data of all training providers during the continued eligibility review to verify that the training programs meet minimum performance standards;
- Consulting with the State ETPL Coordinator in cases where termination of an eligible provider is considered;
- Ensuring removal of training programs that are found to not meet ETPL requirements and performance levels and/or are out of compliance with provisions of the WIOA;
- Notifying training providers and the State ETPL Coordinator of denial of programs at the local level;
- Working with ADES to ensure there are a sufficient number and types of training services, including eligible training providers with expertise in assisting individuals with disabilities and eligible providers with expertise in assisting adults in need of adult education and literacy activities serving the local area; and
- Giving training providers an opportunity to appeal a denial or termination of eligibility of programs that includes an opportunity for a hearing at the local level, a timely decision, and a right to appeal to ADES.

Programs are approved for the ETPL through a Consent Agenda at each LWDB meeting. A summary report of those programs that have been approved, denied and removed from the ETPL will also be provided. Approval of programs is contingent on a number of factors. Consideration is given in relation to the cost of the program including:

- 1) Cost comparison to other similar programs;
- 2) Determining if the program is related to an in-demand occupation or sector and is in line with a career pathway;
- 3) Verification of the information provided on the training program credential checklist and determination if the program results in a recognized credential;
- 4) Verification of minimum wage information as well as verification that all of the program information is complete in AJC; and
- 5) Identification of any corrections needing to be made by the training provider prior to approval.

Determination will be made utilizing the “Training Program Credential Checklist” – ensuring that all criteria meet the local and state standards for inclusion on the ETPL. Recommendations for approval of initial eligibility of providers will be forwarded to the LWDB

for final approval as described above.

The Northeastern Arizona LWDB adheres to state policies in determining the subsequent eligibility of all providers. Local policy will reflect the requirement of collecting and analyzing performance data for subsequent program approval. This evaluation will assist in determining if the program meets state standards, and verifying if the related occupation is still in-demand in the local area; if it is determined that the occupation no longer meets ETPL requirements, a recommendation for removal of the program/provider will be forwarded to the State ETPL Coordinator. Local ETPL policy will be revised to reflect alignment with State ETPL policy when appropriate. An appeal process will be outlined to coincide with the requirements and timeframes outlined in the State policy.

A challenge faced by Northeastern Arizona is the lack of formal training providers other than local community colleges. The LWDB understands the need to develop strong ties with training providers to ensure that local educational and training programs can be accessed and utilized in order to meet the needs of employers in the area, leading to the successful delivery of a trained workforce supporting local business development.

## **D. Coordination between Workforce and Economic Development Activities**

### **1. Coordination with Economic Development Activities**

The LWDB coordinates with Economic Development partners throughout Northeastern Arizona, being mindful of the region's unique needs and the inherent overlap of activities. This coordination has created an environment where workforce development is at the table during regional planning meetings and is heavily involved in efforts to diversify and strengthen the economy. This has also increased the collaboration between economic development and regional training providers to ensure that training that is available in the region meets the needs of current employers as well as businesses that are considering expanding or relocating to the region. Economic Development partners participate on the LWDB and the newly formed Business Response Team to discuss and formulate strategies to serve business and industry effectively and have agreed to participate in the WQI for the purpose of collecting information from business customers regarding the skills and knowledge they are looking for to fill entry level and middle skill jobs in the in-demand occupations.

This coordination is in line with Element Three from the Department of Labor's Employment and Training Administration Toolkit and continues the LWDB's strategic approach to the design of career pathways detailed in Section 3.A.2. "Career Pathways" of this plan. Elements One and Two, which specifically relate to coordination between workforce and economic development, outline the following action steps the LWDB will follow in its approach, all of which will be accomplished through the WQI:

#### **Element One: Building Cross-Agency Partnerships**

- Engage cross-agency partners and employers and establish a shared vision, mission, goals, and strategies
- Define the roles and responsibilities of all partners; and
- Develop a work plan for the partnership

#### **Element Two: Identify Industry Sector and Engage Employers**

- Conduct Labor Market Analysis to Target High-Demand and Growing Industries



- Work with industry leaders and sector partnerships to engage in the development of the system
- Clarify and define employers' role in program development and operations
- Identify existing training systems within industry and career ladders/lattices
- Identify the skill competencies and associated training needs needed in a given career ladder; and
- Implement a process to sustain and grow businesses partnerships.

## **2. Entrepreneurial Supports**

The Local Workforce Development Board's partnership with local Economic Development entities has led to their direct involvement in the development of initiatives to build a sustainable Entrepreneurial Ecosystem in the local area. Partnerships have been developed with Local First Arizona and Moonshot at NACET to provide entrepreneurial skills training throughout Northeastern Arizona. The following initiatives are being implemented in partnership with Economic Development partners and the LWDB views these as the first step in developing an Entrepreneurial Ecosystem that encourages entrepreneurs to develop their ideas and provides support and ongoing training to small business owners throughout the region.

The first initiative involves Local First Arizona implementing a 4-phase Entrepreneurial Ecosystem Development project that includes:

- Building awareness among community stakeholders and leaders on the economic importance of supporting small business entrepreneurs in rural towns.
- Conducting capacity building workshops for local businesses and entrepreneurs
- Providing Ecommerce training to assist local business owners in developing and/or enhancing their websites to build online sales
- Conducting a feasibility study to determine either (1) the interest, opportunities and challenges in the development of a small business incubator or co-working space or (2) the opportunity to develop a micro-loan/revolving loan fund for small business access to capital.

The second initiative involves Moonshot at NACET continuing to solicit small business owners and individuals with business ideas with opportunities to pitch those ideas to entrepreneurial mentors. Entrepreneurs with ideas that can be guided to business launch will receive scholarships for a year-long training and mentorship program. to provide portions of its business startup/expansion training curriculum to people interested in starting or expanding a small business.

ARIZONA@WORK Northeastern Arizona staff will be provided with resources and information on entrepreneurial training and support programs to disseminate to customers who enter the ARIZONA@WORK Job Centers expressing interest in starting or expanding a business. This information will also be distributed to local microenterprises so they are able to take advantage of these resources. Microenterprises will also receive information regarding available incentives and tax credits, as well as information about On-the-Job, Incumbent Worker, and Customized Training programs.

## **E. LWDB Evaluation of Job Center Hours**

The One Stop Operator will collect data from partners in the job center on customer requests

for extended Job Center hours, include questions regarding customers' ability to access the Job Centers during normal business hours on customer satisfaction surveys, and conduct studies at each Job Center to assess walk-in traffic by time of day. The OSO will compile a report that includes recommendations on Job Center hours for each site. Additionally, during the Job Center Certification process, LWDB members will collect data from partners during on-site interviews. Based on the One Stop Operator reports and the information gathered during the Job Center Certification process, the LWDB will set hours for each Job Center. The LWDB will evaluate Job Center hours on an annual basis and adjust as needed to best meet customer needs.

## **F. Executed Cooperative Agreements**

The LWDB has entered into a Memorandum of Agreement (MOU) with all ARIZONA@WORK partners that details how all local service providers will carry out the requirements for integration and access to the entire set of services available in the local one-stop delivery system. The current MOU expires June 30, 2020, is attached to the Local Workforce Development Plan PY2016-2020, Modification #1 and can be accessed at: [https://arizonaatwork.com/sites/default/files/media/NEAZ%20Workforce%20Development%20Plan%20Modification\\_Final%20Draft.pdf](https://arizonaatwork.com/sites/default/files/media/NEAZ%20Workforce%20Development%20Plan%20Modification_Final%20Draft.pdf).

The LWDB is currently developing a new MOU that will be implemented beginning July 1, 2020 and will be attached to this plan prior to final approval of this plan.

## **G. Adult and Dislocated Worker Employment and Training Activities**

The Local Workforce Development Board wants to make available as many options for Individualized Career Services and Training as possible to allow a tailored unique experience based on client needs. This supports our customer-center design.

The Adult Program assists low income individuals ages 18 and older with significant barriers to employment. It provides priority of services to veterans, public assistance recipients, individuals who are basic skills deficient, and other low-income individuals with barriers to employment.

The Dislocated Worker Program provides services to individuals who have been laid off, or receiving a notice of layoff through no fault of their own from employment generally due to closures or downsizing, self-employed individuals who are unemployed due to general economic conditions and displaced homemaker who have been dependent on a family member's income and that income is no longer available may also be eligible for services.

Self-Service and Basic Career Services are provided to all job seekers. Triage and initial assessment will be offered to all job seekers accessing the ARIZONA@WORK Job Centers. The One-Stop Operator will work with staff in all Job Centers to develop common welcome and intake processes and ensure all Job Center staff are trained to provide consistent front-end information and services. This will ensure all staff are fully prepared to determine whether the customer is in crisis, needs assistance with basic needs, or is ready to work and/or enter a career pathway. Each partner who is co-located in the Job Centers will identify their role in the development of this Welcome Team. The Welcome Team will be cross trained on services offered by core and partner programs to make appropriate referrals for the customer. To serve all their needs customers may also be referred to community service resources for

assistant. Other provision of information includes guidance with filing unemployment insurance claims.

These services may be utilized independently or with staff assistance. Customers have access to computers with internet, phones, fax machines, and copier, as well as a list of current job postings and job search web sites in the area. Customers do job search and may receive placement assistance and career counseling, development of a Career Plan and labor market information. Service delivery includes use of the Arizona Job Connection internet-based site and other job databases sites, DES website, plus access to career research websites and materials.

Individual Career Services are available for jobseekers who enter the ARIZONA@WORK Northeastern Arizona system and who are not able to obtain employment by self-directed or Basic Career Services, or who have barriers to employment not able to be addressed in other ways. This includes the development of an individual employment plan (IEP), case management, and one-on-one career coaching, structured job search, career planning, and research on training options and soft skills, and provision of supportive services.

Title IB staff also support customers with up-to-date knowledge on area job openings, employer information and the wide array of partner services available. They will guide individuals to websites that are the most useful, offer advice regarding effective and engaging resume and cover letter templates and provide any other assistance that they can. Staff will guide job seekers to WIOA programs. This includes information on eligibility and individual career service activities, such as supportive services, work experience, on the job training, and occupational skills training. Workshops are conducted on a regular scheduled basis on Resume, Interview techniques, and completing job applications.

## **H. Local Area Dislocated Worker Program Definitions**

### **1. General Announcement**

The LWDB defines a General Announcement as any announcement made by a company of impending closure and/or layoffs. This is either a WARN notice of an announcement could be given directly to employees such as through mail, e-mail, or in person or it could be an announcement made publicly and published in media outlets.

