

LOCAL WORKFORCE DEVELOPMENT PLAN

YAVAPAI COUNTY
2025-2028



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YAVAPAI COUNTY

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YAVAPAI
— COUNTY —

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Executive Summary

The Yavapai County Local Workforce Development Board (LWDB) presents this 2025-2028 Workforce Development Plan, as required by the Workforce Innovation and Opportunity Act (WIOA), Section 108. The local plan is aligned with the Arizona Workforce Strategic Plan for system compliance.

More than a decade ago, the WIOA of 2014, Public Law 113-128, repealed the Workforce Investment Act of 1998. WIOA provides the opportunity to more closely align the services of workforce investment priorities, through partnerships in education, economic development and private sector community and the Workforce Development Board.

The Yavapai County Local Workforce Development Area (LWDA) is supported by the Workforce Development Board (WDB), consisting of high-level private sector business owners, CEOs, educators, policy makers and public sector partners, together with the Yavapai County Board of Supervisors. We have established contracts with the Northern Arizona Council of Governments (NACOG) Economic/Workforce Development (EWD) Division to manage Yavapai County's Comprehensive One-Stop Job Centers, which facilitate services for Title I Adult, Youth, Dislocated Worker, and Rapid Response programs, alongside Yavapai College's Adult Basic Education (Title II), The Arizona Department of Economic Security's (DES) Wagner-Peyser (Title III), and the Arizona DES's Vocational Rehabilitation (Title IV) services.

The WIOA is a complex law intended to ensure business owners, local government, state government, and the federal government all work together to meet federal, state, and local workforce development needs. Specifically, individuals with barriers that prevent them from acquiring employment opportunities on their own. WIOA assists participants in upskilling, finding employment, earning certifications and other education, finding an apprenticeship, receiving on the job training, and more.

Yavapai County's leading organizations continue to provide workforce development services to our labor pool and employers to build sustaining economic success. The Yavapai County LWDB and their partners forecast major shifts in the future, and we stand ready to address those shifts as Yavapai County's economy grows and evolves.

Lastly, the YCWDB thanks the Yavapai College (YC) Regional Economic Development Center (REDC) for their exemplary work on this plan. The Local Plan could not have been completed without their assistance.

Corey Christians
Interim Executive Director
Yavapai County Workforce Development Board

Section 1: Infrastructure of Yavapai County Workforce Development System

a. The ARIZONA@WORK-Yavapai County System

i. Name of the county, towns, cities, and/or tribes included in the LWDA

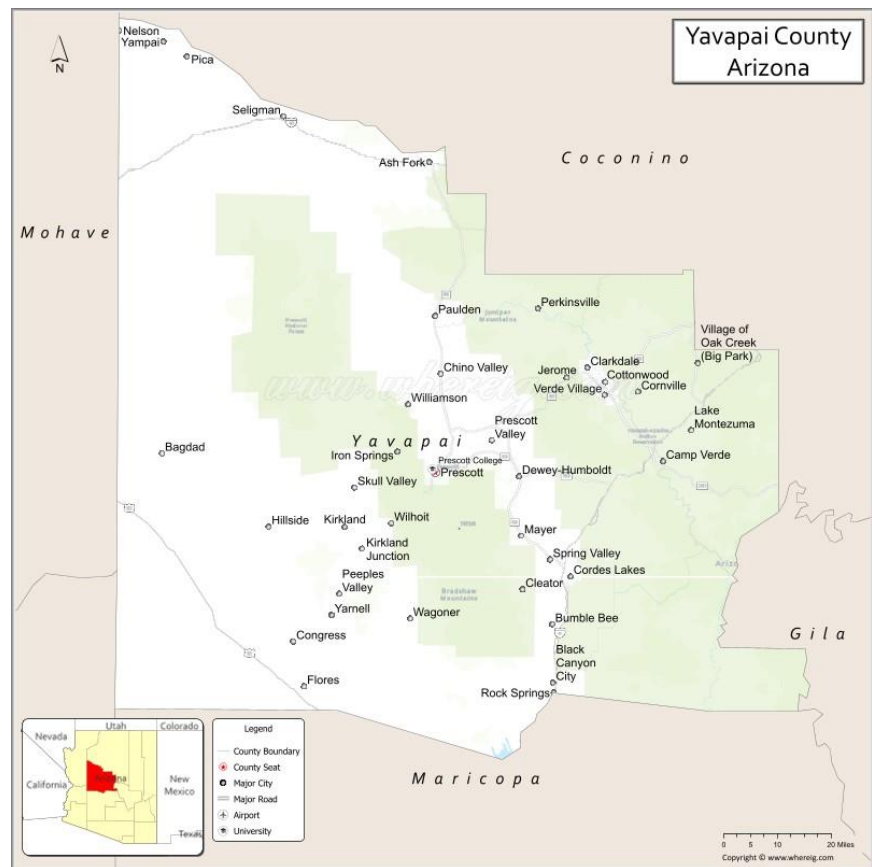
The Yavapai County Local Workforce Development Area (LWDA) ARIZONA@WORK system is comprised of the following cities and towns in Yavapai County:

Cities and Towns, listed in descending order of population:

- Prescott Valley
- Prescott
- Cottonwood
- Camp Verde
- Chino Valley
- Sedona
- Dewey-Humboldt
- Clarkdale
- Jerome

Additional Census Designated Place Communities:

- Village of Oak Creek
- Verde Villages
- Paulden
- Cornville
- Lake Montezuma, Beaver Creek, Rimrock
- Mayer
- Seligman
- Bagdad
- Ash Fork
- Skull Valley

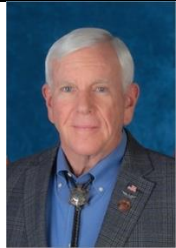






Tribes that reside in Yavapai County include the Camp Verde Yavapai-Apache Nation (YAN) and the Yavapai Prescott Indian Tribe (YPIT). Tribes in Arizona are part of the Arizona Tribal Workforce LWDA.

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

The Yavapai County Board of Supervisors (BOS) consists of five members elected to four-year terms representing the five supervisor districts. The Yavapai County Board of Supervisors is the entity designated to carry out functions as the LWDA Chief Elected Officials (CEO) under WIOA.

Yavapai County Board of Supervisors Current Membership	
<p>District 1 Supervisor, Harry B. Oberg</p> <p>Current term: 2021-2024, to be succeeded by Supervisor-elect Brooks Compton 2025-2028.</p>	
<p>District 2 Supervisor, James Gregory</p> <p>Current term: 2021-2024 and was reelected for 2025-2028.</p>	
<p>District 3 Supervisor and Vice-Chair, Donna G. Michaels, Ph.D.</p> <p>Current term: 2021-2024, to be succeeded by a Supervisor-elect to be determined by the November 2024 election.</p>	
<p>District 4 Supervisor and Chairman, Craig L. Brown</p> <p>Current term: 2021-2024, to be succeeded by Chris Kuknyo 2025-2028.</p>	
<p>District 5 Supervisor, Mary Mallory</p> <p>Current term: 2021-2024 and was reelected for 2025-2028</p>	

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iii. *The names of the entities (e.g., county/city/tribe/non-profit/for profit) that provide the following WIOA functions*

1. **Local fiscal agent (See 20 CFR 679.420 for functions):** To assist in the administration of grant funds, the Yavapai County Board of Supervisors has designated Yavapai County as the fiscal agent.
2. **Local Workforce Development Board (LWDB) Director and other LWDB staff (20 CFR 679.400 for roles):** At the time of plan approval by the WDB, the Yavapai County WDB Executive Director position is currently filled by Interim Executive Director Corey Christians.
3. **Provider(s) selected by the LWDB for the:**
 - a. **Adult Program** - The Yavapai County WDB oversees the delivery of services for the Adult Program, ensuring alignment with local workforce priorities and the needs of job seekers. NACOG-EWD is contracted to deliver career and training services under this program, including career counseling, job placement, on-the-job training (OJT), and support services. The Yavapai County WDB monitors service delivery to ensure that programs are effective and meet the needs of the community.
 - b. **Dislocated Worker Program** - For the Dislocated Worker Program, the Yavapai County WDB is responsible for directing services that assist individuals who have been laid off or have lost their jobs due to economic changes or business closures. The WDB ensures that services are tailored to help these individuals transition to new employment through retraining and upskilling opportunities. NACOG-EWD is the contracted service provider, implementing job search support, skills training, and connections to employment opportunities.
 - c. **Youth Program (list the entities that provide design framework services and each of the fourteen elements)** - The Youth Program is guided by the Youth Council under the direction of the Yavapai County WDB, with a focus on addressing barriers faced by In-School and Out-of-School Youth. The WDB ensures that youth services are comprehensive, providing access to the fourteen required elements:
 1. Tutoring, study skills training, instruction, and dropout prevention
 2. Alternate secondary school services or dropout recovery services
 3. Paid and unpaid work experience
 4. Occupational Skills Training
 5. Education offered concurrently with workforce preparation and training for a specific occupation
 6. Leadership development opportunities
 7. Supportive Services
 8. Adult mentoring
 9. Follow-up services
 10. Comprehensive guidance and counseling
 11. Financial literacy education
 12. Entrepreneurial skills training

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13. Services that provide labor market information
14. Post-secondary preparation and transition activities

NACOG-EWD is contracted to deliver each of these services. The Youth Committee (Title I-B) oversees the procedures and processes, and the WDB is ultimately responsible.

- d. **Identify the One-Stop Operator** - The Yavapai County WDB has designated NACOG-EWD as the One-Stop Operator, responsible for coordinating services across the ARIZONA@WORK system. As the One-Stop Operator, NACOG-EWD ensures the effective delivery of services and compliance with WIOA regulations, while the WDB provides oversight and strategic direction for continuous improvement of the One-Stop system.
4. **Procured contracts or written agreements for subgrants or contractors (20 CFR 679.420(c)(1))** - NACOG is currently contracted as the LWDB Services provider. In addition, the LWDB develops contracts/agreements, utilizing procurement policies and procedures that reflect applicable State and local laws and regulations, provided that the procurements conform to applicable Federal regulation and the standards identified in 2 CFR §200.318 General procurement standards (Uniform Guidance) The LWDB will maintain oversight to ensure that contractors perform in accordance with the terms, conditions and specification of their contracts. Awards shall be made only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement.
5. **Monitoring, audit, and other oversight of the following WIOA functions (See 20 CFR 679.420(c)(2) - (3) and 20 CFR 683.410(a)):**
 - a. **Fiscal** – Annual monitoring is completed by the State of Arizona, Yavapai County and an independent auditor. Yavapai County and the State of Arizona perform annual subrecipient monitoring reviews of NACOG as required by 2 CFR 200.332. The requirement is to monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes and complies with the terms and conditions of the subaward. Subrecipient monitoring includes reviewing detailed financial reporting information related to the program, ensuring that the subrecipient is not suspended or debarred, and verifying that the subrecipient is audited.

Yavapai County and NACOG are subject to an annual Single Audit as required by 2 CFR 200 Subpart F. A risk-based approach is used to determine which grant programs are audited each year in accordance with 2 CFR 200.518. WIOA grant programs were last subject to detailed audit during the 6/30/22 Yavapai County Single Audit (audited by Walker & Armstrong LLP) and the 6/30/22 NACOG Single Audit (audited by Heinfeld, Meech & Co., P.C.).

- b. **Equal opportunity** - The State Equal Opportunity (EO) Compliance Officer monitors Yavapai County annually. The LWDB regularly visits job centers to ensure compliance with equal opportunity laws and utilizes third party experts or other partners to assist in this evaluation. Policies will also be reviewed or drafted to ensure clients are appropriately served.

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- c. **Programmatic (Title I-B, including eligible training providers)** - DES, Yavapai County and an independent auditor provide annual monitoring of the Title I-B Programs, including eligible training providers, for compliance. The LWDB plans to create additional policies and procedures to provide additional oversight of the ETPL and our partners.
- d. **(Optional but encouraged) Overall operations (Administration, fiscal operations, board membership)** - The Yavapai County WDB oversees the administration of WIOA services, fiscal operations and board membership, making recommendations to the Board of Supervisors as applicable.

Administration & Program Oversight efforts include: Monitoring the implementation and effectiveness of WIOA-funded programs to ensure alignment with local and regional workforce needs; Conducting regular evaluations of service providers to assess performance and adherence to contractual obligations; Collaborating with ARIZONA@WORK Yavapai County staff to streamline operations and improve service delivery; and Developing and updating local workforce policies in accordance with WIOA guidelines.

Fiscal Operations & Budget Management efforts include: Overseeing the allocation and distribution of WIOA funds to ensure financial integrity and program sustainability; Reviewing and approving budgets for workforce programs, ensuring funds are spent effectively and in compliance with federal and state regulations; Providing fiscal reports to stakeholders, including local government, state agencies, and the community.

Board Membership & Governance practices include: Recruiting and appointing qualified members to the WDB in accordance with federal and state workforce requirements; Facilitating board meetings, ensuring compliance with open meeting laws and governance best practices; Providing training and orientation for new board members to ensure informed decision-making; Making policy recommendations to the Board of Supervisors based on labor market trends, employer needs, and economic development goals; and Engaging with business leaders, education partners, and community stakeholders to foster collaboration and workforce development initiatives.

- e. **(Optional but encouraged) The ARIZONA@WORK partner programs that are included in the ARIZONA@WORK system in the LWDA (e.g., core, required, and other partners). See Appendix IV for a list of partners this may include** - The ARIZONA@WORK partner programs that are included in the ARIZONA@WORK-Yavapai County system include NACOG Title I Adult, Youth, Dislocated Worker/Rapid Response, Yavapai College for Title II Adult Education, Wagner-Peyser Title III, and Vocational Rehabilitation Title IV services. Additional partners may include:
 - Senior Community Service Employment Program (SCSEP)
 - Trade Adjustment Assistance (TAA)
 - Community Development Block Grant (CDBG)
 - Housing and Urban Development (HUD)
 - Programs under Unemployment Compensation

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In addition to the aforementioned partners and potential partners, the current Yavapai County WDB comprises an impressive representation of members from both the public and private sectors, as listed below, with an additional seven private sector board positions open.

Yavapai County WDB Member	Affiliation
Garth Bascom, Chairman	Fann Contracting, Inc.
Patrick Ramirez, Vice Chairman	Content Origin Data Development
Craig Lefever	Title II Adult Education, Yavapai College
Linda Boylard	Title III Department of Economic Security (DES) Workforce Supervisor
Alycia Botkin	Title IV DES Vocational Rehabilitation
Tony Gauthier	U.A. Local 469
John Heiney	City of Prescott
Mel Ingwaldson	U.A. Local 469
Matt Meierbachtol	Arizona Public Service (APS)
Christian Olivia del Rio	Cottonwood Chamber of Commerce

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

Include a description of any regional service strategies that include the use of cooperative service delivery agreements including the entities in which the agreements are with.

Since January 2016, Yavapai County has been a Single Area Region as designated by then-Governor Doug Ducey. Workforce partnerships become all-important between local areas to develop common strategies for regional workforce development. Some partnerships included in Yavapai County's planning are identified as:

- Arizona Commerce Authority (ACA) and its Office of Economic Opportunity (OEO)
- Arizona Workforce Association (AWA)
- Arizona Association for Economic Development (AAED)
- Verde Valley Regional Economic Organization (VVREO)
- Local First Arizona
- NACOG – Economic Development (EDD and EWD)
- Quad Cities 5-Year Regional Economic Development Strategic Plan courtesy of Prescott Chamber of Commerce Foundation
- Mohave and Yavapai County LWDBs partner to provide Title I services to the bordering Town of Seligman
- Vocational training needs of the residents within the EDD are provided by several educational institutions to meet existing training needs and the needs of targeted future growth industries

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within Yavapai County. Program delivery is implemented in partnership with secondary schools and community college programs, as well as K-12 public school collaborations. Higher education institution partners include:

- Yavapai College (six locations throughout Yavapai County) as the county’s leading workforce educator and trainer;
 - The REDC at Yavapai College
- Embry-Riddle Aeronautic University (Prescott);
- Prescott College (Prescott); and
- State universities such as Northern Arizona University, Arizona State University, and University of Arizona, which have main campuses outside of Yavapai County, but include satellite locations throughout Arizona.

Section 2 - Strategic Planning Elements

Part A: Economic, Workforce, and Workforce Development Activities

a. Economic Analysis

i. Economic Conditions, including existing and emerging in-demand industry sectors and occupations

General Data and Trends:

Yavapai County, AZ, is located in north-central Arizona. It was one of four original Arizona counties, formed one year after the Arizona Territory was established in 1864. The county gets its name from the Yavapai Tribe and means “people of the sun.” Yavapai County covers an expansive area of over 8,100 square miles directly north of Maricopa County, placing it within significant proximity to the rapidly expanding Phoenix metropolitan area, a key economic driver in the state. Yavapai County is the most populous county in Northern Arizona, while ranking fourth in the state with a population of 254,704, trailing only Maricopa, Pima, and Pinal counties.

The region's demographic landscape is shaped by two prominent factors: an aging population and a rising cost of living. The median age in Yavapai County continues to increase, with a growing proportion of retirees and older residents choosing to settle in the area. This aging demographic presents both challenges and opportunities for the local economy, as it drives demand for specific sectors such as healthcare, eldercare services, and age-appropriate housing, while also potentially reducing the available workforce.

In tandem, the increasing cost of living, driven by factors such as housing prices, utilities, and healthcare costs, presents a critical challenge for both current residents and prospective workers. For many families and individuals, the region's affordability is a key consideration in deciding whether to remain or

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relocate to Yavapai County. Ensuring the creation of high-skill, high-paying jobs is essential for retaining the existing workforce and attracting new talent. Key sectors such as technology, advanced manufacturing, and healthcare must grow to support the region's economic vitality and maintain its quality of life.

Population Growth and Workforce Projections

Yavapai County is projected to experience a 15% population increase by 2032, which will have profound implications for the workforce and economic development activities. As the population grows, it's critical to understand the drivers behind this increase, especially as it pertains to age demographics and workforce trends.

Below are population projections for Yavapai County through 2032:

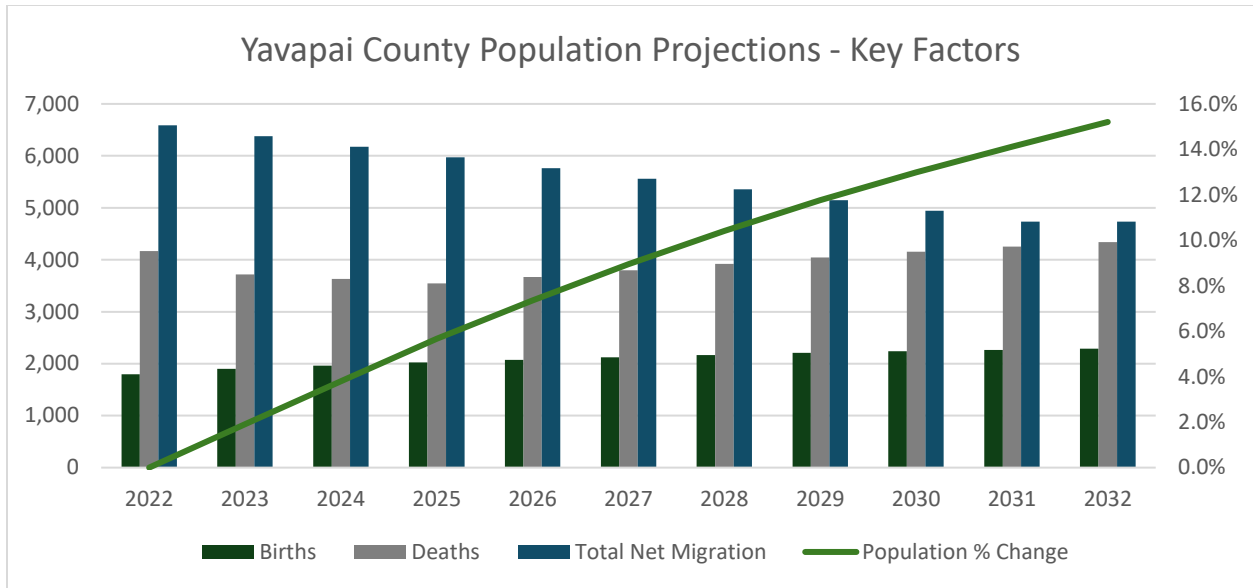
Yavapai County Population Projections			
Year	Population	Population Change	Population % Change
2022	245,389	-----	-----
2023	250,074	4,685	1.9%
2024	254,704	4,630	1.9%
2025	259,282	4,578	1.8%
2026	263,450	4,168	1.6%
2027	267,336	3,887	1.5%
2028	270,937	3,600	1.3%
2029	274,245	3,308	1.2%
2030	277,268	3,023	1.1%
2031	280,014	2,746	1.0%
2032	282,700	2,685	1.0%
10-Year Total		37,311	15.2%

Source: Office of Economic Opportunity

Key Drivers of Population Growth: Migration and Age Dynamics

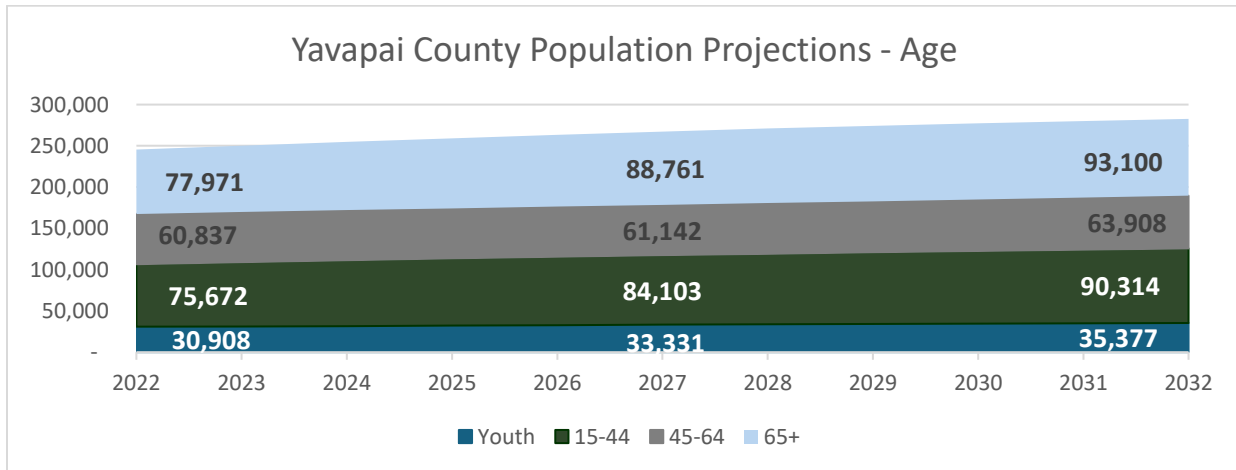
The key factor driving this growth is net migration, as natural changes (births minus deaths) show an average deficit of approximately 1,836 people per year. This means that most population gains will come from individuals relocating to the region.

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Source: Office of Economic Opportunity

As illustrated, the 65+ age group will account for a significant portion of migration, reinforcing the county’s age discrepancy. While the 15-44 age group will see some growth, the youth (0-14) and working age (45-64) populations are projected to have minimal to no growth. This signals a potential imbalance in the future workforce if action is not taken to attract and retain younger, working-age residents.



Source: Office of Economic Opportunity

Key Economic Indicators

The following table provides a comparative analysis of key economic factors for Yavapai County, Arizona, and the United States. Understanding these metrics is crucial for assessing the region's overall economic well-being. The data highlights areas where Yavapai County varies from state and national trends, offering insights into the opportunities that may impact workforce development and economic planning efforts.

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Indicator	Yavapai County	Arizona	U.S.
Cost of Living Index	114.1	106.4	100
Unemployment Rate	3.3%	3.4%	4.2%
Median Home Value	\$434,700	\$402,800	\$320,900
Median Household Income	\$62,400	\$72,600	\$75,100
Median Age	55.5	38.4	38.9
Poverty Rate	14.2%	12.5%	12.6%

Source: Office of Economic Opportunity and Lightcast 2024Q3

1. In-Demand Industries and occupations details and explanation should be submitted in body of section two, with a full list provided in Appendix VII.
2. Existing and emerging industries and occupations can be determined in a variety of ways (e.g., projections, employment share, etc.). For user convenience, the OEO Labor Market Information (LMI) Team has provided custom analysis for each local workforce area. For more information, please see Appendix V. (items 1 and 2 answered jointly below)

Existing and emerging in-Demand Industries and occupations details and explanation

In-demand industries and occupations, as defined by the WIOA, is a sector that has a significant current or potential impact on the state economy and supports the growth or stability of related businesses. These sectors provide key economic opportunities because they show strong or growing employment levels and competitive wages.

Identifying in-demand industries and occupations plays a critical role in determining:

- Guiding allocation of training resources for WIOA program participants
- Informing local workforce board decisions
- Shaping business service engagement
- Developing targeted career pathways for WIOA program participants
- Approving educational programs for the eligible workforce training providers

The OEO ranks industries and occupations across the state and local workforce areas based on labor market indicators such as current employment levels, projected employment growth, historical and projected numeric employment changes, average weekly wages, wage growth, and local competitive advantage (measured through employment and wage location quotients). This data can be found in [OEO's Industry and Occupation Ranking and Methodology guide](#). OEO recommends that at least 2-3 local area in-demand industries overlap with state local area in-demand industries. The table below highlights the top ten in-demand industry sectors in Yavapai County.

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Yavapai County In-Demand Industries

The data highlights key sectors driving employment and wage growth in Yavapai County. Industries such as **Administrative and Waste Services**, **Manufacturing**, and **Management of Companies and Enterprises** show strong employment growth and competitive wages, making them prime targets for workforce development and training. The **Mining** sector, though smaller, offers high wages and significant wage growth. Meanwhile, **Healthcare and Social Assistance** and **Construction** provide stability but exhibit more modest growth. However, **Wholesale Trade** and **Educational Services** may face challenges, with slower or negative job growth projected despite steady wage increases.

Rank	NAICS Code	Industry	Employment (Q3 '23)	3-Year Employment Change (Q3 '20-'23)	Projected Annual Job Chg. ('23-'25)	Avg. Weekly Wage (Q3 '23)	Avg. Wage Ann. Chg. (Q3 '20-'23)	AZ Rank
1	21	Mining, quarrying, and oil and gas extraction	1,265	4.5%	2.8%	\$1,720	9.5%	7
2	56	Administrative and waste services	3,608	16.5%	4.2%	\$870	5.9%	13
3	31	Manufacturing	3,637	0.7%	5.0%	\$1,204	5.8%	6
4	55	Management of companies and enterprises	331	11.3%	3.6%	\$1,659	14.4%	8
5	62	Health care and social assistance	10,047	0.3%	2.6%	\$1,081	4.1%	2
6	23	Construction	5,762	2.4%	1.9%	\$1,075	5.7%	1
7	81	Other services, except public administration	2,108	3.9%	1.1%	\$810	5.3%	20
8	61	Educational services	1,853	1.7%	1.2%	\$900	1.4%	12
9	48	Transportation and warehousing	1,235	1.2%	0.4%	\$974	6.6%	5
10	42	Wholesale trade	1,818	5.3%	-0.6%	\$1,283	4.2%	3

Source: Office of Economic Opportunity

OEO Note: It is not necessary to select industries in the order in which they were ranked. If a local area can provide justification, a local area may select a low-ranked industry, while excluding a high-ranked industry. (Ex. Selecting the 1st through 3rd ranked industries and 5th ranked industry, while excluding the 4th ranked industry).

Arizona In-Demand Industries

Understanding the growth mix of Arizona's diverse industries is essential and highlights the state's evolving and fast-growing economy regarding both current and emerging sectors. Yavapai County's economic landscape aligns with Arizona's broader trends in key sectors like **construction**, **healthcare**, and **manufacturing**, all showing steady employment growth and rising wages driven by population growth and infrastructure development. However, notable differences emerge, particularly in the **mining** industry, which plays a more significant role in Yavapai County, while Arizona's economy is more heavily influenced by urban-centric industries like **professional services**, **management of companies**, and **arts and entertainment**. Additionally, Yavapai places greater emphasis on community-driven sectors like **administrative services** and **other services**, which are less dominant at the state level,

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reflecting its more rural and localized economy. These differences highlight the need for region-specific workforce strategies that capitalize on both current strengths and emerging opportunities while aligning with state trends.

