ARIZONA STATE PLAN
MODIFICATION
PROGRAM YEARS 2022-2023

CONTENTS

OVERVIEW

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

OPTIONS FOR SUBMITTING A STATE PLAN

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

- the Adult program (Title I of WIOA),

- the Dislocated Worker program (Title I),

- the Youth program (Title I),

- the Adult Education and Family Literacy Act program (Title II), and

- the Wagner-Peyser Act Employment Service program (authorized under the Wagner-Peyser Act, as amended by title III),

- the Vocational Rehabilitation program (authorized under Title I of the Rehabilitation Act of 1973, as amended by Title IV).

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

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (20 U.S.C. 2301 et seq.)

- Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.)

- Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))

- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))

- Trade Adjustment Assistance for Workers programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))

- Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.)

- Unemployment Insurance programs (programs authorized under State unemployment compensation laws in accordance with applicable Federal law)

- Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))

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

- Community Services Block Grant (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) [1]

- Reintegration of Ex-Offenders program (programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))

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

HOW STATE PLAN REQUIREMENTS ARE ORGANIZED

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

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

- The **Operational Planning Elements** section identifies the State's efforts to support the State's strategic vision and goals as identified in the Strategic Planning Elements section. This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination. Operational planning elements include:

  - State Strategy Implementation,

  - State Operating Systems and Policies,

  - Assurances,

  - Program-Specific Requirements for the Core Programs, and

  - Program-Specific Requirements for the Combined State Plan partner programs. (These requirements are available in a separate supplemental document, Supplement to the Workforce Innovation and Opportunity Act (WIOA) Unified and Combined State Plan Requirements. The Departments are not seeking comments on these particular requirements).

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.[2] States must develop strategies that look beyond strategies for the general population and develop approaches that also address the needs of target populations.

Paperwork Reduction Act: The Paperwork Reduction Act of 1995 (PRA) provides that an agency may not conduct, and no person is required to respond to, a collection of information unless it displays a valid OMB control number. Public reporting burden for this information collection is estimated to be 86 hours per state; including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Responding to this collection is required to obtain or retain the Federal grant benefit. In addition, responses to this information collection are public, and the agencies offer no assurances of confidentiality. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor, Office of Workforce Investment, and reference OMB control number 1205-0522. Note: Please do not return the completed plan to this address.

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

I. WIOA STATE PLAN TYPE AND EXECUTIVE SUMMARY

A. WIOA STATE PLAN TYPE

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

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

Combined State Plan. This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs, as well as one or more of the optional Combined State Plan partner programs identified below.

This is a unified plan

COMBINED PLAN PARTNER PROGRAM(S)

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

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (20 U.S.C. 2301 et seq.)

No

Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.)

No

Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))

No

Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))

No

Trade Adjustment Assistance for Workers programs (activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))

No

Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.)

No

Unemployment Insurance programs (programs authorized under State unemployment compensation laws in accordance with applicable Federal law)

No

Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))

No

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

No

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

No

B. PLAN INTRODUCTION OR EXECUTIVE SUMMARY

The Unified or Combined State Plan may include an introduction or executive summary. This element is optional.

Letter from Governor Ducey

Letter from Superintendent Hoffman

Arizona is proud to present its Modified 2020 to 2023 WIOA Unified Workforce Development Plan (Plan), as required by WIOA sec. 102 (29 U.S. Code § 3112).

The WIOA of 2014, Public Law 113-128 (Pub. L. 113–128), superseded the Workforce Investment Act (WIA) of 1998 and provided the opportunity to align "workforce investment, education, and economic development systems in support of a comprehensive, accessible, high–quality workforce development system in the United States."

When developing the Program Year (PY) 2020 - PY 2023 Plan, Arizona's workforce system took this to heart and wrote the plan with ambitions relating to expanding business leadership in the workforce system and increasing systemwide unity across workforce partners. In 2020 however, workforce programs across the country adapted as the COVID-19 Pandemic changed not just the needs of the ARIZONA@WORK clients, but how the ARIZONA@WORK system was able to serve clients. Service providers worked to assist businesses and their employees transition through furloughs as the economy faced tumultuous changes in its employment. While the ARIZONA@WORK system did unite to work together to support Arizona's workforce system, it would be remiss to say that the pandemic did not cause temporary difficulties for service delivery. Several job centers had to temporarily close when COVID-19 outbreaks occurred and worked to support and educate business and job seekers on current, available opportunities for support. Local job centers had to think creatively and provide drive-through and remote services in ways not previously utilized. Partners communicated frequently to ensure the latest available information was being shared. As the coronavirus vaccines are distributed however, and businesses have reopened and expanded, the ARIZONA@WORK system is needed more than ever.

Looking forward, the Workforce Arizona Council (Council), the State's Workforce Development Board, strives to ensure the next two years will advance what the State has learned and developed. The workforce system will continue to support the ARIZONA@WORK's goals and strategies. The Council reviewed the latest available labor market information to ensure the goals and strategies met the needs of the workforce system clients. Leadership for the core WIOA Programs provided suggestions and edits to ensure the strategy implementation was reflective of current priorities and available resources. LWDB staff were consulted to identify best practices and clarify if waivers were needed for the upcoming year. ARIZONA@WORK partners and stakeholders provided comments and feedback during the public comment period, which was integrated into the Plan. The ARIZONA@WORK system is excited to collaborate to continue to serve Arizona's businesses and job seekers as we continue into the final two years of the PY 2020 - PY 2023 Workforce Plan.

II. STRATEGIC ELEMENTS

The Unified or Combined State Plan must include a Strategic Planning Elements section that analyzes the State's current economic environment and identifies the State's overall vision for its workforce development system. The required elements in this section allow the State to

develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs to support economic growth. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.

A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

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

1. ECONOMIC AND WORKFORCE ANALYSIS

A. ECONOMIC ANALYSIS

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

I. EXISTING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

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

II. EMERGING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

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

III. EMPLOYERS' EMPLOYMENT NEEDS

With regard to the industry sectors and occupations identified in (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

Arizona's economy consists of a wide range of industries offering opportunities for individuals seeking employment of all types. Since the end of the Great Recession, employment growth has rebounded in a majority of sectors, and Calendar Year (CY) 2018 personal income levels and state Gross Domestic Product (GDP) have both increased over CY 2017 levels. Other indicators of economic importance also show positive improvements for the Arizona economy:

- Population levels continue to increase across the state as individuals from other states and countries seek increased economic opportunities in Arizona.

- The rate of unemployment among Arizona residents remained consistent throughout Program Year (PY) 2018.

- Labor force participation levels have remained steady throughout PY 2018.

- The Construction industry is growing at a significant, yet sustainable pace.

- Total employment is projected to increase by 2.8 percent from PY 2018 through PY 2019; however, these gains will not be shared equally among all industry supersectors.

- Arizona gained 78,000 nonfarm jobs in PY 2018.

- The State Coincident Index for Arizona, an indicator for measuring economic activity, has increased and exceeded its prior peak in October of 2007.

- Per capita personal income growth in Arizona still lags the national average, but it is growing.

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

1.**In-Demand Industries (including existing and emerging industries)**

An in-demand industry, as defined under the WIOA, is a sector that has a substantial current or potential impact on the state economy and contributes to the growth or stability of other supporting businesses. The Council identified seven in-demand industry sectors to target. These sectors represent a significant source of economic opportunity for both job seekers and employers. Each was selected based on current and projected employment opportunities, favorable wages, and industry competitiveness. During the 2022 work plan update process, the list of industries and occupations identified as "in-demand" was not revised. However, the economic data supporting these industries and occupations were revised to reflect the most current data available at the time.

Industries were identified as "in-demand", in part, based on strong employment and wage growth. From 2017-2020, in-demand industry employment grew by 6.0 percent annually, while Arizona total private sector employment grew by only 3.3 percent. In-demand industry employment growth is projected to outpace Arizona total nonfarm employment growth through 2022, growing 5.7 percent annually. In comparison, Arizona total nonfarm employment is projected to increase by 5.5 percent annually from 2020-2022. In-demand industries have also provided above-state-average wages. The average wage for all industries was $63,180 in 2020 Q4, while the average wage for all in-demand industries combined was $74,776.

Table 1: In-Demand Industries – Average Wage

Industry Title	Average Annual Wage (2020 Q4)	Average Annual Wage LQ*	Annual Wages Percent Change (2017-2020)
Construction	$72,072	1.05	7.5%
Health care and social assistance	$64,324	1.16	6.6%
Professional and technical services	$95,576	0.86	5.0%
Finance and insurance	$94,016	0.83	9.2%
Manufacturing	$87,932	1.21	6.6%
Transportation and warehousing	$51,064	0.99	0.7%
Information Technology	$58,448	0.65	5.7%

Source: Arizona Commerce Authority/Office of Economic Opportunity

* A wage LQ allows for wages within one industry to be compared across different geographic areas. An industry with an above-average wage LQ (where LQ>1.0) is an indication that industry employees within the local area receive higher wages than employees working in the same industry elsewhere.

Table 2: In-Demand Industries – Individuals Employed

Industry Title	Employment (2020 Q4)	Employment LQ (2020 Q4)	Employment Percent Change (2017-2020)	Projected Growth (2020-2022)
Construction	175,666	1.15	5.2%	2.8%
Health care and social assistance	396,852	0.96	2.7%	6.1%
Professional and technical services	163,208	0.82	3.1%	3.9%
Finance and insurance	174,757	1.38	3.2%	3.2%
Manufacturing	177,944	0.70	2.5%	3.1%
Transportation and warehousing	129,910	1.05	14.6%	14.9%
Information Technology	23,991	0.95	10.8%	5.8%

Source: Arizona Commerce Authority/Office of Economic Opportunity

*An employment Location Quotient (LQ) allows for employment within one industry to be compared across different geographic areas. An industry with an above-average LQ (where LQ>1.0) is an indication that there is a higher than average concentration of employees within that industry than employees working in the same industry elsewhere.

Construction

The Construction industry has recorded steady and sustained employment growth following the dramatic declines that occurred during the Great Recession (2007-2009). From 2017-2020, the Construction industry recorded the third-largest employment increase of all the in-demand industries selected, growing by 5.2 percent annually. Both commercial and residential building demand were responsible for the increase in Construction activity. Commercial building was strengthened by the increase in business activity occurring around the state. The total number of Arizona business establishments increased by 13,053 establishments (2.7 percent annually) from 2017 to 2020 and real state GDP increased by 3.0 percent annually over the same period.

Within residential construction, new homes continue to be needed to meet the demands of new residents moving into the state. In 2020, Arizona recorded the second fastest-growing population in the nation, primarily due to domestic and international migration into the state.

Health Care and Social Assistance

Health Care and Social Assistance is one of the largest and most reliable industries in the state. It was the only Arizona industry that continued gaining employment through the Great Recession. Among the in-demand industries, Healthcare and Social Assistance comprises the largest

number of jobs. Ambulatory Health Care Services is the largest subsector within Health Care and Social Assistance and had the highest numeric and percentage growth from 2017 to 2020. Within this time period, Ambulatory Health Care Services grew 20,642 jobs, growing 4.1 percent annually. Other subsector that reported strong growth within this time include: Social Assistance (3,968 jobs; 2.3 percent annual growth), and Hospitals (3,775 jobs; 1.3 annual growth).

In 2020 Q4, Health Care and Social Assistance had the second highest wage location quotient (LQ) among the seven in-demand industries. Health Care and Social Assistance employment is projected to increase by 6.1 percent annually through 2022, the second-fastest growth rate of the in-demand industries.

Professional, Scientific, and Technical Services

The Professional, Scientific, and Technical Services industry provides a wide range of employment opportunities throughout the Arizona economy. Professional, Scientific, and Technical Services was selected as an in-demand industry due to high wages and high-skilled occupations in the industry. Among the seven in-demand industries, Professional, Scientific, and Technical Services had the highest wages in 2020 Q4. The largest subsectors within this industry include: Computer System Design Services (38,339 employees); Management, Scientific, and Technical Consulting Services (28,361 employees); and Architectural and Engineering Services (27,407 employees).

Finance and Insurance

The Finance and Insurance industry has a strong presence within the Arizona economy, comprising 174,757 jobs in 2020. Finance and Insurance recorded the largest employment LQ among the in-demand industries selected. Industries with LQ values above 1.0 are generally defined as export-oriented industries because they supply goods or services to consumers outside of the Arizona economy. Several large finance and insurance companies that serve an international client base have a significant presence within the Arizona economy, and the Finance and Insurance industry is considered an export industry because of this. The Finance and Insurance industry also provided the second-highest wages in 2020 Q4 and recorded the most wage growth from 2017 to 2020 among the in-demand industries.

Manufacturing

Manufacturing in Arizona has made a remarkable recovery after years of decline in the early 2000s. Manufacturing employment peaked at 210,000 jobs in 1998 before steadily declining to 148,000 jobs by 2010. From 2010 to 2020, the Manufacturing industry grew by more than 30,000 jobs or 1.9 percent annually).

Aerospace Product and Parts Manufacturing is the largest sub sector within Manufacturing and was responsible for a large share of employment gains within Manufacturing. From 2017 to 2020, Aerospace Product and Parts Manufacturing gained 3,300 jobs at an annualized growth rate of 4.0 percent. Other sub sectors that recorded strong growth from 2017 to 2020 include: Semiconductor and Electronic Component Manufacturing (3,213 jobs; 4.9 percent annual growth); Medical Equipment and Sales Manufacturing (1,792 jobs; 8.2 percent annual growth); and Pharmaceutical and Medicine Manufacturing (1,048 jobs; 11.1 percent annual growth).

Transportation and Warehousing

The importance of Transportation and Warehousing within the Arizona economy has increased within the past several years. From 2010 to 2020, employment in Transportation and

Warehousing grew 25.9 percent or 64,772 jobs. The increase in popularity of online e-commerce has contributed to the strong employment growth within the Transportation and Warehousing industry. U.S. e-commerce sales represented 13.6 percent of total sales in the first quarter of 2021, which is up from just 4.2 percent of total sales in the first quarter of 2010. As consumers have become more comfortable shopping online, demand for warehousing and shipping employment has increased. Online shopping sales accelerated during the start of the COVID-19 Pandemic, increasing from 11.4 percent of total sales in the first quarter of 2020, and rising to 15.7 percent in the second quarter of 2020.

From 2017 to 2020, Transportation and Warehousing employment grew at an annual rate of 14.6 percent, the largest growth rate among the in-demand industries selected. High growth in Transportation and Warehousing is expected to continue through 2022, with employment projected to increase at an annual rate of 14.9 percent. Other sub sectors that experienced the largest employment growth from 2017-2020 include: Warehousing and Storage (8,467 jobs); Couriers and Express Delivery Services (8,467 jobs); General Merchandise Stores (6,848 jobs) and Building mater and supplies dealers (4,458 jobs).

Information Technology

The Information Technology industry is an emerging field with employment needs that can change from year to year. While Information Technology is not officially defined under the North American Industrial Classification System (NAICS), the employment growth for specific high-tech sub sectors was large enough that a portion of the larger Information Industry was targeted as an in-demand industry. Information Technology employment increased by 10.8 percent annually from 2017-2020, the second- highest employment growth rate of all the in-demand industries. Within Information Technology, employment growth occurred within Software Publishers (3,193 jobs); Satellite Telecommunications (1,032 jobs); Data Processing Services (891 jobs); and Other Telecommunications (631 jobs).

In-Demand Occupations

The Council identified 132 in-demand occupations. The occupations selected were defined as those with above-average wages, strong projected employment growth, medium to high skill requirements, and large projected vacancy needs. In-demand occupations identify career opportunities within all in-demand industries and across various education levels.

In 2020, there were 1,271,848 individuals employed within in-demand occupations, roughly 44.9 percent of Arizona's total private employment. From 2020 to 2022, employment in in-demand occupations is projected to grow 4.7 percent annually. The in-demand occupations also provide above-average wages for employees. In 2020, the average wage for in-demand occupations was $69,162, while average wages for all industries was $53,396.

In-demand occupations are well distributed throughout the seven in-demand industries. Table 4 shows the total number of in-demand occupations within each of the seven selected in-demand industries. Health Care and Social Assistance has 51 occupations that were identified as in-demand, the most of all the in-demand industries. Information Technology, the smallest of the seven in-demand industries, has only 22 occupations listed as in-demand.

Providing opportunities for job seekers across all education levels was considered when selecting in-demand occupations. Table 5 categorizes in-demand occupations by minimum education requirements. 48 occupations require at least a high school diploma; the most common educational requirement among these 132 occupations. Six occupations require a master's degree, which is the least common educational requirement among these 132

occupations. The complete list of 132 occupations selected by the Council is available in Appendix 2.

Table 3: In-Demand Occupations – Employment & Wages

# of Occupations	Average Wage	Total Employment	Share of 2020 Total Employment	Projected Growth Rate
132	$69,162	1,271,848	44.9%	4.7%

Source: Arizona Commerce Authority/Office of Economic Opportunity

Table 4: In-Demand Occupations – Count of Occupations within Industries

Industry	Count of Total In-Demand Occupations
Construction	46
Finance and Insurance	30
Health care and social assistance	51
Information Technology	22
Manufacturing	59
Professional and technical services	49
Transportation and warehousing	24

Source: Arizona Commerce Authority/Office of Economic Opportunity

Table 5: In-Demand Occupations – Count of Occupations by Education Requirement

Education Requirement	Count of In-Demand Occupations
Less than high school	20
High school diploma	48
Postsecondary non-degree award	9
Associate's degree	15
Bachelor's degree	26
Master's degree	6
Doctoral or professional degree	8

Source: Arizona Commerce Authority/Office of Economic Opportunity

2. Employers' Employment Needs

Identifying future employment demands can ensure that individuals are investing time and energy into the right skill sets to meet the needs of employers. Table 6 identifies the most common knowledge, skills, and abilities required for employment within Arizona In-Demand occupations[10]. Fundamental communication skills including writing, listening, and speaking were required in numerous In-Demand occupations and are critical skills for

job seekers to focus on improving.   Hard skills such as mechanical, mathematics, and computers and electronics are also valuable skills for job seekers to learn.

Table 6: In-Demand Occupations Top Required Knowledge, Skills and Abilities

Knowledge	Skills	Abilities
Customer and Personal Service	Reading Comprehension	Oral Comprehension
English Language	Active Listening	Oral Expression
Mechanical	Critical Thinking	Near Vision
Mathematics	Speaking	Problem Sensitivity
Computers and Electronics	Operation and Control	Written Comprehension

Source: Produced by the Arizona Office of Economic Opportunity in cooperation with the U.S. Department of Labor, Bureau of Labor Statistics

Certifications and licenses are often occupation specific. They can be found for all occupations, including Arizona's In-Demand occupations, on the CareerOneStop website.

For Certifications go to the 'Find Certifications' tool:https://www.careeronestop.org/Toolkit/Training/find-certifications.aspx

For Licenses go to the 'Find Certifications' tool: https://www.careeronestop.org/Toolkit/Training/find-licenses.aspx

As ARIZONA@WORK pursues its strategies to develop a career pathway model and support transferrable skills, more research and information on In-Demand credentials and licenses will be developed.

[1] For example, the industries identified by the Nineteen Tribal Nations workforce board in their 2018 Modified Workforce Plan were reviewed during the development of this list. For a complete list of any local board's identified In-Demand Industries, please see their four-year local workforce plan.

[2] The Office of Economic Opportunity provides custom labor market analysis by workforce area that can be accessed on their website. The local workforce boards will identify In-Demand Industries and Occupations in their local workforce area using the latest available labor market data and workforce trends.

[3] U.S. Bureau of Economic Analysis Percent Change in Real Gross Domestic Product (GDP) by State and Region

[4] U.S. Dept. of Commerce Census Bureau American Community Survey Population program

[5] U.S. Dept. of Labor Bureau of Labor Statistics Quarterly Census of Employment and Wage program

[6] U.S. Dept. of Labor Bureau of Labor Statistics Current Employment Statistics program

[7] U.S. Dept. of Labor Bureau of Labor Statistics Quarterly Census of Employment and Wage program

[8] U.S. Dept. of Commerce Census Bureau Quarterly Retail E-Commerce Sales report

[9] Many individual, In-Demand Occupations are present within multiple industries.

[10] In-demand occupations are defined in the Economic Analysis section of the state plan

B. WORKFORCE ANALYSIS

The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA[4]. This population must include individuals with disabilities among other groups[5] in the State and across regions identified by the State. This includes—

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

[5] Veterans, unemployed workers, and youth, and others that the State may identify.

I. EMPLOYMENT AND UNEMPLOYMENT

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

II. LABOR MARKET TRENDS

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

III. EDUCATION AND SKILL LEVELS OF THE WORKFORCE

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

IV. SKILL GAPS

Describe apparent 'skill gaps'.

i. **Employment and Unemployment**

Population

Population growth in Arizona increased by 1.5 percent (105,567 individuals) in Census Year (CY) 2020. Roughly 12 percent of this growth is attributed to natural change (more births than deaths), while the remaining 89 percent of this growth is attributed to net migration (more individuals moving into Arizona than leaving). 92 percent of net migration is from domestic migration, while the remaining eight percent is from international migration.