### **2. Unlikely to return to previous occupation or industry**

The LWDB Defines “Unlikely to return to previous occupation or industry” as

- a. An individual is considered unlikely to return to a previous industry or occupation when:
  - i. Labor market information for the occupation shows a zero or negative growth rate;
  - ii. The local Chamber of Commerce, Economic Development representative, or other credible sources of regional economic information confirm the occupation or industry has shown a significant employment decline in the local labor market area;
  - iii. Employment Service confirms that, in the previous sixty days, there was a lack of job orders for that occupation to qualified job seekers, as determined by the Northeastern Arizona Local Workforce Development Board;
  - iv. A plant closure or substantial layoff within the labor market area in the same

- industry or occupation has occurred in the last six months from the date of plant closure or substantial layoff;
- v. The individuals have been actively seeking but are unable to find employment in their previous industry or occupation for a period of 90 days or more from employment separation; or
  - vi. A person is laid off from a job due to lack of certification.

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

The LWDB defines Unemployed as a result of general economic conditions in the LWDA as: An individual who has become unemployed during a period 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

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.

## **I. Coordination between Local and State-wide Rapid Response Activities**

On May 8, 2020 local workforce areas were notified by the Office of Economic Opportunity that as permitted by WIOA (see Sec. 133(a)(2)), the state elected to reserve 25% (or \$9.9 million) of the Program Year 2020 Dislocated Worker Fund for Statewide Rapid Response Activities, allowing the state to respond to the increased needs of businesses and workers. Local areas were further notified the State will be developing a strategic vision and plan for the activities and use of funds and will consult and engage local areas accordingly to ensure alignment. As of the submission of this plan, those plans are unknown. Once the State provides a vision and plan for statewide rapid response activities, Local WDB will modify local plans to describe how it will coordinate local area workforce investment activities with the statewide rapid response activities, including layoff aversion.

## **J. Youth Workforce Investment Activities**

The Northeastern Arizona Local Workforce Development Board has designated Navajo County Public Health District as the provider for Title IB Youth Services in the ARIZONA@WORK Northeastern Arizona Local Workforce Development Area. The Workforce Innovation and Opportunity Act requires that a minimum of 75% of the Title IB youth funds, minus administrative costs, must be spent on out-of-school youth. The Local Workforce Development Board has chosen to authorize local area Title IB funds for out-of-school youth services ages 16-24 and in-school youth services for youth ages 14-21.

Also, the Workforce Innovation and Opportunity Act requires a minimum of 20% of the Local Workforce Development Area Title IB youth funds, minus administrative costs, must be spent on work experience training including:

- Academic and Occupational Education
- Summer Jobs
- Pre-Apprenticeship Programs
- On-the-Job Training

- Job Shadowing and internships

Program expenditures on the work experience program element included wages as well as staffing costs for the development and management of the work experiences. Examples of the 20% priority spending on work experiences:

- Youth Wages including Federal Insurance Contributions Act (FICA tax)
- Staffing and travel costs for developing and providing work readiness training for youth participants
- Staffing and travel costs to meet and work with employers to develop work experiences for youth participants
- Staffing and travel costs for on-site monitoring and job coaching at the youth participants' work site

The local youth programs are designed to prepare our youth to enter post-secondary education, training or employment upon completion of their secondary education. The main purpose of this initiative is to increase the focus on longer-term academic and occupational learning opportunities and provide long term comprehensive service strategies. The Out-of-School Youth Program provides an opportunity for disconnected youth to reconnect through multiple career pathways to education and training opportunities necessary to enter and advance in the working world.

Outreach and Recruitment, Intake and Eligibility Determination, Objective Assessment, Development of Individual Service Strategy, Case Management, and Follow Up Services are essential for a youth to succeed.

The career planners conduct careful assessments of each youth participant. A continuous process during the participant's involvement in the Youth program, the assessment evaluates progress, performs a goal setting and attainment process, and documents outcomes. "Objective Assessment" is the first activity following a youth's enrollment in the program.

This client-centered process identifies the participant's interests, aptitudes, goals, skills, work/education history, motivation, barriers, life circumstances, and supportive service needs. Objective Assessment is typically completed at the time of enrollment. The assessment tool is the Test of Adult Basic Education (TABE) for reading, math and language and the O\*NET Career Interest Inventory. Test results are shared between partners for out of school youth who are attending GED (HSE) classes and therefore do not duplicate services.

**Navajo and Apache Counties Designated as high poverty areas** Youth living in high poverty areas are automatically considered low-income individuals. WIOA defines a high poverty area is a census tract, set of continuous census tracts, Indian reservation, tribal land, or Native Alaskan Village or county that has a poverty rate of at least 25 percent as set every five (5) years using the American Community Survey 5-year data. Two counties in Arizona, Navajo and Apache Counties, have been identified with a poverty rate higher than 25 percent.

The Local Workforce Development Area gives service priority for out of school youth who are considered most at-risk, which can be defined as high school dropouts, runaway and homeless youth, youth in foster care, court-involved youth, children of incarcerated parents, youth who are basic skills deficient, and pregnant and parenting youth.

Once a youth is identified, they are provided with a program orientation and local staff determines whether the youth qualifies as an out of school youth. At this time, an objective assessment will take place. The objective assessment, or, intake process will include a review of which of the fourteen program elements may be needed by the youth. An Individual Service Strategy will be developed between the Workforce Specialist and youth participant that may require some testing and assessment to determine what services are needed for the youth. The Individual Service Strategy tells the story of where the youth has been, where he or she is now, where the youth wants and needs to go, and how he or she will get there.

The program staff will utilize the Individual Service Strategy to case manage the individual, personally assisting them with achieving their educational and employment goals. Once the participant has achieved these goals, they will be exited from the program and twelve months of follow up services will be provided to ensure the youths' success in the workforce.

### **1. Youth with Disabilities**

NEAZ Youth Program services seeks to improve its ability to help youth with disabilities increase their potential by focusing a work experience (WEX) program on the development of essential work skills, utilizing the best practices that have been identified in the Guideposts for Success and the Integrated Resource Team (IRT) model. Guideposts for Success was first introduced as a national youth transition framework by the National Collaborative on Workforce and Disability for Youth (NCWD/Youth), housed at the Institute for Educational Leadership (IEL), with support from the U.S. Department of Labor's Office of Disability Employment Policy (ODEP). Since it was created, the Guideposts for Success has become nationally recognized as a valuable research-based framework to inform policies and practices designed to prepare and support youth in transition to adulthood. The framework includes 5 Guidepost Areas for Success:

1. School-Based Preparatory Experiences
2. Career Preparation and Work-Based Learning
3. Youth Development & Leadership
4. Connecting Activities
5. Family Engagement

In this service component NEAZ seeks to provide youth with disabilities an opportunity to explore career interests, identify possible career pathways, and experience work-based learning in actual on the job, paid work. The youth participants will also develop essential work readiness and job keeping soft skills.

NEAZ policies and procedures (will) contain a crosswalk of the 14 WIOA Youth elements and the 5 Guideposts for Success. The youth ISS will reflect broader goals, which can be distilled further in immediate response to a barrier or challenge that presents itself in the school, work training, or community setting.

### **2. Fourteen (14) Required Youth Program Elements**

The Local Workforce Development Area Title IB Youth Program will include the fourteen (14) required program elements in our menu of services. The Workforce Innovation and Opportunity Act requires that all 14 (fourteen) program elements are available to all youth who are served by the Workforce Innovation and Opportunity Act youth system. The program elements are designed to fill the gaps of youth who lack the family, educational, and social frameworks to meet their essential needs.

All fourteen (14) elements will not necessarily be provided by the Title IB Youth service provider. Youth may receive some services through coordination with Core Partner Programs including Adult Education and Literacy, Wagner Peyser, Vocational Rehabilitation, or other Partner Programs. When appropriate, youth will be co-enrolled in partner programs. The Local Workforce Development Board is exploring the creation of partnerships with community-based organizations who are equipped to provide one or more of the following program elements. In consideration of the need to provide individualized services to each participant, workforce specialists have the discretion to determine what specific program services will be provided to a youth participant, based on each participant's objective assessment and individual service strategy. The following strategies will be utilized:

The following elements will be available to participants of the Youth Program and used to develop a detailed service strategy:

***Element #1***

***Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to the completion of the requirements for a secondary school diploma or its recognized equivalent.***

Tutoring and study skills - Tutoring is available to all youth who indicate a need for additional educational assistance. ARIZONA@WORK Northeastern Arizona Youth staff work closely with instructors and tutoring programs within the youth's educational setting to ensure that the necessary academic support is provided.

- At Gila County Community College campuses and Northland Pioneer College (NPC) campuses tutoring and study skills classes are available to college students and community members, as needed.
- Several of the region's high schools have additional tutoring and study skills programs available for their students
- If on-campus tutoring is unavailable or not complimentary to the needs of the youth, the staff assist in accessing other tutoring services or summer school.
- ARIZONA@WORK Northeastern Arizona Youth staff can refer out of school youth to agencies that provide tutoring assistance to improve basic academic ability or to support G.E.D. (HSE) Preparation. For example, NPC has a computer lab with education software that individuals can use to improve their basic academic skills. Across the Northeastern region Libraries provide computer labs with educational software to the community.

A study skills program's benefits include improved writing skills, enhanced reading comprehension, and increased organizational skills. These benefits can result in increased academic performance (as measured by G.P.A. and classroom attendance, for example) and higher rates of student retention and graduation.

The following key points are the typical content of a study skills program. Many of these topics are also offered in a formal setting through the Adult Basic Education Programs in the Northeastern Arizona area:

Principles of clear writing	Keeping lists of commonly used facts, tables charts	Thinking skill development
Working on group projects	Reviewing study guide	Increasing Concentration
Organization	Reading Comprehension	Studying similar subjects at separate times to avoid confusion
Studying with friends	Making up possible questions	Effective listening
Time Management	Basic understanding of content	Using memory effectively
Drill and memorization	Testing yourself	Comprehension
Avoiding procrastination	Extracting important details	Avoiding distractions
Increasing vocabulary	Reading the directions	Application
Using an organizational planner or assignment book	Critical reading	Paying attention in class
Website evaluation	Reading through entire test	Problem Solving
Test taking strategies	Taking notes	Understanding the problem
Reviewing after lectures	Answering easy questions first	Devising a plan
Asking questions as you read or listen/Answering questions directly	Improving reading speed	Carrying out the plan
Reviewing notes	Active reading	Looking Back



The Workforce Specialists and Youth Program Specialist have the responsibility of providing skills workshops for ARIZONA@WORK Youth participants unable to access study skills programs elsewhere. The staff will use the study skills curricula available at Northland Pioneer College. These workshops reinforce the study skills that a participant may have already acquired in earlier training.

Skill attainment training develops work readiness, basic education, and/or occupational skills that contribute to academic and employment success. All youth, regardless of age, receive training in at least one of the following three areas, based on need.