AZ Rank	NAICS Code	Industry	Employment (Q3 '23)	3-Year Employment Change (Q3 '20-'23)	Projected Annual Job Chg. ('23-'25)	Avg. Weekly Wage (Q3 '23)	Avg. Wage Ann. Chg. (Q3 '20-'23)	Yavapai Rank
1	23	Construction	212,427	7.1%	3.3%	\$1,408	6.6%	6
2	62	Health care and social assistance	440,000	4.3%	2.9%	\$1,232	3.8%	5
3	42	Wholesale trade	117,344	6.8%	1.7%	\$1,817	4.9%	10
4	54	Professional and technical services	173,467	3.2%	1.5%	\$1,802	5.4%	11
5	48	Transportation and warehousing	135,745	5.7%	2.2%	\$1,063	4.1%	9
6	31	Manufacturing	194,357	3.6%	1.3%	\$1,670	4.7%	3
7	21	Mining, quarrying, and oil and gas extraction	14,103	5.8%	1.9%	\$1,787	5.6%	1
8	55	Management of companies and enterprises	47,582	14.4%	2.8%	\$1,830	1.3%	4
	71	Arts, entertainment, and recreation	47,610	20.2%	1.4%	\$1,127	4.1%	19
10	58	Video, audio and print publication	37,175	19.1%	0.3%	\$2,037	14.6%	12

Source: Office of Economic Opportunity

Yavapai County In-Demand Occupations

Yavapai County's in-demand occupations present an opportunity for workforce development, particularly in roles offering a livable wage of \$55,000 or more with a bachelor's degree or less. The data reveals strong employment figures and promising growth potential, especially for positions like **Registered Nurses** and **Mechanical Engineers**, with projected annual percentage changes reaching up to 11.4%. Notably, there are substantial projected annual openings of 124 for **Nurses** and 41 for **Mobile Heavy Equipment Mechanics** 2023-25, indicating a sustained demand for skilled professionals. Average annual wages in these fields are competitive, further incentivizing local residents to pursue relevant education and training. The educational requirements range from associate degrees to high school diplomas, making many roles accessible to a broader audience. By fostering partnerships with local industries like **healthcare** and **manufacturing**, workforce development initiatives can ensure that training programs align with market needs in Yavapai County.

The OEO creates a list of in-demand occupations for Yavapai County and assigns a rating from 1 to 5, with 5 being the highest. This rating is based on factors such as wage levels, projected employment growth, O*NET scores, and annual job openings. The table below highlights the top ten five-star rated in-demand occupations that offer a livable wage (\$55,000+) for individuals with a bachelor's degree or less to accurately reflect the county's workforce.

A complete report can be found in Appendix VII.

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Occupation		Employment (2023 Q2)	Projected Employment Annual Percent Change (2023-2025)	Annual Projected Openings (2023-2025)	Average Annual Wage (2022)	Education Level ¹	Core In-demand Industries
SOC Code	Title						
13-1199	Business Operations Specialists, All Other	190	4.1%	24	\$79,549	Bachelor's degree	Administrative and waste services
17-2112	Industrial Engineers	62	7.8%	9	\$85,847	Bachelor's degree	Manufacturing; Professional scientific, and technical services
29-1141	Registered Nurses	1,579	2.3%	124	\$89,658	Bachelor's degree	Health care and social assistance
13-1111	Management Analysts	233	2.1%	24	\$91,777	Bachelor's degree	Professional and technical services
17-2141	Mechanical Engineers	58	11.4%	11	\$92,967	Bachelor's degree	Professional and technical services
29-1292	Dental Hygienists	144	4.7%	17	\$86,892	Associate degree	Health care and social assistance
53-2012	Commercial Pilots	50	6.8%	10	\$66,749	Postsecondary non-degree award	Transportation and warehousing
51-4041	Machinists	153	1.6%	17	\$57,361	High school diploma or equivalent	Manufacturing
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	362	3.0%	41	\$60,971	High school diploma or equivalent	Manufacturing
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	453	1.0%	44	\$72,596	High school diploma or equivalent	Manufacturing

¹ Education categories represent the typical education needed for entry for a given occupation. Education categories are assigned by the United States Bureau of Labor

Source: Office of Economic Opportunity

Arizona In-Demand Occupations

Understanding Arizona's in-demand occupations is vital for Yavapai County, as it offers insights to enhance local workforce development strategies. By analyzing state-level data, Yavapai can identify growth sectors and align education and training programs with high-demand roles, such as registered nurses and sales representatives. While Yavapai shares some occupational trends with Arizona, it operates on a smaller scale and results in fewer job opportunities. However, Arizona's generally higher

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wages and emphasis on advanced degree roles could influence local wage standards and educational pathways. This connection underscores how Arizona's employment trends can positively shape Yavapai County's workforce development, fostering economic growth in the region.

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Livable wage (\$55K+) with bachelor's degree or less ranked by projected openings

Occupation		Employment (2023 Q2)	Projected Employment Annual Percent Change (2023- 2025)	Annual Projected Openings (2023-2025)	Average Annual Wage - 2022	Education Level ¹	Core In-demand Industries
SOC Code	Title						
29-1141	Registered Nurses	61,638	2.20%	4734	\$86,737	Bachelor's degree	Health care and social assistance
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	25,977	1.40%	2695	\$75,482	High school diploma or equivalent	Manufacturing
13-1161	Market Research Analysts and Marketing Specialists	17,331	2.30%	1986	\$70,371	Bachelor's degree	Professional and technical services
13-1111	Management Analysts	18,739	1.30%	1780	\$92,949	Bachelor's degree	Administrative and waste services
25-2031	Secondary School Teachers, Except Special and Career/ Technical Education	19,110	2.00%	1584	\$59,486	Bachelor's degree	Professional and technical services
47-2152	Plumbers, Pipefitters, and Steamfitters	12,962	3.10%	1542	\$57,612	High school diploma or equivalent	Construction
41-9022	Real Estate Sales Agents	15,363	0.90%	1430	\$61,331	High school diploma or equivalent	Real Estate and Rental and Leasing
13-1151	Training and Development Specialists	11,036	1.60%	1102	\$72,308	Bachelor's degree	Professional and technical services
15-1211	Computer Systems Analysts	14,189	1.80%	1096	\$107,065	Bachelor's degree	Professional and technical services
13-1041	Compliance Officers	10,603	1.40%	962	\$67,700	Bachelor's degree	Public Administration

Source: Office of Economic Opportunity

ii. Employment needs of businesses in existing and emerging in-demand industry sectors and occupations. There are a variety of methods to determine employment needs (e.g., employer

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surveys, up to date LMI, etc.). Publicly available LMI is provided by the Office of Economic Opportunity, Maricopa Association of Governments, and US Bureau of Labor Statistics.

- iii. LWDBs may utilize an existing analysis previously commissioned by the LWDB as long as it is within a year of final submission. LWDBs are encouraged to use the economic conditions reports provided by the OEO and additional data tools available at www.laborstats.az.gov/special-reports. (items ii and iii answered jointly below)

Yavapai County Employment Needs by Occupation

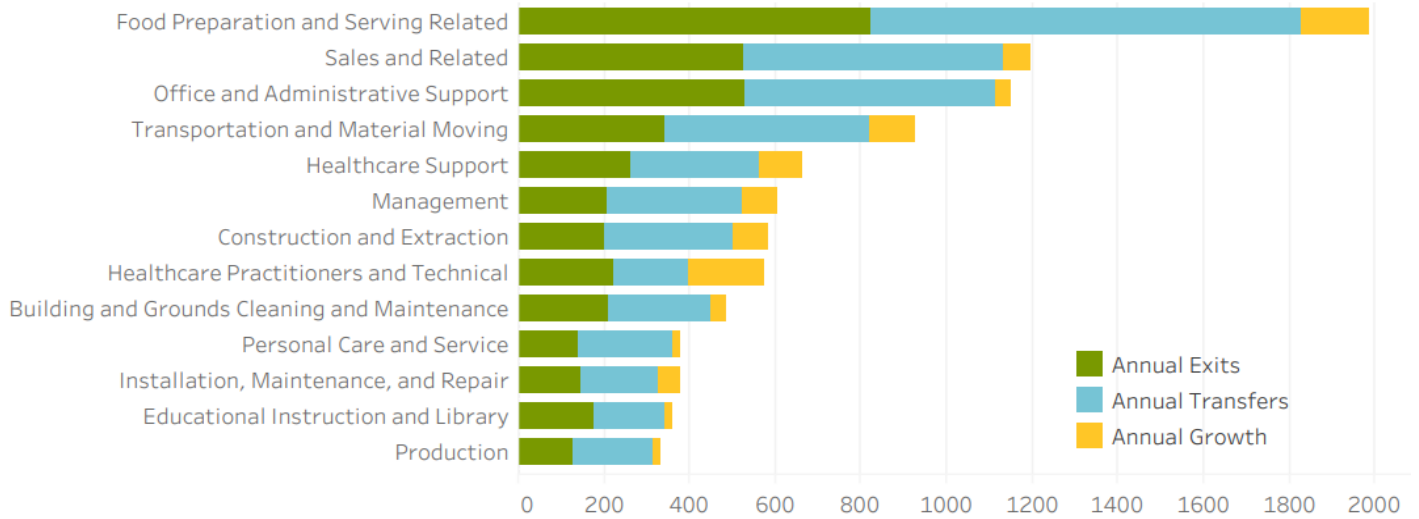
The data below reflects the top 10 employment needs in Yavapai County by the highest occupation categories with no specific education requirements. Key opportunities exist in healthcare, food preparation, and transportation sectors, which all show significant projected growth.

- Healthcare support and practitioner roles are projected to see the highest percentage increases, reflecting a growing demand for workers without the need for advanced degrees.
- Food preparation and serving occupations show the largest total annual openings, underscoring the importance of hospitality-related workforce development.
- Transportation and logistics roles are also expanding, presenting further opportunities for individuals seeking employment without formal education requirements.
- Additionally, management, construction, and administrative support positions indicate moderate growth, providing stability across diverse fields.

SOC Code	Occupation Title	Based Employment	Projected Employment	Annual Growth	Annual Percent Change	Total Annual Openings
35-0000	Food Preparation and Serving Related	8,819.00	10,422.00	160.00	1.7%	1,986.00
41-0000	Sales and Related	7,872.00	8,513.00	64.00	0.8%	1,197.00
43-0000	Office and Administrative Support	9,495.00	9,834.00	34.00	0.4%	1,150.00
53-0000	Transportation and Material Moving	5,956.00	7,014.00	106.00	1.6%	925.00
31-0000	Healthcare Support	3,467.00	4,435.00	97.00	2.5%	660.00
11-0000	Management	6,319.00	7,127.00	81.00	1.2%	605.00
47-0000	Construction and Extraction	5,482.00	6,288.00	81.00	1.4%	582.00
29-0000	Healthcare Practitioners and Technical	6,191.00	7,946.00	176.00	2.5%	573.00
37-0000	Building and Grounds Cleaning and Maintenance	3,228.00	3,545.00	32.00	0.9%	484.00
39-0000	Personal Care and Service	1,990.00	2,163.00	17.00	0.8%	379.00

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Yavapai County Projected Annual Openings by Type



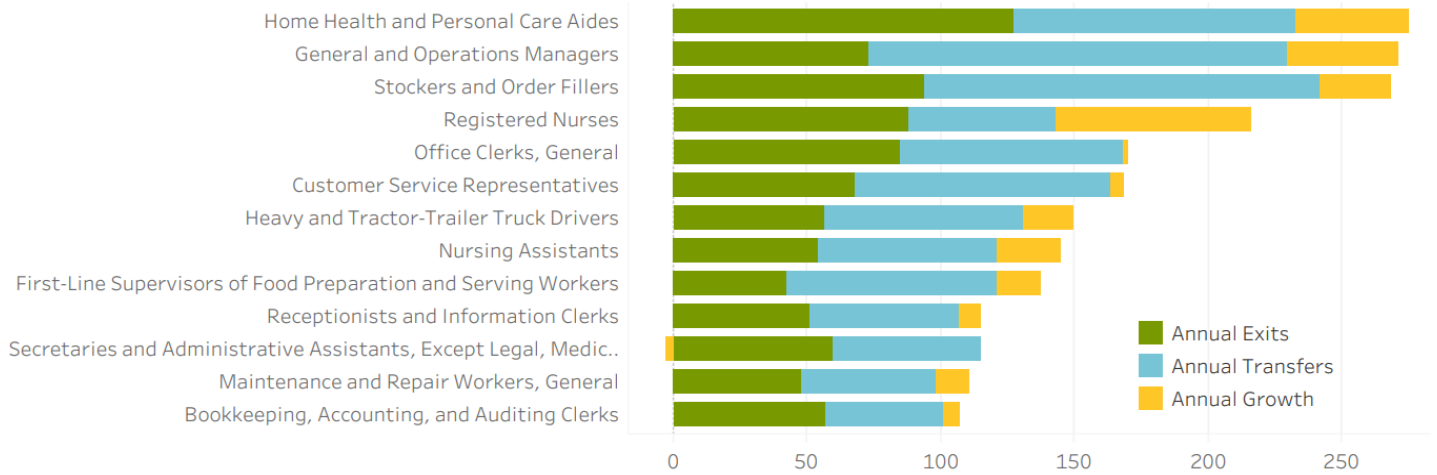
Source: Office of Economic Opportunity

Focusing on minor employment categories requiring a high school diploma or equivalent through a bachelor’s degree, highlights growth opportunities in various sectors. High-level occupations show growing demand for healthcare roles, such as Home Health Aides, Registered Nurses, and Nursing Assistants, alongside leadership positions like General and Operations Managers. Steady growth is also seen in logistics with Stockers, Truck Drivers, and service-related roles, while administrative positions like Office Clerks and Receptionists show slower, but stable, demand.

SOC Code	Occupation Title	Based Employment	Projected Employment	Annual Growth	Annual Percent Change	Total Annual Openings
31-1120	Home Health and Personal Care Aides	1,383.00	1,798.00	42.00	2.7%	275.00
11-1021	General and Operations Managers	2,711.00	3,119.00	41.00	1.4%	271.00
53-7065	Stockers and Order Fillers	1,388.00	1,646.00	26.00	1.7%	268.00
29-1141	Registered Nurses	2,296.00	3,027.00	73.00	2.8%	216.00
43-9061	Office Clerks, General	1,393.00	1,418.00	2.00	0.2%	170.00
43-4051	Customer Service Representatives	1,195.00	1,241.00	5.00	0.4%	169.00
53-3032	Heavy and Tractor-Trailer Truck Drivers	1,168.00	1,359.00	19.00	1.5%	150.00
31-1131	Nursing Assistants	733.00	975.00	24.00	2.9%	145.00
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	751.00	906.00	16.00	1.9%	137.00
43-4171	Receptionists and Information Clerks	766.00	850.00	8.00	1.0%	115.00

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Yavapai County Projected Annual Openings by Type



Source: Office of Economic Opportunity

b. Workforce Analysis

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

Top 5 Skills, Knowledge, and Abilities among 5-star occupations

The top skills, knowledge, and abilities for Yavapai County's 5-star occupations highlight the importance of effective communication, problem-solving, and service orientation. These competencies are essential for thriving in high-demand roles and meeting the evolving needs of the regional workforce.

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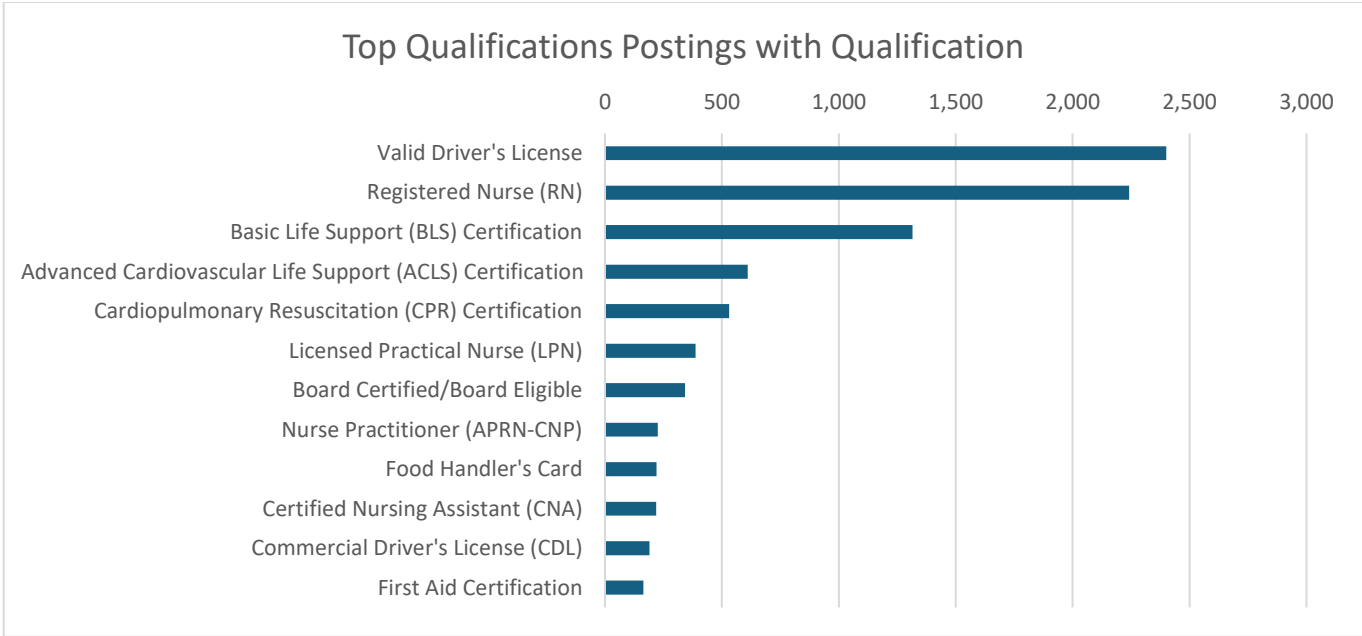
Top Skills	Top Knowledge	Top Abilities
Active Listening <i>Giving full attention to what others are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting.</i>	Customer & Personal Service <i>Knowledge of principles and processes for providing customer and personal services, including customer needs assessment and meeting quality standards.</i>	Oral Expression <i>The ability to communicate information and ideas in speaking so others will understand.</i>
Service Orientation <i>Actively looking for ways to help people and aid when needed.</i>	English Language <i>Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.</i>	Oral Comprehension <i>The ability to listen to and understand information and ideas presented through spoken words and sentences.</i>
Critical Thinking <i>Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.</i>	Administration & Management <i>Knowledge of business and management principles involved in strategic planning, resource allocation, and coordination of people and resources.</i>	Problem Sensitivity <i>The ability to tell when something is wrong or is likely to go wrong; recognizing problems even if they do not involve solving them immediately.</i>
Social Perceptiveness <i>Being aware of others' reactions and understanding why they react as they do.</i>	Medicine & Dentistry <i>Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities.</i>	Written Comprehension <i>The ability to read and understand information and ideas presented in writing.</i>
Monitoring <i>Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.</i>	Mathematics <i>Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.</i>	Near Vision <i>The ability to see details at close range (within a few feet of the observer).</i>

Source: Office of Economic Opportunity, O*NET

Top Qualifications

Over the past 12 months in Yavapai County, there were 18,454 unique postings (individual job listings, excluding duplicate or reposted listings). The top qualifications sought include a Valid Driver's License, Registered Nurse (RN), and Basic Life Support (BLS) Certification, indicating a strong demand for healthcare and transportation-related roles.

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Source: Lightcast 2024Q3

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

Current Labor Force Data

As of the latest statistics, Yavapai County has an unemployment rate of 3.4%, reflecting a 0.4% decrease year-over-year. In comparison, Arizona's unemployment rate is 3.5% compared to the national unemployment rate of 4.1%. These figures indicate a relatively stable labor market in Yavapai County compared to state and national averages.

Labor Market Trends

The data indicates a significant demand for various job titles across different educational levels. Jobs like Home Health and Personal Care Aides, Stockers and Order Fillers, and Customer Service Representatives predominantly require a high school diploma or equivalent, highlighting the need for entry-level positions in the region. Conversely, occupations such as Registered Nurses and General and Operations Managers dictate a bachelor's degree, indicating a need for higher educational attainment in specific sectors.

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Education Level for 5-star occupations

Job Title	Education Level
Home Health and Personal Care Aides	High school diploma or equivalent
General and Operations manager	Bachelor's degree
Stockers and Order Fillers	High school diploma or equivalent
Registered Nurses	Bachelor's degree
Office Clerks, General	High school diploma or equivalent
Customer Service Representatives	High school diploma or equivalent
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award
Nursing Assistants	Postsecondary non-degree award
First-Line Supervisors of Food Preparation and Serving Workers	High school diploma or equivalent
Receptionists and Information Clerks	High school diploma or equivalent

Source: Office of Economic Opportunity, O*NET

In-Demand Occupations by Education Level

The following data illustrates the educational requirements for core in-demand occupations in the region:

Education Requirement by Core In-Demand Occupations

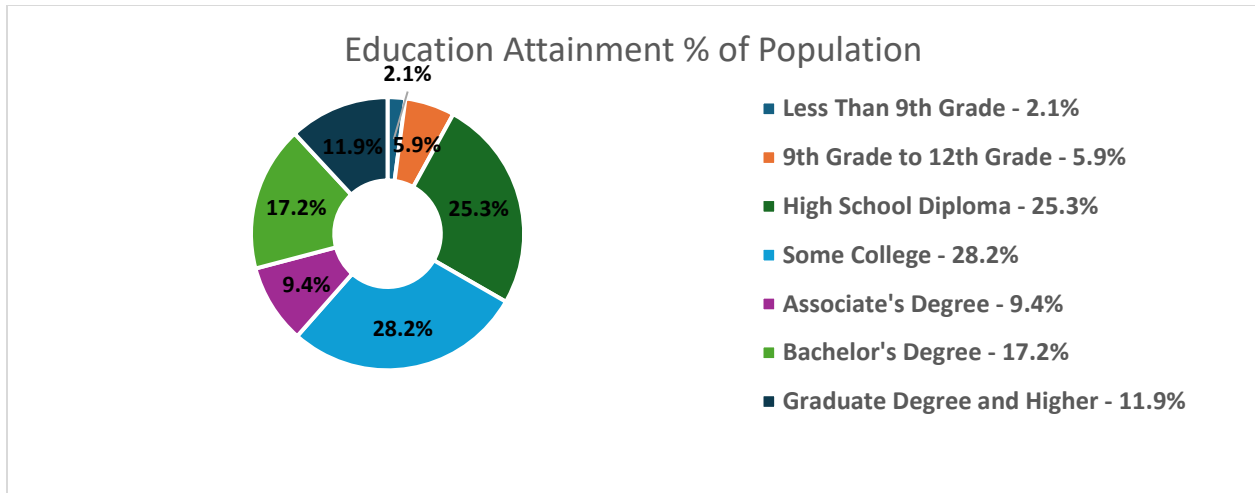
Education Level	# of In-Demand Occupations
No formal education	37
High school or equivalent	70
Some college, no degree	13
Post-secondary non-degree award	3
Associate degree	8
Bachelor's degree	26
Master's degree	10
Doctoral or professional degree	4

Source: Office of Economic Opportunity

Educational Attainment

Concerning educational attainment, 17.2% of Yavapai residents possess a Bachelor's degree (4.0% below the national average), and 9.4% hold an Associate degree (0.6% above the national average).

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Source: Lightcast 2024Q3

c. Workforce Development, Education, and Training Activities

i. Workforce Development Activities in Yavapai County

Yavapai County offers a range of workforce development, education, and training activities designed to address the skills and educational needs of the local workforce. Key initiatives include:

1. **Yavapai College Training Programs:** Yavapai College provides various vocational training programs in fields such as healthcare, manufacturing, and technology. These programs focus on developing skills relevant to the local job market, including Certified Nursing Assistant (CNA) training and courses in information technology.
2. **Partnerships with Local Employers:** The college collaborates with local businesses and industries to create training programs that meet specific employment needs. These partnerships help align the skills taught with those required by employers in Yavapai County, increasing job placement success.
3. **Career Counseling and Job Placement Services:** Yavapai County workforce development initiatives offer career counseling and job placement services to assist residents in navigating career pathways and securing employment in high-demand sectors.
4. **Support for Individuals with Barriers to Employment:** Programs specifically targeting individuals facing barriers—such as low-income residents, those with disabilities, or individuals lacking formal education—are available. These programs offer resources like mentorship, scholarships, and tailored training to enhance employability.
5. **Continuing Education Programs:** Yavapai College and other local and state institutions provide continuing education opportunities for adult learners, allowing them to upskill or transition into new career fields, addressing the needs of an evolving workforce.
6. **Workforce Development Grants:** Funding from local, state, and federal sources supports various workforce initiatives in Yavapai County, ensuring resources are allocated effectively for training and educational programs.

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ii. Strengths and Weaknesses of Workforce Development Activities

Strengths:

1. **Accessibility:** Workforce training programs in Yavapai County are designed to be accessible to diverse populations, including those with barriers to employment. This commitment promotes inclusivity and helps develop a diverse workforce.
2. **Industry Alignment:** Collaborations with local businesses, such as those in healthcare and manufacturing, ensure training programs are relevant and tailored to meet the specific needs of Yavapai County employers, enhancing job placement rates.
3. **Variety of Offerings:** A broad range of training and educational options is available, including programs for high school graduates, adult learners, and individuals seeking career changes, allowing participants to align their education with their interests and local job market demands.
4. **Support Services:** Comprehensive support services, including job placement assistance and career counseling, help residents navigate their career paths effectively, providing them with the tools they need for success.

Weaknesses:

1. **Limited Resources:** Some training programs in Yavapai County may face challenges related to funding and resources, potentially limiting the availability and scope of certain specialized training opportunities.
2. **Awareness and Engagement:** There may be a lack of awareness among potential participants regarding the range of available programs, resulting in underutilization of workforce development resources.
3. **Skill Gaps:** While there are numerous programs aimed at entry-level skills, there may be a disconnect in providing advanced training opportunities for existing workers to adapt to the rapidly changing job market.
4. **Barriers to Access:** Individuals with significant barriers to employment may still encounter challenges accessing training programs due to issues such as transportation, childcare, or other personal circumstances.
5. **Evaluation and Adaptation:** Continuous evaluation of program effectiveness and adaptability to emerging job market trends is essential. Some existing programs may not be keeping pace with the evolving industries in Yavapai County.

Yavapai County's workforce development activities are essential in supporting both individuals and local businesses. While the region has strengths in accessibility and industry alignment, addressing weaknesses related to resources, awareness, and skill gaps is crucial for effectively meeting the educational and skill needs of the workforce. Continuous collaboration among Yavapai College, local employers, and community organizations will be vital in enhancing these efforts and ensuring a robust and adaptable workforce in Yavapai County.

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d. Vision to Support Growth and Economic Self-sufficiency

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

The WDB strategic vision focuses on fostering regional economic growth and promoting economic self-sufficiency by developing an educated and skilled workforce. This vision emphasizes preparing youth, individuals facing barriers to employment, and other priority groups to meet the evolving demands of the local economy. The WDB's goals align with the broader ARIZONA@WORK initiatives, ensuring that local programs meet performance and accountability measures consistent with WIOA.

Strategic Vision and Workforce Goals

Regional Economic Growth & Economic Self-Sufficiency

Support regional economic development by aligning workforce strategies with the needs of local industries and businesses. Collaboration with educational institutions, economic development entities, and community organizations ensures a coordinated approach to workforce preparation that addresses both current and future needs. The focus on career pathways, particularly in high-wage, high-demand sectors, is central to its efforts to enhance economic opportunities for Yavapai County residents.

Educated and Skilled Workforce

By working closely with local partners, the WDB supports efforts to provide job seekers — especially those with barriers to employment — access to training and education that will prepare them for success. Emphasis is placed on offering services to youth, veterans, individuals with disabilities, and long-term unemployed, ensuring they have the resources necessary to succeed in the labor market.

Performance and Continuous Improvement

The WDB's approach to performance accountability is rooted in a commitment to data-driven decision-making and continuous improvement. The integrated, technology-enabled intake and case management system, detailed in Section 5 - Performance and Continuous Improvement, ensures streamlined service delivery across WIOA programs and partnerships. This system, which includes the Arizona Job Connection (AJC) platform, allows for efficient tracking of participant progress, service delivery, and outcomes. Regular collaboration among One-Stop partners supports ongoing improvements, ensuring services remain aligned with both local and statewide goals.

Performance Accountability Measures

Utilize the performance accountability measures and goals detailed in Section 5 to track progress, ensure alignment with statewide targets, and adjust strategies as necessary based on participant outcomes and economic conditions. These performance measures—Employment Rate, Median

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Earnings, Credential Attainment, and Measurable Skill Gains—are essential for guiding service improvements and ensuring the effectiveness of workforce programs in Yavapai County.

The WDB has established strategic goals related to Performance Accountability Measures based on the WIOA performance indicators.

Goals Related to Performance Accountability Measures

1. Increase Employment Outcomes

Improve the employment rates of program participants, with a focus on ensuring that individuals are employed in high-demand sectors such as healthcare, advanced manufacturing, and technology.