Figure 1

Arizona's Population Growth and Growth Rates, 2006-2022
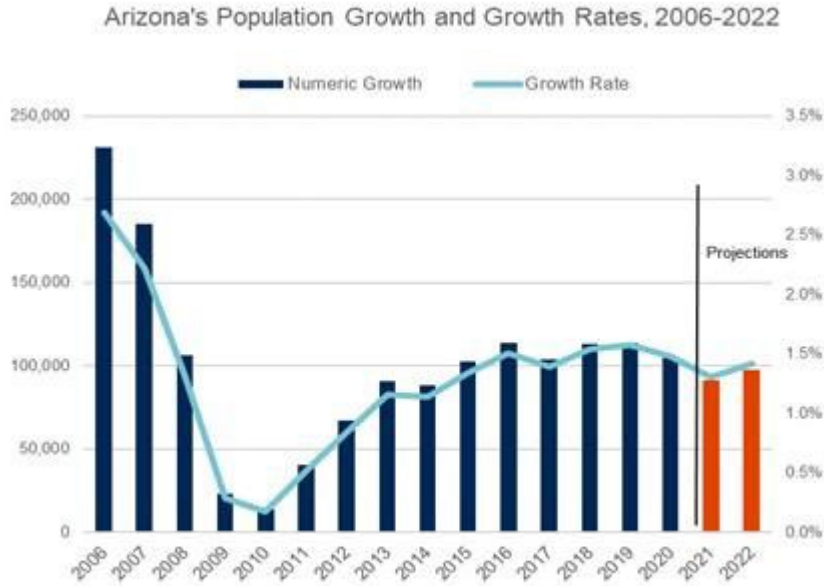
Source: Office of Economic Opportunity Population Estimates

Source: Prepared by OEO in cooperation with the U.S. Census Bureau using 2010 Census data

Arizona's population growth rate has exceeded 1.0 percent every year since CY 2013 (see figure 1). CY 2009 and CY 2010 had particularly low population growth rates due to the impacts of the Great Recession. Employment levels in Arizona declined during these years. Given that employment opportunity is a major driver of population increases, net migration also declined during this time period. As the state recovered, net migration began to increase. This population growth can fuel additional economic growth through the infusion of new consumers demanding goods and services.

Unemployment

With the onset of the COVID-19 Pandemic, which caused an economic downturn starting in February 2020unemployment trends began to shift rapidly. In April 2020, the Arizona unemployment rate hit a historical high of 14.2 percent. During that same period, the national unemployment rate also hit a historical high of 14.8 percent. Since peaking in April 2020, the Arizona and the U.S. unemployment rates have fallen substantially. In June 2021, the Arizona unemployment rate had dropped to 6.8 percent, while the U.S. unemployment rate declined to 5.9 percent. Throughout 2021, the Arizona unemployment rate has remained above the U.S. unemployment rate, which is consistent with historical trends. Prior to the pandemic (April 2008 to March 2020), the Arizona unemployment rate has consistently trended above the U.S. unemployment rate.

The higher unemployment rate in Arizona can be explained, in part, by the increase in population and labor force levels within the state. From 2008 to 2020, the civilian noninstitutional population increased by 14.5 percent in Arizona. Within the same time period, the civilian noninstitutional population in the United States grew by only 8.9 percent. Consequently, a population increase in Arizona led to an increase in labor force levels, which grew by 15.3 percent from 2008 to 2020. Strong population growth has continued throughout the pandemic, contributing to strong labor force growth over the past twelve months.

Figure 2

Arizona & U.S. Unemployment Rate
Seasonally Adjusted
— U.S.   — AZ

6.8%
5.9%
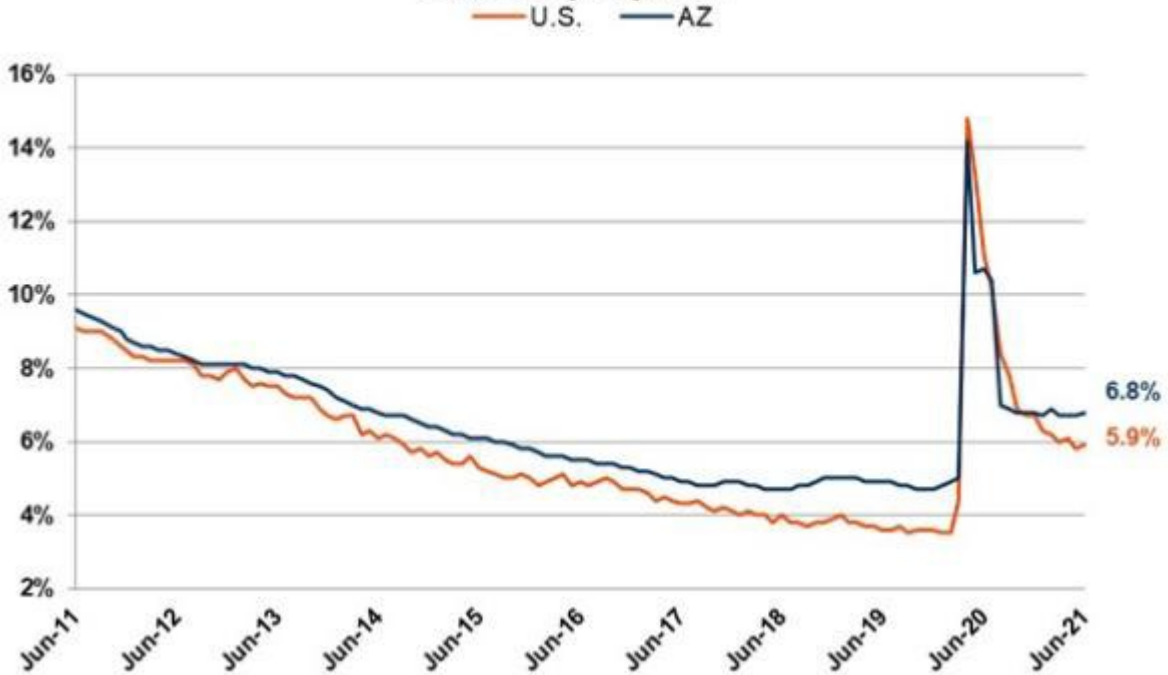
From 2010 through 2016, Arizona's unemployment rate has consistently trended downward to historic lows (see Figure 2). During the later years of the recovery from the Great Recession (2017 through 2019), the Arizona unemployment rate began to flatten out or increase slightly. This change in trend was because of the significant increase in labor force levels during this same period. Arizona labor force growth was among the fastest of all states during this period as individuals entered into the workforce seeking employment opportunities.

The rate of unemployment can vary based on different demographic characteristics. Table 6 displays 2020 unemployment rates by age group for Arizona and the United States. In the United States, the unemployment rates for individuals 35 to 44, and 45 to 54 years old were tied as the lowest of the age groups. The unemployment rates in Arizona were lowest among the 35 to 44 age group. In both the United States and Arizona, unemployment rates were highest for individuals 16-19 years old. Historically, younger age groups have had higher unemployment rates when compared to older age groups. This gap in unemployment rates could be because of the difference in the amount of work experience and skills acquired by the two age groups, with individuals in younger age categories typically having less of each than individuals in older age categories.

Prior to the pandemic, Arizona's unemployment level was on the decline. From December 2009 to December 2019, unemployment levels in Arizona declined by 160,674 individuals. The decline in the Arizona unemployment rate has largely followed the national trend of declining rates of unemployment during this same period. The U.S. unemployment rate was near its pre-pandemic peak in December 2009 at 9.9 percent, before declining 6.4 percentage points to 3.5 percent in February 2020.

Table 6: 2020 Unemployment Rate by Age Group

Age Group	AZ Unemployment Rate	U.S. Unemployment Rate

Age Group	AZ Unemployment Rate	U.S. Unemployment Rate
All Ages	7.7%	8.1%
16 to 19 years	23.3%	17.9%
20 to 24 years	12.4%	13.7%
25 to 34 years	7.0%	8.4%
35 to 44 years	5.3%	6.4%
45 to 54 years	6.0%	6.4%
55 to 64 years	6.9%	6.7%
65 years and over	7.5%	7.5%

Source: Produced by the Office of Economic Opportunity in cooperation with the U.S. DOL, Bureau of Labor Statistics

Unemployment rates were lower in Arizona compared to the United States for all but two age categories (individuals 16 to 19 years old and individuals 55 to 64 years old). Differences in unemployment rates were largest for individuals 16 to 19 years old, with Arizona's unemployment rate 5.4 percentage points higher than the U.S. The 2020 unemployment rate for individuals 16 to 19 years old is the highest it has been since 2015, while the unemployment rate for individuals 55- to 64-year-old is the highest it has been since 2011.

Labor Force

In June 2021, the labor force participation rate (LFPR) in Arizona was 60.5 percent of the civilian noninstitutionalized population. In February 2020, the LFPR in Arizona was 61.7 percent, and fell in subsequent months as the impact of COVID-19 forced many workers out of the labor force. In August 2020, the LFPR fell to 59.9 percent, the lowest LFPR since December 2015.

Prior to the pandemic, the Arizona labor force was recording impressive gains. From June 2013 through December 2019, the LFPR increased by 2.7 percentage points from 59.6 to 62.3. This change equated to an increase of over 513,900 individuals, and a growth rate of 16.8 percent. In comparison, the U.S. labor force grew by 5.7 percent over the same period.

Table 7 displays the 2020 U.S. and Arizona LFPR for seven distinct age categories. The LFPR was lowest for individuals 16-19 years old in both Arizona and the United States. Among all age groups in Arizona, the LFPR was highest among the 45 to 54 age group, while the 35 to 44 age group had the highest LFPR in the United States. The LFPR for the 20 to 24 age group in Arizona was substantially higher than in the United States (77.2 percent compared to 69.3 percent). LFPRs in Arizona were also higher among the 16 to 19 and 45 to 54 age groups than in the United States.

Table 7: 2020 Labor Force by Age Group

Age Group	AZ Labor Force Participation Rate	U.S. Labor Force Participation Rate
All Ages	61.2%	61.7%

Age Group	AZ Labor Force Participation Rate	U.S. Labor Force Participation Rate
16 to 19 years	37.6%	34.5%
20 to 24 years	77.2%	69.3%
25 to 34 years	80.6%	81.4%
35 to 44 years	81.6%	82.2%
45 to 54 years	82.4%	80.6%
55 to 64 years	64.6%	64.7%
65 years and over	15.1%	19.4%

Source: Produced by the Office of Economic Opportunity in cooperation with the U.S. DOL, Bureau of Labor Statistics

From 1995 to 2020, the Arizona LFPR for teens (aged 16 to 19) declined from a high of 63.1 percent to 37.6 percent. This dramatic decline in the LFPR among Arizona teens is consistent with trends occurring nationally and may not be particularly troublesome. One factor affecting the decline in teen labor force participation is the increase in the high school graduates pursuing higher education. For example, the High School Report Card, an annual publication by the Arizona Board of Regents, shows that the number of undergraduate enrollments increased by 6,407 individuals (4.0 percent) between the 2019-2020 and 2020-2021 school year.

Participation in the labor force for individuals aged 55-64 steadily increased from 57.4 percent in 1999 to 64.6 percent in 2020. This trend is also similar at the national level as the United States participation rate for this age group increased from 59.3 percent in 1999 to 64.7 percent in 2020. There are many factors that could be influencing individuals in older age categories to continue working, including advancements in medical technology resulting in increasing average life expectancy and raising the age of full retirement.

Target Populations

Veterans

In 2020, the Bureau of Labor Statistics estimated a total population of 507,000 veterans in Arizona. 2020 Participation in the labor force for all Arizona veterans was 46.0 percent, lower than the Arizona LFPR for all groups of 61.7 percent. However, analyzing veterans solely in aggregate masks differences in labor force participation between different service group eras. In 2020, 81.6 percent of veterans who served in WWII, Korea, and Vietnam are no longer in the civilian labor force. This is the case because most of these veterans are now in retirement, versus veterans who served in later eras and are still participating in the workforce.

Individuals with Disabilities

In 2020, 61.7 percent of the U.S. population over the age of 16 was participating in the labor force, meaning an individual is either working or has looked for work within the past four weeks. For individuals with a disability, participation in the labor force was significantly lower than the population as a whole. From 2019 to 2020, the national LFPR for individuals with a disability fell from 20.8 percent to 20.5 percent.

In 2019, the national unemployment rate among individuals with disabilities was 7.3 percent, while the rate among people without a disability was 3.5 percent. In 2020, this disparity continued to grow. The national unemployment rate among individuals with disabilities was 12.6 percent, while the rate among individuals without disabilities was 7.9 percent. In Arizona, individuals with disabilities were also unemployed at higher rates than those without disabilities. The 2019 unemployment rate among those with disabilities was 12.0 percent, while the rate among individuals without disabilities was 4.7 percent.

Individuals with disabilities also participated in the labor force as part-time employees at a higher rate than individuals without a disability. Nationally, 29.2 percent of workers with a disability are employed part-time, compared to 16.2 percent of workers without a disability. This discrepancy is not the result of this subgroup intentionally pursuing part-time work; 6.3 percent of workers who were disabled and working part-time did so for economic reasons, versus 4.8 percent who were not disabled and worked part-time for economic reasons.

English Language Learners and Individuals Lacking a Secondary Diploma

English Language Learner Adults assessed with low academic and/or low English language skills represent an additional group for which services are needed to help enter the workforce. 2019 ACS 1-Year Estimates show 8 percent of Arizona's population speak English "less than very well." Additionally, according to the 2019 American Community Survey (ACS) 1-Year Estimates, 12 percent of Arizonans over 25 of age lack a high school diploma or high school equivalency credential.

Ex-Offenders

Individuals who were previously incarcerated often face challenges when seeking out employment opportunities and are less likely to be employed than those who have not been incarcerated. In Arizona, the numbers of individuals continues to rise, with the incarcerated population increasing at a faster rate than the general population. From 2000 to 2019, the residential population in Arizona increased by 38.9 percent while the prison population increased 61.1 percent over the same period.

Industry Employment

At the end of 2019, Arizona recorded its ninth straight year of employment growth. From 2011 to 2019, average total nonfarm employment grew by 531,300 jobs, or 2.5 percent annually. By comparison, U.S. employment grew by 1.7 percent annually over the same time. From 2016 to 2019, Arizona employment growth quickened, growing 2.8 percent annually. Employment growth in Arizona was consistently stronger than U.S. employment growth, which grew by only 1.5 percent annually from 2016 to 2019.

Employment growth was widespread throughout Arizona's super sectors. All eleven Arizona super sectors recorded positive employment change from 2016 to 2019, recording stronger employment growth when compared to U.S. super sectors. Construction (8.3 percent) recorded the strongest employment growth rate among Arizona super sectors followed by Natural Resources and Mining (4.8 percent), Financial Activities (3.8 percent), and Education and Health Services (3.7 percent).

Table 8: Annual Average Arizona Total Nonfarm Employment

Supersector	2016 Number of Jobs	2019 Number of Jobs	AZ Gain/Loss of Number of Jobs	U.S. Gain/Loss of Number of Jobs

Supersector	2016 Number of Jobs	2019 Number of Jobs	AZ Gain/Loss of Number of Jobs	U.S. Gain/Loss of Number of Jobs
Total Nonfarm Employment	2,708,900	2,942,800	2.8%	1.5%
Natural Resources and Mining	11,600	13,300	4.7%	2.9%
Construction	134,000	170,200	8.3%	3.7%
Manufacturing	161,500	177,900	3.3%	1.2%
Trade, Transportation and Utilities	515,200	544,600	1.9%	0.7%
Information	46,400	49,400	2.1%	-1.4%
Financial Activities	203,800	227,900	3.8%	1.8%
Professional and Business Services	412,000	447,800	2.8%	1.9%
Education and Health Services	415,000	463,000	3.7%	2.2%
Leisure and Hospitality	309,800	331,900	2.3%	1.9%
Other Services (except Public Administration)	88,500	94,400	2.2%	1.2%
Government	411,300	422,500	0.9%	0.6%

Source: Produced by the Office of Economic Opportunity in cooperation with the U.S. DOL,

COVID-19 Pandemic Impact

The COVID-19 Pandemic was responsible for the largest employment losses recorded since the Great Depression (1939), both in Arizona and the U.S. as a whole.

After the initial job losses recorded in the first half of 2020, many super sectors began adding jobs. Overall, June 2021 nonfarm employment recovered 87 percent of the jobs lost during the initial months of the pandemic. Trade, Transportation & Utilities was the first industry to fully recover the jobs lost during the initial months of the pandemic, reaching pre-pandemic employment levels in September 2020 (see Table 9). Other industries with strong recovery rates include Natural Resources & Mining (100 percent recovery), Financial Activities (96 percent recovery), and Education and Health Service (94 percent recovery).

Table 9: Impacts of COVID-19 Pandemic on Arizona Jobs: Feb '20 to June' 21

Seasonally-Adjusted, In Thousands

Sector	Jobs Lost	Jobs Recovered	Percent Recovered
Trade, Transportation & Utilities	45.8	73.5	160%

Sector	Jobs Lost	Jobs Recovered	Percent Recovered
Natural Resources & Mining	1.0	1.0	100%
Financial Activities	4.6	4.4	96%
Education and Health Services	46.8	44.2	94%
Other Services	20.4	17.9	88%
Manufacturing	7.2	6.3	88%
Leisure & Hospitality	146.6	113.1	77%
Professional & Business Svcs	37.9	28.4	75%
Construction	6.6	4.5	68%
Information	6.8	0.8	12%
Government	23.5	8.6	37%
Private Sector	321.6	292.0	91%
Total Nonfarm Employment	331.5	287.0	87%

Source: Arizona Office of Economic Opportunity in cooperation with the U.S. DOL BLS

Sub-State Employment

Sub-State Employment

A significant portion of the Arizona's employment is concentrated in two Metropolitan Statistical Areas (MSAs), the Phoenix-Mesa-Scottsdale MSA and the Tucson MSA. In 2019, these two MSAs accounted for 86.8 percent of nonfarm employment within the state.

Prior to the COVID-19 Pandemic, employment growth was occurring in nearly all regions of the state. Table 11 lists employment levels and growth for the seven Arizona MSAs and the United States. The Phoenix-Mesa-Scottsdale MSA recorded the fastest annual employment growth rate (3.3 percent growth) from 2016 to 2019, adding 200,000 jobs. The Tucson MSA recorded the second largest numeric employment gains, adding 19,000 jobs, and growing 1.7 percent annually. The Lake Havasu City-Kingman MSA recorded the second highest annual employment growth rates (2.7 percent growth) followed by Yuma MSA (2.2 percent growth). Sierra Vista-Douglas MSA recorded the smallest numeric and annual employment growth rates (0.4 percent).

Table 10: 2016–2019 Sub–State Nonfarm Employment (Seasonally Adjusted)

Supersector	2016 Employment Level	2019 Employment Level	Employment Level Gain/Loss (Numeric)	Employment Level Gain/Loss (Percentage)
Arizona	2,708,800	2,942,600	233,800	2.8%

Supersector	2016 Employment Level	2019 Employment Level	Employment Level Gain/Loss (Numeric)	Employment Level Gain/Loss (Percentage)
United States	144,322,800	150,900,100	6,577,300	1.5%
Phoenix-Mesa-Scottsdale MSA	1,980,000	2,180,500	200,500	3.3%
Flagstaff MSA	65,400	68,100	2,700	1.4%
Prescott MSA	62,200	65,900	3,700	1.9%
Lake Havasu City-Kingman MSA	48,100	52,100	4,000	2.7%
Tucson MSA	372,100	391,100	19,000	1.7%
Yuma MSA	54,000	57,600	3,600	2.2%
Sierra Vista-Douglas MSA	33,500	33,900	400	0.4%

Source: Produced by the Arizona Office of Economic Opportunity in cooperation with the U.S. Department of Labor, Bureau of Labor Statistics

Employment growth throughout the state was halted when the impacts of COVID-19 began to affect the economy. At the height of the pandemic, Arizona lost 331,500 jobs when compared to pre-pandemic levels. As of June 2021, Arizona has recovered 87 percent of jobs lost, substantially higher than the U.S. recovery rate of 70 percent. Four of Arizona's seven MSAs had recovery rates outpacing the U.S.' recovery rate.

The Sierra Vista-Douglas MSA has recovered the largest percentage of jobs lost during the pandemic of all MSAs (126 percent recovered). Prescott MSA (98 percent recovered) and Phoenix-Mesa-Scottsdale MSA (97 percent recovered) have also had strong recoveries. Tucson MSA recovered 64 percent, followed by Flagstaff MSA (63 percent recovered).