- 1) Career Guided Pathways Work readiness programs, which includes career exploration and planning, financial literacy, college and career readiness, academic preparation, life planning, goal setting, self-advocacy, and creation of a 10-year life plan and professional/academic e-portfolio (includes cover letter, resume, and other employment related information).
- 2) Gateway to College is available to high school students. These activities include the same information as the Work Readiness Programs, but also have life skills, study skills, tutoring, and basic education skills embedded in the information. Research has shown that the sooner youth begin to think about and plan for their future career and life goals, the better the retention and completion rates for both high school and secondary education.
- 3) Information that supports basic education skills are provided by Youth Program staff and the high schools within Apache, Gila and Navajo Counties. The Youth Program staff and Workforce Specialists responsible for coordinating training; communicating skill attainment goals; developing a specific educational plan with schools/adult education programs; and monitoring progress toward skill attainment outcomes. In all cases, the youth staff and youth mutually establish specific basic skills goals. Training objectives and evaluation of achievement are outlined to promote goal attainment while providing numerous opportunities. Basic education training is provided to young people, whose academic assessment results indicate English, reading, writing, or computing skill levels at or below grades 8 and 9. The following identifies Basic Education Skill attainment that focuses on achieving successful outcomes in the training areas listed.
  - a. Skill Attainment Training Area
  - b. Outcome
  - c. Basic Education Skills
  - d. Improvement in Reading, Language, and/or Math education levels
  - e. Required Education
  - f. Successful completion of coursework and attainment of high school credit or obtaining a high school diploma or HSE/GED
  - g. English Language Learners
  - h. Completing English Language Learners training and demonstrating, through assessment, that English Language Learners services are no longer necessary

This ARIZONA@WORK Youth Program incorporates strategies that duplicate the three common characteristics described above. For example, we refer in-school youth to existing before- and after-school activities and encourage them to stay in school and graduate. Youth Program staff provide positive role models for participating youth and engage parents in their children's education whenever possible. Moreover, the project

encourages young people to make constructive contributions to organizations and communities through service learning and work experience.

***Element #2***

***Alternative secondary school services, or dropout recovery services, as appropriate.***

All out-of-school participants who lack a high school diploma or equivalent are required to enroll in a High School Equivalency program. Alternative secondary school partnerships and linkages include school districts, charter schools, and other adult education agencies.

To support dropout recovery, the following 14 elements mentioned in the WIOA Title I legislation, are available, as needed: Tutoring, study skills training, instruction and evidence based dropout prevention and recovery strategies that lead to completion of the requirements of secondary school diploma or High School Equivalency (HSE), including certificate of attendance or similar documentation for individuals with a disabilities), or a recognized postsecondary credential; alternative high school services, or drop out services; occupational Skills training; paid and unpaid work experiences. Youth are always encouraged to stay in high school, if that is an option for them, otherwise they are referred to a HSE/GED program.

Education services leading to skill attainment for a participant who has dropped out of high school will typically take one of several forms, depending on his or her education status, individual circumstances, and functional level of basic skills. Whenever appropriate and possible, youth who have dropped out of school will be encouraged to re-enroll in their local high school. This is the optimum course of action for youth who have reasonable expectations of graduating with their cohort class, were progressing adequately while in school, or were not expelled or placed on long-term suspension.

Enrollment in alternative school within the youth's school district or at a charter school is an option if he or she is in need of an accelerated graduation plan offered by these schools, requires a non-traditional educational environment to maximize learning, or has behaviors that preclude re-enrollment at his or her local high school.

Enrollment in an Adult Education program can provide educational opportunities for youth, including those who elect not to return to high school and those denied enrollment in a traditional high school. Adult Education services can be an option for out of school youth who attained a secondary school diploma or its equivalent but are basic skills deficient. Gila Community College and Northland Pioneer College both offer Adult Education provide English as a Second Language instruction and High School Equivalency instruction at several sites within Northeastern Arizona.

ARIZONA@WORK Northeastern Arizona Youth staff strive to ensure that in-school youth remain in high school and graduate. The Youth Program staff advocate for youth with teachers, guidance counselors, and other school and college staff. By communicating assessment results with these personnel and parents, students benefit from concerned adults encouraging their academic success and will be more likely to complete their education. (As necessitated by law, all participants will be required to sign a release form that allows assessment-related information to be shared and reviewed for education and employment purposes.)

### **Element #3**

#### ***Paid and unpaid work experiences that have academic and occupational education as a component of the work experience***

ARIZONA@WORK Northeastern Arizona Youth program partners with area employers, local government and educational institutions to provide subsidized work experiences to youth participants. This type of work experience provides youth with an introduction to the world of work. The Youth Program staff help youth identify, prepare for, and apply for these work experiences. These experiences provide career exploration through a structured exposure to work and an introduction to opportunities in high demand occupations and industry clusters. The proposed project budget contains a line item to fund subsidized employment. Twenty percent of the overall budget is dedicated to funding work experiences.

The work experience complements academic instruction by providing a context for the practical application of learned skills. Work sites may be in the public, private non-profit or private sector, and will be developed to provide an experience that approximates a “real work” situation. Work experiences may be paid or unpaid depending on various factors, such as the intensity and duration of the experience. Work experiences that have job responsibilities outlined in training agreements will be paid.

Worksite assignments are based on the youth’s objective assessment, the ISS, commitments from employers, opportunity for employment upon completion of training, the worksite’s ability to integrate basic academic skills into work/training activities, and Child Labor Laws. The Youth Program staff provide the worksite supervisors with training that covers the methodology involved in training and evaluating occupational skills and work readiness skills.

### **Element #4**

#### ***Occupational skill training, which includes priority consideration for training programs that lead to recognized post-secondary credentials that align with in-demand industry sectors or occupations in the local area involved, if the Local Board determines that the programs meet the quality criteria described in WIOA sec. 123***

*Occupational skills training* – ARIZONA@WORK Northeastern Arizona youth program participants may receive training through occupational skills training, on the job training, skills upgrading and retraining, apprenticeship and/or customized training. Participants are exposed to the identified industry clusters to increase participation in high demand employment sectors that offer high wages. Training usually takes place in a classroom and results in an earned credential such as a certificate, diploma, license or degree. The ISS documents all activities resulting in training selection, the leveraging of financial aid, and community-based support for training.

Occupational skills training conforms to Arizona Skill Attainment System requirements. Thus, the training provides on-site skills development and classroom-based skills development. On-site occupational skills training typically occurs during the work experience activity outlined below. The participant’s Youth Program staff communicates with the worksite supervisor to identify at least six employer-specific occupational skills, training objectives, and a training plan that produces proficiency in the particular job. A formal worksite training agreement will articulate the training plan. The Youth Program

staff provide the worksite supervisors with an overview of approaches and strategies that facilitate on-the-job learning.

Classroom-based skills training is provided by training institutions that have met the Eligible Training Provider List (ETPL) standards. ARIZONA@WORK Northeastern Arizona Youth staff communicates with the classroom instructor to identify specific occupational skills, training objectives, and a training plan. In both on-site and classroom-based training, participant progress is assessed on a continuous basis. Training duration and/or methodology is modified as necessary to provide the opportunity for skill attainment.

*Work Readiness Training* – Work Readiness Training is a scheduled activity for participants whose pre-assessed levels of proficiency in work readiness skills indicate a need for this training. Participation in this activity can occur at any time following Comprehensive Assessment and is determined by participant need and the sequence of activities outlined in the ISS. The duration of training will vary, based on the participant’s learning pace, degree of deficiency, and program goal(s). The Youth Program staff and Workforce Specialists are the primary providers of work readiness training to ensure that the specific requirements for skill attainment are met. Collaborating business partners may offer supplemental workshops that provide for exploration of industry clusters and postsecondary opportunities.

The career readiness workshops teach skills and knowledge related to career and personal awareness, understanding and accessing the labor market, daily living skills, job seeking skills, punctuality, attendance, presenting a neat appearance, exhibiting good conduct, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. The following outlines the specific content of the training components in youth participant workshops.

<b>Work Readiness Skills</b>	
Making Career Decisions	Survival/Daily Living Skills
Using Labor Market Decisions	Being Consistently Punctual
Preparing Resumes	Maintaining Regular Attendance
Filling Out Applications	Demonstrating Positive attitudes and behavior
Interviewing/Follow-Up Letters	Presenting Appropriate Appearance
Exhibiting Good Interpersonal Relations	Completing Tasks Effectively

The curriculum addresses the specific learning objectives (indicators) delineated in the skill attainment system/workplace standards. Emphasis is placed on values clarification, self-perception, motivation and employer expectations, and the practical application of these skills in relation to work.

The Youth Programs’ approach is to combine work readiness skills training with work

experience or training in basic education or occupational skills, and to use these activities to assess the participant's ability to demonstrate workplace skills outlined in the above table. This approach is consistent with principles of competency-based learning and instruction and is supported by national field studies indicating that job-keeping skills are most effectively trained and measured in a work or simulated work environment. Therefore, whenever possible, the classroom portion of work readiness skills training is followed by a paid or unpaid work experience. All participants are required to have work readiness training prior to being placed in a work experience position. This training can be delivered in person with the youth participant or virtually using a mediated telepresence platform such as Microsoft TEAMS.

#### ***Element #5***

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

The project will link academic learning with occupational learning. During their work experience, WIOA participants have the opportunity to develop and demonstrate soft skills and competencies learned in the work readiness classes and workshops. As noted, work experience participants are required to attend a Work Readiness workshop prior to placement at a worksite.

Education is offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster and requires integrated education and training. The three components for integrated education and training program are as follows:

1. Adult education and literacy activities such as basic academic skills training, critical thinking skills, or digital literacy skills
2. Workforce preparation activities such as self-management skills grooming for employment, or following directions; and
3. Workforce training such as occupational skills training, on-the-job training, job readiness training, or customized training.

The Youth Program staff provide activities that help youth transition to post-secondary education and training:

- Informing participants of legal responsibilities after turning 18
- Assessing participant strengths, abilities, and interests
- Helping participants prepare and submit post-secondary education applications and financial aid
- Investigating and applying for scholarships; and
- Developing a portfolio that demonstrates accomplishments and competencies.

#### ***Element #6***

***Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors.***

*Leadership Development* – The ARIZONA@WORK Northeastern Arizona Youth participants gain leadership experiences and exposure to leaders through service-learning

projects, team leadership training, life skills training, and soft skills training. For example, as noted above, the work readiness workshops incorporate visits from ARIZONA@WORK Northeastern Arizona Youth participants who have already completed this training. The Youth Program staff, peers, success coaches, and partnership personnel provide examples and models of leadership. As noted, the project will include establishment of a Youth Advisory Committee which provides ARIZONA@WORK Northeastern Arizona Youth participants with the opportunity for input about the project's program, activities, and services. Through this committee, participating youth will gain experience in several requirements of leadership, including decision-making, being respectful of other people's opinions, being able to reach consensus, and working with other people to overcome problems and challenges.