Strategies include:

- Expanding partnerships with local employers to create direct hiring pipelines for participants.
- Strengthening work-based learning opportunities, such as apprenticeships and internships, to provide hands-on experience.
- Targeting populations with barriers to employment, including veterans, long-term unemployed, and individuals with disabilities, by offering tailored services that lead to sustainable employment.

2. Advance Median Earnings

To boost the earning potential of participants, the LWDB will focus on:

- Promoting career pathways that lead to higher-paying jobs, particularly in industries with projected growth.
- Providing access to advanced training and upskilling opportunities that enable participants to secure jobs with competitive wages.
- Collaborating with education and training providers to align curriculum with industry needs, ensuring that participants are equipped with relevant skills.

3. Enhance Credential Attainment Rate

Prioritize credentialing as a critical goal to enhance employability, with focus on:

- Increasing the number of participants who earn industry-recognized certifications and credentials in high-demand fields.
- Working with local community colleges, technical schools, and training providers to expand access to credential-based training programs.
- Supporting participants in completing certifications that are aligned with the needs of local employers, particularly in sectors such as healthcare, IT, and skilled trades.

4. Increase Measurable Skill Gains

- To ensure continuous skill development, work toward increasing measurable skill gains among participants by:
- Implementing individualized learning plans that track progress through completion of training modules, certifications, or other educational achievements.

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- Improving the availability of short-term training programs that allow participants to quickly acquire new skills or improve existing ones.
- Supporting educational attainment for youth and adults by offering tutor, mentor, and wrap-around services that facilitate skill development and retention.

Alignment with Statewide Performance Accountability Measures

These goals are closely aligned with statewide performance accountability measures and the Statistical Adjustment Model, which ensures that local performance targets are realistic and reflective of the region's economic conditions. The WDB will continuously monitor and evaluate performance outcomes, adjusting goals and strategies as needed to ensure alignment with the Arizona State Workforce Plan and the evolving needs of Yavapai County's economy.

By focusing on these goals, the WDB aims to improve the quality of the local workforce, enhance job placement and retention rates, and promote economic self-sufficiency for residents across Yavapai County. These efforts are crucial to supporting the region's ongoing economic growth and ensuring that job seekers and employers both benefit from a dynamic and responsive workforce system.

e. Workforce Development Capacity

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

The strategy to collaborate with entities responsible for core programs and ARIZONA@WORK partners in Yavapai County can address the unique economic and demographic landscape outlined in Sections A-D. This strategy will focus on aligning local resources to achieve strategic vision and goals effectively. Key elements of this strategy are based on the analysis:

1. Understanding Local Demographics and Economic Conditions

- **Aging Population:** With a growing proportion of retirees and older residents, the strategy should prioritize industries like healthcare and eldercare services to meet the needs of this demographic.
- **Cost of Living Challenges:** High living costs necessitate the development of high-skill, high-paying jobs to attract and retain talent. The strategy should emphasize sectors that promise wage growth and job stability, like technology and advanced manufacturing.

2. Identifying In-Demand Industries and Occupations

- **Focus on Key Sectors:** The strategy will align workforce development initiatives with in-demand sectors such as healthcare, manufacturing, and administrative services, which have shown strong employment growth.

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- **Targeting Education and Training:** Collaborate with educational institutions to develop training programs tailored to in-demand occupations, particularly those offering livable wages (\$55,000+) for individuals with varying educational backgrounds.

3. Building Partnerships

- **Engagement with Core Partners:** Regular meetings with Titles I-IV and One-Stop Partners will facilitate the alignment of resources and strategic goals. This collaborative effort will ensure that training programs reflect market needs and effectively prepare participants for available job opportunities.
- **Leveraging Local Insights:** Utilize data from employer surveys and labor market information to continuously adapt workforce development strategies to the evolving employment needs of local businesses.

4. Resource Alignment and Allocation

- **Coordinated Funding Strategies:** Work with partners to optimize funding for training programs, focusing on those that address critical skill gaps in high-demand sectors.
- **Integrated Service Delivery:** Develop a seamless service delivery model across programs to enhance accessibility for job seekers and businesses, ensuring a unified approach to workforce development.

5. Monitoring and Evaluation

- **Continuous Data Analysis:** Regularly analyze employment trends and industry needs to assess the effectiveness of workforce strategies and make necessary adjustments.
- **Feedback Mechanisms:** Implement feedback systems from employers and program participants to inform future training initiatives and resource allocation.

By focusing on collaboration among core partners and aligning local resources to address the specific challenges and opportunities within Yavapai County, this strategy creates a responsive and effective workforce development system that supports economic growth and meets the needs of the community. This approach will not only strengthen the local economy but also improve the quality of life for residents by providing pathways to meaningful employment.

Part B: Strategic Vision, Goals, and Strategies

a. Statewide Strategy Assurances

The 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 LWDB and staff will also participate in statewide workgroups and solutions intended to improve workforce services across the state.

The WDB will actively support the statewide workforce strategies outlined in the Arizona State Workforce Plan. Along with implementing these strategies within the LWDA, the WDB and staff will

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participate in statewide workgroups and initiatives to collaboratively improve workforce services across Arizona. This approach ensures that local services are enhanced while also contributing to broader statewide solutions for the workforce system.

b. Statewide Strategy Support

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

The Yavapai County WDB aligns its strategies with Arizona's State Strategic Vision: to create a future where access to economic growth and opportunity is promoted through innovative workforce collaboration across business, education, and training systems, designed to meet the diverse needs and full potential of all Arizonans. The WDB emphasizes statewide goals through collaborative efforts, focusing on equitable access to high-quality jobs and opportunities.

Supporting Arizona's State Workforce Goals:

1. **Promote a Customer-Driven Workforce System Approach:** The WDB will enhance digital literacy and work-based learning opportunities for priority populations by expanding access to training, employment, and supportive services across ARIZONA@WORK partners. The board will implement community resource evaluations and marketing strategies to increase awareness of workforce services.
2. **Foster Business Engagement:** Through partnerships with local employers, educational institutions, and community-based organizations, the WDB will support the development of career pathways and work-based training programs. Efforts will include promoting business services that align economic stability with workforce mobility and increasing engagement with businesses to improve talent sourcing and matching.
3. **Invest in Opportunity and Growth:** The WDB will collaborate with economic development organizations and local partners to identify in-demand industry sectors and increase opportunities through funding and grant applications. The board will also implement best-practice sharing across workforce teams and integrate federal, state, and local funding streams to support job seekers and employers.
4. **Prepare Arizona's Youth for Workforce Success:** The WDB will work closely with career and technical education (CTE) districts, developing career exploration initiatives and pre-apprenticeship programs for both in-school and out-of-school youth. The board will strengthen its outreach to youth and families, providing information on career pathways and opportunities in high-growth industries to address regional labor market needs.

Entities Involved in Carrying Out Core Programs and ARIZONA@WORK Partnerships

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- Core Program Providers:
 - Title I: Adult, Dislocated Worker, and Youth Programs
 - Title II: Adult Education and Literacy (Yavapai College)
 - Title III: Wagner-Peyser Employment Services (DES)
 - Title IV: Vocational Rehabilitation (DES)
- Workforce Development:
 - ARIZONA@WORK-Yavapai County
 - Department of Economic Security (DES, Veterans, And Vocational Rehabilitation)
- Local Community Partners:
 - Local First Arizona
 - Yavapai College (Career and Technical Education programs, Small Business Development Center (SBDC), Adult Education)
 - Yavapai County Education Service Agency
 - Yavapai County local school districts
 - Community-based organizations (such as the United Way of Yavapai County and other local non-profits)
- Economic Development Entities:
 - NACOG
 - ACA
 - Local chambers of commerce and economic development offices
- Programs Authorized under Carl D. Perkins CTE Act:
 - Yavapai College's CTE Programs
 - Local high school districts offering CTE pathways

By aligning with Arizona's State Strategic Vision, the Yavapai County WDB ensures all efforts are focused on creating a cohesive, innovative workforce development system that meets the diverse needs of Yavapai County's residents, businesses, and communities.

Section 3 – ARIZONA@WORK System Coordination

a. Carrying out core programs (Titles I through IV)

- i. Expanding access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment*

The Yavapai County WDB will regularly review service strategies from Job Centers to align customers with applicable site services.

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The Yavapai County WDB has tasked the One-Stop Committee to identify ways to expand access to WIOA services provided by the ARIZONA@WORK system. The One-Stop Committee meets on a quarterly basis to address challenges to access and discuss innovative best practices to serve job seekers and employers. Virtual services are widely available across all Titles, along with in-person and electronic orientation opportunities via Title I, and Titles III and IV by appointment. Title II offers remote and in-classroom adult education services, allowing access to hybrid WIOA programs.

The Yavapai County One-Stop Committee established its Scope of Work in 2021, defining its mission, vision, chairs' initiative, purpose, goals/priorities, and responsibilities. The following graphic details the One-Stop Committee of Yavapai County.



The Yavapai County WDB provides services to eligible individuals with barriers to employment to assist them in obtaining training and/or employment opportunities that lead to self-sufficiency. As described in WIOA 3 (24), the term “individual with a barrier to employment” means a member of one or more of the following populations:

- Displaced homemakers;
- Low-income individuals;
- Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166;

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- Individuals with disabilities, including youth who are individuals with disabilities;
- Older individuals;
- Ex-offenders;
- Homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), or homeless children and youths (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a (2)));
- Youth who are in or have aged out of the foster care system;
- Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers;
- Eligible migrant and seasonal farmworkers, as defined in section 167(i);
- Individuals within 2 years of exhausting lifetime eligibility under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.);
- Single parents (including single pregnant women);
- Long-term unemployed individuals; or
- Such other groups the Governor determines to have barriers to employment.

Priority of service is determined, in order, by the following priority groups:

- A veteran or an eligible spouse of a veteran who is:
 - Currently receiving public assistance, or has received public assistance in the last 6 months;
 - Low-income, as defined in Section 101.02(A); or
 - Basic skills deficient, as defined in Section 101.02(B).
- A non-veteran who is:
 - Currently receiving public assistance, or has received public assistance in the last six months;
 - Low-income, as defined in Section 102.02(A); or
 - Basic skills deficient, as defined in Section 102.02(B).
- A veteran or an eligible spouse of a veteran who is not included in WIOA priority groups identified in 102.01(A)(1) or (A)(2) above.
- A non-veteran who is not included in WIOA priority groups identified in 102.01(A)(1) or (A)(2) above.

The WDB also identifies barriers of unemployed, underemployed, defined by comparing an individual's family income with the self-sufficiency level. This includes factors such transportation, poor work history, childcare, housing, lacking support needed to obtain employment (such as work attire), and criminal backgrounds

ARIZONA@WORK-Yavapai County provides continuous outreach and events such as the Veteran Stand Down events, Youth Fairs, numerous job fairs, and regular informative presentations to local organizations on expanded service access for those with identified barriers listed above.

Yavapai County Program Specialists provide daily case management in person, by phone, or email to assist in client's career pathway goals and employment/training retention.

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ARIZONA@WORK-Yavapai County provides weekly in person and virtual orientations for those interested in services under WIOA. The orientation identifies that any resident in Yavapai County, including those with barriers to employment, are welcome to learn about WIOA services. Members from Titles I, II, III, and IV provide information relevant to their programs, labor market information, community resources, and services available. Additionally, Title I provides on-site orientations to Title II Adult Education students, and Title I and Title III have partnered to schedule Reemployment Service and Eligibility Assessment (RESEA) appointments to assist dislocated workers in education and training opportunities.

Additionally, continuous contact and travel to areas of remote access allows for information sharing and outreach efforts. When parties are interested in services, including individuals with barriers to employment, staff can schedule appropriate times to travel to the location to provide orientation, complete intake forms and assessments, and provide additional services as needed. Clients also have access to the [AJC](#) website, where they can create an account, upload resumés, obtain employment referrals, view lists of approved Eligible Training Providers, and receive other guidance through this technology outlet and the ARIZONA@WORK-Yavapai County website. This website is accessible in or out of a One-Stop Center.

ii. Facilitating the development of career pathways

The WDB supports change and continuous improvement by being a convener and collaborator, sharing promising and proven practices and evaluating and disseminating information among workforce partners in the development of a unified strategic plan. ARIZONA@WORK-Yavapai County engages in activities that provide comprehensive, real-time labor market, education, and skill level information on the county's workforce. A career plan is crafted in cooperation between One-Stop staff and the client, based on their career needs and any barriers identified.

Yavapai County workforce strategies include the strengthening of core programs and career pathways that make available quality education, training and workforce services through:

- On-the-Job Training (OJT)
- Internships
- Utilization of support services
- A referral system between programs to leverage resources.
- Customized training

This integrated and seamless provision of specialized services offered by the One-Stop program and partner staff ensures that there is more diversity in the types of services offered to individuals with barriers to employment. This is accomplished by meeting with employers within in-demand industries to develop a training plan through OJT. WIOA offers the opportunity to set reimbursement levels for OJT up to 90%. The Yavapai County WDB has the option to exercise its authority to fluctuate the OJT match anywhere from 50%-75%.

Yavapai County will identify work experience wages based on average wage. OJT wages are identified by the employer of record. Customized training plans are continually developed with employers to meet

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the labor demands for business expansion and employee acquisition and retention. Financial support services are offered on an individualized basis for specific client needs as a means of promoting training success and job retention. Case management includes resources to alleviate barriers for job retention. Referrals between Titles for specific client services regularly promote system collaboration and encourage success in career pathway development for all clients, including those with disabilities.

The WDB recognizes the need to expand and develop a robust, portable and stackable system that allows individuals with barriers and disabilities to participate and gain industry recognized credentials. WIOA requirements outline a mandate for shared accountability, particularly among the core programs. Shared accountability and coordination between Titles should improve services to all participants, but especially benefits low-income, lower-skilled participants because of the emphasis of WIOA to serve these groups and the leveraging of additional program resources. These individuals should benefit from the WIOA's emphasis on integrated services, including concurrent and/or sequential co-enrollments, supportive services, and implementation of program designs that meet participant needs. Academic and occupational skill development, participation in work experience or internships, and work-based learning provides participants with greater employment opportunities. Titles I and III jointly utilize the AJC database to identify service gaps and avoid duplication of services.

The WDB partners with training providers and local colleges to facilitate the development of "Career Pathways" by providing a structured approach to enter and exit education and training in a flexible manner that meets individualized needs. For instance, Yavapai College offers many training, certification, and licensure opportunities on the Eligible Training Provider List (ETPL).

Individuals can earn short-term credentials with clear local labor market value and build on each credential to access higher wage employment opportunities. These stackable credentials offer an accelerated entrance to the job market.

Stackable credentials can be earned while pursuing a post-secondary degree. The WDB partners with the Arizona Department of Education in the evaluation of Title II Adult Education Program applicants, recommending Yavapai College for the Title II Adult Education Award for Yavapai County, which was awarded to Yavapai College in March of 2024. This partnership expands remote learning opportunities and services for Yavapai County job seekers.

The WDB will solicit representatives of secondary and postsecondary education programs, and lead efforts to develop and implement career pathways within the local area by aligning the employment, training, education, and supportive services that are needed by adults and youth, especially individuals with barriers to employment. This is accomplished through a regular evaluation of the Eligible Training Provider List (ETPL) to ensure that in-demand industry certification and licensure opportunities are available to adult, youth, and dislocated worker program clients. Yavapai College Title II Adult Education offers several training, certification, and licensure opportunities on the ETPL. Core Partner staff make regular visits with all providers throughout the year. The WDB is also kept apprised of student feedback and customer satisfaction. The ETPL is reviewed quarterly, with existing courses and new offerings evaluated for relevance and eligibility for WIOA funding.

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iii. Facilitating the coordination of co-enrollment with ARIZONA@WORK-Yavapai County partners

Yavapai County workforce strategies include strengthening core programs and career pathways that make available quality education, training, and workforce services through OJT, Work Experiences, utilization of support services and co-enrollment between programs to leverage resources. This integrated and seamless provision of specialized services offered by One-Stop programs and partner staff ensures that there is more diversity in the types of services offered to individuals with barriers to employment. Cross-training among all core partners is ongoing and strengthens a proven referral and service access strategy – no wrong door approach. The WDB recognizes the need to expand and develop a robust, portable and stackable system that allows individuals with barriers and disabilities to participate and gain industry recognized credentials.

The WIOA Core Partners are:

- Adult, Dislocated Worker and Youth Services (Title I)
- Adult Education (Title II)
- Wagner-Peyser, Veteran’s Services (Title III)
- Vocational Rehabilitation (Title IV)

These partners collaborate with the One-Stop Committee and the WDB to provide improved access to recognized postsecondary credentials. Co-enrollments with core partners are encouraged as this provides a full array of services for participants. The collaboration and co-enrollments facilitate the leveraging of funding and services available to participants without duplication of service. Identifying local area needs for training and credentialing in-demand career fields will ensure a trained local workforce to meet labor market needs.

The WDB charges the One-Stop Committee to identify and promote best practice strategies and initiatives that meet the current needs of workers and job seekers. Academic and occupational skill development, participation in work experience or internships, and work-based learning provides participants with greater sustainable employment opportunities.

As outlined in Policy Broadcast # 18-014, Trade Adjustment Assistance (TAA) and Title I Dislocated Worker programs are highly encouraged to co-enroll participants. Updated referral forms were distributed among the agencies regarding TAA clients and must be entered into the AJC database system. Referral forms must be completed within three business days and both agencies maintain communication on services provided. TAA and Title I should coordinate activities to reach positive outcomes.

Yavapai County does not currently have a local TAA representative, but a representative in North Phoenix is generally available for services to meet client needs and demand.

iv. Improving access to activities leading to a recognized post-secondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable)

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The Yavapai County WDB provides improved access to recognized postsecondary credentials. Identifying local area needs for training and credentialing in-demand career fields will ensure a trained local workforce to meet labor market needs. The WDB charges the One-Stop Committee to identify ways to expand access to WIOA services offered through the ARIZONA@WORK system. The One-Stop Committee meets quarterly to address challenges to access and discuss best practices for innovative ways to serve job seekers and employers. Virtual services are being offered widely across all Titles in addition to in-person opportunities via Title I and Titles III and IV by appointment, and Title II remote adult education services, allowing access to WIOA programs remotely.

The WDB attempts to improve post-secondary access by supplementing tuition, books, and fees, making post-secondary training accessible to clients with barriers under WIOA.

The WDB solicits representatives of secondary and postsecondary education programs and leads efforts to develop and implement career pathways within the local area by aligning the employment, training, education, and supportive services that are needed by adults and youth, especially individuals with barriers to employment. This is accomplished through a regular evaluation of the ETPL to ensure that in-demand industry certification and licensure opportunities are available to adult, youth, and dislocated worker program clients.

The WDB Executive Director meets with Yavapai College several times a year to collaborate with college leadership on in-demand training programs. Program staff make regular visits with all providers throughout the year. The board is also kept apprised of student feedback and customer satisfaction. The ETPL is reviewed quarterly, with existing courses and new offerings evaluated for relevance and eligibility for WIOA funding.

The ARIZONA@WORK-Yavapai County staff actively seeks new, potential programs to be enrolled on the ETPL via [AJC](#). This provides clients with more career pathway choices, and a variety of recognized postsecondary credentials including credentials that are industry-recognized, portable, and stackable. The WDB also encourages online options and computer access so clients can train while employed, and to cover childcare needs.

Many colleges have implemented online learning to assist participants in reaching those individual learning objectives. Distance education is instruction that is delivered to the learner regardless of time and/or geographical location and delivered via various non-traditional means.

Individuals can earn short-term credentials with clear local labor market value and build on each credential to access higher wage employment opportunities. These stackable credentials offer an accelerated entrance to the job market. Stackable credentials can be earned while pursuing a post-secondary degree.

b. LWDB strategies and services

- i. Facilitating engagement of businesses, including small businesses and businesses in in-demand industry sectors and occupation in workforce development programs*

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The Yavapai County WDB works in many capacities to ensure employer engagement and economic development coordination. NACOG, the Title I-B provider, is an active member of Cottonwood, Prescott, Prescott Valley, Chino Valley, and Sedona chambers of commerce and attends events allowing for direct communication with employers. The NACOG EDD is a regional collaboration that spans four counties, covering 40% of Arizona's land area. NACOG has served as the EDD since its establishment in 1995. The EDD was designated by the U.S. Department of Commerce, Economic Development Administration (EDA) as a planning district, funded to provide public works and technical assistance funding for regional and community planning, grant application assembly, economic studies, and strategic planning. EDD membership currently includes all LWDA representatives as well as sub-regional economic development groups.

The WDB membership includes representatives of local business groups as well as private sector optimum policy makers and small business representatives. These members provide a vital connection to the business community. Other private sector WDB members are affiliated and represent other economic development groups and provide updates through presentations at the quarterly WDB meetings. Title II Adult Education, Title III Wagner-Peyser and Title IV Vocational Rehabilitation representatives for Yavapai County are active members of the WDB and engage on a quarterly basis with the private sector business representatives to collaborate on strategies to improve the facilitation of workforce development programs, including job opportunities to individuals with disabilities and educating local businesses on the advantages of utilizing WIOA services through the ARIZONA@WORK system. For example, Titles I clients who are basic skills deficient or an English Language Learner are referred to Title II for basic skills and IET (Integrated Education and Training).

Yavapai County started administrating daily WDB activities in July of 2024. This new collaboration creates new opportunities to expand how the WDB directly interacts with local businesses. These strategies will be elucidated and evaluated as this new arrangement develops. For instance, the WDB could hire staff to directly interact with local businesses improving communication and outreach. The Yavapai County WDB continues to align with the mission to expand economic activity in Yavapai County by attracting commerce and industry to the county and by assisting in developing the county's existing industries to their fullest potential.

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

The WDB consists primarily of qualified, engaged county business leaders and are an integral voice in business cooperation and coordination. Workforce development products and services are widely known and utilized in all aspects of employer engagement and economic development.

Core partners with ARIZONA@WORK-Yavapai County WIOA Title I-B, including Title II Adult Education, Wagner-Peyser Title III, and Vocational Rehabilitation Title IV representatives, serve on the One-Stop Committee. The committee addresses the business service needs of the community. This has resulted in more effective communications and cohesiveness within the job centers and has expedited the job orders input process in AJC. The committee has also promoted a more streamlined coordination of services when conducting basic, individualized and group training.

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Incumbent worker training for upskilling and staff repurposing will also be amplified through Title I-B Training Services.

iii. Better coordinate workforce development programs and economic development

WDB staff and Title I-B actively partners with sub-regional economic development groups, such as the Verde Valley Regional Economic Organization (VVREO) and the local economic development office, with membership participation, regular presentations regarding WIOA services, and by providing labor market information and strategies, including WIOA fund commitments for business location strategies. The Yavapai County Economic Resource Alliance (YCERA) is another coalition of municipal, county, non-profit, chambers of commerce, and others that all work together to increase awareness of economic development opportunities and to coordinate activities. WDB staff, Title-1B, and Yavapai College all regularly participate in these meetings.

Post-pandemic resilience planning has brought increased coordination with WDB support and participation in the planning processes for the Regional Recovery & Resilience Plan and the Regional Broadband Strategic Plan. The WDB actively engages in cross-collaboration and provides support for grant opportunities across the region, working with key partners to pursue funding for regional initiatives. This includes providing letters of support, partnerships, and sharing resources and knowledge when applicable. The WDB supports a partnership with the Yavapai County Board of Supervisors and the County Free Library/School District as they apply American Rescue Plan Act (ARPA) funding to build a final mile fiber network and affordable internet service to targeted unserved and underserved rural locations in Yavapai County. These efforts will be expanded through the application of Broadband Equity Access and Deployment (BEAD) funds over the remainder of the decade.

Three LWDBAs are positioned within the NACOG EDD, comprised of Apache, Coconino, Navajo, and Yavapai Counties, and are partnered with the NACOG Economic Development Council (EDC). This group meets on a bi-monthly basis to discuss economic and workforce development trends throughout the Region. Both the EDC and the WDB currently share mutual members and combine forces for economic and workforce development success.

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

The LWDB has strengthened the coordination between the ARIZONA@WORK-Yavapai County system and Unemployment Insurance by synchronizing opportunities available to clients that are enrolled in the RESEA. RESEA services are intended to help unemployment insurance claimants return to work faster. Permanently separated claimants are required to participate in the RESEA program. As RESEA services are available, informational orientations are provided to participants to learn more about WIOA services and the eligibility process. Orientations are provided in-person and/or virtually.

The Prescott ARIZONA@WORK-Yavapai County One-Stop Center also provides direct access to those interested in applying for Unemployment Insurance or have questions regarding their Unemployment claim by maintaining a direct phone line to the Unemployment Insurance office. ARIZONA@WORK-

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Yavapai County staff are available in person, by phone or virtually to assist the community with their Unemployment Insurance needs. Cross-training of Title I services between partners is pending due to remote work transition. Title I remains a source for information and referral of all Title services as applicable.

Businesses in Yavapai County are offered a variety of employer services that assist in hiring and training, such as:

- National, State and Local Recruitment
- Job fairs
- Applicant pre-screening
- Job postings on various search engines
- Media outreach
- Pre-screening of applicants for open positions
- OJT reimbursement for a percentage of the wages during the pre-agreed training period
- Internship
- Paid work experiences
- Customized training
- Case management for employee retention

The main purpose of the One-Stop Committee is to coordinate strategic business development and workforce activities to target limited resources to areas where they can have the greatest economic impact.

The One-Stop Committee presents performance reports to the WDB and strategies to improve, strengthen, and support local businesses.

Collaborated projects were initiated to create stable, reliable, higher wage jobs that will improve the quality of life for Yavapai County residents.

The WDB reviews quarterly real-time labor market data analyses from LMI and TalentNeuron to stay abreast of in demand business opportunities for Yavapai County. Additionally, in early 2020, the NACOG EDC released the 2020-2025 Comprehensive Economic Development Strategy (CEDS) document, which provided an overview of strengths and weaknesses within Yavapai County to foster local understanding of the dynamics that drive workforce and economic development situations.

Computers at the Comprehensive Job Centers will be available on an as-needed basis by appointment to utilize for job searches for unemployed individuals as well as skills assessments and other activities required by employers for training opportunities for new and incumbent employees to build employee retention. Additionally, the Prescott One-Stop offers parking lot Wi-Fi access when the computer centers are not accessible to the public.

v. Implement the following initiatives to support the strategies described above

1. Incumbent worker training programs

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The LWDB, through collaborative efforts with employers, government, workforce, and economic development, will continue to foster partnerships with local entities to develop incumbent worker and career pathways programs. The Local Board will work collaboratively with its partners to develop strategies for employer engagement and methods to coordinate business service strategies. This approach has proven effective in moving populations with barriers to employment into the labor force while also meeting employer workforce needs.

Incumbent worker training will be utilized to avert layoffs and/or improve self-sufficiency for workers by transitioning employees to other positions in the company or with other employers in the labor market. Twenty percent of the Local Board's Adult and Dislocated Worker funds may be used for incumbent worker training. Post-COVID, this percentage rate will be increased up to 75% based on state and federal rules.

Employers that participate in incumbent worker training are required to demonstrate a plan to retain employees who successfully complete training. This creates opportunities for individuals with barriers to employment by opening access for entry level to move to other positions with an improved wage in the company.

Incumbent Worker Training is also designed to help the local area employer's workforce obtain the skills necessary to retain employment and prevent job loss. The training activities are carried out by the local board in conjunction with employers or a group of employers (which may include employers in partnership with other entities for delivering such training) for the purpose of assisting such workers in obtaining the skills necessary to retain employment or avert layoffs.

Additional opportunities for incumbent worker training are available through Yavapai College Title II Adult Education. The WDB will negotiate with Title II to provide training services to employers requesting incumbent worker training, including coordination with Title I supplemental incumbent worker training funds to pay an hourly rate for participants in Title II Adult Education classes at Yavapai College, or other suitable arrangements, as applicable.

2. Customized training programs

Customized Training is designed for the specific requirements of an employer or group of employers, which is related to new production or service procedures, upgrading to new jobs that require new skills, workplace literacy or other appropriate purposes as identified by the WDB. Upon successful training completion, the employer must commit as applicable to employ or continue to employ the individual(s) who participated in it.

3. Industry and sector strategies

Yavapai County's workforce development strategies are tightly integrated with key industry sectors to ensure economic vitality and meet labor market needs. Through strategic partnerships with local businesses and educational institutions, the Title I-B provider implements customized training programs, internships, and OJT specifically designed to support sectors such as manufacturing, healthcare, and

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hospitality. These initiatives are crucial for aligning workforce skills with industry demands, supporting business expansion, and enhancing job retention and economic growth.