Table 11: Impacts of COVID-19 Pandemic on Arizona Jobs: Feb '20 to June' 21

Seasonally-Adjusted; In Thousands

Sector	Jobs Lost	Jobs Recovered	Percent Recovered
Arizona	331.5	287.0	87%
United States	22,362.0	15,598.0	70%
Sierra Vista-Douglas MSA	2.3	2.9	126%
Prescott MSA	9.1	8.9	98%
Phoenix-Mesa-Scottsdale MSA	244.3	236.7	97%
Lake Havasu City-	6.1	5.7	93%

Sector	Jobs Lost	Jobs Recovered	Percent Recovered
Kingman MSA			
Yuma MSA	5.7	3.7	65%
Tucson MSA	44.0	28.3	64%
Flagstaff MSA	12.6	8.0	63%

Source: Arizona Office of Economic Opportunity in cooperation with the U.S. DOL BLS

Occupation Employment

Table 12 displays 2020 employment and wage estimates for 22 major occupation groups. The largest major occupational group in Arizona was Office and Administrative Support with 427,540 jobs followed by Sales and Related (267,880 jobs), Transportation and Material Moving (241,750 jobs), and Food Preparation and Serving Related (241,100 jobs). Together, these four major occupation groups represent 42.0 percent of total 2020 Arizona employment.

The 2020 composition of Arizona major occupation groups was similar to the United States occupations. The four largest occupation groups in Arizona were also the largest major occupation groups in the United States. The largest difference in major occupation group composition between Arizona and the United States was in Production employment. Production jobs represented only 3.8 percent of total Arizona jobs, while they represented 6.1 percent of total United States jobs. The second largest difference in occupational composition States occurred in Office and Administrative Support, which represented 15.1 percent of total Arizona employment but only 13.3 percent of total United States employment.

The 2020 median hourly wage level for all occupations in Arizona was $19.35 (see Table 12), less than the United States median hourly wage of $20.17. In both Arizona and the United States, the Management major occupation group had the highest median wages of all major occupation groups, paying $47.66 per hour in Arizona and $52.77 in the United States. In Arizona, the major occupational group with the lowest median wages in Arizona was Food Preparation and Serving Related occupations ($12.90 median hourly wage), followed by Farming, Fishing, and Forestry ($13.89 median hourly wage). U.S. median hourly wages were higher than Arizona median hourly wages for all major occupation groups except for the following: Healthcare Practitioners and Technical; Personal Care and Service; and Food Preparation and Serving Related.

Table 12: 2020 Arizona & United States Occupational Employment & Hourly Wage Estimates

SOC Code1	Occupational Title	Arizona Median Wage	Arizona Share of Total Employment Level	U.S. Median Hourly Wage	U.S. Share of Total Employment
00-0000	All Occupations	$19.35	100.0%	$20.17	100.0%
11-0000	Management	$47.66	5.7%	$52.77	5.7%
13-0000	Business and Financial Operations	$31.10	6.3%	$34.73	6.0%

SOC Code1	Occupational Title	Arizona Median Wage	Arizona Share of Total Employment Level	U.S. Median Hourly Wage	U.S. Share of Total Employment
15-0000	Computer and Mathematical	$40.25	3.5%	$43.92	3.3%
17-0000	Architecture and Engineering	$39.27	1.9%	$39.98	1.8%
19-0000	Life, Physical, and Social Science	$28.35	0.7%	$33.54	0.9%
21-0000	Community and Social Service	$21.02	1.7%	$22.85	1.6%
23-0000	Legal	$33.99	0.7%	$40.82	0.8%
25-0000	Education, Training, and Library	$14.84	5.2%	$25.18	6.1%
27-0000	Arts, Design, Entertainment, Sports, and Media	$22.17	1.1%	$25.55	1.3%
29-0000	Healthcare Practitioners and Technical	$35.47	6.0%	$33.59	6.2%
31-0000	Healthcare Support	$14.26	4.6%	$14.40	4.6%
33-0000	Protective Service	$20.19	2.8%	$21.02	2.4%
35-0000	Food Preparation and Serving Related	$12.90	8.5%	$12.26	8.1%
37-0000	Building and Grounds Cleaning and Maintenance	$13.95	2.9%	$14.39	2.9%
39-0000	Personal Care and Service	$13.59	2.0%	$13.52	1.9%
41-0000	Sales and Related	$14.99	9.4%	$15.15	9.4%
43-0000	Office and Administrative Support	$18.18	15.1%	$18.62	13.3%
45-0000	Farming, Fishing, and Forestry	$13.89	0.4%	$14.27	0.3%
47-0000	Construction and Extraction	$22.01	4.8%	$23.37	4.3%

SOC Code1	Occupational Title	Arizona Median Wage	Arizona Share of Total Employment Level	U.S. Median Hourly Wage	U.S. Share of Total Employment
49-0000	Installation, Maintenance, and Repair	$22.18	4.2%	$23.44	3.9%
51-0000	Production	$17.91	3.8%	$18.00	6.1%
53-0000	Transportation and Material Moving	$15.82	8.5%	$16.38	8.7%

¹ The Standard Occupational Classification (SOC) system is a federal statistical standard used by federal and state agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.

Source: Produced by the Arizona Office of Economic Opportunity in cooperation with the U.S. Department of Labor, Bureau of Labor Statistics

The composition of Arizona major occupation groups was like that of United States occupations in 2018. The four largest occupation groups in Arizona were also the largest major occupation groups in the United States. The largest difference in major occupation group composition between Arizona and the United States was in Production occupation employment. Production jobs represented only 4.0 percent of total Arizona jobs while they represented 6.3 percent of total United States jobs. The second largest difference in occupational composition between Arizona and the United States occurred in Office and Administrative Support, which represented 16.9 percent of total Arizona employment but only 15.1 percent of total United States employment.

The 2018 median hourly wage level for all occupations in Arizona was $17.80 (see Table 11), which is less than the United States median hourly wage of $18.58. In both Arizona and the United States, the Management major occupation group had the highest median wages of all major occupation groups, paying $43.27 per hour in Arizona and $50.11 in the United States. The major occupational group with the lowest median wages in Arizona was Farming, Fishing, and Forestry ($11.40 median hourly wage) followed by Food Preparation and Serving Related occupations ($11.48 median hourly wage). United States median hourly wages are higher than Arizona median hourly wages for all major occupation groups except for the following: Healthcare Practitioners and Technical; Healthcare Support; Protective Service; Food Preparation and Serving-Related.

ii. **Labor Market Trends**

Short–Term Industry Employment Projections

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Table 13: 2020-2022 Arizona Industry Projections

Area	Projected Employment (2020)	Projected Employment (2022)	Projected Numeric Growth (2020-2022)	Annualized Percentage Growth (2020-2022)

Area	Projected Employment (2020)	Projected Employment (2022)	Projected Numeric Growth (2020-2022)	Annualized Percentage Growth (2020-2022)
Total Nonfarm Employment	2,853,646	3,178,686	325,040	5.5%
Construction	174,655	184,499	9,844	2.8%
Education and Health Services	606,430	669,963	63,533	5.1%
Financial Activities	223,935	239,295	15,360	3.4%
Government	161,662	160,013	-1,649	-0.5%
Information	45,008	49,147	4,139	4.5%
Leisure and Hospitality	255,734	325,635	69,901	12.8%
Manufacturing	174,008	184,899	10,891	3.1%
Natural Resources and Mining	48,670	49,531	861	0.9%
Other Services	88,833	99,090	10,257	5.6%
Professional and Business Services	421,533	459,728	38,195	4.4%
Trade, Transportation and Utilities	532,242	618,715	86,473	7.8%

Source: Produced by the Office of Economic Opportunity in cooperation with the U.S. DOL, BLS

Table 13 notes the most recent short-term industry employment projections. Between 2020 and 2022, Arizona total nonfarm employment is projected to increase by 325,040 jobs or an annualized growth rate of 5.5 percent. The projected gains through 2022 will nearly recover the 331,500 jobs lost during the pandemic.

From 2020 to 2022, ten of the eleven Arizona super sectors are projected to gain jobs. Trade, Transportation and Utilities is projected to record the largest employment change, adding 86,473 jobs. Other super sectors projected to record strong employment gains include: Leisure and Hospitality (69,901), Education and Health Services (65,533 jobs), and Professional and Business Services (38,195 jobs. Government is expected to record declines of 1,649 jobs (-0.5 percent).

Through 2022, employment is projected to grow throughout all seven Arizona metro areas. Table 14 displays 2020 and 2022 employment estimates, along with two-year numeric and annual percentage changes for state and sub-state local workforce development areas. For the state as a whole, employment is projected to grow 5.5 percent annually. Maricopa County is projected to be the fastest growing sub-state area, growing by 5.9 percent annually.

Northeastern Arizona is projected to record the slowest growth of any sub-state area (2.1 percent annually).

Table 14: 2020-2022 State and Sub-State Employment Projections

Area	2020 Estimated Employment	2022 Projected Employment	2-Year Numeric Change	2-Year Annualized Percentage Change
Arizona	2,853,646	3,178,686	325,040	5.5%
City of Phoenix	922,090	1,023,480	101,390	5.4%
Coconino County	59,174	65,996	6,822	5.6%
Maricopa County	2,032,937	2,281,259	248,322	5.9%
Mohave and La Paz Counties	57,939	62,658	4,719	4.0%
Northeastern Arizona[1]	68,763	71,660	2,897	2.1%
Pima County	374,342	414,375	40,033	5.2%
Pinal County	65,394	70,725	5,331	4.0%
Santa Cruz County	13,931	15,412	1,481	5.2%
Southeastern Arizona[2]	52,546	55,897	3,351	3.1%
Yavapai County	65,139	71,909	6,770	5.1%
Yuma County	63,409	68,794	5,385	4.2%

*Northeastern Arizona - Includes of Navajo, Apache, and Gila Counties

**Southeastern Arizona - Includes Graham, Greenlee, and Cochise Counties

Source: Produced by the Arizona Office of Economic Opportunity in cooperation with the U.S. Department of Labor, Bureau of Labor Statistics.

Short–Term Occupation Employment Projections

According to the most recent short-term occupational employment projections released by OEO, employment within all 22 major occupation groups is projected to increase from 2020-2022. Food Preparation and Serving Related Occupations is projected to record the largest number of job openings (49,418 jobs), followed by Transportation and Material Moving Occupations (43,772). The largest employment percentage growth is projected to occur within Food Preparation and Serving Related occupations, which is projected to record 11.2 percent growth annually, followed by Transportation and Material Moving Occupations, growing 8.8 percent annually. Food Preparation and Serving Related Occupations have a higher numeric and percentage growth than in previous short-term projections because of the downturn in this category during COVID-19. The projected growth and recovery of this industry make gains seem

larger than in prior years. See Table 15 for the full list of projected occupation employment growth.

Table 15: 2020-2022 Arizona Occupational Projections

SOC Code*	SOC Title	2020 Estimated Employment Level	2022 Projected Employment Level	2-Year Numeric Change	2-Year Percentage Change
00-0000	Total	**2,853,646**	**3,178,686**	**325,040**	**5.5%**
11-0000	Management Occupations	199,056	219,130	20,074	4.9%
13-0000	Business and Financial Operations Occupations	174,468	188,294	13,826	3.9%
15-0000	Computer and Mathematical Occupations	100,488	108,507	8,019	3.9%
17-0000	Architecture and Engineering Occupations	56,250	59,767	3,517	3.1%
19-0000	Life, Physical, and Social Science Occupations	19,651	20,791	1,140	2.9%
21-0000	Community and Social Service Occupations	46,236	50,652	4,416	4.7%
23-0000	Legal Occupations	20,845	22,241	1,396	3.3%
25-0000	Education, Training, and Library Occupations	128,423	137,362	8,939	3.4%
27-0000	Arts, Design, Entertainment, Sports, and Media Occupations	39,370	44,228	4,858	6.0%
29-0000	Healthcare Practitioners and Technical Occupations	171,534	191,422	19,888	5.6%
31-0000	Healthcare Support Occupations	126,252	142,805	16,553	6.4%

SOC Code*	SOC Title	2020 Estimated Employment Level	2022 Projected Employment Level	2-Year Numeric Change	2-Year Percentage Change
33-0000	Protective Service Occupations	60,958	64,827	3,869	3.1%
35-0000	Food Preparation and Serving Related Occupations	209,496	258,914	49,418	11.2%
37-0000	Building and Grounds Cleaning and Maintenance Occupations	85,235	96,930	11,695	6.6%
39-0000	Personal Care and Service Occupations	68,427	80,659	12,232	8.6%
41-0000	Sales and Related Occupations	275,893	309,777	33,884	6.0%
43-0000	Office and Administrative Support Occupations	426,445	463,579	37,134	4.3%
45-0000	Farming, Fishing, and Forestry Occupations	26,190	26,568	378	0.7%
47-0000	Construction and Extraction Occupations	154,530	164,930	10,400	3.3%
49-0000	Installation, Maintenance, and Repair Occupations	116,354	127,642	11,288	4.7%
51-0000	Production Occupations	110,602	118,946	8,344	3.7%
53-0000	Transportation and Material Moving Occupations	236,943	280,715	43,772	8.8%

The SOC system is a federal statistical standard used by federal and state agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.

Source: Produced by OEO in cooperation with the U.S. Department of Labor, Bureau of Labor Statistics.

iii. Education and Skill Levels of Workforce

As current economic conditions improve, the need for middle- and high-skilled workers continues to put pressure on today's labor market. Table 16, Table 17, and Table 18 categorize 2020 and 2022 occupational employment by their respective education, job experience, and on-the-job training requirements to help identify current and forecasted needs.

Occupations requiring low-levels of education represent a large portion of Arizona jobs. In 2020, occupations requiring either a high school diploma or a bachelor's degree were the two largest employment by education categories (see table 16). In 2022, occupations requiring a high school diploma or less than a high school diploma will become categories with the largest share of Arizona's jobs. The share of occupations that require less than a high school diploma is expected to grow 1.0 percent, while occupations that require a bachelor's degree are expected to decrease 0.6 percent by 2022. These changes shift occupations that require less than a high school diploma to the second largest share behind occupations that require a high school diploma.

From 2020 to 2022, occupations with less than a high school diploma are projected to have the largest share increase (1.0 percent) of all educational categories. The only other category expected to grow are occupations that require post-secondary non-degrees (0.1 percent) Six of the eight categories are projected to record stagnant or negative growth. Occupations requiring a bachelor's degree are projected to decrease the most of any category, losing 0.6 percent of share from 2020 to 2022.

Table 16: 2020-2022 Arizona Employment by Occupation Minimum Educational Requirements

Minimum Educational Requirement	2020 Estimated Employment Level	2020 Estimated Share of Total Employment	2022 Projected Employment Level	2022 Projected Share of Total Employment
Less than high school	636,669	22.3%	741,516	23.3%
High school diploma or equivalent	1,147,728	40.2%	1,268,053	39.9%
Some college, no degree	70,247	2.5%	75,943	2.4%
Postsecondary non-degree award	166,058	5.8%	187,422	5.9%
Associate degree	70,634	2.5%	76,748	2.4%
Bachelor's degree	647,553	22.7%	702,397	22.1%
Master's degree	45,000	1.6%	49,611	1.6%
Doctoral or professional degree	69,757	2.4%	76,996	2.4%

Source: Produced by the Office of Economic Opportunity in cooperation with the U.S. DOL, B

A majority of occupations do not require job seekers to have prior work experience in order to be competitive. In 2020, only 15.8 percent of Arizona workers were employed in occupations that required at least some work experience (see table 17). Work experience is an important attribute for occupations that require employee oversight, such as managers, supervisors, or administrators. This trend is consistent across all educational attainment levels that require work experience.

Table 17: 2020-2022 Arizona Employment by Occupation Job Experience

Job Experience	2020 Estimated Employment Level	2020 Estimated Share of Total Employment	2022 Projected Employment Level	2022 Projected Share of Total Employment
None	2,404,010	84.2%	2,677,364	84.2%
Less than 5 years	295,549	10.4%	332,917	10.5%
5 years or more	154,087	5.4%	168,405	5.3%

Source: Produced by the Office of Economic Opportunity in cooperation with the US Dept. of Labor, Bureau of Labor Statistics

Table 18 identifies on-the-job training requirements for Arizona occupations. Unlike work experience requirements, a majority of occupations require at least some on-the-job training. In 2020, only 36.8 percent of jobs provided no on-the-job training, while 60.1 percent of jobs required short-term, moderate, or long-term on-the-job training. Occupations requiring an internship, residency, or apprenticeship represented 3.1 percent of jobs in 2020.

Table 18: Arizona Employment by Occupation Job On–the–Job Training

On-the-Job Training	2020 Estimated Employment Level	2020 Estimated Share of Total Employment	2022 Projected Employment Level	2022 Projected Share of Total Employment
None	1,049,778	36.8%	1,153,009	36.3%
Internship/residency	34,855	1.2%	39,154	1.2%
Apprenticeship	53,439	1.9%	57,310	1.8%
Short-term on-the-job training	1,148,773	40.3%	1,312,551	41.3%
Moderate-term on-the-job training	482,969	16.9%	526,579	16.6%
Long-term on-the-job training	83,832	2.9%	90,083	2.8%

1. **Apparent "Skills Gaps"**

Identifying future employment demands can ensure that individuals are investing time and energy into the right skill sets to meet the needs of employers. Table 18 identifies the most common knowledge, skills and abilities required for employment within Arizona in-demand occupations. Fundamental communication skills including writing, listening, and speaking were required for numerous in-demand occupations and are critical skills for job seekers to focus on

improving. Hard skills such as mechanical, mathematics, and computers and electronics are also valuable skills for job seekers to learn.

Knowledge	Skills	Abilities
Oral Comprehension	Customer and Personal Service	Reading Comprehension
Oral Expression	English Language	Active Listening
Near Vision	Mechanical	Critical Thinking
Problem Sensitivity	Mathematics	Speaking
Written Comprehension	Computers and Electronics	Operation and Control

Source: Produced by the Arizona Office of Economic Opportunity in cooperation with the U.S. DOL, BLS

[11] The labor force participation rate (LFPR) is the labor force as a percent of the civilian noninstitutional population.

[12] The civilian noninstitutional populations include persons 16 years of age and older who are not inmates of institutions (for example, penal and mental facilities, homes for the aged), and who are not on active duty in the Armed Forces.

[13]Occupation employment estimates group employment by the type of job an employee performs.

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

2. WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ACTIVITIES ANALYSIS

The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in (a)(1)(B)(iii) above, and the employment needs of employers, as identified in (a)(1)(A)(iii) above. This must include an analysis of—

A. THE STATE'S WORKFORCE DEVELOPMENT ACTIVITIES

Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required [6] and optional one-stop delivery system partners.[7]

[6] Required one-stop partners: In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF)

(unless the Governor determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild.

[7] Workforce development activities may include a wide variety of programs and partners, including educational institutions, faith- and community-based organizations, and human services.

B. THE STRENGTHS AND WEAKNESSES OF WORKFORCE DEVELOPMENT ACTIVITIES

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

C. STATE WORKFORCE DEVELOPMENT CAPACITY

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

A) The State's Workforce Development Activities

Overview:

The ARIZONA@WORK system is a partnership between state and local agencies and organizations including, but not limited to the Council, ACA, OEO, DES, ADE, and the Governor-designated Local Workforce Development Areas (LWDAs) and networks. The Core programs are administered by: ADE (Title II) and DES (Titles I, III, and IV). The Council, with the core programs and other partners, assist the Governor to set the vision for the ARIZONA@WORK system as set out in the State plan. The LWDBs drive that vision through alignment within their local plans, engagement with local business, education, and workforce partners, based on local and regional needs and resources.

Primary components of the workforce system include its governance, innovative services to exceed individuals' and employers' expectations, coordination between and with partner organizations, and ensuring accountability and continuous improvement through ongoing evaluation. The workforce development activities discussed below highlight fundamental activities completed within the ARIZONA@WORK system. Responsibilities of required ARIZONA@WORK core partners can be found in the capacity section.

Governance:

Governance is led by the Council, established in 2015, as the State's workforce development board. Many of the Council members participate in other statewide councils (such as the Arizona Manufacturers Council, Arizona Chamber of Commerce and Industry, the Arizona Association of General Contractors, the Arizona Insurance Institute, Aerospace and Defense Commission), which provides additional insight and input to execute their role on the Council. A subcommittee of the Council oversees the drafting of administrative policies on behalf of the ARIZONA@WORK system, including local governance structure, service integration, service provider selection, job center certification, Memorandum of Understanding/Infrastructure Funding Agreement (MOU/IFA), monitoring, and conflict of interest. These policies are posted on the ARIZONA@WORK website at:

www.arizonaatwork.com/about/workforce-arizona-council/policies-reports.