*Community Service and peer centered activities* - The youth program provides linkages to the Northeastern Arizona communities and ARIZONA@WORK partners to ensure that parents, youth participants, and members of the community with experience in youth programs, are involved in the design and implementation of the Youth Program.

Opportunities are made available to individuals who have successfully participated in the youth program to volunteer and provide assistance to participants in the form of mentoring, tutoring and/or other services and the program will provide appropriate connections between the youth program, area business and non-profit agencies that foster participation with local youth. Agencies that can assist with guiding youth are justice and law enforcement officials, public housing authorities, representatives of other area youth initiatives, including those that serve the homeless and private youth initiatives. Youth Program staff assist with coordination and provision of youth services, linkages to the job market and employers, access for eligible youth to resources, information and services, and other activities designed to meet the purposes of the youth program and youth services.

### ***Element #7*** ***Supportive services***

Supportive services will be available throughout the youth's participation in the program. Supportive services will provide participants with the assistance necessary to complete the agreed upon program activities and transition to employment, postsecondary education, and/or advanced training. Support may include assistance with transportation, childcare, housing, referral to medical services, appropriate work attire, and work-related tools. Whenever possible, support services will be accessed through in-kind contributions and/or reduced fees for services in order to maximize available resources. Funding is also allocated in the project's budget for supportive services.

The provision of supportive services includes linkages and interaction with classroom and on-site training staff, interaction with other professionals or family members having influence with the youth, and performance coaching/counseling. Effective case management plays a significant role in the provision of comprehensive guidance counseling, follow-up and supportive services. Staff will be responsible for documenting the delivery of services, progress toward goals, and goal attainment. This is accomplished through ISS development and revision as well as case notes maintained online through the Arizona Job Connection and the participant's hard file.

### ***Element #8***

***Adult mentoring for a duration of at least 12 months that may occur both during and after program participation.***

The purpose of adult mentoring is to build supportive relationships between youth and adults and to provide young people with positive adult role models.

Mentoring within the program occurs in various ways. Informally, teachers, counselors, worksite supervisors and ARIZONA@WORK Northeastern Arizona Youth staff fulfill the role of mentors to participants. These adults can help the ARIZONA@WORK Northeastern Arizona Youth participants make wise decisions about their future. The adults also provide the encouragement and emotional support.

When appropriate and where available, the Youth Program staff refer participants to formally organized and recognized adult mentoring programs. The Youth Program staff document the time each participant spends being mentored and records issues that are communicated to them by either the participant or the individual providing the mentoring.

***Element #9***

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

During follow up Youth Program staff provides follow-up and retention activities to ensure youth are provided with the necessary supports and services following program completion and transition to post-exit status. The requirement for a minimum of 12 months of follow-up services can contribute to the continued growth and development of the participant, and are consistent with youth development principles: improvement of academic achievement, support to complete post-secondary education, preparation for successful employment, and access to necessary supportive services to ensure successful outcomes. The identification of barriers prohibiting self-reliance and productive citizenship is central to a comprehensive follow-up strategy. Additionally, maximizing program performance must focus on retention/post-exit strategies, as status during the 2nd and 4th quarters following program exit is key to core youth performance measures.

Program staff maintains responsibility for providing follow-up services to participants, as well as maintaining regular contact with participants, supervisors, and/or training/education providers to monitor the youths' status, identify and provide necessary supports, and intervene as needed. Staff perform scheduled contact attempts and the retrieval of current status back up documentation. In addition, program leadership coordinates follow-up activities to enhance post-exit services, thus resulting in increased positive retention-related performance.

***Element #10***

***Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling, mental health counseling as well as referrals to counseling, as appropriate to the needs of the individual participant.***

Comprehensive Guidance and Counseling is part of a process of helping youth make informed educational, occupational, and life choices. Our program staff provide guidance and counseling assistance to youth participants to develop competencies in self-knowledge, educational and occupational exploration and career planning. If a youth requires drug and alcohol or mental health counseling, a referral can be made to community based behavioral health agencies such as such as Changepoint Integrated

Health serving Navajo and Apache County or Southwest Behavioral Health in Payson both of which provide free counseling for clients in Northeastern Arizona.

Adult Mentoring for the period of duration of 12 months would occur during participation and during follow-up services after exit from the program. Youth would be referred to agencies that could continue to provide support, services, guidance and counseling. The youth program would coordinate with the organization it refers a participant to in order to ensure the continuity of service.

***Element #11***  
***Financial literacy education***

Financial literacy is the ability to use knowledge and skills to manage one's financial resources effectively for lifetime financial security. Financial literacy education enables young people to start positive habits early (such as saving money and budgeting) and to avoid making decisions that could result in years of financial difficulty, such as incurring an unmanageable level of credit card debt.

Surveys indicate that the majority of teens do not understand that credit cards accumulate interest and are neither able to balance a checkbook nor check the accuracy of a bank statement. Additionally, studies indicate that a sizeable majority of college students have at least one credit card, as well as have incurred several thousand dollars in credit card debt while in school. A recent Federal Deposit Insurance Company (FDIC) survey indicated that a large majority of surveyed teens are eager to learn more about how to manage and handle their money.

Youth will participate in Money Management workshops utilizing online modules, which will give them a better understanding of U.S. currency values, how to count bills and coins to pay or give money, how to use vending machines and ATMs, improve basic banking skills, including paying with a debit card and depositing money, and become familiar with the process of paying bills and filling out tax forms. Participants also learn the following subjects to better manage their money:

**MONEY MANAGEMENT WORKSHOPS**

- Bank On It - An introduction to bank services
- Check It Out - How to choose & keep a checking account
- Setting Financial Goals - Money management/Retirement & Investing
- Pay Yourself First - Why you should save, save, save: Budget/Saving
- Borrowing Basics - An introduction to credit
- Charge It Right - How to make a credit card work for you
- Paying for College & Cars - Installment loans
- A Roof Over Your Head - Informed decisions on apartments and homes

***Element #12***  
***Entrepreneurial skills training***

Northland Pioneer College and EAC Globe and Payson Small Business Development Center (SBDC) can assist youth with one-on-one confidential counseling where counselors use their real-life business ownership and management experience to give clients advice that is relevant and practical. SBDC services include, but are not limited to,



assisting businesses with wellness evaluations, financial, marketing, production, organization, engineering and technical problems, feasibility studies, including: Accounting, Financial/Loan Packaging, Advertising, Government, Procurement, Business Plan Development, Market Research & Analysis, Business Startup, Management Issues, Cash Flow Management, Marketing, Commercialization of Technology, Personnel, Computer Applications, Positioning, Customer Analysis, Pricing Strategies, Environmental Management, Promotion, Exporting, Strategic Planning.

Entrepreneurial skills training provides the basics of starting and operating a small business. These trainings develop the skills associated with entrepreneurship and may include, but are not limited to:

- Taking initiative
- Creatively seeking out and identifying business opportunities
- Develop budgets and forecast resource needs
- Understand various options for acquiring capital and the trade-offs
- Communicate effectively and market oneself and one's ideas.

Workshops would be organized, as needed, for youth and the information will be included in ongoing training by the Youth Program staff.

### ***Element #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.***

It is important when participants make career choices they have a good understanding whether an adequate supply of the jobs in which they are interested exists. It is also important they know the sectors in which those jobs are located so they know where to look for employment and to receive specific training and preparation to work in those particular sections. Additionally, Youth Program staff want to ensure that participants receive training for or seek jobs that exist – and that exist in sufficient numbers needed to ensure participants have a reasonable chance of securing work in the fields of their choice.

ARIZONA@WORK Northeastern Arizona Youth Program staff have access to online tools that will enable participants and the Youth Program staff to obtain valuable information about careers, labor market conditions, and where jobs are located.

- When a participant asks about future job growth in a specific field, the Youth Program staff answer questions by accessing regional, state, and national job market data provided through the Workforce Quality Initiative (WQI) reference previously in this plan.
- Participant and Youth Program staff can access the Arizona Career Information System (AzCIS), which helps people career and educational goals, connect majors to the world of work, locate scholarships, prepare to transfer to another institution, and find graduate schools.
- Participants access My Next Move, an online tool that allows people to search careers by key words or browse careers by industry type during career exploration activities. Additionally, My Next Move can answer questions about careers that participants might enjoy and will then suggest careers that match the participant's interest or training.

- Youth Program staff and participants can use O\*NET, the nation's primary source of occupational information. O\*NET contains information on hundreds of standardized and occupational-specific descriptors. The database also contains career exploration tools, career assessment instruments, and an interactive application for exploring and searching occupations.

With encouragement from the Youth Program staff, participants are able to attend Job Fairs that Community College partners throughout the three counties regularly arrange and hold for its students and the wider public. The Job Fairs not only feature private and public entities looking for workers but also involve organizations seeking to provide careers in various fields, recruiting for internship and volunteer positions or providing continuing education information.

#### ***Element #14***

#### ***Activities that help youth prepare for and transition to post-secondary education and training.***

All new enrollees in the ARIZONA@WORK Northeastern Arizona Youth Program are required to complete the workshops and/or activities listed below, unless their assessment indicates there is not a need for a specific workshop or activity. The Youth Program staff develop a schedule of activities with the participants as soon as they are enrolled. Each participant understands that services such as payment of college tuition and support services hinges on their participation in the workshops and activities. This requirement will be documented in the participant's ISS, which he or she will sign.

The following lists the special programs and activities that will help youth prepare for and transition to post-secondary education and training and that is mandated, depending on the participant's individual requirements.

#### ***WORKSHOPS AND ACTIVITIES TO HELP THE TRANSITION TO POST-SECONDARY TRAINING AND EDUCATION:***

- Adult Mentors - Adult mentoring for first year college students – collaboration with other partner grant projects and programs, as needed.
- Dual Enrollment - Courses allowing high school students to obtain high school credit and college credit simultaneously
- Career Exploration - On-line career exploration, overview of college classes that prepare students for employment in specific fields, field trips. Use of O\*Net (on-line job and training search program) and GCF learnfree.org
- Apply for federal financial aid (i.e. Pell) - WIOA eligible youth attending college must apply for a Pell grant (a federal WIOA requirement)
- Career Guided Pathways Work Readiness workshops - Provides training in soft skills, resume preparation, job searches, standards of professional dress, etc. Students may need an income while they are at college or are in a post-secondary training program.
- Financial Literacy workshops - Provides the prerequisite knowledge required for financial literacy and money management.
- Scholarship and Financial Aid Opportunities - As per federal requirements, all WIOA eligible youth enrolled in college must apply for a Pell grant. The career planners will ensure that all WIOA eligible youth either attending college or enrolling in college complete the federal financial aid form (commonly known as FAFSA).