4. Utilization of effective business intermediaries

Yavapai County effectively utilizes business intermediaries to bridge the gap between workforce training programs and employer needs, enhancing the efficacy of workforce development initiatives. By partnering with entities such as NACOG and local chambers of commerce, the county ensures that training programs are responsive to the evolving demands of the business community. These partnerships facilitate a cohesive strategy for economic and workforce development that maximizes resource utilization and supports sustained economic growth.

5. OJT programs

OJT is utilized in Yavapai County to offer employment training opportunities for clients who lack basic job requirements to be considered for employment. The OJT employer must commit to hire the participant after successful completion of training. OJTs are intended to develop the skills, knowledge and competencies required for the client's chosen career pathway by offsetting the cost of training from 50-75%.

6. Registered apprenticeships

Apprenticeship programs are also available on the ETPL, but not subject to approval from the WDB. They are automatically approved by the DES. Currently, Yavapai County has four apprenticeship programs available:

- Telecommunications
- Engineering
- Pharmacy Technician
- Diesel Mechanics/Commercial Drivers

Apprenticeships combine on the job training experience with classroom training.

7. Work experience programs

WIOA allows local areas to allocate up to 10% of Title I funds to transitional jobs for individuals with barriers to employment. The local area works with the business community to discuss the possible opportunities for subsidized work experiences for individuals who are chronically unemployed, possess limited work experience and have barriers to employment. These activities will help the individual to establish a solid work history and attain new occupational skills that assist them with long-term job placement.

8. Other business services and strategies

The Yavapai County WDB supports local business growth by working with business expansion and retention teams, and providing incentives such as job training, apprenticeships, and wage reimbursement. Additionally, the WDB promotes and encourages national talent search, outreach

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recruitment for experienced labor and customized Job Fairs for hiring events. There are two Business Assistance Centers (BAC) in Yavapai County – one at the ARIZONA@WORK-Yavapai County Prescott location and one in Cottonwood. Services and resources are complementary to small businesses and entrepreneurs.

c. WDB and the Eligible Training Provider (ETP) program approval process

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

The WDB works closely with employers to determine local hiring needs and designs and recruits training programs that are responsive to those identified needs. In addition, various work-based learning opportunities with employers, including OJT and internships, are offered to participants as training paths to employment.

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

The ETPL is comprised of state-approved eligible training providers and training programs that are subsequently approved by the WDB to provide training services to eligible local WIOA participants. The WDB follows all Workforce Arizona Council policies regarding the ETPL.

Initial eligibility is determined based on meeting State and the Local Workforce Delivery Area established criteria. The State of Arizona's ETPL Coordinator reviews the initial application submission of the Training Provider requesting to be added onto the ETPL to ensure that the application has been filled out completely and that it meets the basic criteria. The WDB then reviews all training provider programs to ensure that appropriate research has been conducted to screen the potential training provider and program for initial approval using a uniform evaluation checklist. All training programs listed on the ETPL (except registered apprenticeship programs) are reviewed twice a year for continued eligibility in accordance with WIOA and Workforce Arizona Council policy for the ETPL.

Eligible training providers for Yavapai County are reviewed by WDB staff to ensure they meet the requirement for subsequent eligibility to remain on the ETPL. All approved training providers must provide training that results in a federally and state recognized credential. The WDB staff attends various meetings, conferences, and trainings to ensure that training programs on the ETPL meet local labor market demand.

Additionally, approved training maximizes consumer choice and leads to competitive employment for job seekers. Furthermore, the ETPL is made widely available to eligible program participants engaged in

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employment and training activities through the One-Stop delivery system such as the One-Stop Career Center and the network of funded service providers and partners.

The ETPL is designed to gather and display useful information about training providers, their services and the program quality. The WDB posts public notice of when the WDB will review qualifications for potential new training programs.

Program participants eligible for training go through a guided customer choice process which lets them select a training provider listed on the ETPL. Consistent with Section 122 of WIOA, providers of training services are those entities eligible to receive WIOA Title I-B funds to provide training services to adult, youth, and dislocated workers.

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

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

Additionally, training providers must be able to demonstrate:

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

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

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

- All the training provider's programs have been removed;
- The training provider has not maintained the required licenses and liability insurance or is found to be noncompliant with the training providers' assurances;
- The training provider is not in compliance with the WIOA regulations, or any agreement executed under the WIOA; or

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- The training provider is found knowingly to make false claims to prospective participants about costs or WIOA eligibility.

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

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

- Secondary School diploma or recognized equivalent
- Associate degree
- Bachelor's degree
- Occupational licensure
- Occupational certificate, including Registered Apprenticeship and Career and Technical Education educational certificates
- Occupational certification
- Other recognized certificates of industry/occupational skills completion sufficient to qualify for entry level or advancement in employment

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

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

d. WDB coordination of workforce investment, regional economic development, entrepreneurial, and microenterprise activities

NACOG is the designated EDD for Apache, Coconino, Navajo, and Yavapai Counties, and it has served as the EDD since it was established in 1995. The EDD was designated by the U.S. Department of Commerce, Economic Development Administration (EDA). An EDD is a designated economic planning district funded to provide technical assistance for grant application assembly, economic studies, and strategic planning. The NACOG EDC includes membership from all WIOA local areas to accomplish mutual planning and direct service activity. In conjunction with the EDD and the WDB, partnerships are also aligned with Yavapai College, VVREO, Economic Collaborative of Northern Arizona (ECoNA), Sustainable Economic

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Development Initiative (SEDI), the Yavapai County Economic Resource Alliance (YCERA) and local governing authorities to support business location, retention, and expansion strategies.

The Local Workforce Development Board works closely with the NACOG EDC and the local Chambers of Commerce in support of existing and potential new employers. Local workforce area staff partner with these agencies to prepare and provide program information to educate employers on the services available to them. Additionally, the One-Stop Committee addresses specific employer needs in Yavapai County such as:

- Identifying skills gaps between employers and job seekers;
- Raising low educational attainment rates;
- Skills upgrade training; and
- Reducing the costs of hiring and training.

Businesses in Yavapai County are offered a variety of employer services that assist in reducing the cost of hiring and training. Other benefits include:

- Recruitment, job fairs, applicant pre-screening, postings on various search engines, and media outreach;
- Provision of pre-screened applicants for open positions (OJT and Internship)
- Reimbursement for a percentage of the wages during the pre-agreed training period (OJT); and
- Employee training stipend paid 100% by WIOA program for on-site training (internship).

Advantages these programs provide for employers include the ability to hire new employees in a cost-effective manner and the provision of customized training at the employer's worksite for labor and business retention.

As a resource to economic development practitioners, One-Stop staff provides real-time labor market information to identify base employment data for business attraction.

The One-Stop Committee is tasked to provide employer outreach and job development activities, including contacting businesses for the purpose of identifying employment needs, providing information on local business assistance programs, and conducting on-going labor market research that supports the efforts of both the WDB and the local economic development organizations.

The WDB recognizes and supports entrepreneurship as providing viable job opportunities and helping local economies flourish. The WDB has also identified small and medium sized business support as a critical element in the suite of business services provided throughout the community. As a result, the WDB coordinates with entities such as the U.S. Department of Agriculture Rural Development (USDA) and local SBDC to provide resources and services to small businesses throughout Yavapai County, particularly those in rural communities.

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e. ARIZONA@WORK job center hours

The state annually assesses the physical and programmatic accessibility of all Job Centers in the local area, in accordance with WIOA sec. 188, as applicable, under the provisions of the Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. 12101 et seq.). The WDB reviews the report and addresses any deficiencies, providing documentation of remediation to the state in a timely manner. Provisions for all public accommodation and accessibility are made available upon request. If Job Centers do not have an existing method for accommodation, the EO Officer will research means to acquire the necessary item, process, or technology, within reason, and report the processes to the WDB.

The WDB shall certify ARIZONA@WORK Job Centers in accordance with 20 CFR § 678.800 and as approved by the Workforce Arizona Council. The WDB adopts the State One-Stop Certification process by annually utilizing the state-authorized guidance checklist (Assessment Tool) to ensure that all Job Centers and Affiliates are compliant and accessible to ADA standards, per Workforce Arizona Policy #6. Deficiencies are addressed and documentation provided to the state and WDB accordingly in a timely manner.

The WDB periodically reviews the operational hours of the ARIZONA@WORK Job Centers to ensure that community access to WIOA services is being met. It has been determined at this time that 7 a.m. to 5 p.m. extended hours meet the needs for most. Online services are also available 24 hours a day, seven days a week. Due to the primarily remote operations of Titles III and IV, One-Stop Center site consideration is under review.

f. Memorandum of understanding (MOU)

The MOU outlines the roles, responsibilities, and expectations of all local service providers participating in the ARIZONA@WORK system in Yavapai County. It ensures alignment among partners to integrate and provide access to all services through the ARIZONA@WORK One-Stop Job Center delivery system.

The MOU acts as a framework for collaboration, facilitating coordination across partners to ensure seamless workforce development services. It covers key areas such as service delivery, resource and data sharing, performance measures, and reporting requirements.

Through the MOU, the Local Workforce Development Board and ARIZONA@WORK partners commit to delivering high-quality services to job seekers and employers throughout Yavapai County.

The Yavapai County [Memorandum of Understanding](#) and [Infrastructure Funding Agreement](#) are available for public view at the ARIZONA@WORK-Yavapai County website.

g. Adult and dislocated worker employment and training activities

The WDB has worked to strengthen and align the service delivery system in Yavapai County. This aligned system allows all individuals to access services designed to promote economic and financial stability and ensures job seekers are better trained and qualified to fill current and future employment openings.

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The WDB measures the One-Stop's performance by evaluating a customer's accessibility to services, by the continuous improvement efforts undertaken by staff, and by customer satisfaction surveys. Improvements continue to be made in the development of career pathway training pipelines that provide a greater diversity of training programs.

The ARIZONA@WORK-Yavapai County Job Centers provide a central point of service for customers. As mandated by WIOA, core partners, and other workforce support partners are either co-located in the Job Centers, accessible through technology, or on a referral basis.

Universal access to a wide range of career services is made available to all individuals regardless of age or employment status. Resource-challenged job seekers as defined by WIOA criteria, including veterans transitioning into civilian employment, low-income individuals, underemployed individuals, or skills-deficient individuals are provided with priority of services.

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

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

- Participant is unlikely or unable to obtain or retain employment that leads to economic self-sufficiency due to an occupational skills gap or lack of training
- Meets the criteria for priority of service
- Previous work history and skill gaps
- Educational background assessment
- Demonstrates the "skills and educational qualifications" to successfully complete a training
- Is selecting training that is an in-demand occupation for the local area to increase chances of employment gains
- Is unsuccessful in obtaining or does not qualify for other grant assistance
- Demonstrates barriers to employment

Once a determination has been made to provide an individual with training, Career Guidance Specialists work with the job seeker to conduct research in selecting a WIOA approved eligible training provider. While training is typically done in an ITA model, WIOA allows other trainings such as, on-the-job training, incumbent worker training, and customized training activities. The Local Board limits the amount of an ITA to ensure funds are spent fiscally sound.

WIOA Section 133 (b) (4), states that up to and including 100% of funds allocated to Title I Adult and Dislocated Worker programs may be transferred between these funding streams with the approval of

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the Governor. This allows the WDB greater flexibility to provide services to customers with the greatest need depending on labor market conditions.

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

- **Occupational Skills Training** – Organized program of study that provides specific vocational skills that lead to proficiency in performing tasks and technical functions required by certain occupation fields at entry, intermediate or advanced levels of employment. Occupational skills training includes training for non-traditional employment. Occupational skills training providers must be listed on the ETPL and the training program as WIOA approved. The WDB allows up to \$6,000 to be expended for occupational skills training opportunities, however, exceptions can be made on a case-by-case basis as established by WDB policy. (See section 500 of the WIOA Training Services Policy Manual and 600 of the WIOA Eligible Training Provider List Policy). Currently, \$6,000 is the maximum.
- **OJT** – Training provided under a contract with an employer who is reimbursed 50-75% of the hourly wage. The participant being trained will be engaged in a job to help them prepare for long-term unsubsidized employment. OJT is intended to provide the knowledge or skills essential to meet the job's full and adequate performance. Employee retention is measured in the first third quarters after separation as part of the WIOA performance metrics.
- **Work Experience** – WIOA allows local areas to allocate up to 10% of Title I funds to transitional jobs for individuals with barriers to employment. The local area is working with the business community to discuss the possible opportunities for subsidized work experiences for individuals who are chronically unemployed, possess limited work experience and have barriers to employment. These activities will help the individual to establish a solid work history and attain new occupational skills.
- **Customized Training**- Training designed for the specific requirements of an employer or group of employers that relates to the introduction of innovative technologies or new production. The training is conducted with a commitment by the employer to employ, or if in the case of an incumbent worker, continue to employ, an individual upon successful completion of the training. The employer must pay at least 50% of the training cost.
- **Incumbent Worker Training** – Training designed to help the local area employer's workforce obtain the skills necessary to retain employment and prevent job loss and/or achieve promotions that improve self-sufficiency. The training activities are carried out by the WDB in conjunction with employers or a group of employers (which may include employers in partnership with other entities for delivering such training) for the purpose

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of assisting such workers in obtaining skills necessary to retain employment or gain self-sufficiency.

The WDB follows specific guidance from Workforce Arizona Council (WAC) to vet and approve training providers and programs that have been determined in-demand for the local area. The WDB continues to monitor in-demand occupational training trends to best meet the local workforce needs.

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

h. WIOA Title I-B dislocated worker definitions

i. General Announcement

Based on Training and Employment Guidance Letter (TEGL) 19-16, issued by the Department of Labor on March 1, 2017, the Yavapai County WDB defines a “general announcement” as any announcement of a pending business closure consistent with WIOA Section 3(15)(B)(ii) or (iii), resulting in employees becoming “unemployed as a result of general economic conditions in a community in which the individual resides or because of natural disasters.” Such an announcement could be given to employees through mail, email or in person, or be announced publicly and published in media outlets.

ii. Unlikely to return to previous occupation or industry

A Dislocated Worker (DW) is unlikely to return to a previous industry or occupation when:

- Labor market information for the occupation shows a zero or negative growth rate;
- 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;
- 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 LWDA;
- 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;
- The individuals have been actively seeking but are unable to find employment in their previous industry or occupation for a period of 90 days (3 months) or more from employment separation;
- or
- A person is laid off from a job due to lack of certification.
- An individual is separated from income (displaced workers)

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

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The WDB's definition of Dislocated Worker Category 3 includes an "individual who was self-employed (including employment as a farmer, rancher, or fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters." The WDB also embraces federal and state declarations of emergency and, in accordance with U.S. DOL TEGL 19-16, expands the definition to include individuals affected by the COVID-19 as a natural disaster and an economic emergency.

i. WBD coordination of workforce investment activities with statewide rapid response activities

ARIZONA@WORK-Yavapai County offers WIOA Rapid Response services in Yavapai County. Rapid Response emphasizes business outreach, layoff aversion, retention, and expansion strategies, targeting specific industries in Yavapai County such as manufacturing, healthcare (including radiology), and hospitality. It will also focus on underserved communities in outlying areas and promote incumbent worker training to reduce new hire costs and advance current employees into higher-level roles. Additionally, during project year 2024, there were direct funding losses for Dislocated Worker, where the Rapid Response funding can assist these individuals with training and supportive services.

Mission and Objectives

Mission

To provide timely, proactive support to businesses and workers in Yavapai County, preventing layoffs, retaining jobs, and fostering business growth through strategic engagement and workforce development services.

Objectives

- Engage with businesses to address challenges and opportunities, such as potential layoffs and growth prospects.
- Target outreach to manufacturing, healthcare, and hospitality industries.
- Provide incumbent worker training to fill higher-level positions with existing staff, reducing costs associated with new hires.
- Promote business expansion and retention strategies across Yavapai County, especially in outlying communities.
- Maintain a robust response system with WIOA Partners to address workforce needs arising from local economic shifts.

Market Analysis

Yavapai County has a diverse economy with key industries including manufacturing, healthcare, and hospitality. Recent trends suggest growth in manufacturing and healthcare, particularly in radiology, with a need for a feasibility study to explore expansion opportunities. However, hospitality faces workforce shortages and turnover challenges, while rural communities are at risk of economic stagnation due to limited resources.

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Key Opportunities

- **Manufacturing Expansion:** The county is experiencing growth in this sector, requiring outreach to employers for retention and workforce expansion.
- **Healthcare Sector:** Medical centers and other healthcare providers are seeking skilled workers, particularly in radiology. A study will explore future expansion and workforce needs.
- **Hospitality Industry:** Critical to the local economy but impacted by high employee turnover and skill gaps, necessitating a focus on training and retention.

Business Outreach and Layoff Aversion

ARIZONA@WORK-Yavapai County WIOA Rapid Response teams will proactively reach out to businesses, focusing on:

- **Layoff Aversion Strategies:** Working with companies to assess risks and implement solutions such as operational changes, workforce training, or restructuring assistance.
- **Business Retention and Expansion:** Identifying at-risk businesses and industries to provide tailored assistance for retention and growth, particularly in rural communities and for small to mid-sized businesses.
- **Collaboration with Partners and Economic Development Councils:** Working closely with WIOA Partners, NACOG's Economic Development District, and regional partners to identify struggling businesses and offer support.

Targeted Outreach to Outlying Communities

Outlying communities often face economic challenges due to limited access to resources and workforce development services. The plan includes:

- **Customized Services:** Offering tailored solutions to clients in rural or remote areas.
- **Mobile Workforce Units:** Providing WIOA services on-site in remote areas to facilitate job training, business consultations, and workforce resources.

Industry-Specific Strategies

- **Manufacturing:** Provide support for expansion initiatives and workforce development. Collaborate with existing manufacturers to offer retraining and upskilling programs.
- **Healthcare (including Radiology):** Conduct a feasibility study to explore expansion opportunities in radiology and other healthcare sectors. Partner with medical centers to address workforce shortages by offering targeted training programs.
- **Hospitality:** Develop training programs that focus on retention and advancement. Collaborate with hospitality employers to train current employees for higher positions, reducing turnover and hiring costs.

Incumbent Worker Training

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The business plan includes a focus on incumbent worker training to enable current employees to advance into higher-level roles. This initiative serves two purposes:

- **Upskilling Current Workforce:** By training existing staff for more advanced roles, businesses can avoid the cost of recruiting and onboarding new employees.
- **Employee Retention:** Offering growth opportunities for current employees enhances job satisfaction and reduces turnover.

Implementation Strategy

- Continue partnerships with local training providers, community colleges, and industry associations.
- Create targeted training programs based on industry-specific needs, with a focus on high-demand roles like manufacturing supervisors, healthcare technicians (radiology), and hospitality management.
- Offer financial incentives such as WIOA funding to businesses that invest in incumbent worker training.

Financial Strategy and Budget

Funding Sources

- a. **WIOA Funds:** Leverage federal WIOA funding to cover business services, layoff aversion strategies, training programs, and rapid response services.
- b. **Grants and Partnerships:** Seek additional grants from federal, state, and private entities to support targeted outreach and industry-specific programs.
- c. **Cost-Sharing with Businesses:** Encourage cost-sharing models for incumbent worker training to increase business participation and investment in workforce development.

Projected Expenses:

- Outreach efforts (staffing, travel, materials) to businesses in rural or outlying areas.
- Feasibility studies for healthcare expansion, particularly in radiology.
- Incumbent worker training program development and implementation.

Conclusion

This business plan sets forth a strategic approach to WIOA Rapid Response services in Yavapai County, focusing on business outreach, layoff aversion, and worker upskilling to support business retention and expansion. By targeting key industries and underserved communities, this plan aims to strengthen the local economy, improve workforce stability, and foster long-term growth across the region.

The Yavapai County workforce system will reach out to affected workers for assistance with Dislocated Worker activities as applicable. The Dislocated Worker staff will respond to the employers that have been confirmed to need assistance and provide them with information, referral services, define the employer's role and obligations prior to provision of services, identify services required and the number of individuals to be served by the Dislocated Worker Team. Job development, occupational counseling,

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and job placement will also be provided to affected employees determined eligible for Dislocated Worker funding as specified by WIOA.

The Local Area will respond to layoffs that fall below the State's threshold. Dislocated Worker Services available in the local workforce area will include:

- Orientation to WIOA services (in English and Spanish, as required)
- OJT
- Incumbent Worker Training
- Assessment/intake interview
- Out-of-Area Job Search Assistance and Relocation Assistance
- Determination of eligibility
- Group/individual assessment
- Group job search/resume preparation and assistance
- Child Care
- Stress management counseling
- Education/Schooling
- Financial counseling/Peer Counseling
- Information on related job openings
- Job Fairs with potential employers on site
- Direct service training opportunities
- Employment related support services

j. Youth workforce investment activities

WIOA outlines a broader youth vision that supports an integrated service delivery system and gives a framework through which states and local areas can leverage other Federal, State, Local, and philanthropic resources to support in-school and out-of-school youth. WIOA affirms the DOL's commitment to providing high quality services for youth and young adults beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, and culminating with a good job along a career pathway or enrollment in post-secondary education. WIOA authorizes the following:

- WIOA requires at least 75% of state and local youth funding for out-of-school youth
- Youth Councils are no longer required; however, the WDB has designated a standing Youth Council to contribute a critical youth voice and perspective.
- NACOG Title I conducts careful assessment of each youth participant. The assessment evaluates their progress, facilitates goal setting, and assists with documenting outcomes. The assessment tools used are the Test of Adult Basic Education (TABE) for reading, math, and language, and CareerScope or the O*NET Interest profiler for career planning.

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

i. Workforce activities for disabled youth population and successful models of such activities

The designated local Rehabilitation Services Administration Title IV representative serves on the Local Board to ensure that the applicable employment and training services are made available to youth with disabilities in partnership with Titles I, II and III. The One-Stop Operator is a leader in supporting efforts that provide career opportunities to youth with disabilities in coordination with the Youth Council. The One-Stop Operator provides the necessary employment-related technical assistance, guidance, and training to effectively serve youth with disabilities for all partners:

- Assistive Technology training is provided to staff to ensure that all available and reasonable accommodation guidance is provided to youth with disabilities;
- Youth with disabilities are provided guidance on resume writing, approaching businesses and interviewing tips; and
- Customer service training is provided to all staff to ensure they are utilizing appropriate techniques when working with youth with disabilities.

There is also a referral system in place for youth with disabilities to ensure maximum service availability between core services and other local service providers, as appropriate. Title IV provides itinerant services, remote access training for assistive technology, and services for qualified youth with a disability in partnership with Title I, Title II and Title III. Title I advises the Youth Council on cross-training opportunities and resources as applicable.

The Yavapai County Youth Council created a Scope of Work in 2021 which identifies their mission, vision, chair's initiative, purpose, goals/priorities, and responsibilities. This information is included in the graphic below:

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Youth Council

Mission: Leader of innovative partnerships and services that support sustainable youth opportunities in Yavapai County

Vision: To build a stronger future for youth in Yavapai County

Purpose: The purpose of the Youth Council is to provide oversight for quality services to youth in Yavapai County for long term success

Communications/Frequency: The Youth Council meets on a quarterly basis. Meetings conducted are via Zoom, hybrid or in-person with flexibility due to the COVID-19 pandemic

Membership: Labor organizations, Title I, NAU, Prescott College, Yavapai College, past participant

- * Continue to build membership with Juvenile Justice, Homeless/Housing Youth organizations, Businesses with Apprenticeship opportunities, Veterans, Tribal, Parents of youth

Chair's Initiative:

- * Continous improvement on Youth Performance Standards
- * Youth future development with skills based trainings

Goals/Priorities:

- * Youth Council to provide outreach and presentations to youth organizations
 - * Increase ISY/OSY enrollment
- * Engage youth organizations to present to the Youth Council and discuss how to best partner/refer youth
- * Improve deficiencies with youth eligibility/enrollments and Measurable Skills Gains
 - * High School/Online Schools Senior presentations
 - * Presentations to HSE students
- * Create video tutorials for industry career paths
 - * ADOT engagement for youth opportunities
- * Presentation to the CEO's on Council goals/youth services information

Responsibilities/Outputs:

- * Provide WDB Plan updates for youth service delivery
- * Oversight for youth service delivery
 - * Excel in customer service
 - * Achieving/Exceeding youth performance standards
 - * Youth Service Provider RFP
- * Assist WDB staff engagement with outreach

ii. Youth program framework

Out-of-school youth ages 16-24 and In-school youth ages 14-21 are identified with the following eligibility criteria:

Out-of-school Youth Eligibility Criteria (must be no less than 16 years old and no more than 24 years old with one of the following additional barriers to employment criteria):

- A high school dropout or a participant not attending school
- A youth who is within the age of compulsory school attendance but has not attended school for at least the most recent school year calendar quarter
- A youth enrolled in non-credit bearing courses
- A low-income individual with a high school diploma who is basic skills deficient or an English language learner
- A youth offender, homeless, pregnant, or parenting a youth who has a disability
- A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment as defined by the WDB.

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Enrollment with this barrier is only an option if:

- They are recipients of secondary school diplomas or its recognized equivalent and are at least one of the following, in alignment with WIOA Title I-B Youth Program Policy, Section 205.01: Basic Skills Deficient; or
- An English language learner in need of additional assistance to enter an educational program or to secure employment.

In-School Youth Eligibility Criteria (must be low income, no less than 14 years old and no more than 21 years old with one of the following additional barriers to employment criteria):

- Attending school at the time of enrollment (as defined by state law)
- A low-income individual who is basic skills deficient, and English language learner or is an offender
- A homeless individual
- A pregnant or parenting individual
- A youth who has a disability
- A youth who requires additional assistance to complete an educational program or to secure and hold employment. Enrollment with this barrier is only an option for 5% over-income youth.

Special rule: "low-income" also includes a youth living in a high poverty area and/or receiving free or reduced lunch.

Although Youth Councils are no longer mandated, the Yavapai County WDB has elected to continue the Youth Council because of the many youth mandates, program functions and service delivery included in WIOA. Yavapai County's Youth Council is made up of educational professionals, law enforcement professionals, state employment representatives and a labor union representative. Youth Council responsibilities include:

- Coordinating youth activities in Yavapai County
- Identifying a "Youth Voice/Parent Voice" as outlined in WIOA
- Developing portions of the local plan related to youth activities
- Recommending eligible youth service providers in accordance with WIOA focusing on older/out of school youth, subject to the approval of the Executive Committee
- Conducting oversight with respect to eligible providers of youth activities
- Establishing linkages with educational agencies and other youth service providers
- Identifying members for the council and provide outreach to the community regarding youth services in Yavapai County
- Seeking out new funding streams
- Developing Career Pathway opportunities for in demand sectors of Yavapai County
- Developing partnerships including apprenticeships for youth
- Performing all other duties, as assigned by the Executive Committee

The following Youth Program elements are provided at the Yavapai County LWDA:

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- Tutoring, study skills training and instruction leading to the completion of secondary schooling including drop-out prevention strategies;
- Alternative secondary school services;
- Paid and unpaid work experiences including:
 - Summer employment opportunities and other employment opportunities available throughout the school year;
 - Pre-apprenticeship programs;
 - Internships and job shadowing; and
 - On-the-job training opportunities
- Occupational skills training;
- Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- Leadership development opportunities;
- Supportive services;
- Adult mentoring for a duration of at least twelve months that may occur during and after program participation;
- Follow up services for not less than 12 months after the participant completes the program;
- Comprehensive guidance and counseling, including drug and alcohol counseling and referral to counseling as appropriate to meet the needs of the participant;
- Financial Literacy Education;
- Digital Literacy Education
- Digital Equity Support;
- Entrepreneurial Skills Training;
- Services that provide labor market and employment information about in demand industries sector or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
- Activities that help youth prepare for and transition to post-secondary education and training.

The Yavapai County WDB provides guidance and oversight to NACOG staff to ensure youth needs are being met. The Youth Council meets bi-monthly and reports to the LWDB.

k. Provision of services

i. Individual Training Accounts (ITAs), limitations and duration

Resources are made available to customers that provide guidance and assistance to accessing training services. Customers are empowered to select the training they find most appropriate through ITA. These processes allow customers to review in-demand occupations in the local area and make selections based on informed customer choice. The amount and duration of each participant's ITA must be justified through documentation of the participant's needs as identified in the Individual Employment Plan (IEP) and maintained in the participants case file, such as the occupational choice or goal and level of training

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needed to succeed in that goal. The monetary limitation for ITA's is up to \$6,000, but exceptions can be made case-by-case as determined by WDB policy. Upon selection of approved and eligible training, the customer is referred to the training provider for training services depending on training schedules and funding availability.