Arizona has additional groups that advise different ARIZONA@WORK program areas, including: (1) the Arizona Apprenticeship Advisory Committee, which provides advice and guidance to the Arizona Registered Apprenticeship Program to support LWDBs to increase apprenticeship

opportunities; and (2) the Arizona State Rehabilitation Council, which advises, evaluates, and partners with the State's vocational rehabilitation program.

In 2019, the Council revised the local governance and selection of provider policies, the Council also created a conflict of interest policy to provide further guidance on the requirements for LWDB and Chief Elected Official (CEO) roles and responsibilities. This policy addresses internal firewalls for the different roles various entities undertake for administration of the 12 LWDAs.

ADES, the state workforce agency, supports these efforts by developing and maintaining governance policies and procedures. ADES developed three policies related to local governance in 2020 to support the policies developed by the Workforce Arizona Council, listed below:

- Local Workforce Development Board Recertification Requirements

- Substantial Violation, Sanctions, Decertification and Reorganization

- Grievances, Complaints, and Appeals Under WIOA Title I

These policies can be found in the ADES WIOA - Policy and Procedure Manual, available at the following link:

https://des.az.gov/services/employment/workforce-innovation-and-opportunity-act-wioa/wioa-policy-and-procedure-manual

ADES also provides technical assistance and training to support education regarding governance requirements. Informational Broadcasts and Q&A Resources are posted with the Policy and Procedure Manual referenced above. Additional governance training may be found posted here:

https://des.az.gov/services/employment/workforce-innovation-and-opportunity-act-wioa/title-i-governance

Services to Employers:

Businesses are central to the ARIZONA@WORK system, driving economic growth and ensuring a job-driven workforce. Arizona's business services model is focused on consulting with businesses and providing value-added services and solutions to meet the business' recruitment, training, and retention needs. This is accomplished by ARIZONA@WORK business services teams from across the state who aim to work collaboratively and strategically as workforce system partners to support statewide and local strategies and goals. The ARIZONA@WORK Business Services Team (BST) is composed of both State and local area business service team members (and their service providers), Local Veteran Employment Representatives (LVERs), Vocational Rehabilitation and Reentry employer coordinators, the Arizona Apprenticeship team, and our Adult Education Services (title 2).

The ARIZONA@WORK BST meets with employers to establish open communication to help determine what jobs are in demand in an LWDA, the types of training and credentials that individuals need to be qualified for these positions, development of career pathways, and identification of sector strategies, leading to a job-driven workforce system. When these collaborative environments are developed, strengthened, and aligned, they lead to enhanced services and matching effectiveness. When employers become more familiar with the services, their interest in providing opportunities for job seekers expands into participation in work-based training models, such as on–the–job training, customized training, and apprenticeship opportunities.

Business services teams provide a wide array of supportive services to employers, including:

- Outreach to employers to meet the needs of applicant pools;

- Conducting on-site meetings with employers to assess their needs and develop a strategy;

- Verifying and effectively responding to the increase demand from self-registered businesses;

- Developing comprehensive job announcements that clearly illustrate needed qualifications, educational and experience requirements;

- Plan, support, promote, and manage the logistics of customized recruitment events to meet employer demand;

- Applicant screening to match job seekers who meet specific skill requirements;

- Connecting employers to career and training services such as On-the-Job Training programs, Incumbent Worker Training programs, Customized Training programs, industry and sector strategies and career pathways initiatives;

- Promoting Apprenticeship opportunities and provide assistance to become a registered program;

- Providing current and tailored labor market Information based on industry trends;

- Advocating the hiring of Veterans and promote the benefits to the employer;

- Educating employers on workforce solutions such as the Work Opportunity Tax Credit, Federal Bonding, and candidate pool availability;

- Coordinating lay-off aversion strategies with businesses;

- Supporting businesses and affected workers through Rapid Response (RR) activities;

- Coordinating for companies to hold meetings, provide training, conduct orientations, or schedule interviews at job centers;

- Consistent communication and follow up with employers to facilitate the relationship-building and cultivation process;

- Supporting the navigation of business services provided by ARIZONA@WORK and other entities;

- Establishing work-based learning models;

- Utilizing Integrated Education and Training programs to fill identified vacancies; and

- Participating in sector partnerships and industry led projects.

Services to Individuals:

Services are provided for adults, dislocated workers, and youth; individuals with disabilities; English language learners and adult education students; actively engage Veterans and other priority and special populations (as defined in WIOA). Workforce services provided to individuals based on individual qualifications include:

- Outreach, intake and orientation to information and other services available through the ARIZONA@WORK one-stop system and through local providers of adult education services;

- Determination of services an individual is eligible to receive, including through co-enrollment with other program areas;

- Assistance developing an individualized employment plan;

- Initial assessment of skill levels as conducted by each program (e.g., Vocational Rehabilitation (VR) participants receive additional psychological or medical evaluation to ascertain a diagnosis, vocational testing to assess aptitudes and skills, assessment to determine assistive technology needs, and trial work experiences to evaluate an individual's capacity to perform in competitive and integrated employment settings);

- Provision of information on potential employment options based on labor market information including: (i) nontraditional employment options and In-Demand industry sectors and occupations; (ii) Job vacancy listings in labor market areas; (iii) Information on job skills necessary to obtain the vacant jobs listed; and (iv) Achievable employment goals based on the knowledge, skills, abilities, capabilities, and interests of the individual;

- Provision of performance information and program cost information on eligible providers of training;

- Information regarding how the LWDA is performing on local performance accountability measures, as well as any additional performance information related to the local ARIZONA@WORK system and local providers of adult education;

- Access to Integrated Education and Training (IET) programs through adult education providers;

- Group and/or individual counseling and mentoring;

- Career planning;

- Case management;

- Short-term pre-vocational services;

- Financial literacy services;

- Out-of-area job search assistance and relocation assistance;

- Availability of supportive services or other programs providing assistance;

- Referrals for employment and/or other services; and

- Follow up services.

A core piece of services to individuals is the education and training provided to qualified individuals. This may include support in participating in:

- Work-based learning (on-the-job training, apprenticeships, incumbent worker training, customized training, etc.);

- Work Experience (e.g., internships, pre-apprenticeships, etc.);

- Training to obtain In-Demand Occupations with industry recognized credentials, including through Integrated Education and Training (IET) programs;

- Adult education courses (literacy instruction in language arts, mathematics, civics, English language acquisition, workforce preparation, IET programs, etc.); and

- Career and Technical Education (CTE).

Specific Services for Youth:

Title I-B Youth Program supports youth to obtain employment in career pathway or enrollment in postsecondary education or Registered Apprenticeships, prior to the end of participation. The program provides services to youth with barriers to employment, with a targeted focus on supporting the educational and career success of out-of-school youth.

The program ensures the availability for all eligible youth, the 14 elements required in WIOA and provides, as appropriate:

- Linkages and referrals to supportive services;

- Interaction with classroom and on-site training staff;

- Interaction with other professionals or family members having influence with the youth;

- Performance coaching/counseling;

- Comprehensive guidance counseling;

- Follow-up and supportive services;

- Through interaction with the participant, identify and assist to resolve issues and challenges that may impede progress and success;

- Links to appropriate professionals and/or supporting resources; and

- Development of Individual Service Strategy (ISS) with goals, progress, and goal attainment development.

Title IV offers a specific set of job readiness services, Pre-Employment Transition Services (Pre-ETS), to all students with documented disabilities who are between the ages of 14 and 22 and enrolled in an educational program. These services are intended to help students with disabilities prepare for future employment; are short in duration; and include job exploration, work-based learning experiences, counseling on postsecondary training opportunities, work readiness training, and instruction in self-advocacy.

For more information about the services to individuals provided by the core programs, please see the policy guidance below.

Title I: https://des.az.gov/services/employment/workforce-innovation-opportunity-act/policy-and-procedure-manual-workforce

Title II: https://cms.azed.gov/home/GetDocumentFile?id=5da73ec203e2b308508fb751

Title III: https://des.az.gov/services/employment/job-seekers

Title IV: https://des.az.gov/services/employment/rehabilitation-services/additional-rehabilitation-resources

Coordination with Other Programs:

State-level coordination across programs is implemented by ADE and ADES, who together administer ten education and employment programs in partnership with the following required partners of the ARIZONA@WORK (WIOA) one-stop system: Career and Technical Education, Community Service Block Grants (CSBG), Foreign Labor Certification, Jobs for Veterans State Grants, Migrant and Seasonal Farmworkers (MSFW), Senior Community Service Employment Program (SCSEP), State Office of Apprenticeship, Trade Adjustment Assistance (TAA), and Unemployment Insurance. Additionally, the State coordinates with programs outside the Unified State Plan, such as ADES' (i) Child Support Services, where processes are implemented to assist and connect child support participants to employment and training resources, (ii) Division of Developmental Disabilities (DDD), to coordinate employment services for individuals co-enrolled in VR, and (iii) Child Care Administration, which connects parents receiving child care subsidies to employment opportunities through a referral process.

The co-location of programs, as well as regular monthly meetings which include ARIZONA@WORK partners, increases the State's ability to leverage resources and coordinate as a system. Available and expanding technology (including email, virtual meeting rooms, etc.) allow partners to collaborate even when not physically co-located.

Through the LWDB's MOUs, services are coordinated across local partners, including Job Corps, the National Farmworkers Jobs Program, Low Income Home Energy Assistance Program, local Native American programs, and the Supplemental Nutrition Assistance Program Employment and Training. Examples of local coordination include the following:

- MSFW programs operate in LWDAs with extensive agricultural needs. These areas have stronger utilization of and partnerships with the MSFW program and affiliate programs, such as the National Farmworker Jobs Program (NFJP), to help migrant and seasonal farmworkers and their families achieve economic self-sufficiency by offering supportive services to them while they work in agriculture or by helping them to acquire new skills for jobs offering better pay.

- Inclusion of the Jobs Program, Arizona's mandatory employment and training program for work-eligible individuals, generally adults in households receiving Temporary Assistance for Needy Families (TANF) Cash Assistance. The Governor's Office in Arizona approved allowing this partner at the local level if approved by the LWDB. (e.g., the Pinal County Workforce Development Board prioritized this partnership and voted to include the Jobs Program as a required ARIZONA@WORK Pinal County partner.)

- Arizona's reentry initiative supports a growing incarcerated population and provides support and services to justice-involved youth and adults. These efforts provide employment and education services, while assisting to remove barriers facing this population in order to be successful after release from incarceration.

See LWDB local plans for additional information at: https://arizonaatwork.com/about/local-boards

B) The Strengths and Weaknesses of Workforce Development Activities

During the four-year plan's development, ARIZONA@WORK identified strengths and weaknesses pertaining to the workforce development activities by surveying state and local partners on system-wide performance in four goal areas. This information was reviewed by

Council and LWDB members, core program representatives, and other ARIZONA@WORK partners, including representatives from the ADE's Career and Technical Education (CTE) office and ACA. The workgroup also reviewed highlights on the special populations identified in the economic analysis. The following strengths and weaknesses were determined to be the most important to focus efforts over the plan's duration.

Goal 1- Promote a Strong Economy

Build Arizona's capacity to attract, retain, and grow thriving businesses

- Strengths
    - Utilize partnerships between core partners, ACA/OEO, and LWDBs
    - Common focus to support In-Demand Industries
- Weaknesses
    - Lack of effective, extensive engagement strategy
    - Insufficient coordination between workforce and economic development efforts

Goal 2- Support Business Needs

Serve Arizona job creators by understanding, anticipating and helping them meet workforce needs

- Strength
    - Current sector strategies and related education to individuals to support employer needs
- Weakness
    - Lack of coordinated, consistent business support efforts across the state

Goal 3- Prepare job seekers: defend against poverty

Prepare and match job seekers to a job creator for a successful career that provides amply

- Strength
    - Efforts to support participants as early as possible to obtain core employment and basic skills services
- Weaknesses
    - Lack of statewide model for career pathways
    - Insufficient service integration across partners making it harder to support individuals with barriers

Goal 4 - Protect Taxpayers by providing efficient, accountable government services

Accelerate measurable impact and performance for less cost

- Strength
    - Standards and expectations of delivery system (unified support of four target areas

- Weaknesses

  o Inconsistent and/or limited co-enrollment across ARIZONA@WORK programs

  o Data system and reporting improvements needed by ARIZONA@WORK partners

    ▪ Insufficient interoperability of data systems across ARIZONA@WORK programs

    ▪ Insufficient data reporting to enable data driven decisions that support continuous improvement (e.g. reporting the employment success rate in education and training provided)

C. State Workforce Development Capacity.

To implement WIOA requirements and strategies to meet the goals of this Plan, ARIZONA@WORK needs to identify its capacity of the teams making up the ARIZONA@WORK system. Below is a summary of the State and LWDB team's efforts to support Arizona's workforce system.

Local Workforce Development Boards

The 12 LWDBs in Arizona serve as strategic conveners to promote and broker effective relationships between the Chief Local Elected Officials and economic, education, and workforce partners throughout the LWDA. The LWDBs are responsible for developing strategies to continuously improve and strengthen the workforce development system in their local areas. This includes, but is not limited to, assessing the capacity of the ARIZONA@WORK one-stop and other local partners who together implement WIOA services in the LWDA. LWDBs conduct an assessment and describe the ARIZONA@WORK workforce development activities in their local plans. Local plans were developed in 2020 which included clarification on the local capacity to implement workforce development activities and support state strategies.

ARIZONA@WORK Business Services

Who is Served: Employers across Arizona are engaged, heard, and provided with a tailored plan to meet their workforce needs. This includes listing available job opportunities on the State job board, assisting with recruitments, creating work-based learning opportunities, and identifying talent pipelines to ensure that businesses have the necessary personnel for growth and success. The talent pipelines utilize the knowledge, skills, and abilities required for specific occupations and are exhibited and/or developed through our Wagner Peyser, Title I-B, Vocational Rehabilitation, Title II, and all required WIOA partners.

Capacity Metric(s):

Reported Information	Employer Penetration	Employer Retention
PY 2019	4.3%	34.4%
PY 2020	4.8%	37.8%

Program Description: The State business services team, which includes the LVERs, Reentry and Vocational Rehabilitation employer coordinators, and the State RR Coordinator, works in collaboration with LWDA business service teams to provide seamless engagement with employers and a large assortment of opportunities for Arizona job seekers. This cohesive business services model allows Arizona to fully leverage engagement with employers across the State and advocate for and connect businesses to a diversified candidate pipeline across

ARIZONA@WORK Programs. The coordination is successful through established lines of open communication including an all-BST weekly huddle, two weekly leadership touch points with representation from each local area, our title 2 representative, the State RR Coordinator, and our state team lead.

Title I: Adult, Dislocated Workers and Youth

Who is Served: LWDBs provide Title I-B services through contracts or grants to eligible adults, dislocated workers, and youth (aged 14 to 24). In the Title I-B Adult Program, priority of services is provided to Veterans and covered persons receive priority of service who are: receiving public assistance, low income, or basic skills deficient. The next priority is non-veterans who are receiving public assistance, low income, or basic skills deficient. The Title I-B Dislocated Worker Program serves individuals who have been laid off through no fault of their own or who are displaced homemakers. The Title I-B Youth services are provided to youth, 14 to 24 years of age, with 75 percent of funding focused on serving out-of-school youth.

Capacity Metric(s):

Reported Information	Adults	Dislocated Workers	Youth
PY 2019 Total Participants Served	11,246	1,327	4,380
PY 2020 Total Participants Served	9,564	1,791	4,158

Program Description: Services assist individuals, particularly those with barriers to employment, to increase access to employment, retention, earnings, and attainment of recognized postsecondary credentials.

Title II, Adult Education:

Who is Served: Students who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under A.R.S. § 15-802, are basic skills deficient, lack a secondary school diploma or its equivalent, or are English language learners. Additionally, adult education students must meet the eligibility requirements in A.R.S.§ 15-232(b) of being lawfully present in the United States.

Capacity Metric(s):

Reported Information	Total Enrolled	Total Hours of Instruction
PY 2017	13,705	1,160,780
PY 2018	12,937	1,140,591
PY 2019	11,340	941,421
PY 2020	6,948	549,214

Program Description:

This program provides adult basic and secondary education and English language acquisition services throughout the state, assisting adults in gaining the knowledge and skills necessary for employment and economic self-sufficiency. Program activities include pathways to the high

school equivalency diploma, civic engagement, workforce preparation, and transition to postsecondary education/training through career pathways.

Title III: Wagner-Peyser Program:

Who is served: The Title III Wagner-Peyser program, also known as Employment Services, provides basic and individualized career services to job seekers and job development services to Arizona employers. Veterans and covered persons receive priority of service.

Capacity Metric(s):

Reported Information	Total Participants Served	Total Exiters
PY 2019 Total Participants	35,911	38,190
PY 2020 Total Participants	20,053	19,009

Program Description: Employment Services seeks to improve the functioning of Arizona's labor markets by bringing together individuals seeking employment with employers seeking workers. Employment Services, a core partner in the ARIZONA@WORK system, co-locates in job centers and/or in a virtual capacity with other network partners across the state and aligns performance accountability indicators with other federal workforce programs. Basic services include skill assessment, labor market information, referrals to support service programs and job search and placement assistance. Individualized services include career and vocational counseling.

Title IV: Vocational Rehabilitation

Who is Served: The VR Program provides rehabilitation and employment services to individuals with disabilities. Students with documented disabilities in the state of Arizona who are between the ages of 14 to 22 and enrolled in an education program are able to receive a limited set of work preparation services to prepare for future employment. To be eligible for the full range of VR services, individuals must have a documented disability, the disability must present a barrier to competitive and integrated employment, and the individual must require VR services in order to achieve competitive and integrated employment.

Capacity Metric(s):

Reported Information	Participants*
PY 2019	13,581
PY 2020	11,537

*A participant is an individual who has an approved Individualized Plan for Employment and is receiving VR services.

Program Description: The VR Program provides services and supports to assist individuals with disabilities to obtain, maintain, regain, or advance in competitive and integrated employment. VR services are individualized and adapted to meet each eligible individual's specific vocational goal and disability-related needs. Examples of services available through the VR Program include assessments for determining eligibility and rehabilitation needs, vocational guidance and counseling, job development and retention, vocational/educational training, mobility training, adjustment to disability training, and rehabilitation technology.

ARIZONA@WORK Public Information Office

The ARIZONA@WORK Public Information Office provides the following services:

- Communication: assist LWDAs with communication efforts including, material templates, content and design, promotion assistance of events and workshops, and website usage. Materials promote ARIZONA@WORK services and events to act as reference points for customers and staff, such as flyers, banners, pamphlets, posters, postcards, etc. Digital materials include videos, newsletters, social media posts, infographics, charts, and articles promoting ARIZONA@WORK programs and successes.

- Internal and external communication: critical messages are provided to the internal network to disseminate important updates, events, and news.

- Branding: includes efforts such as the ARIZONA@WORK Style Guide to meet WIOA and State policy requirements to ensure brand consistency throughout the state. PIO distributes any updated branding materials to LWDAs.

- Social Media and Data: serving as the bridge to connect ARIZONA@WORK with the public. ARIZONA@WORK Public Information Officers (PIOs) manage the network's social media presence and assists the LWDAs with their local social media accounts. PIO will also strategize social campaigns with LWDAs in attempts to promote ARIZONA@WORK services.

- ARIZONA@WORK website: manage the general website content and delegate responsibilities to LWDAs to maintain area-specific content. PIO is available to assist LWDAs with web projects, updates, and upgrade

ARIZONA@WORK Facebook accounts reach thousands of people across the state each week, and all combined accounts (Facebook, Twitter, and LinkedIn) have approximately 7,500 followers. The #EmployArizona campaign that lasted from early July 2021 through early August 2021 massively increased the amount of reach and impressions on Facebook and Twitter, respectively. The campaign's accompanying website resource page performed well throughout the duration of the campaign as well:

- Facebook reach (amount of people who viewed posts) totaled 23,069 during the month-long #EmployArizona campaign.

- Twitter Impressions (amount of people who viewed posts) totaled 22,168 during the month-long #EmployArizona Campaign.

- The #EmployArizona campaign resource web page had approximately 11,000 page views throughout the month-long campaign.

Eligible Training Provider List (ETPL)

Who is served: The ETPL is a resource to be used by participants in the Adult, Dislocated Worker, and Out-of-School Youth Programs as mandated by WIOA Title I-B.

Capacity Metrics: The PY 2020 ETPL totals, per AJC report, shows 237 Training Providers, 1201 Training Programs, 393 Initial Training Programs. [15]

Program Description: The ETPL includes approved Training Providers who are eligible to receive WIOA Title I-B funds to train eligible adults and dislocated workers, In-School Youth, and Out-of-School Youth Program participants, including those who have barriers and/or require Vocational Rehabilitation services. The ETPL provides training program description, training program cost information, credential information, labor market information, and

performance information to inform consumer choice. A training program must be listed on the ETPL for WIOA Title I-B Funds to be used to pay for the training.