## **K. Provision of Training Services**

Training services for the Local Workforce Development Area will be provided in accordance with 134(c)(3)(G) of the Workforce Innovation and Opportunity Act. Training services provided will maximize customer choice in the selection of an eligible provider of such services and will be directly linked to an in-demand industry sector or occupation or related entry level career path course of study to the greatest extent possible. The LWDB has approved a policy that allows the Title IB program provider to place participants in training outside of in-demand industries and occupations on a case-by-case basis. The LWDB will monitor those participants placed in training outside of in-demand industries and occupations to ensure those participants are successful in finding training-related employment that provides a livable wage upon completion of training. Similarly, because labor market data and local economic conditions can change with little warning, the LWDB may decide to approve training services for occupations beyond those listed in this plan, if the LWDB determines there is a high potential for sustained demand or growth in the LWDA. If this occurs, Local Workforce Development Board will document the decision in Board meeting minutes along with the justification for the decision and modify this plan accordingly.

Training services will be provided through the Individual Training Account process for educational institution training services and through a contract process for other training services including on-the-job training, customized training, incumbent worker training, or transitional employment. The Local Workforce Development Board will not directly provide training services. Training services will be administered by training providers that are listed on the State Eligible Training Provider List and whose programs have been approved by the Local Workforce Development Board unless the type of training is excepted in 20 CFR 983.320.

### **1. Individual Training Accounts (ITA)**

Occupational Skills Training is provided through an Individual Training Account Voucher (ITA). These are offered to participants who do not possess the occupational skills necessary to obtain employment in the local area, or who have not found employment through basic and individual career services due to substantial barriers to employment and self-sufficiency. When developing the employment plan, the Workforce Specialist and participant will make sure the training is suitable for the participant by using the O'Net on-line assessment and analyzing the result. They will review the labor market information and the area of Occupations In-Demand list to be certain the training will lead to an In-Demand Occupation job. Also, the employment plan will include the supportive services needs for the participant to be successful in the training. Once all this is in place, the ITA for occupational training will be completed and submitted to the training facility. The Northeastern Arizona LWDB has placed a limit of \$6,000 and a maximum timeframe of 24 months on Individual Training Accounts with a policy provision that allows the Title IB Service Provider to approve ITAs that exceed the established limit on a very limited basis.

### **2. Training Contracts**

#### **On-the-Job Training (OJT)**

OJT can be offered to employers to provide financial assistance in order that new employees can learn basic skills they need to perform their job. On-the-Job Training (OJT) can be offered to employers who meet requirements outlined in the local OJT Policies. This training can be offered to participants who are eligible for enrollment in the WIOA Title 1B Programs. The training will be designed to provide knowledge or

skills essential to the full and adequate performance of the job. A complete list of the skills/knowledge to be mastered and the timeline to acquire them shall be included in the OJT contract negotiated with the employer.

The Local Workforce Development Board has approved for OJT Employers to be reimbursed up to 50% of their wages while being trained in an occupation. The OJT Employer Agreement outlines the duration of the training, an outline of the job description, and job skills to be obtained by the end of the agreement. The Employer completes a progress report that includes an assessment of the participant's progress in learning the job skills detailed in the Employer Agreement, overall work habits, and a report on the number of hours worked during that month. This progress report doubles as an invoice that is the basis for the reimbursement paid to the employer.

### **3. Customer Choice**

Customer choice is achieved when service providers are trained on career pathways and provide comprehensive case management that ensures the customer is aware of all training options. The service provider's role is to assist the participant with making an informed choice after conducting a comprehensive assessment that includes career exploration activities, reviewing the available career pathways and creating a training and employment goal. If the appropriate pathway includes Occupational Skills Training, the participant will review the training provider options available on the Eligible Training Provider List taking into account details on each provider's program of study, length of training, and cost information. For training contracts outside of the ITA system, participants will work with the service provider to determine their preferred training situation.

## **L. Supportive Services**

The Local Workforce Development Board recognizes the need for supportive services for individuals to participate in Workforce Innovation and Opportunity Act activities. Supportive services may be provided by contracted service providers when it has been documented that such services are necessary to enable an individual, who cannot afford to pay for such services, to participate in WIOA Title I-B-career or training services *that are not available from other sources*.

Support services may be requested by any participant involved in Individualized Career Services for Adult, Dislocated Worker, and Youth Programs. These services will be identified as part of the comprehensive assessments. These assessments and all supportive services provided must be documented in the participant's Individual Employment Plan (IEP) or Individual Service Strategy (ISS). Title IB Workforce Specialists provide the coordination of resources for support services both in the program and in the community and must work with partner and community-based organizations to ensure services they are providing to participants are available from other sources.

### **Types of supportive services**

The LWDB allows service providers to provide the following types of Supportive services using WIOA Title IB funds:

- A. Linkages to community services;
- B. Transportation assistance;
- C. Childcare and dependent care assistance;

- D. Housing and utility bills assistance;
- E. Educational testing assistance;
- F. Reasonable accommodations for individuals with disabilities;
- G. Legal Aide services;
- H. Referrals to healthcare such as drug and mental health services;
- I. Work-related expenses including uniforms, appropriate work attire, and work-related tools, including eyeglasses and protective eye gear;
- J. Training-related assistance with school supplies, and other necessary items for students enrolled in postsecondary education classes expenses not covered in the ITA or any other training contract; and
- K. Payments and fees for employment and training-related applications, tests, and certifications.

**Needs-Related Payments** The LWDB does not allow Needs Related Payments

### **Transportation**

The Local Workforce Development Board recognizes that Transportation is a huge barrier to employment in this large rural area with few public transportation systems serving only half of the population centers within the local area: Globe/Miami, a region of Navajo County spanning from Holbrook to Pinetop-Lakeside, and the area encompassing Payson and Star Valley. These public transit systems have limited service hours and do not serve those who must arrive at work prior to 7:00 AM or after 6:00 PM. As with all other supportive services, the LWDB allows for the provision of transportation supportive services on a case-by-case basis if assistance is required to participate in an education or training activity and/or seeking employment.

### **M. Basic Skills Deficiency**

The LWDB believes that the ARIZONA@WORK Northeastern Arizona partner staff are trained to provide intake and comprehensive assessments for individuals seeking individualized services, making observations during these processes that will indicate whether 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”. If these observations indicate an individual may be basic skills deficient staff will utilize the Arizona Career Readiness Credential pre-test, the Test of Adult Basic Education (TABE) and/or referral to Adult Basic Education for evaluation and participation in ABE services.

### **N. Adult Priority of Service**

The LWDB has a priority of service policy that requires that adults who meet the following criteria are given priority of service: low-income individuals, recipients of public assistance, and individuals who are basic skills deficient. The policy requires that ARIZONA@WORK staff must determine priority of service prior to providing any individualized career or training services. The LWDB annually monitors priority of service requirements of its service providers to ensure the requirements are being implemented in accordance with WIOA and State and Local policies and procedures. Monitoring activities may include desk reviews of files, onsite visits and interviews, and review of AJC case information.

### **O. Veterans Priority of Service**

Veterans and eligible spouses receive priority of service for all DOL-funded job training programs, including WIOA programs. ARIZONA@WORK Northeastern Arizona adheres to this priority of service by ensuring every customer that enters the job center is asked whether they are a veteran or a spouse of a veteran.

Persons entering the Job Center or accessing services virtually are asked by the staff first encountering them if they or their spouse have ever served in the United States Armed Forces so that:

- Covered persons are identified at the point of entry to allow covered persons to take full advantage of priority of service
- Covered persons are made aware of:
  - Their entitlement to priority of service
  - The full array of employment, training, and placement services available under priority of service
  - Any applicable eligibility requirement for the WIOA Title I-B Adult, Dislocated Worker, and Youth Programs

The LWDB annually monitors priority of service requirements of its service providers to ensure the requirements are being implemented in accordance with WIOA and State and Local policies and procedures. Monitoring activities may include desk reviews of files, onsite visits and interviews, and review of AJC case information.

**P. Underemployed Individuals**

The Northeastern Arizona Local Workforce Development Board defines an underemployed individual as a person whose household income is less than 200% of the Lower Living Standard Income Level (self-sufficiency level) as indicated in the chart below.

**Northeastern Arizona LWDA Area LLSIL and Self-Sufficiency  
Income Matrix for 2020**

Family Size	70% LLSIL	Self-Sufficiency (200% LLSIL) for Adults and Dislocated Workers
1	\$11,422	\$32,636
2	\$18,720	\$53,484
3	\$25,702	\$74,434
4	\$31,724	\$90,638
5	\$37,441	\$106,974
6	\$43,788	\$125,110
7	\$50,135	\$143,246
8	\$56,482	\$161,382
Additional per person >8	\$6,347	\$18,136

**Q. Youth who Requires Additional Assistance**

ARIZONA@WORK Northeastern Arizona defines the “youth who requires additional assistance” as an individual who needs additional assistance to complete an educational

program, or to secure and hold employment. Not more than five percent of all In-school Youth enrolled in the program each year are eligible **only** based on the “requires additional assistance” criterion.