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

Apprenticeship programs are also available on the ETPL but not subject to approval, automatically approved by DES.

ii. Training contracts and process

Yavapai County does not utilize training contracts but works on a cost reimbursement basis. Employer contracts have been updated this year to reflect current times, post- COVID. In addition to ETPL, training options in Yavapai County include:

- OJT
- Occupational training
- Customized training
- Incumbent worker training
- Transitional employment

Individualized Career Services must be made available to eligible youth, adult, and dislocated workers in each local area. The WDB determines additional services beyond basic career services required to obtain or retain employment. However, not all individuals will receive all services. Youth, Adults and Dislocated Workers must be enrolled to receive individualized career services, and local areas must collect documentation for priority of service for adults enrolled in the WIOA programs — this priority is for all individuals in the WIOA Adult program and is determined by membership in the following groups:

- A veteran or an eligible spouse of a veteran;
- A non-veteran who is currently receiving public assistance or has received such assistance in the past six months, qualifies as low income, or is basic skills deficient;
- A veteran or an eligible spouse of a veteran who is not included in WIOA priority groups identified; or
- A non-veteran who is not included in WIOA priority groups identified.

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iii. Informed consumer choice in the selection of training programs

WIOA emphasizes informed customer choice, system performance and continuous improvement. The WDB understands that it has a critical role to play in ensuring job seekers are provided information on the full array of career services and access to training options that help them advance along a career pathway.

The local workforce system will provide reliable and valid program information during orientation sessions so that customers can make informed decisions about training and employment. This includes connecting customers to other service providers in the system and community and providing quality job matching services for the job seeker.

Following enrollment in the program and AJC, consultations between participants and their assigned Title I Program Staff will be documented in the participant's file and will include, at a minimum, an evaluation of the following:

Participant's assessment results to determine if he/she has sufficient skills to successfully complete a selected training program;

- Program prerequisites;
- Availability of training funds
- Cost of the training program;
- Comparison of other training programs; and

Availability of jobs in the local job market and the minimum entry wage for related occupations. Jobs must be in in-demand occupations or industries in the local area.

I. Coordination of Title I workforce investment activities with transportation and other support services

Yavapai County has limited public transportation. The west side of the county has minimal transit options, while the east side has a local service between Camp Verde and Cottonwood. Title I-B participants may receive gas cards or transportation stipends to support job placement, training, or commuting until they receive their first paycheck.

The Yavapai County LWDA provides services to eligible individuals with barriers to employment to assist in obtaining training and/or employment opportunities that lead to self-sufficiency. An individual is qualified as an "individual with a barrier to employment" based on a number of qualifiers in [WIOA 3 \(24\)](#).

The WDB also identifies barriers of unemployed, underemployed, defined as comparison of an individual family income with the self-sufficiency level when determining individualized/training services, not meeting self-sufficiency, transportation, poor work history, childcare, housing, lacking support needed to obtain employment (such as work attire), and an offender.

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Title I-B program specialists provide daily case management in person, by phone, or email to assist in client's career pathway goals and employment/training retention.

Also, core partners maintain continuous contact and travel to remote access areas, providing information and outreach. When parties are interested in services, staff can schedule appropriate times to travel to the location to provide orientation, intakes, assessments, and any other additional services needed.

Yavapai County One-Stop computers are available at several remote areas county-wide, where clients have access to AJC, which is accessible in or out of a One-Stop Center.

Flexibility with virtual services via electronic means dominated service delivery, providing a template for future emergency declaration planning.

Supportive services may only be provided to WIOA eligible Adult, Dislocated Worker, and Youth clients who:

- Demonstrate the need for such services to obtain or maintain employment or training, **and**
- Participate in WIOA Title I program activities, **and**
- Are unable to obtain supportive services through other programs **or**
- Supportive services through other programs are insufficient or inadequate.

Supportive services will be provided through WIOA funding if it is necessary to enable a WIOA eligible client to participate in career, individualized or training services. All WIOA participants are provided equal opportunity to access supportive services based on individual need and program funding availability. Supportive services may include assistance with:

- Transportation (e.g. gas vouchers, car payments, auto insurance and/or auto repairs)
- Work and Training related expenses (e.g., tools, uniforms, job interview clothing, technology equipment)
- Educational supplies, books
- Payments for vocationally necessary exams, certificates, licenses (including GED®)
- Childcare
- Housing
- Relocation assistance
- Needs-related payments necessary to enable a WIOA client to participate in a WIOA training activity.

All support services must be clearly documented in the case files (case notes, IEP/ISS) and substantiate the need for support services. Notes must show how the support will remove barriers to participation.

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m. WIOA “basic skills deficient” determination

Yavapai County adheres to the definition of basic skills deficient, as defined in Section 101.02(B). The WDB’s Title I-B provider conducts careful assessment of each participant. The assessment evaluates their progress, facilitates goal setting, and assists with documenting outcomes. The assessment tools used are the TABE for reading, math, and language, and CareerScope or the O*NET Interest profiler for career planning.

The WDB defines an adult as “basic skills deficient” when he or she is unable to compute or solve problems; or read, write, or speak English at a level necessary to function on the job, in his or her family, or in society.

n. Title I-B Adult Program priority of service to low-income individuals

The priority of service provision in WIOA applies to all adult program formula funds for individualized career and training activities. Yavapai County follows state policies to define barriers to employment. Individuals who have been identified as having barriers to employment receive priority of service.

Priority of service is determined, in order, by the following priority groups:

1. A veteran or an eligible spouse of a veteran who is:
 - i. Currently receiving public assistance, or has received public assistance in the last 6 months;
 - ii. Low-income, as defined in Section 101.02(A); or
 - iii. Basic skills deficient, as defined in Section 101.02(B).
2. A veteran or an eligible spouse of a veteran who is not included in WIOA priority groups identified in 102.01(A)(1) or (A)(2) above
3. A non-veteran who is not included in WIOA priority groups identified in 102.01(A)(1) or (A)(2) above
4. A non-veteran who is:
 - i. Currently receiving public assistance, or has received public assistance in the last 6 months;
 - ii. Low-income, as defined in Section 102.02(A); or
 - iii. Basic skills deficient, as defined in Section 102.02(B).
5. A homeless individual, as defined in 42 U.S.C. 14043e-2(6) of the Violence Against Women Act of 1994, or 42 U.S.C. 11434a (2) of the McKinney- Vento Homeless Assistance Act
6. An individual with a disability whose own income meets the income requirement in Section 104.02(A) (2), but is a member of a family whose income does not meet this requirement

Yavapai County also identifies the following barrier to determine priority of service:

- Annual wages do not match or support the cost of living
- Yavapai County residents historically earn at least 10% less than the state median wage. Public transit is not widely available throughout the County, and low-income housing

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opportunities are sparse. All these criteria are considered when determining priority of service.

o. Veterans priority of service

The ARIZONA@WORK-Yavapai County system includes services to veterans and spouses of veterans, particularly for those returning to civilian occupations following their discharge from duty in the United States Armed Forces. Priority of service is the right of veterans and eligible spouses of veterans over non-covered individuals for employment, training and placement services, notwithstanding other provisions of the law.

Yavapai County Title I provides ample notice to Veterans inquiring for services of their right to Priority of Service via posters and publications in the Job Centers and makes forms available for self-identification. Program staff routinely ask if individuals inquiring on the phone are veterans or in person during weekly orientations.

If an individual identifies as a veteran or an eligible spouse of a veteran during first point of contact and/or orientation, they are provided with priority ranking in all services, including appointments for program enrollment, training opportunities, and placement services.

The Disabled Veterans Outreach Program (DVOP) services are also made available itinerantly by specialized DES personnel.

The LWDA provides continuous outreach and events such as the Veteran Stand Down, various job fairs, and presentations to local organizations to provide information for veterans seeking job and training services.

p. WBD's definition of "underemployed"

i. Underemployment qualifications

In addition to using the Lower Living Standard Income Level (LLSIL) as a base guideline for determining underemployment qualifications, the LWDA considers the barriers of underemployed (as referenced in Arizona Department of Economic Security WIOA Title I-B Policy Broadcast 18-016), to be: an individual's income not meeting self-sufficiency, inadequate transportation, poor work history, childcare restraints, unaffordable or inadequate housing, lacking the support needed to obtain employment (such as work attire), and an ex-offender re-entering society.

ii. Self-sufficiency income level and review process

The 2024 the WDB determined "self-sufficiency" to be at 250% of the LLSIL in Yavapai County. This level is used for Adults and Dislocated Workers. The LLSIL and poverty guidelines are used to establish low-income status for WIOA Title I programs.

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Unemployed individuals unable to obtain employment through career services and determined to need more individualized services will be considered for WIOA Title I enrollment after initial assessment.

Eligible employed individuals needing additional services to obtain self-sufficiency as defined above would be considered for enrollment in individual and training services in the adult program. The LLSIL is based on household size as the income criterion to transition employed individuals from career training services.

Each situation is evaluated on a case-by-case basis to determine the appropriate means to meet client needs within the local area. Career, individualized, and training services are provided to assist clients with acquiring additional skills with the goal of attaining self-sufficiency. The local self-sufficiency policy was established by the WDB, and the WDB reserves the right to adjust to reflect changes in LMI data. Application of the local self-sufficiency policy is accomplished through case file review and the WIOA eligibility process.

The WDB reviews LLSIL every two (2) years unless economic and budget impacts that would affect the self-sufficiency rate are apparent, such as the COVID-19 pandemic. Under those circumstances, NACOG (as the Title I-B provider) may make a request to the WDB for immediate review. WDB approval is to be as inclusive as possible in determining eligibility based on the state's approval.

Yavapai County LLSIL Chart 2024

Family Size	HHS Poverty Guidelines	70% LLSIL	100% LLSIL	Self-Sufficiency (Adult and Dislocated Worker Programs) 250% LLSIL
1	\$15,060	\$13,951	\$19,930	\$49,825
2	\$20,440	\$22,864	\$32,662	\$81,655
3	\$25,820	\$31,391	\$44,844	\$112,110
4	\$31,200	\$38,751	\$55,358	\$138,395
5	\$36,580	\$45,726	\$65,323	\$163,308
6	\$41,960	\$53,483	\$76,404	\$191,010
7	\$47,340	\$61,240	\$87,485	\$218,713
8	\$52,720	\$68,997	\$98,566	\$246,415
Poverty Level Additional Per Person > 8	\$5,380			
LLSIL Additional Per Person > 6		\$7,757	\$11,081	\$27,703

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q. WBD’s definition and eligibility documentation for additional assistance requirement

i. Definition for out-of-school youth

“A low-income individual who requires additional assistance to enter or complete an education program or to secure employment and hold employment.”

There are currently nine barriers identified in the definition of out-of-school youth: 1) school dropout, 2) enrolled in non-credit bearing courses, 3) a low income individual who is basic skill deficient or an English language learner, 4) offender status, 5) homelessness, 6) runaway status, 7) in foster care, 8) aged out of foster care and left foster care for kinship guardianship or adoption, 8) youth removed from his/her home, and 9) client who is in out-of-home placement, pregnant/ parenting, or youth with a disability. ARIZONA@WORK-Yavapai County has further identified a **10th barrier**, *client requires additional assistance to enter or complete an education program or to secure employment and hold employment*, which is further defined as:

- A low-income youth who needs additional assistance to enter or complete an educational program or to secure or hold employment may be eligible for services if he/she meets one of the following criteria:

Low-income youth eligibility for services (out-of-school youth)

Poor Work History/Under-employed	Has poor, limited, or no work history and/or sporadic employment and is no longer employed or is seeking employment for the last month, but remains unemployed or underemployed
Occupational Skills Deficient	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
Identified high poverty area as determined by U.S. Census	Determination by <u>Census Tracts for Arizona</u>

ii. Definition for in-school youth

“Requires additional assistance to complete an education program or to secure employment and hold employment.”

In addition to barriers identified in the definition of in-school youth, such as basic skill deficient, English language learner, offender, homeless, runaway, in foster care, aged out of foster care and left foster care for kinship guardianship or adoption, youth removed from his/her home and is in out-of-home

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placement, pregnant/ parenting, and youth with a disability, ARIZONA@WORK-Yavapai County has defined the 10th barrier, “Requires additional assistance to complete an education program or to secure employment and hold employment,” as follows:

- A low-income youth who needs additional assistance to complete an education program or to secure employment may be eligible for services if the youth meet one of the following criteria:

Low-income youth eligibility for services (in-school youth)

Poor Work History/Under-employed	Has poor, limited, or no work history and/or sporadic employment and is no longer employed or is seeking employment for the last month, but remains unemployed or underemployed
Occupational Skills Deficient	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
Identified high poverty area as determined by U.S. Census	Determination by <u>Census Tracts for Arizona</u>

Need Addition Assistance Criterion Limitation

Within a program year, ARIZONA@WORK-Yavapai County WIOA Title I-B staff must not enroll more than 5% of in-school youth using solely the definition of “Requires additional assistance to complete an education program or to secure employment and hold employment.” Enrollment exceptions may only be approved by the Regional Director. See WIOA Title I-B Youth Policy Section 300.

Low Income Exception

All in-school and out-of-school youth enrolled using these definitions of “Requires additional assistance” must be low income (unless included in the 5% “non-low-income” exception, which may only be approved by the Regional Director). See WIOA Title I-B Youth Services Policy section 300. Note: All in-school youth are considered “low income.”

r. The competitive procurement process used to award sub-grants and contracts

The WDB utilizes contractual services to develop and evaluate any requests for proposals (RFP) for Yavapai County services from outside parties. To avoid potential perception of conflicts of interest, the WDB establishes an RFP Committee for all procured services. The selection of providers of Title I-B services includes:

1. Providers of youth workforce investment activities through competitive grants or contracts based on the recommendations of the youth standing committee (if such a committee is established); however, if the WDB determines there is an insufficient number of eligible training providers in a

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local area, the WDB may award contracts on a sole-source basis as per the provisions at WIOA Sec. 123(b).

- a) As previously detailed in this plan, The Yavapai County WDB Youth Council is appointed by the WDB and is comprised of members connected to local youth activities. The Youth Council's Scope of Work, consisting of their mission, vision, chair's initiative, purpose, goals/priorities, and responsibilities can be found in Section 3, part J of this plan.
2. Providers of training services consistent with the criteria and information requirements established by the Governor and WIOA Sec. 122.
3. Through a competitive process, the WDB will recommend to the Yavapai County BOS a selection of One-Stop Operators to coordinate the service delivery of required One-Stop partners and service providers in accordance with § 678.600 through 678.635.

s. Coordination of relevant secondary and postsecondary education programs and activities

Arizona state law establishes adult education as a division within the Arizona Department of Education (ADE), and ADE serves as the administrative entity for Title II, Adult Education (A.R.S. 15–232, 15– 234) for the purpose of establishing and maintaining adult education programs to conduct adult education classes. Funding allocated to local providers for adult education must be approved by the Arizona State Board of Education (AZ SBE). Adult Education Services (AES) is the unit within ADE responsible for the administration and oversight of Arizona's statewide adult education system.

As a funded agent of the Arizona Department of Education, YC ABE is committed to fulfilling the mission and goals of the Arizona Adult Education division. The Arizona Adult Education Mission is: "To prepare learners for success in college, career and life." The following three Arizona Adult Education sub-goals provide the foundation for the educational services this program seeks in order to operationalize the WIOA requirements for Title II:

1. System goal: The Arizona Adult Education System is an integral component of Arizona's educational pipeline leading to postsecondary education and career pathways.
2. Profession goal: Arizona Adult Educators empower adult learners to transition to postsecondary education and livable-wage employment.
3. Instruction goal: Arizona Adult Education Instruction prepares adult learners for success in postsecondary education and the workforce.

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

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2. Profession goal: Arizona Adult Educators empower adult learners to transition to postsecondary education and livable-wage employment.
3. Instruction goal: Arizona Adult Education Instruction prepares adult learners for success in postsecondary education and the workforce.

As an agent of Yavapai College, YC ABE is committed to fulfilling the mission, following the vision, achieving the goals and upholding the values of its parent college.

The mission of Yavapai College is to provide quality higher learning and cultural resources for the diverse populations of Yavapai County.

Vision Statement: Yavapai College ensures that Yavapai County is a premier place to learn, work, and live.

Goals:

- Offer Career Education programs that provide the education and training necessary to compete in the global job market.
- Ensure that General Education students can matriculate and continue in other institutions and programs.
- Provide the Community with access to lifelong learning and cultural opportunities.
- Assure the Communities of Yavapai County receive the leadership and encouragement to promote economic development.

Values

Excellence

- We foster positive relationships with students, staff, and faculty to support student learning goals.
- We anticipate the needs of stakeholders and adjust our efforts to reduce their challenges and support their objectives.
- We create a positive, productive, and supportive environment conducive to learning.

Caring

- We actively listen and provide support to students and colleagues.

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- We connect with others, respecting human dignity and responding with compassion.

Equity

- We are committed to cultivating a diverse, inclusive, and equitable environment aimed at supporting and educating our students, staff, faculty, administration, and community partners regardless of individual backgrounds, identities, and differences.
- We are committed to dismantling structural barriers to equity by investing in policies, practices, and behaviors that work to support all students, staff, faculty, administration, and community partners to continually assess and adjust our behavior to be more equitable, fair, and just.

Integrity

- We are accountable to our students, community, ourselves, and our local taxpayers.
- We demonstrate collaboration and respect in all interactions.

Title II/Yavapai College Adult Basic Education: Scope and History

Title II/The Yavapai College Adult Basic Education (YC ABE) program provides adult education services ABE/ASE (Adult Basic and Secondary Education), ESOL (English for Speakers of Other Languages), Integrated English Literacy and Civics Education (IEL/CE), Workplace Preparation, and Integrated Education and Training (IET) to students and clients throughout Yavapai County. These services are all provided at no cost, as they are funded by state and federal grants. Services are provided primarily out of the Yavapai College campuses in Prescott, Prescott Valley, Clarkdale, Chino Valley, Sedona, and several YC Satellite Learning Centers at public libraries in Camp Verde, Yarnell, Baghdad, and Ash Fork. There are also plans to serve students at both the Yavapai-Apache Nation and increase presence at the Yavapai County One-Stops (Prescott, Prescott Valley, and Cottonwood). As an ongoing service to students, the Yavapai College Basic Education program is dedicated to broadening and deepening collaboration with WIOA partners in Yavapai County throughout the course of this plan, from FY2025 to FY2028.

YC ABE has a distinguished history of serving adult education students in Yavapai County since 1985. The program has always been on the cutting edge of andragogy in the state and the nation. In addition to serving the ABE/ASE/ESOL population, YC ABE was one of the first programs to implement a Distance Learning pilot program in 2005. YC ABE program developed an IET program in 2016 and quickly extended it into an IEL/CE IET service.

The Virtual Learning program is ready to go, incorporating elements of an award-winning Canvas-based blended learning model. YC ABE has served with distinction in professional learning and training activities, including two Standards Revision Committees. In cooperation with WIOA partners in Yavapai County, YC ABE is reaching out to youth (ages 16-24) and the long-term unemployed. YC ABE collaborates with various organizations, primarily in Prescott, to serve the homeless population and individuals with substance abuse issues.

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The program works closely with Yavapai College's remote access satellite campuses and several local libraries to serve students in rural areas (Ash Fork, Bagdad, Black Canyon City, Camp Verde, and Yarnell and the Yavapai Apache Nation). During the FY18 fiscal year (detailed below) the YC ABE program ranked, by Measurable Skills Goal attainment: 6th overall in the state, 4th for ABE/ASE, and 4th for ESOL when compared to 23 state-funded adult education programs. During the FY19 fiscal year, the YC ABE program ranked, by Measurable Skills Goal attainment: 5th overall in the state, 2nd for ABE/ASE and 7th for ESOL when compared to 23 state-funded adult education programs. In both FY17 and FY15, YC ABE was recognized by the Arizona Department of Education as the "Excelling Adult Education Program" in the state for ABE/ASE.

The YC ABE program was sorely challenged by the recent COVID pandemic. YC ABE was able to use the opportunity to expand and adapt the virtual classroom services. Comparing the FTSE (Full-time Student Equivalent) enrollment results for FY24 and FY19 (the pre-COVID and 3rd post-COVID fiscal years) shows YC ABE at 88% only of the student service before the pandemic. In FY24, YC ABE was very close to the enrollment goal for the fiscal year (406/460 or 88.3%). Calculating FTSE as 640 hours per full-time student per year produces the following results for the last 5 years of data:

FY	Hours	Full-time students (equivalent)	COVID year
FY19	26,239.75	40.00	Pre-COVID Fiscal Year
FY20	24,517.50	38.31	One-quarter COVID Fiscal Year
FY21	12,399.50	19.37	Full COVID Fiscal Year
FY22	21,493.00	33.58	Post-COVID Fiscal Year
FY23	20,332.50	31.77	2nd Post-COVID Fiscal Year
FY24	22,490.25	35.14	3rd Post-COVID Fiscal Year

"The goal of our program is to bridge the distance in your education between where you are now and where you want to go. This can include improving your basic academic skills for college, passing the GED® test, career exploration and improving skills for work and career, and transitioning to college or job training," (from the YC ABE student orientation handout).

The YC ABE program will enroll approximately 500 students annually. Program staff are a dedicated team of educational professionals who are constantly seeking to excel at their craft and accomplish their mission.

In addition to providing in-person services, the YC ABE Virtual Learning program will enable the program to serve ABE/ASE and ESOL students throughout Yavapai County and surrounding communities. The program currently serves Yavapai-Apache Nation members at the YC Verde Campus and the program is ready to provide dedicated services to tribal students whenever needed at the Tunlii Community Center in Camp Verde.

The primary activity of YC ABE under the Workforce Innovation & Opportunity Act (WIOA) is to function as core partner of Arizona's workforce system; to develop, implement, and improve adult education and literacy services throughout the county; and to further the vision and goals as outlined in the Arizona Unified Workforce Development Plan and WIOA in order to:

Yavapai County Local Workforce Development Plan 2025-2028

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

Title II/Yavapai College Adult Basic Education: Students Served

During the FY2025-28 period of the Yavapai County Local Plan, YC ABE submitted the following projection for the number of participants (qualified students with 12+ hours of instruction) to be served per fiscal year in Yavapai County:

- ABE/ASE (no IET) – 286
- ABE/ASE (with IET) – 36
- ESOL/IEL/CE (no IET)- 132
- IEL/CE + T (section 243) – 12
- **Unduplicated total – 466**

Due to YC ABE's strategic placement within a community college, the program can offer students with various disabilities a wide variety of services designed to foster academic success. The program shares a building and an extraordinarily strong relationship with multiple college programs, including Disability Support Services (DSS), Recruiting and Advising, the Student Learning Center, and the TRIO Student Support Services (SSS) program. For eligibility purposes to these services, the college considers all ABE students to be regular students. When students need any of these services, YC ABE staff members can literally walk them down the hall and introduce them to the appropriate person.

DSS is available to help students identify and request appropriate accommodations for classes and testing, including mobility needs, hearing or vision impairment, and various learning disabilities. Should it be required, DSS can provide supporting documentation to enable accommodations for ABE/ASE classes, ESOL classes, IET classes, regular college classes, and testing services. All DSS services are provided to YC ABE's adult education students free of charge. YC student support staff form personal relationships with students and follow up with all students interested in transitioning to college, including assisting them in the registration process.

In addition to DSS, YC ABE students have free access to several other college partner organizations. Yavapai College Recruiting and Advising staff facilitate students transitioning to college or other postsecondary training programs. The YC Recruiting Staff presents to each class three times per semester. The Student Learning Center has a variety of services available to YC ABE students: drop-in

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tutoring in a variety of subjects, seminars in many pertinent areas from notetaking to handling test-anxiety, study groups, and access to a safe, comfortable place to study, complete with computer access.

TRIO SSS provides academic assistance to first-generation college students. Many YC ABE students are the first in their families to go to college. They benefit from the relationship with TRIO SSS, which provides them with access to financial support, private tutors, and other services. [See the attached overview of YC student services.] As a Title II provider under WIOA, the YC ABE program also works with partner agencies through the local One-Stops throughout the county.

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

Relationships with WIOA Partners/Yavapai County One-Stops

As an ongoing service to students, YC ABE is dedicated to broadening and deepening collaboration with WIOA partners in Yavapai County. Workforce Investment system representatives include the Northern Arizona Council of Governments (NACOG), which is the contracted operator for the Yavapai County One-Stop Centers, and the Arizona Department of Economic and Rehabilitation Services, which oversees Vocational Rehabilitation and Employment Services. While all partners offer services for special populations, the primary approach to serving individuals with low literacy levels is a referral to the Yavapai College ABE program.

As of November 2024, The YC ABE Program Director is serves as the One-Stop Committee Chairman. In this role, the Program Director with all One-Stop partners. The One-Stop Partners Committee's role is to identify best practices, inform One-Stop staff and WDB members of available and developing partner services, and encourage One-Stop centers to focus on customer services and career/educational development. The One-Stop Committee is devoted to ensuring quality services and performance at Comprehensive Centers in East and West County and affiliate sites approved by the Workforce Development Board.

In addition to providing direct services as an adult education provider, the YC ABE program also offers clients of the WIOA partners core placement and referral services. In FY25, YC ABE will continue to fulfill its role as an ARIZONA@WORK-Yavapai County partner in the Yavapai County Regional Economic Development area. The program plans to increase the efficacy, rigor, and duration of cooperation with core WIOA Partners (Title I, Title I-B, Title III, and Title IV) throughout Yavapai County and with the Yavapai College Career Pathways network. The YC ABE Program Director will continue to serve on the Yavapai Workforce Development Board as Title II representative and as Chairman of the One-Stop Partner Committee and attend meetings and various other activities in support of WIOA legislation. They will also take part in Arizona Tribal Workforce Development Board meetings as a proponent of Title II programming.

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The Yavapai County Workforce Development Board's primary mission is to build economic success through workforce development partnerships. YC ABE is currently the sole Title II service provider in Yavapai County. As such, the program shall engage in a collaborative effort to identify recruitment strategies and common services that meet the needs of job seekers and employers in an integrated, customer-centered, and effective business-driven workforce development system. This vision creates positive linkages between the Title II as a WIOA system partner and the community at large to allow for a more coordinated process that improves efficiency in customer service, integrated service delivery, and performance outcomes for WIOA partners.

The Yavapai County local workforce development area aligns with the federal Vision for One-Stop Delivery Policy. YC ABE supports the identified State Strategic Elements: (1) Create partnerships and strengthen communication; (2) Promote a customer-centric system; (3) Grow and develop a skilled workforce; and (4) Strengthen data utility and reporting. These elements promote an educated workforce, which drives economic success in Arizona. As of November 2024, the YC ABE Program Director serves as the Title II Representative on the Local Workforce Development Board and has been doing so since 2015. The Title II Representative also serves on the local One-Stop Committee. The Yavapai WDB has assigned the One-Stop Committee to collaborate on system goals and strategies that meet the needs of system client services that directly address the needs of individuals with barriers to employment, offering specific outreach to youth populations in the county.

The goal of the Yavapai County One-Stop Committee is to create a streamlined partnership for the Yavapai County One-Stop Delivery System. The One-Stop Committee provides employer outreach, job development activities, and client career development planning and resources, including surveying businesses to identify employer needs.

The vision of the Arizona Tribal Workforce Development Board (ATWDB, formerly the Nineteen Tribal Nations (NTN) Workforce Development Board) is "a full investment in education and career knowledge and skills. Toward that end, exploring ways to ensure positive changes in the local economies and the quality of life for Tribal communities represents a fully integrated Workforce Development effort," (NTN Workforce Development Plan, 2020-2024).

The YC ABE Program Director has been a Title II Representative on the Arizona Tribal Workforce Development Board since August of 2017, and attended and spoke at several ATWDB meetings. The ATWDB plan includes several strategies for integrating Title II services, most of which center on providing adult education at NTN One-Stop Centers (pg. 96). The YC ABE program is ready and willing to provide ABE/ASE/IET services for the Yavapai Apache Nation at the Tunlii Community Building in Camp Verde.

During FY25, the YC ABE program will continue to incorporate new strategies and improve alignment among Title II, WIOA partners and NACOG, the local One-Stop provider. The Program Director will continue to actively serve as Title II Representative on the Yavapai Workforce Development Board and will make every effort to support existing relationships with WDB members and encourage new ones. They will educate WDB members, partners, and stakeholders on the scope and purpose of Title II and the services available through the YC Adult Education program. As Chair for the Yavapai One-Stop

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Partners/ WIOA Committee, they will strengthen relationships with WIOA partners and the One-Stop provider. YC ABE will continue to use the terms of the current and future IFA/MOU to establish shared data and work towards a shared database. The program also hopes to make the WIOA partners and One-Stop staff a more integral part of YC ABE's IET programs, especially developing new IET pathways from the current ETPL programs.