To meet the skill and educational development needs of eligible participants, the Eligible Training Provider (ETP) Programs align with the sector strategies and respective local plans that are focused on In-Demand occupations and result in certification or accreditation. ADES and the LWDBs share the responsibility of managing the statewide ETPL including approving programs for initial and continued eligibility. The ADES State ETPL Coordinator approves training providers after ensuring the providers meet the state training provider eligibility requirements listed in the WIOA and State ETPL policy. The State and LWDB ETPL Coordinators review each training program individually to determine if the training programs meet state and local ETPL requirements, respectively, including initial performance data standards, and resulting in a federally or locally recognized credential. Arizona uses the training program's credential attainment rate as the performance factor for initial eligibility. Programs that are approved at the local level are reviewed for accuracy and completeness by the State ETPL Coordinator prior to final approval for inclusion on the statewide ETPL, for a one–year initial eligibility period. The LWDB reviews the training provider's program performance for continued eligibility based on the performance accountability measures using data on all WIOA Title I-B and non-WIOA Title I-B participants who participated in the training program during the performance period.[15]

[15] Programs are approved initially for a period of one year then are reviewed every two years for continued eligibility. Initial Programs are those in the first year of approval.

B. STATE STRATEGIC VISION AND GOALS

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

1. VISION

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

2. GOALS

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

(A) Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment[8] and other populations.[9]

(B) Goals for meeting the skilled workforce needs of employers.

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

Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals.

[9] Veterans, unemployed workers, and youth and any other populations identified by the State.

3. PERFORMANCE GOALS

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

4. ASSESSMENT

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

1. Vision

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

State Priorities Established by Governor Ducey:

- Government working at the speed of business

- Equal access to education

- Opportunity for all

- Pro-growth economy

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

Through the required coordination of core programs and the inclusion of industry, WIOA presents an extraordinary opportunity to improve the efficiency, relevance and productivity of the workforce system. Uniting under this state plan and a common identifier, the system players will engage in strategic partnerships that strengthen the State's ability to encourage economic growth by leveraging its qualified workforce. With the Governor and Council providing leadership and direction, DES, ADE, ACA, and additional ARIZONA@WORK partners will work together to provide services that ultimately meet the needs of job creators needing skilled workers in growing and In-Demand industries and individuals in need of fulfilling employment.

Ensuring the quality and ease of services provided by the workforce system requires integrated service delivery that includes high-quality professional staff to deliver work readiness skills for job seekers that will complement occupational skills training and business services. The system

will strive to create career pathways, aligned to industry needs, which combine education and training opportunities in a way that supports individuals gaining buildable knowledge, skills, and abilities throughout their careers. Connecting programs, services and systems will require collaboration around building a strong data infrastructure and metric measuring tools.

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

2. Goals

The four goals identified for the ARIZONA@WORK system (*listed below*) were developed to ensure a customer centric workforce system. Each goal focuses on a primary target customer of workforce services. To achieve each goal, regular consideration of the current economic trends and workforce patterns will be required. The latest economic and workforce analysis available during the writing of this plan can be found in section I.(a).

- Goal 1: Promote a Strong Arizona Economy - *Build Arizona's capacity to attract, retain and grow thriving businesses.*

- Goal 2: Serve Business Needs - *Serve Arizona job creators by understanding, anticipating and helping them meet workforce needs (including meeting the skilled workforce needs of employers).*

- Goal 3: Prepare Job Seekers; Defend Against Poverty - *Prepare and match job seekers to a job creator for a successful career that provides amply (preparing an educated and skilled workforce, including youth and individuals with barriers to employment and other populations).*

  - *Some specific populations Arizona is striving to make significant improvement for include those mentioned as key populations within the economic and workforce analysis section of this plan:*

    - *Individuals with Disabilities :*

      - *Increase competitive integrated employment opportunities for individuals with disabilities.*

        - *Improve access to services for people with disabilities in the job centers across Arizona.*

        - *Increase knowledge of local workforce partners about the Governor's Executive Order on Employment First to improve employment outcomes for individuals with disabilities.*

    - *Veterans:*

      - *Increase access to ARIZONA@WORK services*

      - *Facilitate the provision of services to veterans.*

    - *Previously Incarcerated Individuals:*

- *Increase access to ARIZONA@WORK services*

- *Increase employment outcomes for individuals releasing from incarceration.*

  - *Low Academic Individuals and English Language Learners:*

    - Increase the number of individuals who improve academic or english language skills.

    - Increase the number of individuals who obtain industry recognized credentials.

    - Increase the number of individuals receiving a secondary diploma and transitioning to post-secondary education or employment in Arizona.

- Goal 4: Protect Taxpayers by Providing Efficient, Accountable Government Service - *Accelerate measurable impact and performance for less cost.*

3. Performance Goals

The Performance Goals for Core Programs are written in their respective sections of this document.

4. Assessment

Through Governor Ducey, and endorsed by the Council, Arizona is deploying a professional, results-driven management system, the Arizona Management System (AMS), to transform the way the government thinks and does business. AMS is built on lean principles and focuses on people through transformation processes while striving to improve the outcomes for customers. Through training and coaching, all WIOA partner staff are empowered to make data-driven decisions, use a common problem-solving process, and track progress through visual controls. This affords staff greater creativity and control while expanding capacity to do better for all ARIZONA@WORK customers.

At the State level, the Council, ADE, and ADES will assess the overall health of the ARIZONA@WORK system through a check and adjust process, using lead measures for the State's strategies and other critical measures to improve the overall system and meet or exceed the federal performance measures. Using a dashboard on the ARIZONA@WORK website, agency scorecards, and tiered measures throughout the system, teams at all levels will be able to quickly identify progress and slippage, problem solve to identify root causes, and implement countermeasures to course-correct and/or improve the measures. Regular reviews with the Council and/or the appropriate committee will ensure ongoing input and assessment of the ARIZONA@WORK system.

Throughout the ARIZONA@WORK system, the evaluation of improvements will be continuous, with the goal of ARIZONA@WORK staff at all levels creating teams to solve problems, improving processes using standard problem-solving techniques while measuring progress to make those processes better, faster, and more cost efficient.

C. STATE STRATEGY

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

1. DESCRIBE THE STRATEGIES THE STATE WILL IMPLEMENT, INCLUDING INDUSTRY OR SECTOR PARTNERSHIPS RELATED TO IN-DEMAND INDUSTRY SECTORS AND OCCUPATIONS AND CAREER PATHWAYS, AS REQUIRED BY WIOA SECTION 101(D)(3)(B), (D). "CAREER PATHWAY" IS DEFINED AT WIOA SECTION 3(7) AND INCLUDES REGISTERED APPRENTICESHIP. "IN-DEMAND INDUSTRY SECTOR OR OCCUPATION" IS DEFINED AT WIOA SECTION 3(23)

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ALIGN THE CORE PROGRAMS, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE TO THE STATE TO ACHIEVE FULLY INTEGRATED CUSTOMER SERVICES CONSISTENT WITH THE STRATEGIC VISION AND GOALS DESCRIBED ABOVE. ALSO DESCRIBE STRATEGIES TO STRENGTHEN WORKFORCE DEVELOPMENT ACTIVITIES IN REGARD TO WEAKNESSES IDENTIFIED IN SECTION II(A)(2)

c. State Strategy

ARIZONA@WORK developed strategies based on the goals and strengths and weaknesses identified from a cross-functional team, including representatives from the Council, core programs, and the LWDBs. Arizona's goals are interdependent, with many strategies affecting more than one goal to create and promote a holistic system to benefit ARIZONA@WORK customers.

The strategies are also based on the systemwide workforce development activities noted in section (a). Rather than identify strategies that were unique to the activities of one ARIZONA@WORK partner, this plan focuses on strategies that will engage multiple partners and teams to implement changes benefiting the system as a whole. This Plan intends for partners to directly or indirectly provide input across strategies, reflecting their role as part of a larger ARIZONA@WORK system.

Strategies included:

1. Promote industry sector partnerships/projects

2. Develop and implement a communication and outreach plan to promote awareness and utilization of the ARIZONA@WORK system

3. Increase and improve coordination between workforce, education, and economic development efforts at the state and local levels

4. Ensure training provided to job seekers and workers has a focus on transferable skills

5. Create a comprehensive business engagement plan to support consistency and availability of services

6. Implement framework for supporting a statewide model for career pathways based on the identified In-Demand industries and occupations, connecting the education and incorporating appropriate flexibility for regional variation

7. Improve processes for co-enrollment across partners to share costs and case management to better serve customers

8. Enhance initiatives supporting populations with barriers to employment to ensure customers are receiving needed services efficiently including populations identified in section (a)

9. Create a consistent system for continuous improvement

10. Identify data system solutions to enhance the interoperability and quality of data for use across ARIZONA@WORK programs

1. Describe the Strategies the State will Implement

ARIZONA@WORK identified the following strategies to support industry partnerships in In-Demand industries and career pathways:

- Promote industry sector partnerships/projects in In-Demand Industries.

    o Strategy implementation will focus support and project development for the State In-Demand Industry Sectors including: Construction, Health & Social Services, Professional, Finance & Insurance, Manufacturing, Transportation & Warehousing, and Information Technology.

- Implement a framework for supporting a statewide model for career pathways based on the identified In-Demand industries and occupations, incorporating appropriate flexibility for regional variation.

Areas for improvement in the current implementation of these strategies include expanding coordination across the ARIZONA@WORK system to develop career pathways and sector partnerships. Through the cross-partner engagement in the development and identification of capacity for the strategies in this plan, Arizona intends to identify best practices at the national, state, and local level to increase sector partnerships and implement a career pathway framework and also improve the quality by improving communication and coordination of services across ARIZONA@WORK partners. As a part of the overall strategy for developing a career pathway framework, Arizona intends to develop methods for connecting all core Title partner participants to diverse career pathway opportunities including CTE, Registered Apprenticeship programs, etc.

2. Describe the Strategies the State will Use to Align the Core Programs

ARIZONA@WORK identified the following strategies to align core programs, required and optional one-stop partner programs, and other State resources:

- Increase and improve coordination between workforce and economic development efforts at the state and local level.

- Create a comprehensive business engagement plan to support consistency and availability of services.

- Implement a framework for supporting a statewide model for career pathways based on the identified In-Demand industries and occupations, incorporating appropriate flexibility for regional variation.

- Improve processes for co-enrollment across partners to share costs and case management to better serve customers.

- Identify data system solutions to enhance the interoperability and quality of data for use across ARIZONA@WORK programs.

The strategies developed to strengthen system weaknesses include strategies 2, 3, 5, 6,7,8, and 10 seen in section c above.

III. OPERATIONAL PLANNING ELEMENTS

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

A. STATE STRATEGY IMPLEMENTATION

The Unified or Combined State Plan must include–

1. STATE BOARD FUNCTIONS

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

The Council is the State workforce board which assists the Governor in carrying out the 12 functions under section 101(d) of WIOA. The Council is led by an executive committee consisting of the Council chair and the chairs of the Council's four standing committees. The four committees align with the 12 functions and will drive the implementation of the State Plan. State and Council staff will provide regular updates to the committees and quarterly presentations to the Council, allowing for transparency and supporting informed decision-making around governance, programmatic, and fiscal requirements. The Chair, on behalf of the Council, will make quarterly recommendations to the Governor.

2. IMPLEMENTATION OF STATE STRATEGY

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

A. CORE PROGRAM ACTIVITIES TO IMPLEMENT THE STATE'S STRATEGY

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

Below are the 10 strategies identified by the Workforce Arizona Council for PY 2020 - PY 2023.

1. Promote industry sector partnerships/projects

2. Develop and implement a communication and outreach plan to promote awareness and utilization of the ARIZONA@WORK system

3. Increase and improve coordination between workforce, education, and economic development efforts at the state and local level

4. Ensure training provided to job seekers and workers has a focus on transferable skills

5. Create a comprehensive business engagement plan to support consistency and availability of services

6. Implement framework for supporting a statewide model for career pathways based on the identified In-Demand industries and occupations, connecting the education and incorporating appropriate flexibility for regional variation

7. Improve processes for co-enrollment across partners to share costs and case management to better serve customers

8. Enhance initiatives supporting populations with barriers to employment to ensure customers are receiving needed services efficiently including populations identified in section (a)

9. Create a consistent system for continuous improvement

10. Identify data system solutions to enhance the interoperability and quality of data for use across ARIZONA@WORK Programs

The state agencies supporting WIOA activities, ADE, ADES, and OEO, will fund activities to implement this Plan's strategies. Implementation of the strategies will include coordination through various cross-functional teams (including LWDBs and identified ARIZONA@WORK partners), using regular meetings, workgroups, input on written project plans and materials, presentations, and collaboration for discussion with the Council and its committees, as appropriate. ADE and ADES together also administer nine education and employment programs: CTE, CSBG, JVSG, MSFW, SCSEP, Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T), TANF Jobs, Trade Adjustment Assistance (TAA), and Unemployment Insurance (UI); which increases the State's ability to leverage resources and coordinate as a system. Likewise, the State Office of Apprenticeship is housed in ADES and staff participate in statewide and local activities with the Council and LWDBs to align apprenticeship information and opportunities for businesses and individuals.

The 12 LWDBs, with the required ARIZONA@WORK and other local partners, will coordinate implementation to align with the State's strategies. The LWDBs set local strategy, aligned with the state's strategy, and through their local plans and MOU, describe their coordination efforts to streamline processes and capitalize on all resources to best serve ARIZONA@WORK customers. Many of the required local partners are co-located within the ARIZONA@WORK Job Centers or utilize virtual/remote methods to collaborate and coordinate at the local level.

Specific strategy implementation activities from the last two years and planned for the next two include

Strategy 1: Promote industry sector partnerships/projects

- Arizona Department of Education & ARIZONA@WORK Hiring Effort

    o The ARIZONA@WORK system is working to support a workforce gap for education professionals.

- Insurance Industry Pipeline

  o In order to address the need to fill the talent pool needs within the Insurance industry due to a 25% job growth. The Insurance Industry Talent Pipeline Project facilitated a partnership of insurance companies (33), education providers (7) - including high schools and post-secondary, government entities (4) and industry associations and other groups (5) to contribute resources that promote industry employment and increase the talent supply through newly established work-based training programs and credential attainment.

- Healthcare Sector Strategy

  o During the State Plan modification, updates to the labor market information informed Council members and ARIZONA@WORK partners of the increased need for healthcare and healthcare support professionals in the last year. Research will be done to better identify the need and provide support resources.

- Amazon Web Services

  o In collaboration with Amazon Web Services (AWS), the goal is to increase access to cloud computing education across the state. AWS Programs and certifications prepare diverse learners for in-demand, entry-level cloud roles in Arizona and around the world. With hands-on experience in the AWS Cloud, graduates have the skills and knowledge they need to add value on the job.

- Arizona Advanced Technology Network

  o The Arizona Advanced Technology Network is a partnership through Maricopa Community College, Central Arizona College, and Pima Community College to develop a unified, industry-recognized curriculum specifically designed to teach the skills needed for high-paying, high-tech advanced manufacturing jobs.

- Manufacturing Training Project

  o The Manufacturing Training Project was developed and implemented at Mesa Community College to assist the manufacturing industry by increasing the availability of a qualified and eligible workforce who are certified in manufacturing to increase the awareness of these efforts among employers, potential students, future talent pipeline and other potential partners.

Strategy 2: Develop and implement a communication and outreach plan to promote awareness and utilization of the ARIZONA@WORK system

- Guide to Arizona's Workforce System

  o A big picture guide to the ARIZONA@WORK system was developed in 2021. Going forward, the ARIZONA@WORK partners will develop a more detailed guide for internal partners and clients to better understand and communicate all WIOA services.

- Outreach campaigns

  o Return Stronger Upskilling Campaign

    ▪ The Return Stronger campaign launched in May of 2020 to showcase Arizona's leadership in offering innovative tools for a faster economic

recovery and help connect businesses and job seekers to available ARIZONA@WORK resources. The campaign included a webpage, press releases, social media materials, and more. The campaign resulted in over ten thousand website views and helped Arizona community members better understand available services.

- o Employ Arizona/Back to Work Campaign
    - ▪ The **#EmployArizona Campaign** was created to inform UI claimants of the ARIZONA@WORK employment resources available to help them return to work.
    - ▪ The campaign ran from July 6, 2021, to August 5, 2021.
    - ▪ Deliverables from the campaign included the #EmployArizona landing page on the ARIZONA@WORK website, social media posts, weekly emails to unemployment claimants, and social media templates for use by the local workforce development boards.
    - ▪ This project required rapid communication and collaboration across the ARIZONA@WORK partners, and we are proud of the improvements during the project which included:
        - • increasing our Twitter impressions by 11,000,
        - • increasing our Facebook reach by several thousand, and
        - • reaching over 10,000 visitors on the new EmployArizona webpage.
- o Regular public outreach efforts
    - ▪ Each core program provides documentation on the services they provide to the public. WIOA partners collaborate to coordinate outreach activities in tandem to ensure community members are aware of services available.
- • Branding Efforts
    - o Development of branding policy
        - ▪ There is a need for a clear branding policy for the ARIZONA@WORK system. This is something that will be developed to support this strategy.
    - o Title III & IV updated ARIZONA@WORK branding to "proud partner" and sent out new branding material to partners.
    - o ARIZONA@WORK internal technical assistance webpage
        - ▪ A webpage on the ARIZONA@WORK was developed to help communicate resources between internal ARIZONA@WORK partners including branding resources.

Strategy 3: Increase and improve coordination between workforce, education, and economic development efforts at the state and local level.

- Office of Economic Opportunity Integration into the Arizona Commerce Authority

  o The Office of Economic Opportunity serves as the state workforce coordination and planning unit, alignment with economic development, and manages the Workforce Arizona Council. OEO reports to the President & CEO of the Arizona Commerce Authority, that state's leading economic development agency. The ACA

    ▪ Collaborates with the Office of Economic Opportunity to identify and remove barriers to workforce participation;

    ▪ Builds on successful partnerships between industry and academia to replicate initiatives such as the Arizona Advanced Technologies Corridor;

    ▪ Aligns institutions and workforce development organizations on economic development strategies, curricula and programs;

    ▪ Leverages statewide workforce resources by integrating workforce experts into the deal teams for business attraction, expansion and creation projects;

    ▪ Enhances partnerships between Arizona universities and private industry that strategically align with development of target industries.

- Arizona Department of Education & ARIZONA@WORK hiring project

  o The Office of Economic Opportunity is coordinating efforts to engage the Arizona Job Connection (AJC) through our ARIZONA@WORK partners to assist in hiring efforts for the Local Education Agencies (LEAs) of the Arizona Department of Education throughout the state to assist in filling the workforce gap for education professionals.

- Increase Education Representation on Workforce Arizona Council

  o The Workforce Arizona Council is currently recruiting additional education representative(s) for membership to ensure alignment among leadership and continued opportunities for integration throughout the workforce system.

- DRIVE 48 Workforce Training Center

  o The "Drive 48" training center, located on the Central Arizona College Signal Peak campus in Pinal County, is a 13,000 square-foot training center that will equip future manufacturing technicians with the skills needed for high-tech jobs. Using the robots, we see around us and other advanced technology, these students will gain hands-on experience in areas such as:

    ▪ Programming;

    ▪ Maintenance;

    ▪ Parts assembly;

    ▪ Safety training;

- - AND more.
  - It was established through a unique collaboration between government, academia, and industry – one that can be scaled throughout the state.
- Pre-apprenticeship program alignment
  - The Arizona Department of Education's Career and Technical Education and ADES's Apprenticeship Office are collaborating to promote alignment between the current apprenticeship programs and pre-apprenticeship programs available.
- Back to Work Initiatives
  - The Return-to-Work Bonus Program provides eligible UI claimants returning to work between May 13, 2021, and September 6, 2021 one-time bonus of up to $2,000 for returning to full time work. To date, a total of 23,532 accounts have been created for the bonus. Payments will continue to be issued weekly as qualifying applicants are identified through December 31, 2021.
  - The education incentives include providing high school equivalency test vouchers, administered by GED Testing Services, and community college tuition assistance for individuals who received or filed for unemployment benefits for the weeks of May 8, 2021 or May 15, 2021.
  - The Child Care for Returning Workers incentive recently ended but provided 690 families with childcare assistance for three months in 2021.
- Reskilling and Recovery Network (National Governors Association & American Association of Community Colleges)
  - Arizona's Reskilling and Recovery Network (RRN) is designed to collaboratively identify and scale strategies that give workers the skills necessary to succeed in an economy reshaped by the pandemic. The RRN is a collaborative effort of Arizona's 10 Community College districts, the office of the Governor, ARIZONA@WORK, business, and industry leaders, Achieve60AZ, and local workforce development leaders.