<b>Out of School Youth (OSY)</b>		
In addition to meeting the low-income eligibility criteria, a youth who needs additional assistance may be eligible for WIOA Youth Services <i>if one of the following criteria is met under this category:</i>		
Section	Policy Provision	Documentation Needed
Poor Work History/ Underemployed	Has poor, limited or no work history and/or sporadic employment and is no longer employed or is seeking employment for the last 2 months, but remains unemployed or underemployed.	<ul style="list-style-type: none"> <li>▪ Work History Form</li> <li>▪ Case notes</li> </ul>
Has Incarcerated Parent(s)	One or both parents is incarcerated	<ul style="list-style-type: none"> <li>▪ Legal Document</li> <li>▪ Self-Attestation</li> <li>▪ Case Note</li> </ul>
Occupational Skills/ Further Education Deficiency	Lack of educational, occupational and/or technical training that reduces opportunities for gainful employment and causes income poverty; poor access to quality education and job opportunities	<ul style="list-style-type: none"> <li>▪ Work History Form</li> <li>▪ Self-Attestation</li> <li>▪ Case Note</li> </ul>
Counseling Services	Is receiving or has received additional services through a licensed Counseling/Rehabilitation Agency.	<ul style="list-style-type: none"> <li>▪ Referral/Letter from Agency</li> </ul>
<b>In School Youth (ISY)</b>		
In addition to meeting the low-income eligibility criteria, a youth who needs additional assistance may be eligible for WIOA Youth Services <i>if one of the following criteria is met under this category:</i>		
Section	Policy Provision	Documentation Needed
Poor School Attendance	Has displayed chronic poor attendance within the last school quarter and/or has an attendance rate of less than 85%.	<ul style="list-style-type: none"> <li>▪ School Record</li> </ul>
Alternative Schooling	Is currently attending an alternative school/education program that leads to a High School Diploma or High School Equivalency.	<ul style="list-style-type: none"> <li>▪ School Record</li> </ul>
At Risk of Drop Out	Is currently at risk of dropping out of school, as determined by referral from a school staff person, probation officer, or other responsible person with proper documentation and/or possesses unsatisfactory grades, GPA, and/or amount of credits.	<ul style="list-style-type: none"> <li>▪ School Record</li> </ul>
School Disciplinary	Has received or is receiving continuous disciplinary actions and/or is under a type of academic probation.	<ul style="list-style-type: none"> <li>▪ School Record</li> </ul>
Counseling Services	Is receiving or has received additional services through a licensed Counseling/Rehabilitation Agency.	<ul style="list-style-type: none"> <li>▪ Referral/Letter from Agency</li> </ul>

## **R. Procurement Process**

The LWDB has established a Request for Proposal process with guidelines for selecting operators and providers in accordance with WIOA 107(d)(10)(A) through (E) and the Workforce Arizona Council policy, including CEO agreement on selections. Navajo County, as administrative and fiscal agent, conducts procurements at the request of the LWDB according to the County procurement policy. A workgroup of LWDB members and staff

complete the proposal review and scoring and determine which bidder to recommend for award. The Navajo County Procurement Director facilitates the proposal review meeting. The recommendation is presented to the LWDB for approval. Upon approval by the LWDB, a contract is drafted and submitted to the CEO for agreement and signature.

## **S. Coordination of Education Programs including Adult Education & Literacy**

The LWDB is leading efforts to coordinate with adult education providers, the K-12 school system (particularly charter schools that cater to students who have not been successful in the traditional classroom) and local community colleges. ARIZONA@WORK Northeastern Arizona staff work closely with area high schools to assist in the transition from secondary to post-secondary, engage with students at risk of dropping out, and conduct outreach to youth who have become disconnected from secondary education before receiving a high school diploma. Specialized vocational rehabilitation counselors are assigned to work with special education students as they prepare to leave high school. Vocational Rehabilitation also has a transition specialist in the ARIZONA@WORK Job Centers to provide services to secondary and post-secondary students.

### **1. Title II Adult Education Provider Grantees**

The Adult Education and Literacy provider for Navajo and Apache Counties is Northland Pioneer College (NPC) while Gila County Educational Service Agency provides Title II services in Gila County through the Gila County Adult Education and Literacy Program.

### **2. LWDB Coordination with Adult Education and Literacy**

Adult Education and Literacy is a core program partner and has been actively participating in the partner convening groups held in the Local Workforce Development Area to prepare the customer flow map, identify areas of collaboration, and build day-to-day operational procedures. The career pathways model described throughout this plan will create a talent pipeline to fill employment in industries and occupations that are forecasted to have growth and provide a self-sufficient wage over the next few years and the LWDB believes that many of the workforce system individuals will start with Adult Basic Education or English Language Acquisition for Adults (ELAA) and build from there. The partnership with Adult Basic Education and Literacy is essential and the LWDB is involved in building this partnership from the time applications are submitted to the Arizona Department of Education by conducting a review of the applications. The LWDB makes recommendations to the Department of Education regarding each applicant's current alignment with the workforce development plan and makes recommendations on steps each applicant can take to enhance alignment with the LWDB and the local plan.

Along with the other core program partners, Adult Education and Literacy in all three (3) counties has agreed to the customer flow that provides for a "no wrong door" approach to serving individuals in the Local Workforce Development Area. Adult Education and Literacy has also agreed to the referral process and initial screening to identify potential services for all American Job Center jobseekers.

The College and Career Preparation (CCP) department at NPC provides educational services in the form of face-to-face classroom lectures, hands-on labs, online courses, and classes offered via the NPC distance education system. Classes are offered in the areas of English Language Acquisition for Adults, Civics Instruction, Adult Basic and Secondary Education, and Integrated Education and Technology. Students commute to



four full-service campuses, five centers, and numerous classroom sites throughout the service area. Throughout the COVID-19 Pandemic, NPC-CCP will offer services in a virtual format, working with students individually to assure comfort with technology, access and meeting their academic needs.

The College and Career Preparation (CCP) department at NPC provides pre-intake, registration, enrollment and orientation services that provide incoming students an overview of services, assists students in setting educational goals, and assures the completion of NPC/Title II enrollment requirements. At the time of the orientation, ARIZONA@WORK Northeastern Arizona partner program staff are available to provide information regarding support services they may be able to provide.

The Gila County Adult Education and Literacy Program is in multiple sites throughout the Northeastern Arizona LWDA including: 1) Payson Adult Education Center; 2) Rim Country Literacy; and 3) Globe Comprehensive One-Stop. Face-to-face classes in Adult Basic and Secondary Education; Civics Instruction; Integrated Education and Training; and, Integrated Technology are offered at all sites in addition to the Distance Learning online classes. Classes in English Language Acquisition for Adults are offered in Globe and Payson. Pearson testing sites are available in Globe and Payson for student convenience. The Payson Adult Education Office, under the auspices of the Gila County Education Service Agency and the Gila County Superintendent of Schools Office, has oversight of the Adult Education programs in all locations. In the Comprehensive ARIZONA@WORK Job Center, they are conducting GED and ELAA classes, testing, and tutoring. A referral process is in place to capture individuals to co-enroll.

## **T. Coordination with Wagner-Peyser Services**

Wagner-Peyser is a core program partner in the ARIZONA@WORK Job Center Delivery System and management has been actively involved in the partner work done under the guidance of the One Stop Operator to prepare the customer flow map, identify areas of collaboration, and build day-to-day operational procedures.

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, facilitated 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 seeker 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.

Wagner-Peyser has staff available either on site or through virtual means to assist the Comprehensive ARIZONA@WORK Job Center as well as the Show Low, Winslow, Eagar and Payson Affiliate Sites.

Along with the other core program partners, Wagner-Peyser has agreed to the customer flow that provides for a “no wrong door” approach to serving clients in the Local Workforce Development Area. The design has all core program partner clients registering in the ARIZONA@WORK database and viewing a system orientation as well as receiving any basic career services available at the location they access. Wagner-Peyser has also agreed to the referral process and initial screening to identify potential services for all Center clients.

Wagner-Peyser, along with partner staff, will provide resource room coverage and basic career service workshops open to all workforce system clients. Coverage of the resource room as well as provision of workshops may be done either in-person or virtually. Wagner-Peyser will coordinate with the One-Stop Operator to ensure jobseekers receive these services in an effective manner while moving to a virtual service delivery model. Wagner-Peyser will participate on the local integrated Business Services Team to ensure employers are served according to a customer center design and that partners are not duplicating efforts.

## **U. Coordination with Vocational Rehabilitation**

The Arizona Department of Economic Security – Rehabilitation Services, in accordance with 29 U.S.C. 721(a)(11) will provide the following services to individuals with disabilities:

- Provide orientation, intake, and assessments for disabled jobseekers
- Promote employment of persons with disabilities
- Provide comprehensive assessments and an Individualized Plan for Employment for those who are both eligible to receive services and meet the Division’s Order of Selection criteria
- Provide vocational guidance and counseling, needed accommodations, and training to financially eligible persons with disabilities
- Provide follow-up services to enhance job retention
- Provide other services as may be available and appropriate
- Provide Pre-Employment Transition Services for students as young as age 14 with disabilities, as defined by the Workforce Innovation and Opportunity Act
- Provide Supported Employment Service for youth with disabilities as defined by the Workforce Innovation and Opportunity Act
- Provide performance information as required by the Workforce Innovation and Opportunity Act
- Provide cross training of Workforce staff on disability related issues
- Provide technical assistance on disability related issues and on assistive technology
- Engage employers through the Division’s Business Liaisons

Vocational Rehabilitation provides services once a week in the Comprehensive ARIZONA@WORK Job Center and has full-time Counselors co-located in the Payson and Show Low affiliate sites. Counselors are available regularly to meet customer needs in the Eagar and Winslow affiliate sites. The Vocational Rehabilitation Service Specialists coordinate services and referrals among the Workforce Partners for individuals with disabilities.

Vocational Rehabilitation provides representation on the Local Workforce Development Board and participates in strategic planning activities and coordinates with Adult Education to provide transitional services. Specialized vocational rehabilitation counselors are assigned to

work with special education students and students with 504 plans as they prepare to leave high school. Vocational Rehabilitation also has a transition specialist in the ARIZONA@WORK Job Centers to provide services to secondary and post- secondary students.

## Section 4 – ARIZONA@WORK Job Center Delivery Description

### A. ARIZONA@WORK Job Centers

#### Comprehensive Job Center

Globe Comprehensive Job Center  
Gila County Community Services  
5515 S Apache Ave. Suite 200  
Globe, AZ 85501

#### Affiliate Sites

Show Low Job Center  
1500 S. White Mountain Rd #410B  
Show Low, AZ 85901

Winslow DES Office  
319 E. 3rd Street  
Winslow, AZ 86047

Payson DES Office  
100 Tonto Street, Suite 200  
Payson, AZ 85541

Eagar DES Office  
74 N. Main Street, Suite 6  
Eagar, AZ 85925

### B. Continuous Improvement Activities

The programs provided through Title IB, Title II, Title III, and Title IV of the Workforce Innovation and Opportunity Act are tied to negotiated performance measures. Continued success is directly related to meeting or exceeding the negotiated performance levels. The One Stop Operator will ensure providers are trained on the negotiated performance measure requirements. Providers that do not meet or exceed the requirements will be asked to create a continuous improvement plan that will be monitored by the Local Workforce Development Board for progress.

The Local Workforce Development Board has established metrics that provides a format to analyze success ratios of each eligible provider in terms of participant engagement. The One Stop Operator will provide monthly reports detailing the metrics set by the LWDB including:

- One-Stop referrals and enrollments, as well as referrals and enrollments received through WIOA programs operated by partner agencies, in furtherance of an integrated service delivery system. The One-Stop Operator shall gather data as required by the local board and disseminate as necessary.
- Total number served by
  - Comprehensive Center
  - Affiliate Sites (list individually)
- Ratio of referrals to enrollments into partner programs
- Credential or certification in an in-demand industry and occupation
- Total number placed in employment, and total number broken out by the following:
  - Number of placed in targeted industries/ in-demand occupations as defined by the NEAZ LWDB.
  - Average wage of those placed in employment

The report template, “One-Stop Operator ARIZONA@WORK Northeastern Arizona Mthly Rpt-OSO” is attached to this plan as Exhibit E.