Additionally, during FY25, the YC ABE program will propose new strategies to improve and develop the relationship between Title II and the Yavapai-Apache Nation, a member of the Arizona Tribal Workforce Development Board. The Program Director will continue to attend meetings of the ATWDB. As with the Yavapai WDB, they will make every effort to support exiting relationships with ATWDB members and encourage new ones. They will formally and informally seek to educate ATWDB members, partners, and stakeholders on the scope and purpose of Title II and the services available through the YC ABE program in Yavapai County.

The ABE department at Yavapai College works closely with the Yavapai Regional Economic Development Center, which provides regional LMI to determine in-demand career pathways and short-term job-training. The center also hosts quarterly industry roundtables to gather information on new training needs and upcoming occupations, and oversees the institute's Career Coaches.

This connectivity provides YC ABE with a strong foundation for workforce preparation activities in the development of career pathways. All YC ABE students are asked to meet with a Career Coach during their ABE program. Career Coaches are trained to provide holistic guidance for students of all learning and income levels. They focus on top and emerging industry sectors in the county and remain up-to-date on in-demand occupations by using Job Postings Analytics through EMSI (one of two primary data analytic sources for community colleges and One-Stops in the nation).

YC ABE students also have access to the Yavapai College Job Postings website monitored by Career Coaches and populated with regional jobs in various industries. If students are looking for immediate employment, they are referred to ARIZONA@WORK-Yavapai County Job Centers for additional assistance in résumé development and placement. Career Coaches can walk students through the federal financial aid application (FAFSA) and refer students to Vocational Rehabilitation or the One-Stops if they are ineligible for federal aid through the Department of Education. In this way, all resources are leveraged and there is no wrong door for ABE students seeking education and training for a career pathway.

Title II/Yavapai College Adult Basic Education: Technology and Digital Literacy

The YC ABE program uses technology through a hybrid methodology to leverage the amount and quality of instruction available to students. Educational technology is incorporated into all aspects of adult education at Yavapai College. Another ongoing development is the use of a new learning technology specifically for Remote Learning Centers.

To enhance the capability of reaching students in outlying communities within the county (such as Yarnell, Ash Fork, and Camp Verde), YC ABE uses the web conferencing tool Zoom. Zooming will increase

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the program's contact-at-a-distance with Supported Hybrid learning students, as well as allow the program to better hybridize the ABE/ASE classes by offering synchronous classes at a distance, which can also be recorded for later viewing. Through Zoom, students can join a class, with full audio and video, from their home computer, their local libraries, and on their smartphones. Meetings can be set at prescheduled class times, while also allowing teachers to have real-time meetings as needed one-on-one.

The YC ABE program continues to use technology in order to provide a blended learning experience and create a Universal Design for Learning. The program's ESOL learners are introduced to the Burlington English curriculum in class as a supplement to classroom learning, and are given lab time and time in IET to continue familiarizing themselves with the program. Burlington English gives them access to a rich, personalized curriculum both in and out of the classroom.

All ABE students program-wide are given a Canvas account, where they can access additional learning materials like videos and notes, the semester's worth of assignments and activities, and leveled practice for every subject. The assignments and activities are rich and varied, including many online and technology-based activities. Additionally, all ABE students are given access to Odysseyware through their Canvas account, for focused practice in weak areas like grammar or arithmetic or for career-based instruction.

Digital literacy is woven into the hybrid nature of classes. From the first day of orientation when students take the TABE online, to the second day, when they enroll in their Canvas classes, to every day in the classroom, important technology skills are taught so students increase their proficiency with technology. YC ABE has created lesson plans that involve students using a variety of devices including calculators, classroom computers, and their smartphones. Incoming students are given a technology survey to assess their current skill levels, and instructors use this to guide instruction. Some digital skills that are covered every semester include basic computer operation (typing, logging in, accessing the internet, composing emails), internet research including vetting sources, utilizing Microsoft Office Suite software, utilizing learning apps, and participating in an online course.

Title II/Yavapai College Adult Basic Education: Enrollment/Intake and Supplementary Instruction

During FY25, YC ABE's ABE/ASE preparation class orientation is a four-day process that incorporates administrative tasks, student success strategies, and career and college readiness. The process has been refined over the years in order to inform, motivate, inspire and equip new students for the journey towards their high school equivalency exams and, ultimately, their future careers.

Necessarily, there are many administrative tasks performed during the orientation process. As students enter the classroom on the first day, they are asked to sign in and begin a Verification of Eligibility for Services form which is completed by a trained staff member. After a welcome and introduction from staff, new students are asked to complete the Learner Registration and Secondary Goals form.

Over the course of the 4 days, students test to assess their base levels using the TABE 11/12 online, and sign up for online learning tools, namely My Foundations Lab, Google Docs, and Quizlet. Instructors present overviews of the "costs and benefits" of the program and of the GED© test itself. In addition to

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the administrative tasks required, the program has built activities into the orientation that help prepare learners for success in the classroom. Students are asked to write a "Choice" essay as a writing sample that asks them to consider what sacrifices might be necessary to succeed. After watching a motivational video, students discuss the meaning of "success" and what it takes to achieve it. Time management is also discussed, and students fill out a weekly calendar, which includes scheduling study time.

On the second day, the group discusses obstacles that hinder academic success. Students complete an activity where groups of students discuss obstacles they may face and brainstorm ways to overcome them. By the fourth day of orientation, each student has a chance to meet one-on-one with an instructor and discuss their test scores, placement levels, specific needs, and concerns. During the course of the interview, instructors have a chance to review the essay and the schedule made by the students and discuss their implications. A student file is then created for the student to track their TABE scores and goals. This functions as a portfolio of their best work throughout their time in the program.

Students also complete self-assessments of their starting levels in each of the four subjects tested on the HSE examination, and those are put into their files and updated throughout the semester. Career and college readiness is woven into the orientation process. There is also a field of interest form that is passed out to students in order to identify possible career pathways to explore. Students are led on a guided tour of the Yavapai College website including career exploration tools, job search tools, and degree and certificate programs.

Supplementary learning services for the YC ABE program are open to any student enrolled in ABE/ASE/ESOL/IET classes. Services vary based on location. In Prescott and Verde Valley, the program offers open labs for 6 hours each week. There, students from any class can drop in to work on individual academic deficiencies or classwork. The labs will be staffed by at least one certified Adult Education Instructor and house computers with internet access and all of the adult education software. This will be a place for students to receive one-on-one instruction in any subject, with an emphasis on remediation such as reading fluency.

Additionally, all adult education students are considered to be YC students by the college, and thus have access to the learning center resources on every campus. Learning center services include free drop-in tutoring in Prescott, Prescott Valley, and Clarkdale, access to computers with internet access, and seminars in a variety of subjects from dealing with test anxiety to note-taking. ABE/ASE Instructors are also available during office hours for one-on-one tutoring and instruction. These services are in addition to the online learning platform Canvas, which allows students to review, practice, and dig deeper into topics covered in class. Canvas is equipped with a "virtual text" which enables students to work through the entirety of the ABE/ASE material at their own pace. Yavapai College gives the adult education program access to Canvas so that these students can access the virtual GED® classroom from any device with internet access.

The primary vehicle for blended learning is the YC ABE "My Canvas." It was created for students enrolled in all Yavapai College Adult Basic Education classes (GED, ESOL, and IET), and is copy-able by any state program. "My Canvas" has hundreds of pages full of exploratory activities, videos, and leveled practice. All enrolled students have access to a great deal of material in the My Canvas course and the corollary

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but smaller, "Virtual GED Textbook," which can be viewed by anyone as a Google Site. Every semester, instructors add materials to both of these resources.

The YC ABE program has been using "My Canvas" for the past 5 years to create a blended learning/UDL (Universal Design for Learning) environment for students. The initial design, application, and subsequent training were developed by YC ABE's Curriculum Designer. It is designed to be used both in class and outside of class. After new concepts are introduced in class, students can go straight to "My Canvas," where they have a choice of differentiated activities related to the lesson: videos, notes, exploratory activities, and leveled practice.

One way the YC ABE program uses "My Canvas" is to reach low-level and high-level students with every subject. At YC ABE, classes are spread out over several satellite campuses and there are a limited number of instructors. The result is that, at most campuses, there are usually students at all levels and studying all subjects in one class. Blended learning allows the program to include notes, videos, exploratory activities, and beginning level practice for students who need more guidance than they would traditionally receive in class. The program's andragogy firmly stresses that ALL students can do higher-level math like algebra, and "My Canvas" helps the program get even the lowest leveled students playing with advanced topics, instead of stuck doing ABE I/ABE II arithmetic computations. The program also has challenge videos and practice to keep higher-level students engaged and progressing. "My Canvas" facilitates a running log of what students do in class each day and the related homework.

Title II/Yavapai College Adult Basic Education: Program Components and Demonstrated Effectiveness

Eligible providers, in adherence to WIOA, are organizations with demonstrated effectiveness in providing adult education and literacy activities, and may include:

- A local education agency
- A community-based organization or faith-based organization
- A volunteer literacy organization
- An institution of higher learning
- A public or private non-profit agency
- A library
- A public housing authority
- A non-profit institution that is not described above and could provide adult education and literacy activities to eligible individuals as described in WIOA
- A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described above; or
- A partnership between an employer and an entity described above

An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma (or its recognized equivalent), and transition to postsecondary education and training. See WIOA Final Rules Subpart C, §463.24. Target Population (Eligible Individuals) Funds received by local providers are to be used to establish and operate programs that provide adult education and literacy services to learners meeting the statutory definition of an "eligible individual" as defined in WIOA. An "eligible individual" means an individual who: 1) has

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attained 16 years of age; 2) is not enrolled or required to be enrolled in secondary school under Arizona State Law (A.R.S. 15- 802); 3) meets Arizona state eligibility requirements under A.R.S. 15-232 B; AND 4) is basic skills deficient, does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; OR Is an English language learner.

Allowable activities funded by local Title II providers are to be used to establish and operate programs that provide the following services and activities to eligible individuals:

- Adult Basic Education (ABE)
 - Instruction in reading, writing, and math to eligible individuals with educational functioning levels at a particular literacy level as listed in the National Reporting System (NRS) educational functioning level table as ABE 1, 2, 3, and 4. (WIOA Final Rules Subpart D, §463.30)
- Adult Secondary Education (ASE)
 - Instruction in reading, writing, science, social studies, math and problem solving to eligible individuals with educational functioning levels at a particular literacy level as listed in the NRS educational functioning level table as ABE 5 and 6. Participation in ASE activities also must be designed to lead to the attainment of a secondary school diploma or its equivalent and transition to postsecondary education, training, or employment for applicable individuals. (WIOA Final Rules Subpart D, §463.30)
- English for Speakers of Other Languages (ESOL)
 - Instruction in reading, writing, speaking, and comprehension of the English language to eligible individuals with educational functioning levels at a particular literacy level as listed in the NRS educational functioning level table as ESL 1 – 6. Participation in ESOL activities also must be designed to lead to the attainment of a secondary school diploma or its equivalent and transition to postsecondary education, training or employment for applicable individuals. (WIOA Final Rules Subpart D, §463.31 and §463.32)
- Integrated English Literacy and Civics Education (IEL/CE)
 - Education services provided to English language learners who are adults, including those who are professionals with degrees or credentials in their native countries, that enable those adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens of the United States. Services must include instruction in literacy and English language acquisition, math, and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training. (WIOA Final Rules Subpart D, §463.33)
- Workforce Preparation
 - Instruction that is designed to help eligible individuals acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self–management skills. Participation in workforce preparation activities also must be designed to lead to employability skills and the development of competencies in using resources and information, working with others, and understanding systems to successfully transition to

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and complete postsecondary education, training and employment. (WIOA Final Rules Subpart D, §463.34)

- Integrated Education and Training (IET)
 - A service approach to providing adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. Required IET components are: 1) adult education and literacy, 2) workforce preparation activities, and 3) workforce training. Instruction is based on occupationally relevant materials for the purpose of educational and career advancement. Participation is intended for eligible individuals at all skill levels, including adults with low academic skills. (WIOA Final Rules Subpart D, §§463.35 through 463.38)

Three allowable categories for WIOA Title II activities, to establish and operate programs to provide those listed above, include:

- ABE/ASE under WIOA Section 231
- ESOL/IEL/CE under WIOA Sections 231 and 243
- Corrections Education/Institutionalized Individuals under WIOA Section 225 (see WIOA Final Rules Subpart F, §§463.60 through 463.63)

t. Strategies for maximizing coordination, improving service delivery, and avoiding duplication of Title III

Title III – The Wagner-Peyser Employment Service Program provides basic and individualized career services to job seekers and recruitment services to Arizona employers via self-service, facilitated self-help, staff assisted services, and virtually to workers and employers throughout the state. In support of local communities and local businesses, Employment Services connects job seekers to meaningful employment. This service is available to anyone, at no cost, throughout the entire state of Arizona. What sets Employment Services apart from other employment platforms is the personalized and professional one-on-one customer service provided virtually and physically within the job centers.

Services to job seekers include:

- Employability assessment
- Job search and referral assistance
- Resume preparation
- Referrals to other programs
- Provide labor market information
- Interview preparation
- Assist migrant seasonal farmworkers
- Reemployment services to unemployment insurance claimants

Services to employers include:

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- Employer information and supportive services
- Workforce recruitment assistance
- Strategic planning/economic development activities
- Untapped labor pool activities
- Training services
- Incumbent worker training services
- Rapid response/business downsizing assistance
- Planning layoff response

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 farm workers, justice-involved individuals, youth, minorities, and older workers.

While Title III has implemented call centers to provide a wide range of services, the Yavapai County Local Area continues to have at least one Job Center open to the public. Primary coordination is with these on-site representatives.

Title III – Wagner-Peyser programs include services such as:

- Job search assistance
- Help getting a job referral
- Placement assistance for job seekers

Also, 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.

In addition to referral of job seekers to available job openings, the services listed below are offered to employers.

- 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 to analyze hard-to-fill job orders
- Assisting with job restructuring
- 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.

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Title III Services are a network of public employment offices providing job placement services to job seekers and labor force recruitment services to employers. Title III serves all job seekers and employers in Yavapai County. Through utilization of the AJC data base system, the employment service matching system matches job seekers and available jobs and refers job seekers to positions best suiting their skill set.

AJC is currently the only shared database for Titles I and III. The AJC shares client information that identifies direct services and case notes as well as employer information, including job orders and placement activity, which greatly reduces duplication of services. The database also provides detailed reports of customer visits to the center and to partner agencies. The initial registration portion of the database is accessible to the public. Collectively, all partners provide data reporting on a quarterly basis to the WDB for a shared reporting system.

The WDB has developed a consensus strategy for implementing a new process for customer registration, orientation, and enrollment. This was accomplished through a series of strategic moves designed to increase service accessibility to more job seekers. All the local partners realized that they had to create a “mutually beneficial implementation climate” to successfully implement this new strategy designed to support the changes in service delivery models. The WDB designated a One-Stop Committee to ensure that partner staff worked well together in this endeavor. This Committee continues to be comprised of staff from various partner agencies to review changes, address staffing issues, avoid duplication of services, and monitor the service delivery system. Members of the team are comprised of staff from the following organizations:

- ARIZONA@WORK-Yavapai County
- NACOG – EWD (Title I)
- Adult Education (Title II), Current Chairman of the One-Stop Committee
- Department of Economic Security (VR and Veterans – Titles III & IV)

A description of the competitive procurement process to be used to award the sub grants and contracts in the LWDA for activities carried out under this title with assurance that all federal, state and local procurement laws, regulations and policies are followed (20 CFR 679.560(15)).

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

Title III - Wagner-Peyser programs include services such as job search assistance, help getting a job referral, and placement assistance for job seekers. Additionally, re-employment services are available for unemployment insurance claimants, as well as recruitment services to employers with job openings. Services are delivered in one of three modes including self- service, facilitated self-help services. and staff assisted service delivery approaches.

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u. WDB coordination with Title IV services

The Vocational Rehabilitation (VR) program will offer opportunities for local workforce development staff to participate in training specific to VR program information, disability awareness, disability etiquette and culture, as well as other disability specific trainings which might be offered through the VR program. Increased knowledge of disability awareness, etiquette, and available resources and services will assist One-Stop Center staff in becoming comfortable with assisting individuals with disabilities when they access services. Other technical assistance information can be provided to the Job Center staff including information on Social Security Work Benefits, Americans with Disabilities Act, and Section 503 compliance. VR staff will participate in One-Stop system training in order to facilitate cooperation and coordination between system partners.

VR is committed to assisting the Job Centers to ensure programmatic and physical access is available to afford equal, effective, and meaningful access to services for individuals with disabilities. VR staff will work cooperatively with the Job Center staff to determine the assistive technology needs of the Job Center to allow individuals with disabilities to access services in the Job Center and participate alongside other job seekers. Job Center staff will be trained by VR on the use of the assistive technology.

To facilitate access to system services, VR staff will be available virtually on an as-needed basis. VR staff will work cooperatively with Job Center staff to facilitate reciprocal referrals and joint service planning. To assist in reciprocal referrals and joint service planning, client data, such as demographic information and evaluation and testing results, can be shared between partners with client written approval. VR and Job Center services can be used as comparable benefits for mutually eligible clients. For customers needing Title IV services, the Job Centers will host Wi-Fi equipment and provide on-site space for virtual meeting protocols. Referrals for outside providers will be made to at-risk individuals as applicable.

The ARIZONA@WORK-Yavapai County referral process is outlined within the Yavapai County Memorandum of Understanding. Referrals can be accessed by an NCR referral form or by an electronic referral form. Referrals are used among all ARIZONA@WORK partners for services requested by a partner agency and serve as a communication tool between partners to identify outcomes pertaining to clients.

The VR program will work and support One-Stop business center staff efforts to locate and support businesses that work with individuals with disabilities. VR staff can provide technical assistance to employers regarding the employment of individuals with disabilities. VR and Job Center staff can work cooperatively to market Job Center services as well as help reduce the stigmas and myths associated with employing individuals with disabilities. Employers are often eager to learn about possible accommodations, tax incentives, and legal requirements surrounding the employment of individuals with disabilities.

Section 4 - ARIZONA@WORK Job Center Delivery

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

a. Addresses of the ARIZONA@WORK comprehensive Job Centers, affiliate job centers, and specialized job centers in the LWDA

These are to be updated when there are changes

Yavapai County has two comprehensive ARIZONA@WORK Job Center locations:

Prescott:

NACOG – EWD
221 N. Marina Street Suite 201
PO Box 2451
Prescott AZ 86302
Phone (928) 778-1422
Fax (928) 778-1756
Email (information): NACOG_Prescott@nacog.org

Cottonwood:

Department of Economic Security
1500 E. Cherry St.
Suite #F
Cottonwood AZ 86327
Phone (Title I-B services - NACOG) (928) 649-6868

b. Continuous improvement efforts

The Yavapai County WDB is committed to ensuring continuous improvement of eligible service providers by collaborating with the State and local partners to monitor and enhance the quality and effectiveness of career and training services. In accordance with WIOA Sec. 107(d)(10)(E), the WDB works to maintain a variety of providers offering services that meet the diverse employment needs of local job seekers and employers.

To ensure providers are aligned with local workforce needs and WIOA requirements, the WDB reviews course offerings from training providers regularly. This review focuses on ensuring that programs are relevant to in-demand industries and effectively support local talent development. The goal is to stimulate business retention and workforce attraction within Yavapai County.

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Key areas of focus include:

1. **Meeting Local Employment Needs:** The Yavapai County WDB engages regularly with employers to understand the workforce demands of the region. This allows the board to ensure that providers are offering training and certification in sectors critical to the county's economic growth. The WDB partners with multiple training providers to address these needs and ensure that services are responsive to employer demands.
2. **Serving Individuals with Barriers to Employment:** The Yavapai County WDB emphasizes increasing participation from individuals with barriers to employment, such as those with disabilities or other special populations. The board ensures that providers are equipped to offer opportunities for competitive integrated employment, in line with WIOA's goals of maximizing consumer choice.
3. **Accountability and Performance Improvement:** If a training or service provider is not meeting performance expectations, the Yavapai County WDB may work with the provider to develop a plan for improvement. This process can involve identifying areas of concern and outlining steps to address them, though further action could be taken if benchmarks are not met.
4. **Monitoring and Evaluation:** The Yavapai County WDB seeks to ensure that service providers are effectively meeting the needs of job seekers and employers. The board periodically reviews provider performance to identify areas for improvement and ensure compliance with workforce development standards. This helps maintain the quality of services offered and supports the continuous improvement of provider programs.
5. **Enhancing Provider Capacity:** The Yavapai County WDB is dedicated to helping providers build their capacity to address current and future workforce needs. This includes supporting providers in improving service delivery and expanding access to critical training resources for workers across the region.
6. **Improving access to One-Stop services:** DES provides services at 3262 Bob Drive in Prescott Valley which is a prime location for a one-stop given the breadth of services offered, the population of Prescott Valley, and the volume of clients receiving DES services. The WDB will work with the Title I-B provider to have staff located at the Prescott Valley location to improve service provision in Prescott Valley.

By focusing on these strategies, the Yavapai County WDB ensures that service providers continuously improve and meet the evolving needs of the local labor market.

c. Physical and programmatic accessibility for individuals with disabilities

The One-Stop centers meet the accessibility needs, both programmatic and architectural, of customers with disabilities. To meet the premise of the ADA and Rehabilitation Act, individuals with disabilities will be fully included in the entire range of services offered at the career center. Job Center staff members are available to provide reasonable accommodations as needed. Increased levels of knowledge and comfort in addressing disability related matters will allow individuals with disabilities to receive services

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within the context of the career center rather than be separated from individuals without disabilities. Job Center staff members are available to provide consultation to assist individuals with disabilities access career, individualized, and training services. Yavapai County has a local EO Site Safety Officer that monitors Job Center access compliance bi-annually. Any deficiencies identified are addressed promptly to ensure ongoing access to services.

Yavapai County WDB and core partners in the One-Stop delivery system are committed to providing access to all services, facilities and information to Americans with disabilities. As recipients of federal funds, the Local Board is required to comply with various regulations relating to non-discrimination and equal opportunity. The WDB is compliant with both ADA (42 U.S.C 12101 et seq.) and WIOA Sec. 188.

WIOA Section 188 prohibits the exclusion of an individual from participation in, denial of the benefit of, discrimination in, or denial of employment or in connection with, any program and activities funded or otherwise financially assisted under Title I of WIOA because of race, color religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status or participation in a program or activity that receives financial assistance under the Title I of WIOA. To ensure that these criteria are met, an annual comprehensive state monitoring of EO Compliance is performed at each ARIZONA@WORK-Yavapai County Job Center utilizing a checklist that encompasses all required areas, including parking lot access to the Job Centers. Findings are addressed as required and submitted for state review and approval.

To reinforce the commitment to compliance with ADA, 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 WDB works collaboratively with the mandated partner programs to ensure that persons with disabilities are provided educational and training opportunities.

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

Yavapai County WIOA system partners are dedicated to ensuring physical and programmatic accessibility for individuals with disabilities. The One-Stop Operator ensures that all facilities, technology and services are compliant with ADA and EO guidelines. In addition, program staff make every reasonable effort to meet the needs of any individual identifying an accommodation request for participation accessibility, and they are trained on EO requirements.

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

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The Yavapai County WDB ensures that individuals, including applicants, participants, recipients, and members of the public with disabilities, are provided with the necessary accommodations to fully participate in programs and activities within the ARIZONA@WORK-Yavapai County system. Individuals are encouraged to request accommodations as needed to support their participation in services.

ARIZONA@WORK-Yavapai County complies with all federal, state, and local regulations regarding accessibility, including the ADA. The physical and programmatic accessibility of all Job Centers is assessed annually in accordance with WIOA Sec. 188 and ADA requirements. These assessments are conducted by the Yavapai County EO Officer, who monitors compliance with accessibility standards. Any deficiencies identified are addressed promptly to ensure ongoing access to services.

Information on available accommodations and assistive technology is accessible at all Job Centers. If a specific accommodation or technology is not readily available, the Yavapai County EO Officer or ARIZONA@WORK-Yavapai County staff will work to secure the necessary resources or provide alternative solutions. This process ensures that all individuals, regardless of ability, can access the full range of services provided by ARIZONA@WORK-Yavapai County.

In addition, the Yavapai County WDB includes language regarding Equal Opportunity and Nondiscrimination in all contracts and agreements with training providers, service providers, and contractors. These partners are required to certify their ability to provide accessible services and maintain compliance with Equal Opportunity policies, ensuring access to programs for all individuals.

Each WIOA core partner (Titles I, II, III and IV) of the Yavapai County Workforce Development Board has the following: a procedure in place to release information to instructors regarding any student that self-discloses a disability, a procedure in place to track students that self-disclose a disability for follow up regarding services and accommodations that are being provided, and reasonable accommodations intended to provide individuals with a disability access to services under Title II. Every Yavapai County One Stop Center and Adult Education/Title II site (Yavapai College) has the following, but not limited to accommodations: audio recorded texts, interpreters or other methods of making material available to students with hearing impairments, classroom equipment that is adapted for students with manual impairments, note-takers, preferential seating, and colored overlays. Title IV (Vocational Rehabilitation) works closely with all partners/stakeholders to provide any additional assistance that may be needed.

During the initial intake/orientation at any of the Yavapai County One Stop Centers, clients seeking WIOA services are asked if they require or would like interpreter services. (Title II does the same at the various YC campuses with students at first contact, or soon thereafter.) The accommodation process generally determines the clients' primary or preferred language, individual communication needs, and the type of services they may require. One Stop staff members coordinate with qualified interpreter service providers, either through NACOG or TITLE IV, to arrange for interpretation during appointments, meetings, training sessions, or any other relevant interactions. (Title II uses their own existing staff members or trained employees from YC's Disability Support Services.) When needed, interpreters are scheduled in advance to determine that they are both available and suitable for the unique needs of the

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individual client. Adaptive technologies may also be made available to clients and vary by site. All Yavapai County Arizona@Work Center policies and procedures are written and administered to ensure that individuals with limited English proficiency or communication barriers have equal access to programs, services, and resources. Staff commitment to UDL (Universal Design for Learning) principles and client inclusiveness creates and maintains a supportive space where all individuals can access and excel in workforce training opportunities.

iii. Describe how partners/One-Stop operator will ensure individuals with disabilities can participate in workshops and services offered through the center.

Yavapai County One-Stop Centers are committed to ensuring that individuals with disabilities have equal access to all services, in compliance with ADA. The centers maintain accessible facilities and resources to accommodate various needs, ensuring that individuals with disabilities can fully participate in available services.

“Equal Opportunity is the Law” posters in both English and Spanish are prominently displayed in the resource rooms at One-Stop locations, informing all individuals of their rights. Additionally, “Equal Opportunity is the Law” forms are provided to Adult, Dislocated Worker, and Youth program enrollees, who must acknowledge receipt of the document. These forms are then placed in participant files as a record of acknowledgment.

For individuals with limited English proficiency, bilingual staff are available to assist, and customers are informed of their rights and the availability of nondiscrimination policies during orientation sessions. This ensures that individuals, including those with disabilities, can fully access the services provided by the One-Stop Centers.

d. One-Stop partner roles and resource contributions

The Yavapai County WDB works collaboratively with One-Stop partners through the ARIZONA@WORK system to ensure seamless service delivery, as defined in the MOU and IFA. The MOU outlines the roles and responsibilities of each partner, while the IFA ensures equitable sharing of infrastructure costs such as rent, utilities, technology, and other operational expenses.

One-Stop Partner Roles and Contributions

Yavapai County’s One-Stop system integrates services across multiple partners to meet the employment needs of job seekers and businesses. Key partners include Arizona DES, NACOG, Yavapai College, Yavapai County, and other community organizations:

- **Yavapai County** Acts as the fiscal agent for WDB, receives WIOA funds as distributed by the State of Arizona, and acts as the administrator for the WDB.
- **NACOG (WIOA Title I-B Services)** administers programs for Adult, Dislocated Worker, and Youth populations, offering services such as on-the-job training (OJT), work experience (WEX), and support

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services. NACOG collaborates with Yavapai County to ensure that these services align with local needs and provide support for individuals seeking to improve their skills and gain employment.

- **Yavapai College (Title II Adult Education Services)** partners with the One-Stop system to deliver adult education programs, including GED® preparation, literacy classes, and English language acquisition. These services help individuals improve their skills and transition into job training or post-secondary education opportunities, supporting broader workforce development goals.
- **Wagner-Peyser Employment Services (Title III)** provides essential career services, such as job search assistance, résumé building, career assessments, and job placement. Arizona DES staff deliver these services, ensuring that job seekers receive the support they need to secure employment. Wagner-Peyser services are integrated with the ARIZONA@WORK system to provide seamless access to resources and opportunities.
- **Vocational Rehabilitation Services (Title IV)** supports individuals with disabilities in preparing for, obtaining, and maintaining competitive employment. These services include tailored job training, assistive technology, and one-on-one job counseling, ensuring that individuals with disabilities have access to employment opportunities. Vocational Rehabilitation Services are provided through Arizona DES and include coordination with local employers.