Strategy 4: Ensure training provided to job seekers and workers has a focus on transferable skills

- Ongoing Activities
  - Arizona Career Readiness Program (ACRC)
    - The Professional Skills Assessment component of the ACRC validates fully transferable skills, otherwise known as soft skills, that Arizona employers have repeatedly expressed as particularly desirable and stubbornly difficult to confirm in the hiring process. Additionally, the Applied Mathematics, Locating Information, and Reading for Information Assessments of the ACRC validate foundational academic skills, otherwise known as hard skills, that are frequently listed in occupation descriptions.
  - Vocational Rehabilitation Job Readiness Training

- - - Partnership between Vocational Rehabilitation and the Employer Engagement Administration to train candidates and connect them to hiring employers.
    - TAPS Program
      - The Transition Assistance Program (TAP) provides information, resources, and tools to service members and their loved ones to help prepare for the move from military to civilian life.
    - Skillbridge
      - SkillBridge Program is an opportunity for Service members to gain valuable civilian work experience through specific industry training, apprenticeships, or internships during the last 180 days of service. SkillBridge connects Service members with industry partners in real-world job experiences.
- Targeted Initiatives
  - Dislocated Worker Grant (DWG)
    - The dislocated worker grant helps provide work experiences for participants affected by COVID-19 in an effort to rapidly re-employ them within organizations that serve the communities in which they live.
  - 2020 Transferable Skills Activities
    - Service providers in 2020 had a big focus on helping individuals obtain and/or communicate transferable skills into relevant, essential positions.
  - Defining Quality Non-Degree Credentials
    - Arizona had a cross-functional team of leaders participate in workshops surrounding the sought to learn about leading strategies focused on defining quality non-degree credentials, identifying those credentials, developing strategies to embed the credentials into programs and creating a system to expand access to and attainment of quality non-degree credentials.
  - Interactive Transferable Skills Technical Assistance
    - The Department of Economic Security's Employer Engagement Administration is working on developing interactive transferable skills technical assistance.

Strategy 5: Create a comprehensive business engagement plan to support consistency and availability of services

- Business Service Process Mapping
  - ADES and OEO will partner with LWDBs to support process mapping to support job creators across the state in a coordinated effort.

- Communication elements supporting consistency

- Business service leaders in the ARIZONA@WORK system across the state have touchpoints twice per week to assist with ensuring consistency and collaboration on outreach and support efforts.
- All ARIZONA@WORK business service team members and partners are invited to weekly industry-focused touchpoints.
- The Arizona Commerce Authority coordinates plans to support targeted businesses.

Strategy 6: Implement framework for supporting a statewide model for career pathways based on the identified In-Demand industries and occupations, connecting the education, and incorporating appropriate flexibility for regional variation

- Implemented standard communication of in demand industries and occupations
  - Local workforce 4-year plans are now required to use NAICS and SOC codes to specify In-Demand Industries and Occupations. This will allow ARIZONA@WORK partners to communicate career pathway opportunities more easily.
  - The Office of Economic Opportunity's labor market information shop provided In-Demand Industry and Occupation recommendations to the State and Local Boards. The analysis and recommendations help provide common terminology and methodology for the workforce system to use when discussing labor market trends and needs.
- Develop Career Pathway Visuals, also known as career lattices, for the Top 10 In-Demand Occupations utilizing the occupation standards already developed in Registered Apprenticeship Programs.
- College in High School Alliance - Dual Enrollment Peer Learning Network
  - The College in High School Alliance launched a Peer Learning Network (PLN) for state policymakers working on policy related to college in high school programs like dual enrollment and early college high school that will meet monthly for the next 12 months. CHSA's PLN will provide a space within which policymakers can come together to discuss their challenges, successes, and learnings on topics related to policy.
- ETPL Policy Updates
  - The current ETPL policy will be updated to promote alignment and utilization of non-degree quality credentials and in-demand industry and occupations through the work with the National Skills Coalition, ETPL Coordinator and the State Workforce Board's Committees. The State Workforce Board (Council) aims for the policy to assist with aligning In-Demand occupations and industry-recognized credentials, include a process for collecting and reviewing disaggregated credential attainment data, encourage credential stack ability, align credentials to college credit-bearing programs, and support public reporting of credential attainment data
- CTE partnership

- o ADES Employer Engagement Administration is working with the Department of Education's Career and Technical Education Program to improve alignment via pre-apprenticeship programs.

Strategy 7: Improve processes for co-enrollment across partners to share costs and case management to better serve customers

- At the local level service providers collaborate to provide referrals. Local areas use technology and/or regular meetings and collaboration to promote referrals through their One Stop Operators. These efforts are under continuous improvement, and it is anticipated that the referral capabilities at the local level will continue to grow going forward.

- The National Governors Association (NGA) WIN Grant project included all WIOA Programs and evaluated opportunities for improving access to workforce services provided through the one-stop delivery system, including opportunities for improved cost-sharing and referrals. MSS Business Transformation Advisory (MSSBTA) research resulted in understanding that referrals need to be a required component of a larger modernization project. It is anticipated that one result of this larger project will be the development of improved referral processes at the state level.

- Efforts to improve co-enrollment specifically for TAA & Title I include:

  - o Educating the Local Workforce Areas about the TAA Program and the benefits of co-enrollment and ensuring all local areas receive the co-enrollment policy developed according to DOL guidance. In areas where most program participants reside, meetings were conducted, and Standard Work created so all can operate consistently across the co-enrollment process. Co-enrollment metrics are continually monitored to determine any need for technical assistance in areas where the co-enrollment rate is low or has dropped.

Strategy 8: Enhance initiatives supporting populations with barriers to employment to ensure customers are receiving needed services efficiently including populations identified in section (a)

- Maryvale Workforce Initiative

  - o The Maryvale community in Maricopa County is considered to be a high-need area in terms of support services. Community specific projects have been occurring over time, but a workgroup is re-focusing efforts and helping coordinate efforts by community partners and leaders to best support job seekers and employers in the area.

- Job Readiness Training (JRT)

  - o Partnership between Vocational Rehabilitation and the Employer Engagement Administration to train candidates and connect them to hiring employers. Candidates are supported with training included, but not limited to soft skills development and resume support.

- Second Chance Centers

  - o The Reentry Program has a strong history with assisting the reentry population upon release into the community with job readiness skills and finding sustainable employment in a virtual and in-person setting. In March 2017, ADES,

in partnership with Arizona Department of Corrections Rehabilitation & Reentry (ADCRR) opened three Second Chance Centers (SCC) in Arizona prisons and began providing reentry employment services to inmates preparing to be released. After completion of the program, results demonstrated that a steady income and sustainable employment reduced recidivism for inmates participating in this program.

- Veteran Employment Alignment

    o The primary objective of the Veterans Program is to develop and support programs that increase opportunities for veterans to obtain employment and job training in Arizona. Eligible veterans are entitled to receive priority services in job referrals and training by ADES and LWDB service provider staff, as well as other employment-related services.

- Job Center Assistive Technology needs assessment

    o The state Office of Vocational Rehabilitation will partner with the job centers and offer expertise and assistance to: identify a contact at the center that can assist both staff and the public with Assistive technology/accessibility questions; assess current assistive technology/accessibility needs and provide recommendations for equipment/services; and provide training resources to job center staff regarding how to assist an individual in accessing the assistive technology/services.

Strategy 9: Create a consistent system for continuous improvement

- Technical Assistance/Training

    o ADES organized local governance technical assistance training Arizona's local and state leaders. Training was provided in partnership with the Department of Labor (DOL) and Maher & Maher.

    o NGA No-Cost Technical Assistance is being coordinated by the Office of Economic Opportunity.

    o Arizona Management System

        ▪ Department of Economic Security Executive Leadership Training

            - Through these efforts, DERS has increased the leaders trained from 87 in 2018 to over 257 leaders as of April of 2021. Going forward DERS will continue to recruit, develop, train, and engage a high performing workforce as we continue to support leaders within the Arizona Management System to set the foundation, manage performance, solve problems, and continue to drive improvements.

- Improve processes for compliance review

    o PY 2020 Local Plan, LWDB recertification, and Job Center Certification policies, guidance, and review processes were updated to reflect current federal and state requirements. Guidance will continue to be revised as needed to ensure federal compliance, while reducing burden on LWDB as much as possible.

- o Collaboration with LWDB staff is planned to help improve processes and timelines for compliance review activities.

- Communication Opportunities

  - o Weekly business service-related touchpoints support opportunities for partners to share best practices to improve progress throughout the state.

  - o Monthly ARIZONA@WORK meetings encourage LWDB staff to communicate issues and discuss problem solving with state leadership on a regular basis.

  - o Annual Convenings hosted by the Workforce Arizona Council help ensure Council and Local Board leadership have opportunities to strategize and collaborate on common and unique issues.

- Research/evaluation

  - o Research and evaluation on workforce performance allow the State to better understand areas for improvement. See the section on research and evaluation for more information of efforts completed and in the works for the PY 2020 - PY 2023 Workforce Plan.

- Modernization Project

  - o ADES has entered into an initiative to modernize the automated systems for Workforce and Unemployment Programs. The goal of this effort is to have improved customer service and ease access to the benefits and services that these programs offer to unemployed individuals, job seekers and employers. ADES has enlisted a contracted vendor to manage this process and assist with the information gathering and RFP components. The target is to have the RFP for the first component of the workforce modernization effort, the Unemployment Insurance Benefits system, available in early 2022. Once that part is completed, ADES will be procuring for the other two components, Workforce and the Unemployment Tax systems. The Department seeks to ensure that these systems are connected for improved and secure customer data exchange as well as to communicate with other automated systems that are connected to the workforce system.

Strategy 10: Identify data system solutions to enhance the interoperability and quality of data for use across ARIZONA@WORK Programs

- Arizona Job Connection (AJC) Upgrade

  - o AJC was updated to improve functionality and reporting of the system. A key new feature included adding Tableau access for state and local partners. Currently, partners are working on developing analytics tools that can be shared between partners.

- Integrated Data System (AZ Longitudinal Data System)

  - o Efforts are being made by the Office of Economic Opportunity to coordinate a longitudinal data system to provide better information for strategic decision making.

- Title IV System Modernization project

- o Title IV put out an RFP in 2021 for a new data system to improve functionality and capabilities which allows Title IV to collect data elements that are aligned with Title I data elements.

- Workforce Technology Modernization project

  - o The Workforce Technology Modernization project, also known as the Modernization project, is an initiative to modernize the automated systems for Workforce and Unemployment Programs. Current committees supporting the project include the Project Advisory Committee; the Project Steering Committee; Business Teams 1, 2, and 3; the Technical Team; the Procurement Team; and the Evaluation Team.

[17] Labor market data is available on the Office of Economic Opportunity's labor statistics website.

B. ALIGNMENT WITH ACTIVITIES OUTSIDE THE PLAN

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

The 12 LWDBs with the ARIZONA@WORK required and other local partners (e.g., Job Corps, Youth Build, the U.S. Department of Housing and Urban Development [HUD] employment and training providers, and CTE providers), will coordinate implementation to align with the State's strategies. The LWDBs set local strategy, aligned with the state's strategy, in their local plans, and coordinate with other local partners not included in this Workforce Plan, such as Low-Income Home Energy Assistance Program, Adult and Juvenile Correction agencies, local libraries, and city/town governments. Through the MOU, LWDBs describe their coordination efforts with partners in the local area to streamline processes and capitalize on all resources to best serve ARIZONA@WORK customers. Many of the required local partners are either co-located within the ARIZONA@WORK Job Centers, or partner through virtual collaboration, to facilitate increased communication and continuous improvement activities.

Specific strategy implementation with core programs and alignment with activities outside the Unified State Workforce Plan includes:

Strategy 2 Implementation: To expand knowledge and understanding of the ARIZONA@WORK system, a guide to Arizona's workforce services was created. Going forward, the ARIZONA@WORK partners will develop a more detailed guide for internal partners and clients to better understand and communicate all WIOA services. In the last few years, the ARIZONA@WORK system has had several successful outreach campaigns, which included partnering with the Child Care Administration, providers of broadband internet, and more. The ARIZONA@WORK system will continue to partner with required and optional partners to promote and provide quality services.

Strategy 9 Implementation: To create a consistent system for continuous improvement, Arizona will continue its deployment of its results-driven management system, AMS, envisioned by Governor Ducey, and endorsed by the Council to improve outcomes for employers and job seekers. This system supports teams to identify problems, work through a problem-solving

process to determine the root causes of the problem, and then implement solutions, using a check and adjust methodology to ensure and support continued improvement. To support all individuals implementing AMS, Arizona will research approaches that drive culture change through innovative staffing/hiring practices across the ARIZONA@WORK system.

Strategy 10 Implementation: Through the identification of data system solutions, ARIZONA@WORK partners aim to prevent duplication of services and enhance partnering to streamline services within the ARIZONA@WORK system. Creative solutions for data challenges are intended to improve management of and streamline services to co-enrolled individuals, track individuals through workforce, education, and community programs, and provide critical data to continuously improve services to customers. Two current projects supporting this objective include the Integrated Data System, also known as the AZ Longitudinal Data System, which will help improve data sharing and analytics for workforce partners, and the Workforce Technology Modernization project, which will modernize the automated systems for Workforce and Unemployment Insurance Programs.

C. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO INDIVIDUALS

Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services (e.g. transportation), to individuals, including those populations identified in section II(a)(1)(B), and individuals in remote areas. The activities described shall conform to the statutory requirements of each program.

For the final two years of the PY 2020 - PY 2023 State Workforce Plan, ARIZONA@WORK partners will engage in cross-functional projects, using shared expertise to help Arizona's workforce obtain needed assistance.

For example, one new initiative is a partnership between Titles I, II, and III to help UI claimants who do not currently hold secondary diplomas utilize the testing pathway to the High School Equivalency (HSE) (administered by GED® Testing Services), obtaining funding through a voucher system that will cover the cost of GED® practice tests and GED® exam. Currently, there are approximately 235,000 individuals collecting unemployment insurance benefits that may not have a secondary diploma. In order for these claimants to have an equal opportunity to return to work in positions that will allow them to become self-sufficient, the team has created the Back to Work HSE Program.

System-wide resources will be used, such as the Arizona Career Readiness Program (ACRP), to promote a customer-centric model for identifying skills and assisting in job placement. Specific strategy implementation and alignment activities designed to coordinate the provision of services to individuals include:

Strategy 6 Implementation: Creating a framework to support statewide models for identified career pathways, will help all program participants see a path based on their intended career. The ARIZONA@WORK system started this project by utilizing a common terminology for In-Demand Industries and Occupations (NAICS codes and SOC codes) in the state and local plans. Now ARIZONA@WORK partners can collaborate, using the common terminology to support the development and implementation of career pathways. For example, students enrolled in adult literacy classes or individuals who are justice-involved and re-entering the workforce, will be able to identify where they are on a pathway of interest, what additional skills, training, and/or

postsecondary credentials (including registered apprenticeships) are needed, and engage with the ARIZONA@WORK system to identify support and resources (e.g., transportation, training) to meet their goals. Specific next steps for this project include the development of career pathway tools for the top state In-Demand Occupations. In addition, local partners will continue to work with individuals to help them develop custom career pathways based on the needs of the individual and the available services for them.

Strategy 7 Implementation: To streamline services to individuals, especially those with barriers to employment who may qualify for more than one program, the Office of Economic Opportunity, using a 'Workforce Innovation Network' (WIN) grant from the National Governors Association (NGA), contracted with MSSTBA to conduct research on the needs of Arizona's workforce system, including opportunities for improvement in how referrals are conducted. This research will be reviewed and used to better support referrals, which will improve the quality of services by program participants. The team will also capitalize on current successes within Arizona, including the effort to increase co-enrollment between TAA and Title I-B. Co-enrollment between the TAA Program and Title I-B Dislocated Worker Program continues to be a focus and strategy to offer seamless reemployment benefits and services to trade affected workers who lose their jobs through no fault of their own. Through the co-enrollment efforts implemented, the statewide average rate is consistently above 80 percent.

Strategy 8 Implementation: To ensure individuals who use the ARIZONA@WORK system can access the support and services needed, Arizona has several programmatic activities and initiatives that support the accessibility of the workforce services for all individuals. Examples of activities include Title II's universal learning implementation through Center for Applied Special Technology [CAST], Title IV Job Center Assistive Technology needs assessment, Arizona's Veterans' Programs, and Arizona's Second Chance Centers supporting previously incarcerated individuals. Current cross-partner initiatives include the Job Readiness Training (JRT) Partnership between Vocational Rehabilitation and the Employer Engagement Administration and the Maryvale Initiative to support individuals in this historically high-need area.

D. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO EMPLOYERS

Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.

For the final two years of the PY 2020 - PY 2023 State Workforce Plan, ARIZONA@WORK partners will engage in cross-functional projects, using shared expertise to help Arizona's employers obtain needed assistance.

Specific strategy implementation that coordinates and aligns the provision of services to businesses include Strategy 1 and Strategy 5. See the Strategy section for specific action items relating to the coordination, alignment, and provision of services to employers.

E. PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS

Describe how the State's Strategies will engage the State's community colleges and area career and technical education schools, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv).

Educational institutions are a critical partner to the success of the ARIZONA@WORK system, supporting (i) businesses to meet their need for a qualified workforce, and (ii) employed and unemployed individuals to obtain training and credentials, which lead to employment at family-sustaining wages. Community colleges, CTE providers, and other education partners (including those listed on the ETPL) will be engaged to coordinate the strategies provided in this Plan.

For the final two years of the PY 2020 - PY 2023 Workforce Plan, ARIZONA@WORK partners will engage in cross-functional projects, using shared expertise to utilize Arizona's robust educational systems to support the state's labor market needs. Specific strategy implementation will include:

- Strategy 1 Implementation: Arizona will continue to support sector partnerships by (i) OEO coordinating sector strategies within manufacturing, healthcare, and insurance, and (ii) LWDBs identifying local In-Demand industries and engaging ARIZONA@WORK partners to: Identify best practices to focus its sector partnerships in Arizona's In-Demand industries;

- Coordinate efforts with businesses using State and LWDB members and ARIZONA@WORK business service teams;

- Engage economic development partners through the ACA and LWDBs' networks, and state and local economic government and associations; and

- Engage educational partners identified within LWDAs to develop relevant curricula (such as CTE and eligible training providers).

Through these efforts, Arizona intends to expand the talent pipeline in the ARIZONA@WORK system to meet the identified industry needs through focused sector partnerships for In-Demand Industries.

Strategy 4 Implementation: ARIZONA@WORK partners will:

- Engage business partners and other state and national resources to identify the knowledge, skills, and abilities needed for occupations in In-Demand occupations;

- Collaborate with educational institutions and other partners to ensure transferable skills are embedded within curricula; and

- Engage eligible training providers and other LWDA education partners to increase awareness of the need for transferable skills in curricula based on business needs.

F. PARTNER ENGAGEMENT WITH OTHER EDUCATION AND TRAINING PROVIDERS

Describe how the State's Strategies will engage the State's other education and training providers, including providers on the state's eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.

For the final two years of the PY 2020 - PY 2023 Workforce Plan, ARIZONA@WORK partners will engage in cross-functional projects, using shared expertise to help Arizona's employers and job seekers obtain needed assistance. The State's strategy implementation will include

engagement of LWDBs and their eligibility training providers, to ensure job seekers are able to obtain needed training in In-Demand Occupations. Specific strategy implementation will include:

Strategy 6 Implementation: By implementing a framework for supporting statewide models for identified career pathways, all individuals, regardless of education, skills level, or program enrollment, will have a point of entry for the career path based on their specific career needs. For example, students enrolled in adult literacy classes or individuals who are justice-involved and re-entering the workforce will be able to identify where they are on a pathway of interest, what additional skills, training, and/or postsecondary credentials (including registered apprenticeships) are needed and receive support from the ARIZONA@WORK system to identify support and resources (e.g., transportation, training) to meet their goals. The pathways will utilize labor market information to ensure sustainable careers and engage partners (including eligible training partners and other educational institutions) and businesses to develop the pathways. Arizona will coordinate across all core and non-core programs (e.g., TANF Jobs, MSFW, SNAP E&T) to share the developed career pathways to align as a system, and to assist all customers to meet their potential.

G. LEVERAGING RESOURCES TO INCREASE EDUCATIONAL ACCESS

Describe how the State's strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in section (E).

Arizona will include in its strategy implementation with ARIZONA@WORK core, required, and other partners, the identification of opportunities to leverage Federal, State, and local funding to expand access for individuals to the educational institutions identified in Sections III.(a)(2)(E) - (F) above. Arizona will engage with community colleges and other educational institutions to identify complementary activities, such as career counseling and job fairs, to explore more opportunities for coordination and sharing resources. Additional activities to increase educational access will include:

- Utilizing partners' expertise in strategic planning, grant planning and grant applications, and sector strategy teams for employer engagement and curriculum development using labor market data;

- Collaborating to identify and build on best practices, such as Integrated Education and Training (IET) programming, including the I-BEST model; Youth Build; CTE Dual Enrollment; Carl D. Perkins Programs of Study; and Joint Technical Education Districts (JTED); and

- Exploring available financial aid, including Ability to Benefit, and other funding opportunities for individuals.