In addition to this monthly report, the One Stop Operator will provide the LWDB with quarterly reports from partners on program performance, audit and monitor reports including any findings and corrective actions. These reports, in addition to the LWDB’s Job Center Certification on-site monitors are used to guide the development of a continuous improvement plan. The One Stop Operator is tasked with implementing the action steps outlined in the Continuous Improvement Plan. As the One Stop Operator works with partners to achieve the goals of the plan, there is regular communication with LWDB staff and quarterly reports provided to the LWDB outlining the progress of the plan. The LWDB and CEO meet at least annually to ensure all parties to the partnership agreement participate in the provision of adequate program oversight.

### **C. Physical and Programmatic Accessibility**

The Local Workforce Development Board makes every effort to ensure that staff can and does accommodate persons with disabilities effectively. The Local Workforce Development Board supports and requires compliance as follows:

- Section 188 of the Workforce Innovation and Opportunity Act prohibiting discrimination on the grounds of race, color, religion, sex, national origin, age, disability, political affiliation or belief.
- Section 188 of the Workforce Innovation and Opportunity Act requires reasonable accommodations be provided to qualified individuals with disabilities in certain circumstances.

All Local Workforce Development Area partners will post required notices to ensure all eligible individuals are aware of the system’s obligations to operate programs in a non-discriminatory manner. “EO is the Law” notices will be posted in all partner facilities and will be reviewed with each program participant and documented in each client file. Equal Employment Opportunity language will be placed on all new and reprinted outreach and recruitment documents.

In addition, to Section 188 of the Workforce Innovation and Opportunity Act, all Local Workforce Development partners are required to comply with:

- Section 504 of the Rehabilitation Act, which prohibits discrimination against individuals with disabilities by recipients of Federal financial assistance.
- Title I and Title II of the Americans with Disabilities Act, which prohibits discrimination in employment based on a disability, and prohibits State and local governments from discriminating on the basis of disability.
- Section 427 of the General Education Provisions Act that requires recipients ensure equitable access to, and participation in, certain programs run by the United States Department of Education.
- State of Arizona Nondiscrimination Plan.

**Designation of Local Level Equal Opportunity Officer:** The One Stop Operator has been designated as the LWDA Equal Opportunity Officer by the Local Workforce Development

Board. Notification of the EO Officers' identity and contact information is posted on the "EEO is the Law" posters in the lobby of each ARIZONA@WORK Job Center in both English and Spanish plus a copy is given to each WIOA Title IB participant and ARIZONA@WORK Northeastern Arizona staff. This signed copy is placed in the participant or staff personnel file as applicable.

The Local Workforce Development Area has a Local Area EO Officer who conducts on-site quality assurance on a bi-annual basis of the Comprehensive, Affiliate ARIZONA@WORK Job Centers, and sub-grantees to ensure that equitable and all non-discrimination policies (Affirmative Action, Americans with Disabilities Act, and Equal Opportunity Employment) are adhered to as required by law and regulation. No person shall be discriminated against on the grounds of age, gender, disability religion, race, color, national origin, citizenship and participation. The following requirements are taken from regulation 29 CFR Part 38 and must be incorporated into the system and practices of all recipients for assurances of nondiscrimination. Any program and activity that is federally funded under WIOA Title 1 is a recipient and are subject to these requirements.

EO Monitoring will include a review of EO system compliance regarding all the above.

The Local Workforce Development Board has established a notice and communication system that is accessible to all registrants, applicants, eligible applicants/registrants, applicants for employment, employees and interested members of the public, making them aware of their obligation to operate programs and activities in a nondiscriminatory manner, and the extent of the rights of members of these protected groups to file complaints of discrimination.

### **1. Assistive Technology**

Assistive Technology is available at no charge to all customers entering any ARIZONA@WORK Northeastern Arizona Job Center. The One-Stop Operator will work to identify a provider organization that can assist with ensuring comprehensive assistive technology equipment in good working order is in every Job Center, develop a plan for maintaining and monitoring that equipment and provide all Job Center staff with an initial training on the proper use of each piece of equipment. The One Stop Operator will work with the trainer to develop a step-by-step training manual that will be provided to each Job Center to ensure continuity of knowledge regarding operation of the assistive technology equipment.

### **2. Accommodations for Individuals with Disabilities**

Applicants, participants, other recipients, members of the public and individuals with disabilities are notified of the procedures to request accommodations. Accommodations are available upon request utilizing the following procedure:

Any qualified individual such as the applicant, registrant, eligible participant, applicant for employment, current employee, or individual with a disability seeking to participate in a program or activity may request reasonable accommodation. The applicable department shall provide any person requesting accommodations a Reasonable Accommodation Request form (DES Form J930-A). It is the responsibility of the requester to complete in full and provide verification of the disability by the requester's physician, medical provider or Vocational Rehabilitation counselor and submit the form to the department representative, Northeastern Arizona Workforce Development Board EO Officer or One Stop Operator.

Review Assurances, Job Training Plans, Contract and Policies and Procedures: The Local Workforce Development Board has incorporated the language required for Equal Opportunity (EO) and Affirmative Action into all its contracts and agreements and provides assurance for compliance in the yearly Arizona WIOA Equal Opportunity and Nondiscrimination Technical Assistance Monitoring Guide. Training providers, service providers and contractors are required to certify that they can provide programmatic and architectural accessibility for individuals with disabilities and will comply with EO policies.

Policies on WIOA Title I nondiscrimination and/or equal opportunity issues are developed and implemented by the Local Workforce Development Board.

### **3. Universal Access:**

ARIZONA@WORK Northeastern Arizona 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 Northeastern Arizona 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 as mentioned previously in this section. The One Stop Operator will assess all workshops and services provided in all Job Centers in Northeastern Arizona and ensure individuals with disabilities have the same access to these services as all other Job Center customers. Where universal access may not currently exist, the One Stop Operator will work with partners and the LWDB to develop an action plan to create universal access.

## **D. Partner Roles and Resource Contributions**

WIOA mandates that required partners enter into a Memorandum of Understanding (MOUs) with the Local Workforce Development Board (LWDB) regarding service delivery and the payment of infrastructure costs. Infrastructure costs to sustain the operations of the ARIZONA@WORK Northeastern Arizona system are outlined in Infrastructure Funding Agreements (IFA) that are signed by all partner programs. Costs for comprehensive center operations are based on a square footage basis. For rent charges, including utilities, each co-located partner is assigned dedicated office/cubicle space, calculating total square footage to be assigned with common areas being prorated based on the percentage of designated office/cubicle square footage. The LWDB will continue to explore and evaluate cost allocation methodologies to ensure infrastructure costs are allocated in a manner that meets the requirements of the IFA but does not stifle innovation and flexibility from an operational standpoint.

The Local Workforce Development Board is dedicated to a fully integrated and efficient Job Center Service Delivery System. The ARIZONA@WORK Northeastern Arizona partners have negotiated and signed a Memorandum of Understanding and attached Infrastructure Funding Agreement along with required partners that includes roles and resource contributions to achieve their goal of seamless services.

Partners offer a variety of programs and services that can and should be combined to meet

individual customers' unique needs and employment readiness. Customers enter the ARIZONA@WORK System (with various needs) at varying degrees of job readiness for employment and therefore require different programs and services based on their individual needs. ARIZONA@WORK System partners will work together to provide staff, programs, and resources in a manner that enables customers to be provided with seamless delivery of services regardless of funding stream.

The Local Workforce Development Board intends to align with Governor Doug Ducey's vision for Arizona, to build a pro-growth economy that provides opportunity for all and creates prosperous communities. This means ensuring that all Navajo, Apache, and Gila County citizens eligible to work, regardless of their circumstance, background, social status or zip code, have access to the best economic opportunity, educational options, healthcare services, safety system and overall quality of life as possible.

The Local Workforce Development Board realizes that different populations present unique challenges. The Core Partners which consist of WIOA Title I Adult, Dislocated Worker Program, Title II Adult Education, Title III Employment Services, Title IV Vocational Rehabilitation, and the ARIZONA@WORK System are each strategically positioned to serve a very broad audience; this allows the ARIZONA@WORK Job Centers to serve a wide variety of individuals with programs and knowledgeable staff targeted to overcome their specific barriers to employment.

In the Job Centers the Welcome Team will continue to conduct the initial interview triage to determine how customers' needs are best met and will make appropriate referrals to core partners and community resources. Core Partner staff will be cross-trained so that all will have a good understanding of services available for specific populations and a referral process will be established.

In compliance with Workforce Innovative and Opportunity Act regulations Board staff worked with Navajo County Procurement Department to develop the Request for Proposal (RFP) a complete a competitive procurement for a One-Stop Operator. Reveille Foundation has been awarded the contract and is acting as the One Stop Operator (20 CFR 678.620), coordinating the service delivery of ARIZONA@WORK Job Center partners and service providers.

Title IB Workforce Development Programs include the Adult, Dislocated Worker, and Youth Programs. The Adult Program provides adults age 18 and older a variety of workforce activities designed to increase employment, retention, earnings, and attainment of recognized postsecondary credentials. The Dislocated Worker Program provides services to adults age 18 and older who have been terminated, laid off, or have received notice of termination or layoff from employment (through no fault of their own) generally due to closures or downsizing. Self-employed individuals and individuals who meet the WIOA definition of a displaced homemaker may also be eligible for services. These services include basic career services, individualized career services and training services. Priority of Service for the Adult Program for individualized career and training services includes veterans, recipients of public assistance, low income individuals, and individuals who are basic skills deficient.

The Title IB Youth Program provides services to in-school youth (Ages 14-21) and Out-of-School Youth (ages 16-24) with barriers to employment such as being school dropouts, subjects of the adult justice system, basic skills deficient, English Language Learners, pregnant and parenting, and/or youth with a disability. Seventy-five percent of all youth funds must be used to support out-of-school youth.



Title II Adult Education under WIOA is to enable local adult education providers, as core partners of the ARIZONA@WORK Workforce System, to develop, implement and improve adult education and literacy services throughout the state. Individuals eligible for Adult Education services are those individuals who are 16 years old or older, are not enrolled or required to be enrolled in school, are basic skills deficient, lack a secondary diploma, or are English language learners.

Title III Employment Service provides a network of public employment offices that offer placement services for jobseekers and labor force recruitment services for employers. Coordination of service delivery and information sharing will offer better customer service and avoid duplication of services. Title III and Title I will share the same statewide database.

Title IV Vocational Rehabilitation (VR), authorized by Congress through the Rehabilitation Act of 1973, as amended, is now part of the Workforce Innovation and Opportunity Act. The purpose of the Vocational Rehabilitation program is to assist individuals with disabilities to prepare for, obtain, advance, and maintain competitive, integrated employment.