Infrastructure and Cost Sharing

The IFA ensures that partners contribute to infrastructure costs based on their usage of space and services within the comprehensive and affiliate Job Centers. Costs are allocated fairly, with partners providing both financial contributions and in-kind support such as staffing, technology, and office space. Yavapai County manages the equitable distribution of these costs, ensuring the sustainability of the One-Stop system.

Leveraged Funds and In-Kind Contributions

One-Stop partners leverage additional resources, such as grants, donations, and in-kind contributions, to enhance the services available through ARIZONA@WORK-Yavapai County. For example, Yavapai College's adult education programs and NACOG's Business Assistance Center (BAC) complement the core services provided at the Job Centers. These contributions help reduce overall costs and maximize the efficient use of federal workforce funds.

Service Delivery and Collaboration

Partners collaborate to deliver core services, including job search assistance, career counseling, and referrals to training programs. Vocational Rehabilitation Services support individuals with disabilities through tailored job training and support programs. Yavapai College provides educational assessments and connects participants with opportunities for continuing education and skills development. This collaborative approach ensures that job seekers, especially those with barriers to employment, receive comprehensive support.

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By coordinating roles, resources, and contributions through the MOU and IFA, Yavapai County ensures that the ARIZONA@WORK system remains accessible, efficient, and responsive to the needs of job seekers and employers.

e. Priority of service for adult career and training services

The Yavapai County WDB ensures that service providers adhere to the priority of service requirements mandated by WIOA and the State Plan. Priority of service is given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient.

Monitoring and Compliance

Yavapai County WIOA Service Providers report to the WDB on a quarterly basis, providing updates on the delivery of Title I services to priority populations. Arizona DES conducts annual monitoring of Title I programs to ensure compliance with priority of service requirements. Monitoring activities may include desk reviews, onsite visits, and interviews with service providers and participants. These findings are reported to the Executive Director of the WDB, ensuring that necessary adjustments are made to maintain compliance.

Priority of Service Implementation

Priority of service is extended to veterans and their eligible spouses, public assistance recipients, other low-income individuals, and those who are basic skills deficient. Service providers ensure that these individuals receive access to career and training services before other participants. This prioritization helps address barriers to employment and promotes equitable access to workforce development opportunities.

Process for Training and Service Approval

Each training plan developed by service providers is reviewed for alignment with priority of service requirements. If approved, an ITA voucher is issued to the participant, enabling them to access training services from providers on the ETPL. If a plan is rejected, participants can appeal or adjust their plan based on feedback from the WDB or service provider.

Strategies for Expanding Access

To enhance accessibility and effectiveness of the workforce development system, the Yavapai County WDB develops strategies that utilize technology to improve service delivery, particularly for individuals in remote or rural areas. These strategies include the use of online learning labs and digital resources that make career services and job training programs accessible to individuals who may face geographic or technological barriers.

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By implementing these strategies, the Yavapai County WDB ensures that service providers maintain compliance with WIOA and deliver priority of service to eligible populations, fostering greater access to opportunities for all workers and job seekers.

f. WDB's implementation of US DOL ITA waivers

The Yavapai County WDB acknowledges the waiver granted by the U.S. Department of Labor on November 14, 2019, allowing in-school youth (ages 18-21) to use ITAs to access training services from providers listed on the ETPL. This waiver enables Yavapai County to continue supporting in-school youth as they prepare to graduate from high school, providing them with access to training programs that align with their post-secondary education and career goals.

The Yavapai County WDB encourages its youth service providers to explore how ITAs can help address barriers to education and employment for in-school youth. The board supports collaboration with local educational partners to expand opportunities for occupational skills training and ensure that in-school youth are better equipped for the workforce and post-secondary education.

Section 5 - Performance and Continuous Improvement

a. LWDA ARIZONA@WORK Job Centers' integrated, technology-enabled intake and case management information system

The Yavapai County WDB continues to implement a fully integrated, technology-enabled intake and case management system to streamline service delivery across all WIOA programs. This system supports the vision of creating a seamless, accessible, and comprehensive service model that builds upon past successes and maintains strong partnerships with local education providers, economic development agencies, community-based organizations, local governments, and the business community.

The core technology platform for Yavapai County, AJC, is used for Title I-B and Title III programs to manage intake, case management, service tracking, and performance outcomes. AJC plays a crucial role in tracking participant progress, ensuring data integrity, and facilitating co-enrollment across WIOA programs.

While the AJC system serves as the backbone for Title I-B and Title III programs, other WIOA core partners use specialized systems tailored to their programmatic needs:

- Title II services, delivered by Yavapai College Adult Education, use the Arizona Department of Education's Adult Education reporting system to manage student progress, performance data, and compliance reporting.
- Title IV Vocational Rehabilitation services use the Libera System 7 Case Management System, but Vocational Rehabilitation staff work in coordination with AJC to ensure participants can

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access job postings, create resumes, and connect with employers through the labor exchange network.

Integration and Continuous Improvement

The Yavapai County WDB is committed to ensuring that workforce development partners operate in a coordinated and collaborative manner, leveraging technology to align service delivery. To this end, regular planning meetings are held with One-Stop partners to assess service delivery, share best practices, and ensure continuous improvement. The WDB facilitates partner accountability through tracking universal performance indicators, monitoring participant outcomes, and fostering a culture of data-driven decision-making.

To further enhance integration, Yavapai County is focused on:

- Strengthening partnerships by ensuring that all service providers are co-located where possible, or technologically linked to improve coordination and efficiency.
- Reducing service duplication by streamlining referrals and improving communication across programs, ensuring participants have access to the full range of WIOA services.

Advancing the System with Technology

Recognizing the evolving needs of job seekers and employers, Yavapai County continues to explore ways to expand its use of technology to better serve the community. Future efforts will include:

- Developing a common intake platform for all WIOA partners to enable better coordination, reduce service duplication, and provide a consistent user experience for participants across programs.
- Improving digital accessibility for rural and underserved populations through enhancements to the ARIZONA@WORK online portal, offering job seekers remote access to career resources, virtual workshops, and labor market information.

The integrated case management system not only supports participant tracking and performance outcomes but also drives workforce engagement. The Yavapai County WDB collaborates closely with core partners and local employers to ensure that workforce development programs align with the needs of local businesses, supporting economic growth and sustainability across the region.

Future Enhancements and Collaboration

As Yavapai County moves forward with its 2025-2028 Workforce Plan, there will be a continued emphasis on:

- Engaging business services teams in utilizing technology to better connect with local employers and understand their workforce needs.
- Expanding system-wide training efforts to ensure that One-Stop staff are equipped with the latest tools and strategies to provide high-quality services.

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- Exploring regional partnerships to adopt new technology platforms that complement existing systems and improve intake, case management, and communication between partners.

Yavapai County is committed to staying at the forefront of innovation, leveraging technology to ensure that all job seekers and employers have access to the resources they need, and maintaining the integrity and success of the ARIZONA@WORK system.

b. Local levels of performance negotiated consistent with WIOA sec. 116(c), to be used to measure the local area's performance

The Yavapai County LWDB has established proposed local levels of performance for Title I-B programs based on the Statistical Adjustment Model. This model, which accounts for historical performance, participant demographics, and regional economic conditions, enables Yavapai County to set realistic and achievable performance targets that reflect local needs.

Economic Conditions

Yavapai County continues to experience growth in key sectors such as healthcare, education, and small business development, while also contending with challenges like workforce shortages in skilled trades, rural-urban disparities, and an aging population. These economic factors have influenced the proposed performance levels, as the county prioritizes upskilling workers and addressing the digital literacy gap in response to the increased reliance on remote work post-pandemic.

Characteristics of Participants

The individuals served through Title I-B programs include:

- Individuals with barriers to employment, such as long-term unemployed or underemployed individuals.
- Veterans and people with disabilities, who receive priority services.
- Youth and young adults, many of whom require additional education and training to enter the workforce in high-demand sectors.

Performance Accountability Measures

Yavapai County will negotiate final performance levels with Arizona DES to ensure alignment with statewide goals. The local performance measures will include:

- Employment Rate (2nd and 4th Quarter after Exit)
- Median Earnings (2nd Quarter after Exit)
- Credential Attainment Rate
- Measurable Skill Gains

These measures will be adjusted at the end of each program year through the Statistical Adjustment Model framework, which incorporates updated participant and economic data. Yavapai County remains

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committed to using these performance measures to continuously improve service delivery and outcomes for both job seekers and employers in the region.

	Title I-B: Adult Program	
	Program Year: 2024 Final Negotiated Targets	Program Year: 2025 Final Negotiated Targets
Employment (Second Quarter after Exit)	74%	75%
Employment (Fourth Quarter after Exit)	74%	75%
Median Earnings (Second Quarter after Exit)	\$8,890	\$8,890
Credential Attainment Rate	78%	79%
Measurable Skill Gains	68%	68%

	Title I-B: Dislocated Worker Program	
	Program Year: 2024 Final Negotiated Targets	Program Year: 2025 Final Negotiated Targets
Employment (Second Quarter after Exit)	78%	78%
Employment (Fourth Quarter after Exit)	77%	77%
Median Earnings (Second Quarter after Exit)	\$8,000	\$8,000
Credential Attainment Rate	77%	78%
Measurable Skill Gains	70%	70%

	Title I-B: Youth Program	
	Program Year: 2024 Final Negotiated Targets	Program Year: 2025 Final Negotiated Targets
Employment (Second Quarter after Exit)	77%	78%
Employment (Fourth Quarter after Exit)	77%	78%
Median Earnings (Second Quarter after Exit)	\$5,200	\$5,200
Credential Attainment Rate	65%	65%
Measurable Skill Gains	65%	65%

Section 6 - Public Comment

a. Process used to provide a public comment period

The Yavapai County Workforce Development Plan Draft 2025-2028 was published for public comment in accordance with 20 CFR 679.370, 679.560 (19) and 670.560 (21)(e) from November 6, 2024, through November 19, 2024. Public notice was posted in the following locations:

- (1) The ARIZONA@WORK-Yavapai County Local Workforce Development Board Website
- (2) The Yavapai County Board of Supervisors website
- (3) Yavapai County official social media accounts (Facebook, Instagram, X)

Comments in response to this proposed plan were accepted three ways:

1. By submitting a comment using [an online form](#)
2. By submitting comments directly to corey.christians@yavapaiaz.gov
3. By mailing comments via post to:
Yavapai County Workforce Development Board
c/o Corey Christians
1971 Commerce Center Circle
Suite D
Prescott, AZ 86301

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

Comments received in disagreement with the Local Plan: 14, itemized as follows:

From Alicia Botkin, WDB member:

1. On page 90 at the top, under Vocational Rehabilitation, it states, "...training, assistive technology; and one on one counseling, ensuring that individuals with disabilities..." It should say one on one **job** counseling. "Job" is a very important word that needs to be added.
 - The text has been updated as suggested.

From Title I:

2. Page 6, Executive Director of WDB has been vacant since 2/1/2024 not 10/2024.

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- The text has been re-written for clarity.
- 3. Page 35 says WEX is at the average wage. What is the wage?
 - The text has been left unedited to accommodate multiple industries and fluctuations throughout the life of this plan.
- 4. Page 51, should be WAC not AWA. AWA does not provide guidance.
 - The text has been updated as suggested.
- 5. **ARIZONA@WORK-Yavapai County** has inconsistent spelling, dashes, and capitalization throughout the document.
 - The text has been updated as suggested.
- 6. Page 66, LLSIL chart needs updated to 2024.
 - The label preceding the table has been updated.
- 7. Page 62 references transportation voucher program funded by the Town of Prescott Valley. This program completed in July 2024 and is no longer in service.
 - The paragraph has been removed to address the suggestion.
- 8. The ETPL includes all Arizona education or training facilities as eligible providers. But only Yavapai College is mentioned. Example pages 24, 25, and 36.
 - The text has been updated for clarity.
- 9. Title I appears to be omitted from the Title descriptions in Section 3 pages 69-82.
 - The text has been left unedited as the section is specific to Title II.
- 10. Page 50, under OJT, reimbursement is only 50% not 75%.
 - The text has been left unedited. The reimbursement rate is set to 50% by default, but the LWDB can increase to 75% at its discretion.
- 11. Page 39, last sentence on first paragraph, EDD membership **currently** includes. Please note LWDA representation is not an EDA requirement.
 - The text has been updated as suggested.
- 12. Page 40, the EDC and WDB **currently** share one mutual member which is term limited. This is not a requirement for the EDC.
 - The text has been updated as suggested.
- 13. Page 85, no contact information for Prescott Valley affiliate site.
 - The text has been left unedited as there is no affiliate site in Prescott Valley.
- 14. Page 57, in-school youth age is 16-24.
 - The text has been left unedited. According to WIOA Title 20 CFR Section 681.220, the in-school youth age range is 14-21.

Appendices

Appendix I. Performance Measures

For Program Years (PY) 2025-2028 Plans, Title I programs (Adult, Dislocated Worker, and Youth) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2025 and PY 2026:

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- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains.

Performance levels are demonstrated below

	Title I-B: Adult Program	
	Program Year: 2024 Final Negotiated Targets	Program Year: 2025 Final Negotiated Targets
Employment (Second Quarter after Exit)	74%	75%
Employment (Fourth Quarter after Exit)	74%	75%
Median Earnings (Second Quarter after Exit)	\$8,890	\$8,890
Credential Attainment Rate	78%	79%
Measurable Skill Gains	68%	68%

	Title I-B: Dislocated Worker Program	
	Program Year: 2024 Final Negotiated Targets	Program Year: 2025 Final Negotiated Targets
Employment (Second Quarter after Exit)	78%	78%
Employment (Fourth Quarter after Exit)	77%	77%
Median Earnings (Second Quarter after Exit)	\$8,000	\$8,000
Credential Attainment Rate	77%	78%

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Measurable Skill Gains	70%	70%
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	Title I-B: Youth Program	
	Program Year: 2024 Final Negotiated Targets	Program Year: 2025 Final Negotiated Targets
Employment (Second Quarter after Exit)	77%	78%
Employment (Fourth Quarter after Exit)	77%	78%
Median Earnings (Second Quarter after Exit)	\$5,200	\$5,200
Credential Attainment Rate	65%	65%
Measurable Skill Gains	65%	65%

Appendix II. In-Demand Industries and Occupations

Provide the industries and occupations identified as 'In-Demand' in tables formatted as shown below. The tables can be as long or short as necessary, but the requested information must be provided for each industry and occupation.

The following industries and occupations are considered in-demand in Yavapai County, according to the U.S. Bureau of Labor Statistics.

Yavapai County Industry Sectors Rankings

In-Demand Industry Rankings

NAICS Code(s) ¹	Industry Title
21	Mining, quarrying, and oil and gas extraction
56	Administrative and waste services
31	Manufacturing
55	Management of companies and enterprises
62	Health care and social assistance
23	Construction
81	Other services, except public administration
61	Educational services

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48	Transportation and warehousing
42	Wholesale trade
54	Professional and technical services
58	Video, audio and print publication
52	Finance and insurance
22	Utilities
53	Real estate and rental and leasing
59	Information Technology
11	Agriculture, forestry, fishing and hunting
44	Retail trade
71	Arts, entertainment, and recreation
72	Accommodation and food services

¹ Industries with wages in the bottom 25 percentile were excluded from the ranking.

Source: Office of Economic Opportunity

In-Demand Detailed Industries Ranking

NAICS Code(s) ¹	Industry Title
561	Administrative and support services
334	Computer and electronic product manufacturing
238	Specialty trade contractors
621	Ambulatory health care services
237	Heavy and civil engineering construction
551	Management of companies and enterprises
524	Insurance carriers and related activities
623	Nursing and residential care facilities
811	Repair and maintenance
423	Merchant wholesalers, durable goods
333	Machinery manufacturing
441	Motor vehicle and parts dealers
236	Construction of buildings
581	Video, audio and print publication
484	Truck transportation
611	Educational services
813	Membership associations and organizations

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541	Professional and technical services
326	Plastics and rubber products manufacturing
424	Merchant wholesalers, nondurable goods
562	Waste management and remediation services
327	Nonmetallic mineral product manufacturing
492	Couriers and messengers
221	Utilities
488	Support activities for transportation
523	Securities, commodity contracts, investments
312	Beverage and tobacco product manufacturing
337	Furniture and related product manufacturing
336	Transportation equipment manufacturing
522	Credit intermediation and related activities
814	Private households
531	Real estate
112	Animal production and aquaculture
425	Electronic markets and agents and brokers
332	Fabricated metal product manufacturing
339	Miscellaneous manufacturing
323	Printing and related support activities
591	Information Technology
325	Chemical manufacturing

¹ Industries with wages in the bottom 25 percentile were excluded from the ranking.

Source: Office of Economic Opportunity

In-Demand Occupation Ranking

SOC Code	Occupation Title	NAICS Code	Industry Title
29-1123	Physical Therapists	62	Health care and social assistance
29-1171	Nurse Practitioners	62	Health care and social assistance
13-1199	Business Operations Specialists, All Other	51	Information
		54	Professional, scientific, and technical services
		56	Administrative and support and Waste management
		62	Health care and social assistance

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		72	Accommodation and Food Services
17-2112	Industrial Engineers	31-33 54	Manufacturing Professional, scientific, and technical services
29-1141	Registered Nurses	62	Health care and social assistance
13-1111	Management Analysts	54 56	Professional, scientific, and technical services Administrative and support and Waste management
17-2141	Mechanical Engineers	23 31-33 48 54	Professional, scientific, and technical services Manufacturing Transportation and warehousing Professional, scientific, and technical services
29-1292	Dental Hygienists	62	Health care and social assistance
53-2012	Commercial Pilots	48-49	Transportation and warehousing
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	31-33 42	Manufacturing Wholesale Trade

Source: Office of Economic Opportunity

*Please note: In-Demand Occupations can potentially have multiple related NAICS Industries. If so, list all related In-Demand Industry titles from the table above.

Appendix III. Statewide Vision, Goals, & Strategies in the Arizona Workforce Plan

To ensure LWDBs have adequate time to develop their Local Plans, this guidance is being released early and this information is not yet available. Please review the Statewide Vision, Goals and Strategies in the Arizona Workforce Plan and incorporate them into your local plans when they become available.

The Governor’s strategic vision for Arizona is to create a future where access to economic growth and opportunity is promoted through innovative workforce collaboration across business, education, and training systems. The ARIZONA@WORK system is a crucial component in realizing this vision, ensuring that all Arizonans, regardless of their circumstances, background, social status, or zip code, have access to the best economic and educational opportunities. This effort is aligned with Governor Katie Hobbs’ top priority—creating a just, prosperous, and resilient Arizona.

Arizona’s Vision:

Create a future where access to economic growth and opportunity is promoted through innovative workforce collaboration across business, education, and training systems designed to meet the diverse needs and full potential of all Arizonans.

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This vision emphasizes equitable access to training and high-quality jobs for all Arizonans, fostering a healthier, dependable workforce while making Arizona more competitive and attractive to workers. The ARIZONA@WORK system is positioned to help Arizonans obtain and retain good-paying jobs, building meaningful connections between businesses, education, and the workforce system.

Mission:

Develop a customer-driven, integrated workforce system that delivers business, education, and training services to ensure equitable access to high-quality jobs that meet the diverse needs of employers and job seekers.

This mission statement serves as the foundation for Arizona's statewide goals and strategies, which focus on strengthening workforce collaboration, promoting opportunity and growth, and ensuring equitable services for all.

Statewide Goals and Strategies (2024-2027)

Goal 1: Promote a Customer-Driven Workforce System Approach

Build a workforce system that is centered around job seekers' and employers' needs, focusing on creating industry-driven career pathways and sector strategies.

- Strategy 1: Build worker-centered, industry-driven career pathways and sector strategies that align with the current and future needs of Arizona's economy.
- Strategy 2: Expand access to digital literacy and technology-enabled services to better serve job seekers and employers.
- Strategy 3: Provide a seamless, integrated experience across workforce programs, ensuring equitable access for all.

Goal 2: Foster Business Engagement

Strengthen partnerships with businesses to ensure employers have access to a diverse, skilled workforce that meets current and future needs.

- Strategy 1: Engage businesses in designing and delivering workforce training programs that address skill gaps and create pathways for advancement.
- Strategy 2: Develop a comprehensive business engagement plan to support employer recruitment, retention, and workforce development needs.
- Strategy 3: Facilitate continuous dialogue between businesses, workforce, and education partners to align training with emerging industry demands.

Goal 3: Invest in Opportunity and Growth

Leverage statewide, systems-level partnerships to streamline services, improve efficiency, and create more opportunities for underserved populations.

- Strategy 1: Strengthen cross-agency collaborations to maximize workforce services, ensuring efficient use of resources and expanded access for all.

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- Strategy 2: Provide training, career pathways, and wraparound services that reduce barriers to employment, particularly for priority populations.
- Strategy 3: Implement initiatives that support underserved populations, ensuring they have equitable access to workforce programs and services.

Goal 4: Prepare Arizona's Youth for Workforce Success

Ensure youth have equitable access to high-quality education, training, and career pathways that lead to long-term success.

- Strategy 1: Expand youth services, focusing on partnerships with Career and Technical Education (CTE) programs and schools to better prepare students for high-demand jobs.
- Strategy 2: Strengthen youth engagement programs to provide work-based learning opportunities, including apprenticeships and internships.
- Strategy 3: Enhance outreach and support services for youth facing barriers to employment, ensuring they have access to resources and opportunities.

Appendix IV. Required One-Stop Partners

20 CFR 463.400 require the following programs to be One-Stop partners:

Department of Labor (DOL)

A. WIOA Title I programs:

- a. Adult, Dislocated Worker, and Youth formula programs;
- b. Job Corps;
- c. YouthBuild;
- d. Native American programs;
- e. National Farmworker Jobs Program (NFJP);

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;

C. Senior Community Service Employment Program (SCSEP), authorized under Title V of the Older Americans Act of 1965;

D. Trade Adjustment Assistance (TAA) activities, authorized under Chapter 2 of Title II of the Trade Act of 1974;

E. Unemployment Compensation (UC) programs;

F. Jobs for Veterans State Grants (JVSG) programs, authorized under Chapter 41of Title 38, U.S.C.; and

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G. Reentry Employment Opportunities (REO) programs (formerly known as Reintegration of Ex-Offenders Program (RExO)), authorized under Sec. 212 of the Second Chance Act of 2007 (42 U.S.C. 17532) and WIOA Sec. 169;

Department of Education (ED)

A. Adult Education and Family Literacy Act (AEFLA) program, authorized under WIOA Title II;

B. Career and technical education programs at the postsecondary level, authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV); and

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;

Department of Housing and Urban Development (HUD)

A. Employment and training programs;

Department of Health and Human Services (HHS)

A. Employment and training activities carried out under the Community Services Block Grant (CSBG) programs (42 U.S.C. 9901 et seq.); and

B. 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).

Additional Partners

Pursuant to WIOA Sec. 121(b)(2)(B) and 20 CFR 678.410, 34 CFR 361.410, and 34 CFR 463.410, additional One-Stop partners may include, with the approval of the Local WDB and CEO(s), the following:

A. Social Security Administration (SSA) employment and training program established under Sec. 1148 of the Social Security Act (i.e. Ticket to Work and Self Sufficiency programs);

B. Small Business Administration employment and training programs;

C. Supplemental Nutrition and Assistance Program (SNAP) employment and training programs, authorized under secs. 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008;

D. Client Assistance Program (CAP), authorized under Sec. 112 of the Rehabilitation Act of 1973, as amended by Title IV of WIOA;

E. National and Community Service Act programs;

G. Other appropriate Federal, State, or local programs, including, but not limited to, employment, education, or training programs such as those operated by libraries or in the private sector (WIOA Sec. 121(b)(2)). Such programs may also include programs providing transportation assistance and services for those with substance abuse or mental health issues.

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Appendix V. Additional Resources

Regulation and Policy Links

- [Federal Regulations](#)
- [Workforce Arizona Council Local Plan Policy](#)
- [Workforce Arizona Council Conflict of Interest Policy](#)

Research Tools:

[Office of Economic Opportunity’s Economic Indicators](#) for data including:

- Local Area Economic Profiles
- In-Demand Industries and Occupation Tableau Tools
- In-Demand Industries and Occupation Reports
- Analysis Best Practices

Other Resources

- [Workforce GPS](#)

Appendix VI. Acronym Index

The following acronyms have been referenced throughout this plan. They are included here as an extra appendix for quick reference.