The Vocational Rehabilitation Program continues to partner with Western Maricopa Education Center to provide enhanced and structured transition services, which include occupational training and vocational services through the coordination, cooperation, and collaboration efforts of both parties.

H. IMPROVING ACCESS TO POSTSECONDARY CREDENTIALS

Describe how the State's strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.

The focus of the State's strategies is for the ARIZONA@WORK system to produce a pipeline of qualified workers, including those who have earned recognized postsecondary credentials. Recognized postsecondary credentials demonstrate and document skills, help employers fill skilled positions, create talent pipelines, and compete in the state and national economy. By increasing the number of skilled workers with recognized postsecondary credentials, businesses will be encouraged to expand and relocate to Arizona. The benefits of credentials for employed and unemployed individuals include improved labor market experience, higher earnings, greater job mobility and job security. Recognized postsecondary credentials include educational diplomas and certificates, educational degrees, such as an associate's (2–year) or bachelor's (4–year) degree; registered apprenticeship industry-recognized certificates; occupational licenses; and other industry or association recognized certificates including personnel certifications.

Strategy 4 Implementation: The ARIZONA@WORK system will engage business partners to identify the (i) knowledge, skills, and abilities needed for occupations in In-Demand occupations, including required postsecondary credentials, and (ii) opportunities for registered apprenticeships.

Strategy 6 Implementation: The ARIZONA@WORK system through its implementation of a framework for statewide models for identified career pathways will identify training paths in specific industries and occupations. Arizona strives to develop career pathways that allow individuals to enter and exit the pathway at any level and identify the appropriate credential to allow for portability and stacking of training modules, and credentials as an important component of the career pathway development.

I. COORDINATING WITH ECONOMIC DEVELOPMENT STRATEGIES

Describe how the activities identified in (A) will be coordinated with economic development entities, strategies, and activities in the State.

For the final two years of the PY 2020 - PY 2023 Workforce Plan, ARIZONA@WORK partners will engage in cross-functional projects, using shared expertise to help Arizona's employers obtain needed assistance.

Specific strategy implementations that support improved coordination and collaboration between workforce services and economic development include Strategies 1, 2, 3, 5, and 8. See the Strategy section for specific action items relating to coordinating with economic development strategies.

B. STATE OPERATING SYSTEMS AND POLICIES

The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in section **II Strategic Elements**. This includes—

n/a

1. THE STATE OPERATING SYSTEMS THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES. THIS MUST INCLUDE A DESCRIPTION OF–

A. STATE OPERATING SYSTEMS THAT SUPPORT COORDINATED IMPLEMENTATION OF STATE STRATEGIES (E.G., LABOR MARKET INFORMATION SYSTEMS, DATA SYSTEMS, COMMUNICATION SYSTEMS, CASE-MANAGEMENT SYSTEMS, JOB BANKS, ETC.)

The state operating systems used by ARIZONA@WORK partners will provide coordinated, comprehensive services and access to resources that will support the implementation of this Plan's strategies that:

- Provide workforce solutions to meet the demands of businesses to support a strong and vibrant economy;

- Promote a customer–centric delivery system for businesses and job seekers that provides access to training and employment opportunities; and

- Produce strong partnerships that support regional economies based on data–driven decisions and focusing on continuous improvement and evaluation.

Arizona's labor market information systems will support the strategies in this Plan, including the identification of and changes to In-Demand industries and occupations, sector partnerships, transferable skills, and career pathways throughout the life of this plan. In addition, statewide and regional labor market information is available to businesses, job seekers, and ARIZONA@WORK staff through the improved ARIZONA@WORK website, additionally providing easy access for all individuals engaged in implementing state strategies.

Communication systems will continue to improve through the coordinated efforts across core and other ARIZONA@WORK partners at the State and regional level to implement the strategies, including the development and implementation of an awareness of the ARIZONA@WORK system across the State. In addition, through enhanced communication, sharing resources, identifying best practices, and problem-solving, ARIZONA@WORK will continue to improve implemented solutions.

Through its strategy to identify data solutions to better serve businesses and individuals across programs, Arizona will:

1. Continue to improve the access for staff and participants of Arizona's ETPL as a source of training provider information for job seekers and employers.

2. Expand the interactive, online work performance dashboard located on the ARIZONA@WORK website. The dashboard provides a statewide and LWDA view of the effectiveness of workforce training programs using federal performance measures, and consolidates data on local labor market conditions, economic indicators, and local workforce system federal performance.

3. Use Benchmark Integrated Technology Services, branded as the Arizona Adult Education Data Management System (AAEDMS) in its Title II Program, which is an Internet–based educational data management system that meets all National Reporting System (NRS) requirements for data and participant tracking of attendance, assessments, and outcomes. Local adult education providers input program and participant data according to policy and have full access to their own data and reports for program improvement purposes. State staff can access all data at both the statewide and provider levels to assist in desk monitoring efforts and to inform professional development needs across the State.

In addition to adult education data collection, the Benchmark system: manages high school equivalency testing records from 1942 to the present; collaborates with high school equivalency testing vendors for real–time access to score reports; provides data matching of secondary diploma receipt to the educational database; issues diplomas and transcripts to high school equivalency testing candidates; and provides access to transcript verification for third–parties through a secured, web–based portal upon request by the high school equivalency testing candidate.

4. Expand the functionality and reporting capabilities of AJC and Libera for Titles I, III and IV to allow data-driven decisions based on data by region/LWDAs and improve cross-program reporting. This is currently underway with the AJC data team's expansion of tableau reports accessible to all partners. Continue a best practice of monthly AJC workgroup meetings, consisting of State administrators, LWDB representatives, and provider staff, review and prioritize enhancement requests from AJC users prior to submitting to America's Job Link Alliance (AJLA).

B. DATA-COLLECTION AND REPORTING PROCESSES USED FOR ALL PROGRAMS AND ACTIVITIES, INCLUDING THOSE PRESENT IN ONE-STOP CENTERS

Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers.[10]

[10] For the PY 2016 state plan, descriptions of data collection and reporting processes need only include currently known indicators.

Title I-B and Title III Programs utilize the AJC as the system of record for case management, WIOA performance indicator collection, information management, and DOL reporting. (AJC is also the data system of record for the following WIOA required partners: JVSG, MSFW, and TAA.) America's Job Link Alliance, the AJC vendor, provides data in the Participant Individual Record Layout (PIRL) format to upload to DOL's Workforce Integrated Performance System (WIPS) for the Title I-B and Title III Programs. To ensure data integrity, ADES reviews local area performance quarterly, utilizing the data that is uploaded to WIPS. ADES works with LWDB staff to ensure their service providers review WIOA performance data, improve program operations, and ensure data accuracy. ADES has an integrated, cross-functional help desk that supports the following programs and their clients statewide:

- Adult, Dislocated Worker, and Youth

- Wagner-Peyser Employment Service

- Vocational Rehabilitation

- Unemployment Insurance Benefits

- Unemployment Insurance Tax and Wage (Employers)

- Supplemental Nutrition Assistance Program Employment and Training

- Temporary Assistance for Needy Families Jobs Program

The Quality Assurance and Integrity Administration (QAIA) conducts annual visits to ensure compliance and performance standards for the Title I-B Adult, Dislocated Worker, and Youth Programs. QAIA will utilize the ARIZONA@WORK Job Center Part I – Compliance with WIOA

Regulations Certification Assessment Tool for Comprehensive Sites and the One-stop Centers Monitoring Checklist for ADA Compliance to ensure the site is in compliance with WIOA Regulations as well as ADA requirements. In addition, QAIA will continue to conduct case file reviews or "desk audits" for Adult, Dislocated Worker, and Youth Programs. Seven cases are randomly selected for each program and reviewed by a QAIA Auditor utilizing the WIOA Title I-B Program Monitoring Review Adult and Dislocated Worker Programs Auditing Tool or WIOA Title 1-B Youth Program Case File Review Auditing Tool as appropriate.

Title II, Adult Education and Literacy, uses Benchmark Integrated Technology Services, branded as the Arizona Adult Education Data Management System (AAEDMS). It is an internet-based educational data management system that meets all National Reporting System (NRS) requirements for data and participant tracking of attendance, assessments, and outcomes. It includes the features below to support data collection and reporting processes:

- Real-time online access for authorized users to scores, demographic information, and performance data (including student, classroom, program, goal and goal follow–up at state, local provider and individual classroom levels);

- The ability to produce standard and recurring federal, state and agency reports as directed by ADE;

- The ability to provide custom and ad hoc reports as directed by ADE;

- The ability to download raw data into XML or TXT files for ADE to create custom reports as needed;

- The ability to collect social security numbers (SSN) securely and privately and/or assign a unique personal ID for each student separate from the SSN;

- Adherence to all ADE data governance and privacy concerns;

- The ability to provide multiple levels of access, including view–only access for certain authorized staff personnel; and

- Edit checks and validation systems to ensure accurate data reporting.

Local adult education providers input program and participant data according to policy and have full access to their own data and reports for program improvement purposes. State staff can access all data at both the statewide and provider level to assist in desk monitoring efforts and to inform professional development needs across the State.

Title IV utilizes an accessible web-based data management system called "System 7" offered by Libera, Inc. System 7 offers case management, fiscal and contract management, and federal reporting modules. A role-based approach is utilized within System 7 to allow appropriate access to data across all modules and users. System 7 integrates with various assistive technology software programs allowing staff who are blind or low vision to use the program.

2. THE STATE POLICIES THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES (E.G., CO-ENROLLMENT POLICIES AND UNIVERSAL INTAKE PROCESSES WHERE APPROPRIATE). IN ADDITION, PROVIDE THE STATE'S GUIDELINES FOR STATE-ADMINISTERED ONE-STOP PARTNER PROGRAMS' CONTRIBUTIONS TO A ONE-STOP DELIVERY SYSTEM

All State policies support the alignment of service delivery and focus on creating and growing business. Policies will be reviewed and revised to include alignment and seamless strategies that are customer focused and demand driven.

Workforce Arizona Council Policies are available on the ARIZONA@WORK website policies/reports webpage. WIOA Title I-B programmatic policies are available on the DES WIOA Title I-B Policies and Procedures webpage.

Current administrative state policies include:

- **Local Governance:** Updated in 2019, this policy articulates the State's vision and purpose for the LWDBs, provides guidance on the appointment and certification of LWDBs, outlines the roles, responsibilities, and authority of the chief elected officials (CEOs) and the LWDBs in regard to the local workforce system, and describes the process for LWDA designation.

- **One-Stop Delivery System:** Updated February 2017, there are two policies that provide LWDBs and other ARIZONA@WORK partners with the vision and structure regarding the administration of the ARIZONA@WORK Job Center Service Delivery system.

- **One-Stop Operator and Service Provider Selection:** Updated in 2019, this policy provides LWDBs and other ARIZONA@WORK system partners with instruction and guidance regarding the roles and responsibilities of the One-Stop Operator, adult, dislocated worker, and youth career service providers and the selection processes required under WIOA.

- **ARIZONA@WORK Job Center MOU and Infrastructure Costs:** Updated August 2017, this policy outlines the purpose and criteria for the development of a MOU for the operation of the ARIZONA@WORK system, including infrastructure costs. Infrastructure costs of ARIZONA@WORK comprehensive job centers are non-personnel costs that are necessary for the general operation of the ARIZONA@WORK Job Center, such as facility rental, maintenance, technology and equipment. This policy also addresses the steps the State will take if an agreement on the infrastructure cost sharing is not reached by any LWDA.

The State has issued additional guidance on developing the LWDA infrastructure funding agreement during April 2020. This additional guidance addresses the gaps observed during the execution of the IFA in 2017.

The key elements of this guidance include a list of mandated partners at the One-Stop centers, details on what constitutes an infrastructure cost, identifying an acceptable cost allocation base for each category of costs, and ensuring that each partner's share is proportionate to the benefit derived by them.

- **One-Stop Certification:** This policy, created August 2017, establishes statewide objective criteria and procedures for use by LWDBs to certify ARIZONA@WORK Job Centers. The criteria is in adherence to WIOA requirements related to the effectiveness, physical and programmatic accessibility, and continuous improvement, as well as measuring the LWDA's progress in achieving the statewide vision for the ARIZONA@WORK Job Center delivery system outlined in the One-Stop Delivery System policy. LWDBs must certify to be eligible to use infrastructure funds in the State Funding Mechanism. This policy applies to ARIZONA@WORK Job Center comprehensive, affiliate and specialized sites and includes two tools to assist in the certification process.

- **WIOA Statewide Monitoring Policy:** This policy, effective November 2017, establishes the monitoring processes, which is designed to ensure compliance with WIOA law and regulation, Council policy, and policies of the ADES and ADE related to the implementation of WIOA. Monitoring information is used to understand the current state and continuous improvement of the workforce system. This Policy will be reviewed to address needs within the system and assess the effectiveness of the monitoring process.

- **Conflict of Interest:** This Policy, created in February 2019, establishes the guidelines for conflict of interest, firewalls, and internal controls required under WIOA for LWDBs and entities serving in more than one role in the ARIZONA@WORK system.

- **Co-enrollment:** Individuals who apply for unemployment insurance compensation are automatically registered for Employment Services. Employment Services staff are encouraged to provide information about WIOA Title I-B services through the ARIZONA@WORK system to claimants for unemployment compensation. Claimants participating in the Reemployment Services and Eligibility Assessment (RESEA) activities are also informed of WIOA Title I-B services. The WIOA Title I-B Adult, and Dislocated Worker policies, (section 106), the WIOA Title I-B Youth program policy (section 207.02.B and C), and the WIOA Title I-B Training Services (section 503.03) encourages LWDBs to leverage funds by co-enrolling participants with core and required ARIZONA@WORK partner programs. Policies include that participants who are enrolled in more than one program are co-case managed to ensure services are not duplicative, and outcomes are shared between partners to ensure proper reporting. ADES also issued PB-18014R Trade Adjustment Assistance-WIOA Title I-B Co-enrollments in an effort to increase co-enrollment percentages. between Trade Adjustment Assistance Program and WIOA Title I-B Dislocated Worker Programs. This policy broadcast put in place a referral and follow-up system that was successful in increasing the co-enrollment percentages between these programs. ADES plans on implementing a similar referral system between other WIOA Programs. The Council also intends to explore policies to give additional guidance for implementation of the vision of the ARIZONA@WORK system. As innovative ideas emerge through practice or research as well as guidance implementation of issues addressed in these policies, including topics such as infrastructure cost-sharing resolution, technical assistance and interpretation will be provided. The Council's committees will take the lead in exploring best practices within and outside of the system and will ensure the full Council stays connected with the implementation efforts of State and local entities.

In addition, ADE and ADES will ensure implementation of policies for the core programs to ensure alignment with the Workforce Plan strategies.

3. STATE PROGRAM AND STATE BOARD OVERVIEW

A. STATE AGENCY ORGANIZATION

Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

ARIZONA@WORK's core programs are structured as follows: ADE: Title II – Adult Education and Literacy; and ADES: Title I-B – Adult, Dislocated Worker, and Youth, Title III - Wagner-Peyser, and Title IV – Vocational Rehabilitation.

ADES is also designated as the WIOA administrative and fiscal agency for Title I funds and oversees the administrative and fiscal activities of the 12 LWDBs that implement ARIZONA@WORK services throughout the State. Arizona's structure additionally includes the following partners:

- ACA and OEO: Workforce Arizona Council staff, Arizona's Labor Market Information shop, and economic development services

- ADE: CTE, administering the Perkins V grant

- ADES: UI Benefits, SNAP E&T, TANF Jobs, MSFW, TAA, JVSG, SCSEP, Business Services (including Reentry, Veteran Services, and VR employer outreach), RR, ETPL, RAP, FLC, and WOTC

The ARIZONA@WORK system is charged with enhancing the range and quality of workforce development services available to businesses and job seekers through a coordinated approach among education, businesses, public agencies, and community–based organizations. Services are provided through a variety of access points, both virtual and physical, with at least one comprehensive center in each LWDA.

ARIZONA@WORK's organizational chart as of December 2021 may be found here.

B. STATE BOARD

Provide a description of the State Board, including—

The Council is the leading body in implementing and monitoring the State Unified Plan, providing statewide policy direction, building collaborative relationships, and coordinating resources. The Council oversees the efficiency, accessibility and continuous improvement of the ARIZONA@WORK system. The following chart lists the current membership that comprises the Council.

I. MEMBERSHIP ROSTER

Provide a membership roster for the State Board, including members' organizational affiliations.

Last Name	First Name	Company / Association	Representing
Ducey	Doug	State of Arizona	Governor
Hofer	Larry	Cox	Business
Anderson	Gregory	Summit Healthcare Services	Business
Bohanan	Audrey	Adelante Healthcare	Business
Gaspers	Mark	Boeing Company	Business
Garrison	Randall	Fentek Industries	Business
Graver	Todd M.	Freeport	Business
Holman	Scott	TSMC	Business

Last Name	First Name	Company / Association	Representing
Horvath	Alex	Tucson Medical Center	Business
James	Will	Centene	Business
McCormack	Bobbi	CP North America	Business
Moran	Karla	SRP	Business
Headington	Machele	Yuma Regional Medical Center	Business
Abdelmaseh	Kurt	Edmund Optics	Business
Witt	Daniel	Lucid	Business
Rice	Brian	Honor Health	Business
Bolton	Michelle	Intel	Business
Thorpe	Drew	APS	Business
Molina	Karen	Raytheon Missile	Business
Walters	John	Liberty Mutual	Business
Kerr	Sine		Arizona State Senate
Osborne	Joanne		Arizona State House of Representatives
Miles	Jen	City of Kingman	Local Elected Official
Gates	Bill	Maricopa Board of Supervisors	Local Elected Official
Triphahn	Carl	Pipe Trust	Union Organization
Margraf	Debra	National Electrical Contractors Association	Union Organization
Anthony	Dennis	Arizona Apprenticeship Advisory Committee Chair	Registered Apprenticeship
Coolidge	Courtney	Arizona Chamber of Commerce	Training and education availability to individuals with barriers to meet employer needs
Martin	David	Arizona Chapter Associated General Contractors	Training and Employment programs addressing individuals with barriers including youth.

Last Name	First Name	Company / Association	Representing
Winkel	Thomas	Arizona Coalition for Military Families	Community Based Organization serving Veterans
Schmitt	Jon	Arizona State University	Education Serving out-of-school youth
Raymond	Cathie	Arizona Department of Education	Education
Elliott	Jackie	Central Arizona College	Education
Wisehart	Michael	Arizona Department of Economic Security	Core Program Lead Agency Representative (Title I, and III)
Mackey	Kristen	Department of Economic Security	Core Program Lead Agency Representative (Title IV)
Hart	Sheryl	Arizona Department of Education Adult Education	Core Program Lead Agency Representative (Title II)
Watson	Sandra	Arizona Commerce Authority	Economic Development Lead Agency
Fleetham	Jeff	Arizona Registrar of Contractors	Additional State Agency Lead

II. BOARD ACTIVITIES

Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

The Council activities are carried out in four main categories: technology, policy, service delivery, and administration. These categories help ensure the State Board functions are effectively carried out by the Board members and staff by providing areas of focus for the Council's committees. The activities mentioned below are ones the Council plans on doing in the next two years in addition to the current Council Endorsed projects (i.e., Arizona Career Readiness Credential (ACRC), Arizona Advanced Technology Corridor, AMS, Maryvale Workforce Initiative, and Be Connected Roadmap to Veteran Employment).

Technology

The Council will conduct a gap analysis on ARIZONA@WORK's use of technology and data systems (i.e., State Workforce Evaluation System) and whether it supports the core programs service delivery and reporting on performance accountability measures. The results of this analysis will help the Council determine what requirements are missing to support the workforce system and implement technology changes to meet the need.

Policy

The Council will review and update current policies and develop new policies to promote statewide objectives and enhance the performance of the ARIZONA@WORK system. The Council will also provide policy guidance to State staff to support compliance across the workforce system.

Service Delivery

The Council will help improve service delivery by engaging in regional planning to cover Sector Strategies, Career Pathways, staff training and ensuring a consistent and efficient One-Stop delivery system to effectively serve employers and job seekers.

Administration

The Council will ensure the development and implementation of the Workforce Plan, annual reports, labor market information system, formula funding allocations, and analysis of return on investment for activities/projects within the ARIZONA@WORK system.