#### **E. LWDB Ensuring Service Providers Provide Priority of Service**

The LWDB annually monitors priority of service requirements of its service providers to ensure the requirements are being implemented in accordance with WIOA and State and Local policies and procedures. Monitoring activities may include desk reviews of files, onsite visits and interviews, and review of AJC case information.

#### **F. ITAs for In-School Youth**

The Northeastern Arizona Local Workforce Development Board does not prohibit the Youth program provider from utilizing Individual Training Accounts for In-School Youth in accordance with the waiver granted by the U.S. Department of Labor to the State of Arizona; however, the Youth Service Provider does not choose to utilize ITA's for In-School Youth.

## Section 5 – Performance and Continuous Improvement

### A. Integrated Intake and Case Management System for ALL Partners

The LWDB is currently working with a software developer to build a technology platform that will complement and enhance existing systems of record and allow for common intake among core, required, and community partners as detailed throughout this plan. This platform will support comprehensive intake and case management and incorporate communication among partners offering wrap-around services to support the needs of all job seekers. Similarly, the LWDB has begun the process to develop a region-wide formal business services team and is exploring technology-based solutions to enhance communication regarding employer outreach efforts and increasing the efficacy of recruiting employers in supporting and utilizing the ARIZONA@WORK system.

#### 1. Proposed Performance Levels

The COVID-19 Pandemic caused an immediate downturn in the economy nationwide and the situation is still unfolding in Northeastern Arizona. While it may take months to fully understand the impacts, data that is available upon the writing of this plan shows that unemployment rates rose slightly in March with a large spike in April. The LWDB will continue to monitor unemployment rates over the coming months and additional economic indicators such as labor force numbers, number of new and continuing unemployment insurance claims, and poverty levels and modify service delivery as necessary to meet the needs of both employers and job seekers in Northeastern Arizona. The industries and occupations identified as in-demand are based on historical and projected data and the LWDB outlines strategies within this plan to ensure collection and analysis of real-time data to inform decisions including the need to modify targeted industries and occupations.

#### 2. Performance Goals

Title I-B – Adult Program				
	Program Year: 2020		Program Year: 2021	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
<b>Employment (Second Quarter after Exit)</b>	67.0%		67.0%	
<b>Employment (Fourth Quarter after Exit)</b>	57.0%		59.5%	
<b>Median Earnings (Second Quarter after Exit)</b>	\$6,500.00		\$6,500.00	
<b>Credential Attainment Rate</b>	62.5%		62.5%	
<b>Measurable Skill Gains</b>	62.5%		62.5%	

<b>Title I-B – Dislocated Worker Program</b>				
	<b>Program Year: 2020</b>		<b>Program Year: 2021</b>	
	<b>Expected Level</b>	<b>Negotiated Level</b>	<b>Expected Level</b>	<b>Negotiated Level</b>
<b>Employment (Second Quarter after Exit)</b>	72.6%		72.6%	
<b>Employment (Fourth Quarter after Exit)</b>	62.0%		62.0%	
<b>Median Earnings (Second Quarter after Exit)</b>	\$8,000.00		\$8,000.00	
<b>Credential Attainment Rate</b>	67.3%		67.3%	
<b>Measurable Skill Gains</b>	60%		60%	

<b>Title I-B – Youth Program</b>				
	<b>Program Year: 2020</b>		<b>Program Year: 2021</b>	
	<b>Expected Level</b>	<b>Negotiated Level</b>	<b>Expected Level</b>	<b>Negotiated Level</b>
<b>Employment (Second Quarter after Exit)</b>	76.0%		76.0%	
<b>Employment (Fourth Quarter after Exit)</b>	66.5%		66.5%	
<b>Median Earnings (Second Quarter after Exit)</b>	\$4,500.00		\$4,500.00	
<b>Credential Attainment Rate</b>	54.0%		54.0%	
<b>Measurable Skill Gains</b>	50.0%		50.0%	

## **Section 6 – Public Comment - 20 CFR 679.370, 679.560(19) and 670.560(21)(e)**

### **A. Public Comment Process**

This Local Workforce Development Plan was Published for Public Comment in accordance with 20 CFT 679.370, 679.560 (19) and 670.560(21)(e) from July 16, 2020 through July 26, 2020. Public Notice was posted in the following locations:

The LWDB Website: [www.arizonaatwork.com/locations/northeastern-arizona](http://www.arizonaatwork.com/locations/northeastern-arizona)

The Following Local Newspapers:

White Mountain Independent – Navajo and Apache County Editions  
Holbrook Tribune  
Payson Roundup  
Copper Country News (Arizona Silver Belt)

### **B. Public Comments Expressing Disagreement with Local Plan**

No Public Comments were received during the Public Comment Process.

**The Arizona Silver Belt Newspaper**  
298 N. Pine Street  
Globe, AZ 85501  
Telephone: 928-425-7121

**Affidavit of Publication**

The ARIZONA@WORK Northeastern Arizona Local Workforce Development Board has developed a Local Workforce Development Plan for Program Years 2020 through 2023 as required by the Workforce Innovation and Opportunity Act (WIOA). Public comment to this plan will be accepted through June 26, 2020. The plan can be viewed at <https://arizonaatwork.com/locations/northeastern-arizona>. Comments can be forwarded to Stephanie Ray at [stephanie.ray@navajocountyaz.gov](mailto:stephanie.ray@navajocountyaz.gov).  
First Pub: 06/10/2020  
Last pub: 06/24/2020  
LE2438

State of Arizona )  
County of Gila ) ss

I am a citizen of the United States and a resident of the State of Arizona; I am over the age of eighteen years, and not a party to or interested in the entitled matter. I am the principal clerk of the printer and publisher of the ARIZONA SILVER BELT, a newspaper published in the English language in the city of GLOBE, county of GILA, state of Arizona and adjudged a newspaper of general circulation.

The Arizona Silver Belt, is a newspaper which is published weekly, is of general circulation and is in compliance with the Arizona Revised Statutes §§ 10-140.34 & 39-201.A & B. (Please note, publication has to be completed within 60 days of filing.) The notice will be/has been published THree (3) consecutive weeks in the newspaper listed above.; June 03, 2020, June 10, 2020 and June 17, 2020

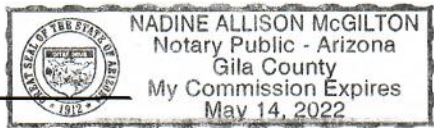
I certify (or declare) under penalty of perjury that the foregoing is true and correct.

Alysia Viau

**Alysia Viau**

Subscribed and sworn to before me, a Notary Public in and for said County and State, this 19th day of June 2020

Nadine Allison McGilton



Notary Public

My Commission Expires: 5-14-22



**WHITE MOUNTAIN PUBLISHING LLC.**

P.O. BOX 1570  
SHOW LOW AZ 85902

(928) 537-5721

Fax(928) 537-1780

Advertising Memo Bill

1 Memo Bill Period 06/2020		2 Advertiser/Client Name NAVAJO COUNTY WORKFORCE	
23 Total Amount Due 111.08		*Unapplied Amount	3 Terms of Payment
21 Current Net Amount Due .00	22 30 Days .00	60 Days .00	Over 90 Days .00
4 Page Number 1	5 Memo Bill Date 06/08/20	6 Billed Account Number 14995	7 Advertiser/Client Number LEGAL. 14995

8 Billed Account Name and Address NAVAJO COUNTY WORKFORCE STEPHANIE RAY 180 N 9TH ST. SHOW LOW AZ 85901		Amount Paid:  Comments:  Ad #: 80119
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Please Return Upper Portion With Payment

10 Date	11 Newspaper Reference	12/13/14 Description-Other Comments/Charges	15 SAU Size 16 Billed Units	17 Times Run 18 Rate	19 Gross Amount	20 Net Amount
06/12/20	80119 WMPN	LEGAL#80119 WORKFORCE DEVELOPMENT 06/12,16,19,23,26 WMID WMNA	1.0X 1.67 1.75	3 0.00	108.90	111.08
	WMTPT	TPT TAX WMP		.53		
	WMTPT	TPT TAX WMP		1.65		

Affidavit mailed 6/26/2020

**MAILED**  
CK. NO. CC  
DATE 6/8/2020

**Statement of Account - Aging of Past Due Amounts**

21 Current Net Amount Due 0.00	22 30 Days 0.00	60 Days 0.00	Over 90 Days 0.00	*Unapplied Amount	23 Total Amount Due 111.08
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**WHITE MOUNTAIN PUBLISHING LLC.**

(928) 537-5721

\* UNAPPLIED AMOUNTS ARE INCLUDED IN TOTAL AMOUNT DUE

24 Invoice 80119	25 Advertiser Information 1 Billing Period 06/2020	6 Billed Account Number 14995	7 Advertiser/Client Number 14995	2 Advertiser/Client Name NAVAJO COUNTY WORKFORCE
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# Affidavit of Publication

State of Arizona        )  
                                  )ss.  
County of Navajo,     )

I, Matthew Barger, being duly sworn, depose and say: I am  
CEO of THE TRIBUNE, a newspaper of general circulation published at Holbrook,  
County of Navajo and State of Arizona; that

**The ARIZONA@WORK Northeastern Arizona Local Workforce Development Board developed a Local Workforce Development Plan** **Legal #6767**

attached hereto, was published in said newspaper, THE TRIBUNE, for 2 issues and said notice was published in the regular and entire issue of every number of the paper during the period of the time of publication and was published in the newspaper proper and not in a supplement, the first

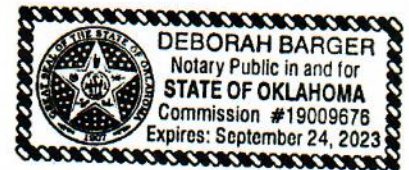
publication being dated **June 17, 2020**  
and the last publication being dated **June 24, 2020**  
Publication Dates: **6/17,24**

  
CEO

SUBSCRIBED AND SWORN TO before me this **24th** day of **June, 2020**

My commission expires **September 24, 2023**.

  
NOTARY PUBLIC



## Copy of Legal Publication

The ARIZONA@WORK Northeastern Arizona Local Workforce Development Board has developed a Local Workforce Development Plan for Program Years 2020 through 2023 as required by the Workforce Innovation and Opportunity Act (WIOA). Public comment to this plan will be accepted through June 26, 2020. The plan can be viewed at <https://arizonaatwork.com/locations/northeastern-arizona>. Comments can be forwarded to Stephanie Ray at [stephanie.ray@navajocountyaz.gov](mailto:stephanie.ray@navajocountyaz.gov).  
6767-16/17,24



## **Exhibits A - E**