AAED	Arizona Association for Economic Development	JVSG	Jobs for Veterans State Grants
ABE	Adult Basic Education	-----	-----
ACA	Arizona Commerce Authority	LEP	Limited English Proficiency
ACRC	Arizona Career Readiness Credential	LLSIL	Lower Living Standard Income Level
ADA	Americans with Disabilities Act	LMI	Labor Market Information
ADE	Arizona Department of Education	LVER	Local Veterans Employment Representative
ADES	Ariz. Department of Economic Security	LWDA	Local Workforce Development Area
AEFLA	Adult Education and Family Literacy Act	LWDB	Local Workforce Development Board
AEL	Adult Education and Literacy	-----	-----
AES	Adult Education Services	MOU	Memorandum of Understanding
AJC	Arizona Job Connection	MSFW	Migrant Seasonal Farm Worker
ALA	Arizona Library Association	MSG	Measurable Skill Gain
APS	Arizona Public Service	-----	-----
ARPA	American Rescue Plan Act	NACOG	Northern Arizona Council of Governments
ASE	Adult Secondary Education		National Farmworker Jobs Program
ATWDB	Arizona Tribal Workforce Development Board	NFJP	National Reporting System
AWA	Arizona Workforce Association	NRS	Nineteen Tribal Nations
AZ	Arizona	NTN	Northwest Accreditation Commission
AZ@W	ARIZONA@WORK	NWAC	-----
AZ SBE	Arizona State Board of Education	-----	Office of Economic Opportunity
-----	-----	OEO	On-the-Job Training
		OJT	Office of Management and Budget

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BAC	Business Assistance Center	OMB	One-Stop Operator
BLS	Basic Life Support	OSO	-----
BOS	Board of Supervisors	-----	Program Year
-----	-----	PY	-----
CAP	Client Assistance Program	-----	Regional Economic Development Center
CBDG	Community Development Block Grant	REDC	Reentry Employment Opportunities
CBO	Community-Based Organization	REO	Reemployment Service and Eligibility
CSBG	Community Services Block Grant	RESEA	Assessment
CEDS	Comprehensive Economic Development Strategy	RExO	Reintegration of Ex-Offenders Program
CEO	Chief Elected Official	RFP	Request for Proposal
CCR	College and Career Readiness	RN	Registered Nurse
CFR	Code of Federal Regulations	RSA	Rehabilitation Services Administration
CLEO	Chief Local Elected Official	-----	-----
CNA	Certified Nursing Assistant	SAM	Statistical Adjustment Model
CTE	Career and Technical Education	SBDC	Small Business Development Center
-----	-----	SCSEP	Senior Community Service Employment Program
DES	Department of Economic Security	-----	Sustainable Economic Development Initiative
DOL	U.S. Department of Labor	SEDI	Supplemental Nutrition and Assistance Program
DSS	Disability Support Services	SNAP	Social Security Administration
DVOP	Disabled Veterans Outreach Program	SSA	Social Services Block Grant
DVRE	Division of Vocational Rehabilitation Education	SSBG	Student Support Services
DW	Dislocated Worker	SSS	-----
-----	-----	TAA	Trade Adjustment Assistance
ECoNA	Economic Collaborative of Northern Arizona	TABE	Test of Adult Basic Education
EDA	Economic Development Administration	TANF	Temporary Assistance for Needy Families
EDC	Economic Development Council	-----	Training and Employment Guidance Letter
EDD	Economic Development District	TEGL	-----
EEOC	Equal Employment Opportunity Commission	-----	Unemployment Compensation
EMSI	Economic Modeling Specialists International	UC	U.S. Department of Agriculture
EO	Equal Opportunity	USDA	United States Workforce Association
ES	Employment Services	USWA	-----
ESOL	English for Speakers of Other Languages	-----	Veterans Employment and Training Service
ETPL	Eligible Training Provider List	VETS	Vocational Rehabilitation
EWD	Economic/Workforce Development	-----	Verde Valley Regional Economic Organization
-----	-----	VR	-----
FAFSA	Free Application for Federal Student Aid	VVREO	Workforce Arizona Council
FTSE	Full-time Student Equivalent	-----	Workforce Development Board
-----	-----	WAC	Work Experience
GED©	General Education Diploma	WDB	Workforce Investment Act
-----	-----	WEX	Workforce Innovation and Opportunity Act
HHS	U.S. Dept. of Health and Human Services	WIA	Work Opportunity Tax Credit
HUD	U.S. Dept. of Housing and Urban Development	WIOA	-----
-----	-----	WOTC	Yavapai-Apache Nation
IEL/CE	Integrated English Literacy and Civics Education	YAN	Yavapai College
IEP	Individual Employment Plan	-----	Yavapai College Adult Basic Education
IET	Integrated Education and Training	-----	Yavapai County Workforce Development Board

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IFA ISS ITA	Intergovernmental Funding Agreement Individual Service Strategy Individual Training Account	YC YC ABE YCWDB YPIT YVAC	Yavapai-Prescott Indian Tribe Yavapai Veterans Advisory Council
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Appendix VII. In-Demand Industries and Occupations for Yavapai County

Yavapai Workforce Two-Digit Industry Rankings

Overall ¹	Industry ²		Employment Level (2023 Q3)		Historical Employment Annual Percent Change (2020 Q3 – 2023 Q3)		Projected Employment Numeric Change (2023-2025)		Projected Employment Annual Percent Change (2023-2025)		Average Weekly Wage (2023 Q3)		Historical Average Weekly Wage Percent Change (2020 Q3 - 2023 Q3)		Employment Location Quotient (2023 Q3)	Wage Location Quotient (2023 Q3)	Employment and Wage LQ
			Estimate	Rank	Estimate	Rank	Estimate	Rank	Estimate	Rank	Estimate	Rank	Estimate	Rank	Estimate	Estimate	Rank ³
1	Mining, quarrying, and oil and gas extraction	21	1,265	9	4.5%	7	71	6	2.8%	4	\$1,720	1	9.5%	2	4.9	1.1	4
2	Administrative and waste services	56	3,608	4	16.5%	1	350	3	4.2%	2	\$870	13	5.9%	5	0.9	1.2	5
3	Manufacturing	31	3,637	3	0.7%	14	399	2	5.0%	1	\$1,204	5	5.8%	6	0.6	1.2	8
4	Management of companies and enterprises	55	331	14	11.3%	2	28	8	3.6%	3	\$1,659	2	14.4%	1	0.3	0.9	13
5	Health care and social assistance	62	10,047	1	0.3%	15	611	1	2.6%	5	\$1,081	7	4.1%	11	1.1	1.3	3
6	Construction	23	5,762	2	2.4%	11	237	4	1.9%	7	\$1,075	8	5.7%	7	1.6	1.1	5
7	Other services, except public administration	81	2,108	6	3.9%	8	67	7	1.1%	9	\$810	15	5.3%	8	1.1	1.2	4
8	Educational services	61	1,853	7	1.7%	12	132	5	1.2%	8	\$900	12	1.4%	13	1.4	1.0	6
9	Transportation and warehousing	48	1,235	10	1.2%	13	11	9	0.4%	11	\$974	10	6.6%	3	0.4	1.2	8
10	Wholesale trade	42	1,818	8	5.3%	4	-24	16	-0.6%	16	\$1,283	4	4.2%	10	0.7	1.0	9
11	Professional and technical services	54	2,122	5	3.0%	10	8	12	0.2%	14	\$1,185	6	4.5%	9	0.5	0.8	12
12	Video, audio and print publication	58	476	13	10.4%	3	3	14	0.3%	13	\$1,061	9	6.3%	4	0.4	0.7	14
13	Finance and insurance	52	1,125	12	3.3%	9	10	11	0.4%	12	\$1,337	3	2.0%	12	0.4	0.9	13
14	Utilities	22	218	15	4.5%	6	11	9	2.1%	6	\$939	11	1.3%	14	0.9	0.6	12

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15	Real estate and rental and leasing	53	1,227	11	4.8%	5	-13	15	-0.5%	15	\$817	14	-0.2%	15	1.2	0.9	8
16	Information Technology	59	3	16	-54.1%	16	5	13	0.8%	10	\$756	16	-28.9%	16	0.0	0.4	16
-	Agriculture, forestry, fishing and hunting	11	457	-	2.6%	-	-20	-	-0.9%	-	\$659	-	1.8%	-	0.8	1.1	-
-	Retail trade	44	9,838	-	1.1%	-	58	-	0.3%	-	\$722	-	4.3%	-	1.5	1.3	-
-	Arts, entertainment, and recreation	71	788	-	2.1%	-	-43	-	-1.7%	-	\$543	-	6.2%	-	0.7	0.9	-
-	Accommodation and food services	72	9,471	-	5.8%	-	183	-	0.9%	-	\$572	-	4.5%	-	1.5	1.5	-

¹ Industries with wages in the bottom 25 percentile were excluded from the ranking.

² 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. The Video, Audio and Print Publication industry includes the NAICS 51 Information industry less the NAICS industry codes included in Information Technology.

³ The employment and wage location quotient rankings were combined into one ranking to avoid over-weighting

Yavapai Workforce Area Occupation Rankings

Rating by Education Level	Occupation		Average Annual Wage (2022)		Employment (2023 Q2)		Projected Employment Annual Percent Change (2023-2025)		Annual Projected Openings (2023-2025)		Education Level ¹
	SOC Code	Title	Estimate	Rank	Estimate	Rank	Estimate	Rank	Estimate	Rank	
5	29-1123	Physical Therapists	\$97,514	6	165	80	3.6%	10	12	57	Doctoral or professional degree
5	29-1171	Nurse Practitioners	\$129,662	3	144	90	7.7%	2	20	41	Master's degree
5	13-1199	Business Operations Specialists, All Other	\$79,549	14	190	71	4.1%	7	24	38	Bachelor's degree
5	17-2112	Industrial Engineers	\$85,847	11	62	153	7.8%	2	9	74	Bachelor's degree

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5	29-1141	Registered Nurses	\$89,658	10	1,579	5	2.3%	24	124	9	Bachelor's degree
5	13-1111	Management Analysts	\$91,777	8	233	60	2.1%	27	24	38	Bachelor's degree
5	17-2141	Mechanical Engineers	\$92,967	7	58	159	11.4%	1	11	63	Bachelor's degree
5	29-1292	Dental Hygienists	\$86,892	11	144	90	4.7%	5	17	46	Associate degree
5	31-9092	Medical Assistants	\$38,588	72	516	27	4.4%	6	93	11	Postsecondary non-degree award
5	53-2012	Commercial Pilots	\$66,749	21	50	174	6.8%	3	10	67	Postsecondary non-degree award
5	51-9111	Packaging and Filling Machine Operators and Tenders	\$34,546	86	63	151	16.2%	1	19	44	High school diploma or equivalent
5	43-6013	Medical Secretaries and Administrative Assistants	\$38,727	71	402	33	3.7%	10	58	18	High school diploma or equivalent
5	49-9071	Maintenance and Repair Workers, General	\$40,573	66	1,034	12	1.6%	36	110	10	High school diploma or equivalent
5	47-4051	Highway Maintenance Workers	\$42,705	60	94	116	3.1%	14	11	63	High school diploma or equivalent
5	51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	\$47,048	47	177	75	3.1%	15	27	33	High school diploma or equivalent
5	47-2073	Operating Engineers and Other Construction Equipment Operators	\$49,046	43	554	24	2.6%	18	61	17	High school diploma or equivalent

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5	49-9041	Industrial Machinery Mechanics	\$50,468	40	78	133	3.2%	14	9	74	High school diploma or equivalent
5	47-2152	Plumbers, Pipefitters, and Steamfitters	\$50,783	39	342	41	1.6%	36	35	28	High school diploma or equivalent
5	47-2031	Carpenters	\$53,453	35	556	23	1.6%	35	55	18	High school diploma or equivalent
5	47-2111	Electricians	\$53,542	34	369	39	1.6%	34	38	25	High school diploma or equivalent
5	51-4041	Machinists	\$57,361	28	153	85	1.6%	34	17	46	High school diploma or equivalent
5	49-3042	Mobile Heavy Equipment Mechanics, Except Engines	\$60,971	25	362	40	3.0%	16	41	24	High school diploma or equivalent
5	41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	\$72,596	18	453	31	1.0%	57	44	22	High school diploma or equivalent
5	37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	\$33,346	90	909	17	2.1%	28	147	6	No formal educational credential
5	53-7062	Laborers and Freight, Stock, and Material Movers, Hand	\$34,806	83	1,018	13	1.3%	44	146	7	No formal educational credential

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5	35-2014	Cooks, Restaurant	\$36,717	78	972	15	2.2%	26	171	4	No formal educational credential
5	37-3011	Landscaping and Groundskeeping Workers	\$36,785	77	948	16	2.5%	20	148	6	No formal educational credential
5	47-2061	Construction Laborers	\$40,909	65	1,151	10	2.5%	19	131	8	No formal educational credential
5	47-2141	Painters, Construction and Maintenance	\$44,605	55	318	44	1.3%	45	29	33	No formal educational credential
5	35-3011	Bartenders	\$45,374	53	514	28	0.6%	72	91	12	No formal educational credential
4	29-1216	General Internal Medicine Physicians	\$240,938	1	70	144	3.5%	11	4	97	Doctoral or professional degree
4	29-1122	Occupational Therapists	\$90,390	9	86	121	4.0%	9	8	78	Master's degree
4	29-1071	Physician Assistants	\$127,127	3	56	164	6.9%	3	8	78	Master's degree
4	25-2021	Elementary School Teachers, Except Special Education	\$46,488	49	602	20	1.2%	47	48	21	Bachelor's degree
4	27-2022	Coaches and Scouts	\$50,816	38	92	118	2.2%	26	13	55	Bachelor's degree
4	25-2031	Secondary School Teachers, Except Special and Career/Technical Education	\$52,112	37	397	35	1.4%	41	31	30	Bachelor's degree

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4	13-1161	Market Research Analysts and Marketing Specialists	\$64,025	22	300	45	2.5%	21	36	27	Bachelor's degree
4	13-2011	Accountants and Auditors	\$74,908	17	539	25	1.7%	32	51	20	Bachelor's degree
4	15-1244	Network and Computer Systems Administrators	\$85,127	13	59	157	3.3%	11	5	92	Bachelor's degree
4	31-2021	Physical Therapist Assistants	\$68,380	19	57	162	4.3%	7	10	67	Associate degree
4	29-2034	Radiologic Technologists and Technicians	\$74,230	18	179	74	2.5%	21	14	53	Associate degree
4	53-3032	Heavy and Tractor-Trailer Truck Drivers	\$50,513	40	1,221	9	0.9%	60	140	7	Postsecondary non-degree award
4	49-3023	Automotive Service Technicians and Mechanics	\$52,230	36	523	26	1.2%	47	50	20	Postsecondary non-degree award
4	49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	\$53,507	34	271	48	1.5%	40	26	35	Postsecondary non-degree award
4	15-1232	Computer User Support Specialists	\$55,737	30	264	51	2.6%	18	24	38	Some college, no degree
4	43-4081	Hotel, Motel, and Resort Desk Clerks	\$30,187	99	385	37	2.7%	17	73	15	High school diploma or equivalent
4	43-4171	Receptionists and Information Clerks	\$33,979	88	762	19	1.6%	33	115	9	High school diploma or equivalent

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4	53-7065	Stockers and Order Fillers	\$34,219	87	1,389	7	1.2%	49	242	3	High school diploma or equivalent
4	39-9032	Recreation Workers	\$34,628	84	212	65	1.2%	50	46	22	High school diploma or equivalent
4	37-2021	Pest Control Workers	\$38,775	70	106	106	2.3%	24	16	49	High school diploma or equivalent
4	43-4181	Reservation and Transportation Ticket Agents and Travel Clerks	\$38,890	70	58	159	5.0%	4	10	67	High school diploma or equivalent
4	29-2052	Pharmacy Technicians	\$41,895	63	243	57	1.2%	48	25	37	High school diploma or equivalent
4	43-3021	Billing and Posting Clerks	\$42,012	63	216	64	2.3%	25	27	33	High school diploma or equivalent
4	43-9061	Office Clerks, General	\$42,414	61	1,425	6	0.9%	59	185	3	High school diploma or equivalent
4	49-9099	Installation, Maintenance, and Repair Workers, All Other	\$46,292	50	75	139	2.0%	30	9	74	High school diploma or equivalent
4	43-5061	Production, Planning, and Expediting Clerks	\$53,729	33	232	61	1.3%	43	26	35	High school diploma or equivalent
4	41-3021	Insurance Sales Agents	\$54,104	32	257	53	1.2%	51	24	38	High school diploma or equivalent
4	33-3051	Police and Sheriff's Patrol Officers	\$61,754	24	392	36	0.3%	78	31	30	High school diploma or equivalent

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4	41-9022	Real Estate Sales Agents	\$76,234	16	500	29	0.3%	76	44	22	High school diploma or equivalent
4	37-2012	Maids and Housekeeping Cleaners	\$31,305	95	1,011	14	2.0%	29	167	5	No formal educational credential
4	41-2031	Retail Salespersons	\$34,719	84	2,597	1	0.2%	79	383	2	No formal educational credential
4	35-2012	Cooks, Institution and Cafeteria	\$34,935	82	240	58	1.0%	54	38	25	No formal educational credential
4	47-2181	Roofers	\$44,230	56	186	72	1.1%	53	17	46	No formal educational credential
4	47-2051	Cement Masons and Concrete Finishers	\$48,056	46	206	66	0.7%	67	17	46	No formal educational credential
4	47-2081	Drywall and Ceiling Tile Installers	\$48,398	43	134	94	1.1%	53	12	57	No formal educational credential
4	43-5052	Postal Service Mail Carriers	\$54,076	32	137	93	1.8%	30	13	55	No formal educational credential
3	29-1131	Veterinarians	\$130,527	2	80	128	2.5%	21	5	92	Doctoral or professional degree
3	29-1229	Physicians, All Other	\$226,010	1	76	136	3.2%	13	4	97	Doctoral or professional degree
3	21-1023	Mental Health and Substance Abuse Social Workers	\$45,004	54	101	110	2.9%	16	11	63	Master's degree
3	29-1127	Speech-Language Pathologists	\$90,629	9	76	136	3.2%	13	6	87	Master's degree

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3	13-1121	Meeting, Convention, and Event Planners	\$45,441	52	54	169	2.7%	17	8	78	Bachelor's degree
3	25-2022	Middle School Teachers, Except Special and Career/Technical Education	\$48,355	44	251	54	1.6%	37	20	41	Bachelor's degree
3	13-1041	Compliance Officers	\$55,987	29	169	79	1.5%	39	15	51	Bachelor's degree
3	13-1071	Human Resources Specialists	\$59,814	25	322	43	1.7%	31	33	29	Bachelor's degree
3	17-2051	Civil Engineers	\$85,619	12	76	136	1.3%	41	6	87	Bachelor's degree
3	15-1299	Computer Occupations, All Other	\$93,460	7	60	156	3.3%	12	6	87	Bachelor's degree
3	29-1126	Respiratory Therapists	\$67,847	20	72	141	2.1%	28	6	87	Associate degree
3	31-9091	Dental Assistants	\$41,428	64	279	47	4.0%	8	52	19	Postsecondary non-degree award
3	29-2061	Licensed Practical and Licensed Vocational Nurses	\$64,500	21	196	68	1.5%	38	18	44	Postsecondary non-degree award
3	53-3031	Driver/Sales Workers	\$36,120	80	244	56	1.0%	56	27	33	High school diploma or equivalent
3	33-9032	Security Guards	\$36,784	78	266	50	0.2%	79	36	27	High school diploma or equivalent
3	43-4051	Customer Service Representatives	\$36,852	76	1,228	8	0.4%	74	171	4	High school diploma or equivalent

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3	21-1093	Social and Human Service Assistants	\$37,306	76	170	77	1.5%	40	20	41	High school diploma or equivalent
3	51-4072	Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	\$40,219	66	155	83	1.3%	43	16	49	High school diploma or equivalent
3	53-3033	Light Truck Drivers	\$42,472	60	566	22	0.5%	73	63	17	High school diploma or equivalent
3	39-9031	Exercise Trainers and Group Fitness Instructors	\$44,495	56	138	92	0.7%	67	26	35	High school diploma or equivalent
3	51-9124	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	\$48,109	45	63	151	2.4%	23	8	78	High school diploma or equivalent
3	51-8031	Water and Wastewater Treatment Plant and System Operators	\$49,523	41	130	96	0.8%	64	14	53	High school diploma or equivalent
3	49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	\$50,386	41	149	89	0.7%	70	14	53	High school diploma or equivalent
3	51-4121	Welders, Cutters, Solderers, and Brazers	\$55,682	30	153	85	1.0%	57	16	49	High school diploma or equivalent
3	47-4011	Construction and Building Inspectors	\$58,328	27	78	133	0.6%	70	9	74	High school diploma or equivalent

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3	35-1011	Chefs and Head Cooks	\$61,793	24	78	133	0.6%	70	9	74	High school diploma or equivalent
3	41-2011	Cashiers	\$30,536	98	2,197	3	0.3%	78	432	1	No formal educational credential
3	35-3023	Fast Food and Counter Workers	\$30,932	97	2,208	2	0.3%	76	512	1	No formal educational credential
3	53-7061	Cleaners of Vehicles and Equipment	\$31,217	97	193	70	2.3%	25	30	32	No formal educational credential
3	45-2093	Farmworkers, Farm, Ranch, and Aquacultural Animals	\$34,137	87	184	73	0.0%	80	26	35	No formal educational credential
3	35-9011	Dining Room and Cafeteria Attendants and Bartender Helpers	\$34,431	86	398	34	1.0%	56	78	14	No formal educational credential
3	35-3041	Food Servers, Nonrestaurant	\$34,825	83	175	76	0.9%	62	30	32	No formal educational credential
3	53-7051	Industrial Truck and Tractor Operators	\$38,917	69	100	111	1.5%	39	12	57	No formal educational credential
3	35-3031	Waiters and Waitresses	\$46,229	51	1,857	4	0.0%	80	384	2	No formal educational credential
2	23-1011	Lawyers	\$111,038	4	221	63	1.1%	52	11	63	Doctoral or professional degree
2	25-4022	Librarians and Media Collections Specialists	\$48,369	44	98	112	2.0%	29	12	57	Master's degree

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2	21-1022	Healthcare Social Workers	\$54,997	31	80	128	2.5%	21	9	74	Master's degree
2	21-1021	Child, Family, and School Social Workers	\$45,408	52	119	103	0.8%	63	10	67	Bachelor's degree
2	27-1024	Graphic Designers	\$54,071	33	80	128	1.2%	46	7	83	Bachelor's degree
2	41-3031	Securities, Commodities, and Financial Services Sales Agents	\$67,085	20	119	103	1.7%	32	12	57	Bachelor's degree
2	25-1194	Career/Technical Education Teachers, Postsecondary	\$79,208	15	86	121	0.6%	72	7	83	Bachelor's degree
2	13-1151	Training and Development Specialists	\$87,966	10	133	95	0.7%	66	12	57	Bachelor's degree
2	15-1211	Computer Systems Analysts	\$103,518	5	97	113	1.0%	55	7	83	Bachelor's degree
2	29-2056	Veterinary Technologists and Technicians	\$37,713	75	157	82	1.3%	44	17	46	Associate degree
2	17-3011	Architectural and Civil Drafters	\$58,006	28	58	159	0.0%	80	5	92	Associate degree
2	29-2053	Psychiatric Technicians	\$34,592	85	245	55	3.8%	9	31	30	Postsecondary non-degree award
2	31-1131	Nursing Assistants	\$38,309	74	576	21	1.3%	42	91	12	Postsecondary non-degree award
2	31-9011	Massage Therapists	\$51,234	37	102	109	4.3%	6	18	44	Postsecondary non-degree award

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2	43-3031	Bookkeeping, Accounting, and Auditing Clerks	\$45,365	53	865	18	1.0%	55	109	11	Some college, no degree
2	31-2022	Physical Therapist Aides	\$31,529	95	56	164	4.4%	5	10	67	High school diploma or equivalent
2	39-9041	Residential Advisors	\$31,761	94	68	146	0.7%	66	12	57	High school diploma or equivalent
2	39-9011	Childcare Workers	\$32,263	93	232	61	0.0%	80	39	25	High school diploma or equivalent
2	53-3052	Bus Drivers, Transit and Intercity	\$32,820	91	81	127	1.2%	48	11	63	High school diploma or equivalent
2	39-2021	Animal Caretakers	\$33,819	89	260	52	1.1%	51	50	20	High school diploma or equivalent
2	43-5071	Shipping, Receiving, and Inventory Clerks	\$38,544	72	338	42	0.0%	80	34	29	High school diploma or equivalent
2	25-3021	Self-Enrichment Teachers	\$39,715	68	87	120	1.1%	52	12	57	High school diploma or equivalent
2	43-4061	Eligibility Interviewers, Government Programs	\$39,729	68	59	157	2.5%	20	7	83	High school diploma or equivalent
2	43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	\$39,792	67	1,053	11	-0.1%	89	115	9	High school diploma or equivalent

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2	47-2211	Sheet Metal Workers	\$41,053	64	65	149	0.0%	80	6	87	High school diploma or equivalent
2	47-2121	Glaziers	\$46,189	51	54	169	0.9%	60	5	92	High school diploma or equivalent
2	43-5031	Public Safety Telecommunicators	\$46,701	48	53	172	0.9%	59	5	92	High school diploma or equivalent
2	51-9023	Mixing and Blending Machine Setters, Operators, and Tenders	\$47,056	47	56	164	0.0%	80	6	87	High school diploma or equivalent
2	13-1031	Claims Adjusters, Examiners, and Investigators	\$80,555	14	71	143	0.7%	68	5	92	High school diploma or equivalent
2	51-6011	Laundry and Dry-Cleaning Workers	\$30,452	99	94	116	1.6%	36	16	49	No formal educational credential
2	35-9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	\$31,995	94	296	46	0.5%	74	76	14	No formal educational credential
2	35-2021	Food Preparation Workers	\$32,676	93	440	32	0.3%	75	81	13	No formal educational credential
2	53-6031	Automotive and Watercraft Service Attendants	\$32,774	92	70	144	0.7%	68	10	67	No formal educational credential
2	45-2092	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	\$35,298	81	495	30	-1.1%	95	66	16	No formal educational credential

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2	41-2022	Parts Salespersons	\$43,927	57	104	107	-0.5%	91	12	57	No formal educational credential
2	47-2044	Tile and Stone Setters	\$44,794	55	65	149	0.8%	64	5	92	No formal educational credential
1	25-1081	Education Teachers, Postsecondary	\$74,824	17	79	131	1.3%	45	7	83	Doctoral or professional degree
1	29-1051	Pharmacists	\$131,207	2	170	77	0.9%	61	8	78	Doctoral or professional degree
1	21-1012	Educational, Guidance, and Career Counselors and Advisors	\$49,386	42	122	100	1.6%	33	11	63	Master's degree
1	25-9031	Instructional Coordinators	\$55,844	29	104	107	1.0%	58	10	67	Master's degree
1	27-3041	Editors	\$59,137	26	52	173	-1.9%	98	4	97	Bachelor's degree
1	27-3031	Public Relations Specialists	\$59,473	26	119	103	0.8%	63	10	67	Bachelor's degree
1	13-1051	Cost Estimators	\$78,768	16	120	101	-0.4%	90	10	67	Bachelor's degree
1	13-2072	Loan Officers	\$85,322	13	83	124	0.0%	80	6	87	Bachelor's degree
1	15-1241	Computer Network Architects	\$102,095	6	54	169	0.0%	80	3	99	Bachelor's degree
1	13-2052	Personal Financial Advisors	\$103,988	5	128	97	-0.4%	90	8	78	Bachelor's degree

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1	25-2011	Preschool Teachers, Except Special Education	\$33,925	89	198	67	-0.3%	89	21	40	Associate degree
1	23-2011	Paralegals and Legal Assistants	\$50,587	39	127	99	0.4%	75	13	55	Associate degree
1	33-2011	Firefighters	\$46,324	49	194	69	0.3%	77	15	51	Postsecondary non-degree award
1	49-3011	Aircraft Mechanics and Service Technicians	\$53,026	36	57	162	0.9%	61	4	97	Postsecondary non-degree award
1	49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	\$62,119	23	79	131	0.6%	71	8	78	Postsecondary non-degree award
1	25-3041	Tutors	\$46,808	48	82	125	1.2%	49	15	51	Some college, no degree
1	27-1026	Merchandise Displayers and Window Trimmers	\$35,026	82	96	114	-0.5%	92	10	67	High school diploma or equivalent
1	49-3093	Tire Repairers and Changers	\$35,756	80	120	101	-0.4%	90	12	57	High school diploma or equivalent
1	43-9021	Data Entry Keyers	\$37,606	75	55	168	-1.8%	98	5	92	High school diploma or equivalent
1	43-3071	Tellers	\$37,819	74	235	59	-0.9%	94	21	40	High school diploma or equivalent
1	51-5112	Printing Press Operators	\$38,542	73	66	147	-3.9%	100	5	92	High school diploma or equivalent

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1	51-7011	Cabinetmakers and Bench Carpenters	\$38,657	71	85	123	-1.8%	97	6	87	High school diploma or equivalent
1	43-4111	Interviewers, Except Eligibility and Loan	\$39,878	67	158	81	0.0%	80	18	44	High school diploma or equivalent
1	51-9161	Computer Numerically Controlled Tool Operators	\$42,127	62	82	125	-3.7%	99	3	99	High school diploma or equivalent
1	51-9032	Cutting and Slicing Machine Setters, Operators, and Tenders	\$42,887	59	66	147	-0.8%	94	7	83	High school diploma or equivalent
1	43-5032	Dispatchers, Except Police, Fire, and Ambulance	\$43,052	59	152	88	0.0%	80	14	53	High school diploma or equivalent
1	43-3051	Payroll and Timekeeping Clerks	\$43,852	58	96	114	-2.1%	99	7	83	High school diploma or equivalent
1	43-4031	Court, Municipal, and License Clerks	\$44,154	57	92	118	0.0%	80	9	74	High school diploma or equivalent
1	13-2082	Tax Preparers	\$48,120	45	62	153	0.8%	64	8	78	High school diploma or equivalent
1	43-6011	Executive Secretaries and Executive Administrative Assistants	\$63,247	22	128	97	-1.6%	96	11	63	High school diploma or equivalent

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1	39-3091	Amusement and Recreation Attendants	\$29,091	100	153	85	-1.6%	97	40	24	No formal educational credential
1	35-9021	Dishwashers	\$30,876	98	372	38	0.1%	80	65	16	No formal educational credential
1	35-2011	Cooks, Fast Food	\$31,247	96	268	49	-1.1%	95	37	26	No formal educational credential
1	51-3011	Bakers	\$33,342	91	74	140	0.7%	69	12	57	No formal educational credential
1	53-7081	Refuse and Recyclable Material Collectors	\$33,683	90	72	141	-0.7%	93	10	67	No formal educational credential
1	51-3021	Butchers and Meat Cutters	\$36,374	79	61	155	0.0%	80	7	83	No formal educational credential
1	53-7064	Packers and Packagers, Hand	\$36,561	79	154	84	-0.7%	93	20	41	No formal educational credential
1	41-9011	Demonstrators and Product Promoters	\$42,249	61	56	164	0.0%	80	10	67	No formal educational credential

¹ Education categories represent the typical education needed for entry for a given occupation. Education categories are assigned by the United States Bureau of Labor Statistics.

Source: Office of Economic Opportunity

Appendix VIII. WIOA 3 (24) language

As described in WIOA 3 (24), the term “individual with a barrier to employment” means a member of one or more of the following populations:

- Displaced homemakers
- Low-income individuals
- Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166
- Individuals with disabilities, including youth who are individuals with disabilities
- Older individuals
- Ex-offenders
- Homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6)))
- Homeless children and youths (as defined in section 725(2) of the McKinney- Vento Homeless Assistance Act (42 U.S.C. 11434a (2)))
- Youth who are in or have aged out of the foster care system
- Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers
- Eligible migrant and seasonal farmworkers, as defined in section 167(i) Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.)
- Single parents (including single pregnant women)
- Long-term unemployed individuals
- Such other groups as the Governor determines to have barriers to employment Priority of service is determined, in order, by the following priority groups:
 - A veteran or an eligible spouse of a veteran who:
 - Is currently receiving public assistance, or has received public assistance in the last 6 months,
 - Is low-income, as defined in Section 101.02(A), or
 - Is basic skills deficient, as defined in Section 101.02(B)
 - A non-veteran who:
 - Is currently receiving public assistance, or has received public assistance in the last six months,
 - Is low-income, as defined in Section 102.02(A), or
 - Is basic skills deficient, as defined in Section 102.02(B)
 - A veteran or an eligible spouse of a veteran who is not included in WIOA priority groups identified in 102.01(A)(1) or (A)(2) above
 - A non-veteran who is not included in WIOA priority groups identified in 102.01(A)(1) or (A)(2) above