4. ASSESSMENT AND EVALUATION OF PROGRAMS AND ONE-STOP PROGRAM PARTNERS

A. ASSESSMENT OF CORE PROGRAMS

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

Arizona will regularly assess the federal and state performance measures as follows:

The Council will assess the ARIZONA@WORK system for accountability through the federal and identified state performance measures. In 2019, the federal measures were displayed (by quarter and annually) publicly on the ARIZONA@WORK website statewide and by LWDA, in addition to including available labor market information by LWDA. A committee of the Council is specifically chartered to identify and measure metrics to support data-driven decisions and ensure continuous improvement of the ARIZONA@WORK system. This committee will continue work to identify lead measures impacting the federal measures, along with measures for the implementation of strategies identified in this plan to align metrics throughout the ARIZONA@WORK system.

ADE and ADES use their respective data systems to regularly assess performance measures.

- ADE's core program uses the NRS, which is the performance accountability system for the federally funded, State-administered adult education programs. The required data for adult education reporting within the NRS includes the percentage of program participants who: achieve Measurable Skill Gains (MSG); are in unsubsidized employment during the second quarter and/or the fourth quarter after exit; receive a secondary diploma during participation or within one year after exit and enter postsecondary education, training or employment within one year after exit; receive a recognized postsecondary credential during participation or within one year after exit.

ADE evaluates adult education providers for programmatic and fiscal compliance with federal and state requirements. Desk monitoring of all funded providers is conducted throughout the program year and includes an analysis of local performance data, professional learning plan,

technology integration status, and annual programmatic and fiscal reporting. Technical assistance is provided as necessary. In addition, each provider's status regarding collaboration with other ARIZONA@WORK partners and alignment with the LWDB Plan is reviewed. A risk assessment tool is used to select providers annually for a comprehensive compliance review using an intensive process that includes onsite monitoring, observation of program operations, interviewing of staff and physical auditing of records.

- ADES uses its data systems of record to review federal performance data on a quarterly and annual basis. In addition, ADES uses monthly scorecards at the Division and Administration level with lead measures of the processes impacting the federal performance measures. The scorecards indicate the status of the measures using a red, yellow, and green notation based on targets set to focus on continuous improvement. When a measure does not meet its target, a team works together to identify the root cause(s) of the problem and implements countermeasures to move the metric back to meeting the target. The scorecards are discussed monthly at Administration and Division leadership meetings. Implementation of the AMS has also supported more frequent reviews of lead measures at regional and local levels through focused team meetings and will continue through expansion of the AMS during the next Workforce Planning cycle.

ADES meets monthly with program and support units to assess monitoring and performance results to identify trends and needed technical assistance for the LWDBs and their service providers.

B. ASSESSMENT OF ONE-STOP PARTNER PROGRAMS

Describe how other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. Such state assessments should take into account local and regional planning goals.

LWDAs, through their LWDBs and CEOs, will assess and evaluate the local ARIZONA@WORK system at Board and committee meetings overseeing implementation of the local plans, and monitoring federal and locally set performance measures. Each LWDB has representation from Title II, III, and IV to incorporate individual program process assessment with that of the ARIZONA@WORK system as a whole.

LWDBs will assess ARIZONA@WORK Job Centers using the job center certification tool every two years and implement a continuous improvement plan to include the LWDB's assessment of how well the ARIZONA@WORK Job Centers support the achievement of the negotiated levels of performance. LWDBs are charged with regular oversight of continuous improvement through tracking and improving measures.

Other local partners of the ARIZONA@WORK system, such as JVSG, SNAP E&T, MSFW, TANF Jobs, TAA, and UI, that are administered through ADES, are part of the implementation of AMS, and have measures being assessed regularly using scorecards and regularly meeting within their administrations.

Title II local adult education providers are assessed by ADE through a comprehensive monitoring process that includes monthly desk monitoring of student-level data entered into the data management system, data analysis, narrative reports and onsite monitoring visits. Title II providers are required to provide access to Title II services via the one-stop system and are

also assessed on the number of students co-enrolled in partner programs. Data showing Title II enrollment, attendance and MSG outcomes is shared with the LWDAs quarterly.

Title IV will use a series of standard monthly reports, ad hoc reports, and quarterly dashboard information from the Department of Education to analyze data, assess progress, and implement corrective measures as necessary.

C. PREVIOUS ASSESSMENT RESULTS

Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, provide the results of assessments of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle). Describe how the State is adapting its strategies based on these assessments.

During the last two years of the Unified Workforce Plan, assessment of PY 2019 and PY 2020 federal and state performance measures were tracked and reviewed as discussed in Section (4)(A) above.

Title I – Adult, Dislocated, and Youth

Table 32: PY 2019 (July 1, 2019, to June 30, 2020)

Reported Information	Funding Category	Negotiated Performance Level	Adjusted Performance Level	Actual Performance Level	% Met of Adjusted Performance Level
Employment 2nd Quarter after exit	Adult	75.1%	72.7%	71.9%	98.9%
Employment 4th Quarter after exit	Adult	67.0%	65.7%	67.5%	102.7%
Median earnings in the 2nd quarter after exit Earnings	Adult	$5,900	$6,958	$6,743	96.9%
Credential attainment rate	Adult	66.0%	70.6%	76.0%	107.6%
Measurable Skills Gain	Adult	Baseline	Baseline	Baseline	Baseline
Employment 2nd Quarter	Dislocated Worker	77.5%	73.4%	81.3%	110.8%

Reported Information	Funding Category	Negotiated Performance Level	Adjusted Performance Level	Actual Performance Level	% Met of Adjusted Performance Level
after exit					
Employment 4th Quarter after exit	Dislocated Worker	72.0%	66.4%	75.0%	113.0%
Median earnings in the 2nd quarter after exit Earnings	Dislocated Worker	$7,500	$7,450	$9,033	121.2%
Credential attainment rate	Dislocated Worker	57.8%	53.6%	76.4%	142.6%
Measurable Skills Gain	Dislocated Worker	Baseline	Baseline	Baseline	Baseline
Employment 2nd Quarter after exit	Youth	68.5%	73.3%	73.6%	100.5%
Employment 4th Quarter after exit	Youth	66.0%	64.9%	70.8%	109.1%
Median earnings in the 2nd quarter after exit Earnings	Youth	Baseline	Baseline	Baseline	Baseline
Credential attainment rate	Youth	54.0%	47.1%	60.8%	129.0%
Measurable Skills Gain	Youth	Baseline	Baseline	Baseline	Baseline

Table 33: PY 2020 (July 1, 2020, to June 30, 2021)

Reported Information	Funding Category	Negotiated Performance Level	Adjusted Performance Level	Actual Performance Level	% Met of Adjusted Performance Level
Employment 2nd Quarter	Adult	74.1%	76.1%	67.2%	88.3%

Reported Information	Funding Category	Negotiated Performance Level	Adjusted Performance Level	Actual Performance Level	% Met of Adjusted Performance Level
after exit					
Employment 4th Quarter after exit	Adult	67.5%	Not Available	65.1%	Not Available
Median earnings in the 2nd quarter after exit Earnings	Adult	$6,500	$6,525	$6,906	105.8%
Credential attainment rate	Adult	74.8%	Not Available	76.5%	Not Available
Measurable Skills Gain	Adult	59.2%	Not Available	64.0%	Not Available
Employment 2nd Quarter after exit	Dislocated Worker	78.0%	82.0%	74.3%	90.6%
Employment 4th Quarter after exit	Dislocated Worker	73.2%	Not Available	73.5%	Not Available
Median earnings in the 2nd quarter after exit Earnings	Dislocated Worker	$8,646	$8,689	$8,066	92.8%
Credential attainment rate	Dislocated Worker	72.8%	Not Available	70.1%	Not Available
Measurable Skills Gain	Dislocated Worker	50.0%	Not Available	67.3%	Not Available
Employment 2nd Quarter after exit	Youth	75.0%	74.3%	70.0%	94.2%
Employment 4th Quarter after exit	Youth	67.0%	Not Available	69.6%	Not Available
Median earnings in the 2nd quarter	Youth	$4,500	$4,738	$5,080	107.2%

Reported Information	Funding Category	Negotiated Performance Level	Adjusted Performance Level	Actual Performance Level	% Met of Adjusted Performance Level
after exit Earnings					
Credential attainment rate	Youth	54.0%	Not Available	60.3%	Not Available
Measurable Skills Gain	Youth	52.8%	Not Available	59.8%	Not Available

Title II – Adult Education and Literacy

Table 34: PY 2019 (July 1, 2019, to June 30, 2020)

Reported Information	Negotiated Performance Level	Actual Performance Level	% Met of Actual Performance Level
Employment 2nd Quarter after exit	Baseline	Baseline	NA
Employment 4th Quarter after exit	Baseline	Baseline	NA
Median earnings in the 2nd quarter after exit Earnings	Baseline	Baseline	NA
Credential attainment rate	Baseline	Baseline	NA
Measurable Skills Gain	59%	40.4%	95.9%

Table 35: PY 2020 (July 1, 2020, to June 30, 2021)

Reported Information	Negotiated Performance Level	Actual Performance Level	% Met of Actual Performance Level
Employment 2nd Quarter after exit	75%	4,026	49.09%
Employment 4th Quarter after exit	55%	2,329	27.35%
Median earnings in the 2nd quarter after exit Earnings	$5,600	$6,618	n/a
Credential attainment	32%	280	25.11%

Reported Information	Negotiated Performance Level	Actual Performance Level	% Met of Actual Performance Level
rate			
Measurable Skills Gain	50.1%	1,377	19.66%

Title III – Employment Service

Table 36: WIOA Title III PY 2019 (July 1, 2019, to June 30, 2020)

Reported Information	Negotiated Performance Level	Adjusted Performance Level	Actual Performance Level	% Met of Adjusted Performance Level
Employment 2nd Quarter after exit	64.0%	65.3%	52.8%	82.5%
Employment 4th Quarter after exit	61.0%	63.0%	51.4%	84.3%
Median earnings in the 2nd quarter after exit Earnings	$4,800	$5,601	$5,306	110.5%

Table 37: WIOA Title III PY 2020 (July 1, 2020, to June 30, 2021)

Reported Information	Negotiated Performance Level	Adjusted Performance Level	Actual Performance Level	% Met of Adjusted Performance Level
Employment 2nd Quarter after exit	67.5%	70.2%	59.7%	84.9%
Employment 4th Quarter after exit	63.0%	Not Available	63.0%	Not Available
Median earnings in the 2nd quarter after exit Earnings	$5,450	$5,980	$5,774	96.5%

Title IV – Vocational Rehabilitation Services

Table 38: Title IV Vocational Rehabilitation PY 2019 (July 1, 2019, to June 30, 2020)

Reported Information	Negotiated Performance Level	Adjusted Performance Level	Actual Performance Level	% Met of Adjusted Performance Level
Employment in 2nd Quarter	Baseline	NA	39.2%	NA

Reported Information	Negotiated Performance Level	Adjusted Performance Level	Actual Performance Level	% Met of Adjusted Performance Level
Employment in 4th Quarter	Baseline	NA	29.3%	NA
Median Earnings	Baseline	NA	$3610.36	NA
Credential Attainment	Baseline	NA	11.5%	NA
Measurable Skills Gains	Baseline	NA	35.3 %	NA

Table 39: Title IV Vocational Rehabilitation PY 2020 (July 1, 2020, to June 30, 2021)

Reported Information	Negotiated Performance Level	Adjusted Performance Level	Actual Performance Level	% Met of Adjusted Performance Level
Employment in 2nd Quarter	Baseline	NA	34.6%	NA
Employment in 4th Quarter	Baseline	NA	36.1%	NA
Median Earnings	Baseline	NA	$3906.00	NA
Credential Attainment	Baseline	NA	17.9%	NA
Measurable Skills Gains	20%	NA	49.4%	NA

Through this tracking and discussion at regular meetings, areas of needed technical assistance were identified, and technical assistance was provided in the following areas:

- Local Governance;

- Measurable Skill Gains and Credential Attainment Performance Measures;

- Arizona Job Connection updates;

- How to Use Labor Market Information;

- How to Meet the Youth Work Experience Expenditure Requirement

- How to Enter Client Budget Information to Report the Cost Per Participant

- Statistical Adjustment Model; and

- Business Services.

The State will continue to track federal performance measures, including the baseline measures, to identify and provide needed technical assistance. The State will also track implementation of its strategies to improve targeted performance areas identified through ongoing assessments. For example, the State will review measures affecting measurable skills gains, employment after exit, and the credential rate, as it implements the statewide model for career pathways, improving data interoperability, and developing a consistent continuous improvement system. Through ongoing assessment, the State will check and adjust its measures and activities to align performance improvement with strategy implementation.

D. EVALUATION

Describe how the State will conduct evaluations and research projects on activities under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA.

Through the evaluation of the assessments discussed in Section (4)(a) and (b), performance accountability oversight described in Section 6(a)(iv), and implementation of this Plan's strategies, Arizona will continue to identify appropriate evaluation and research projects. So far, research and evaluation has focused on (a) observing and analyzing workforce performance through the tracking of workforce performance outcomes and (b) improving the state's understanding of the accessibility and effectiveness of training. This analysis includes the following:

- Performance review at the state and local level for tracked performance metrics:
    - https://public.tableau.com/app/profile/arizona.office.of.economic.opportunity/viz/WIOAWorkforcePerformanceDashboard/WorkforcePerformance

- Participant characteristics analysis
    - https://public.tableau.com/app/profile/arizona.office.of.economic.opportunity/viz/WIOAPerformanceDetail/Dashboard

- Analysis of training impact by program and by local area (in testing phase)
    - https://public.tableau.com/app/profile/arizona.office.of.economic.opportunity/viz/WIOAWorkforceOutcomesToolTEST/Dashboard1

- Analysis of availability of training in In-Demand Occupations by LWDA
    - Not currently available online

Arizona was also able to utilize a grant from the National Governors Association to conduct gap analysis for the ARIZONA@WORK system and its partners. This one time evaluation will help us better understand where to improve as a united workforce system.

As teams continue to implement the Unified Workforce Plan's strategies, additional and/or more targeted pilots and research projects will be identified. Projects will be conducted in coordination with the Council, its committees, ADE, ADES, and LWDBs, as appropriate, to leverage expertise and best practices. Coordinating across entities for evaluation and research projects may also assist to shape the Council's statewide policies and inform best practice.

Arizona will coordinate its projects with those of the Secretary of Labor and Secretary of Education as that information becomes available.

To evaluate activities of the core programs, the Council has endorsed the use of a results-driven performance management system, a continuous improvement model to improve processes, measure progress or slippage, and check and adjust implementation to achieve the goals and strategies identified in this Plan. The Council assesses the statewide system for accountability through the federal and state required performance measures. Further, in accordance with Council policy: (i) LWDBs are evaluated and certified every two years by the Council to meet WIOA requirements, and (ii) LWDB's ARIZONA@WORK Job Centers are evaluated and certified every three years by the LWDBs to meet WIOA requirements. LWDBs also oversee continuous improvement activities through the ARIZONA@WORK Job Center certification process. LWDBs evaluate the ARZIONA@WORK system across partner programs, to include its selected service providers to meet performance and service expectations for the individuals and businesses served in the LWDA.

In addition, for an impact study, the State is developing the education and training evaluation project which will determine how effectively WIOA training services impact the employment outcomes of participants. The evaluation project is a quasi-experimental study that will compare employment outcomes of WIOA participants who received training services and participants who did not receive training services. This evaluation project is a progression of the State's outcomes analysis from program year 2019 which showed that :

- Participants who completed training were 20% more likely to be employed and made an average $2301 more in wages per quarter than those who did not complete training. -

- Some training types have substantially better outcomes than others when it comes to employment success & wage outcomes.

5. DISTRIBUTION OF FUNDS FOR CORE PROGRAMS

Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

A. FOR TITLE I PROGRAMS

Provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

I. YOUTH ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 128(B)(2) OR (B)(3)

Arizona utilizes WIOA Title I funds in accordance with WIOA and the relevant Training & Employment Guidance Letter (TEGL) issued annually by DOL for the State allotment for WIOA programs' allowable uses and funding limits for the PY. ADES annually amends its Intergovernmental Agreements to pass through Title I funds to the LWDAs.

WIOA permits the State to hold up to 15 percent of each program's funding, prior to allocation to the LWDAs. Of the 15 percent, the State can use up to five percent for allowable administrative costs; the remaining ten percent is set aside for required and other allowable statewide activities.

- For Youth and Adult Programs, 85 percent of the funding is directly allocated to the LWDAs; and

- For the Dislocated Worker Program, 60 percent is directly allocated to the LWDAs, and 25 percent is held for the RE Program.

Arizona generally employs a discretionary formula to allocate each program's funds to the LWDAs. Each year, the Council reviews five funding options for the Youth and Adult Programs and six options for the Dislocated Worker Program. Under each option for Youth and Adult, 70 percent of the allocation is based on a standard formula through U.S. DOL. The remaining 30 percent is based on other data factors allowed under Federal regulation. For Youth and Adult programs, the 30 percent data factors ratios vary by option but are the same ratios year after year.

- Option 1: 100 percent of the 30 percent is based on Economically Disadvantaged Youth/Adults respectively.

- Option 2: 100 percent of the 30 percent is based on Areas of Substantial Unemployment.

- Option 3: 50 percent of the 30 percent is based on the Economically Disadvantaged and the remaining 50 percent is based on Area of Substantial Unemployment.

- Option 4: 75 percent of the 30 percent is based on the Economically Disadvantaged and the remaining 25 percent is based on Area of Substantial Unemployment.

- Option 5: 25 percent of the 30 percent is based on the Economically Disadvantaged and the remaining 75 percent is based on Area of Substantial Unemployment.

For both the Youth and the Adult allocations, a hold harmless provision is applied, which states that a LWDA cannot receive less than 90 percent of its relative share based on the average relative share of the total LWDA's allocation from the previous two funding years. Arizona takes an average of the last two years' funding to level out sizable fluctuations that can happen in funding from year to year. For PY 2021 Youth allocation to Local Areas, 100 percent of the funds was allocated using the standard formula.

In addition, the Workforce Arizona Council is creating an Allocations Policy which addresses the application of discretionary formula and data factors. The State anticipates the policy will be approved by the Council at its June 7, 2022 meeting.

II. ADULT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) OR (B)(3)

See Section A.i. for a description of Adult and training activities.

III. DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) AND BASED ON DATA AND WEIGHTS ASSIGNED

Arizona utilizes WIOA Title I funds in accordance with WIOA and the relevant TEGL, according to the TEGL issued annually by DOL for the state allotment for WIOA programs' allowable uses and funding limits for the program year. ADES amends its Intergovernmental agreements with LWDBs to pass through funds to the LWDAs. WIOA permits the state to hold up to 15 percent of each program's funding, prior to allocation to the LWDAs. Of the 15 percent, the state can use up to 5 percent for allowable administrative costs; the remaining ten percent is set aside for required and other allowable statewide activities.

For the Dislocated Worker Program, 60 percent is directly allocated to the LWDAs, and 25 percent is held for the RR Program at the state level.

Arizona employs a discretionary formula to allocate each program's funds to the LWDAs. Each year, the State Workforce Board - Workforce Arizona Council reviews six options for the Dislocated Worker Program. The Dislocated Worker Program allocation is subject to the hold harmless provision, which states that a LWDA cannot receive less than 90 percent of its relative share based on the average relative share of the total LWDA's allocation from the previous two funding years.

The hold harmless provision that applies to the distribution of the adult, youth and dislocated worker allocations, Arizona utilizes an average of the last two years' funding to level out sizable fluctuations that can happen in funding from year to year.

The Dislocated Worker program and RR funds' respective allocations are based on Unemployment Concentration, Long Term Unemployed, Declining Industries, and Employment data factors, with each option varying the weighted percentage. The options for the Dislocated Worker Program and RR are weighted.

- Option 1: 80 percent is weighted on Unemployment Concentration, five percent is weighted on Long Term Unemployed, ten percent is weighted on Declining Industries, and five percent is weighted on Employment.

- Option 2: 50 percent is weighted on Unemployment Concentration, one percent is weighted on Long Term Unemployed, 48 percent is weighted on Declining Industries, and one percent is weighted on Employment.

- Option 3: Five percent is weighted on Unemployment Concentration, five percent is weighted on Long Term Unemployed, 80 percent is weighted on Declining Industries, and ten percent is weighted on Employment.

- Option 4: One percent is weighted on Unemployment Concentration, one percent is weighted on Long Term Unemployed, 95 percent is weighted on Declining Industries, and three percent is weighted on Employment.

- Option 5: Ten percent is weighted on Unemployment Concentration, ten percent is weighted on Long Term Unemployed, 60 percent is weighted on Declining Industries, and 20 percent is weighted on Employment.

- Option 6: Ten percent is weighted on Unemployment Concentration, ten percent is weighted on Long Term Unemployed, 20 percent is weighted on Declining Industries, and 60 percent is weighted on Employment.

Once these options are developed, ADES submits recommendations to the Council based on the principles of least harm and widest benefit. The LWDBs also review the options for each program and submit a consensus recommendation to the Council for consideration. The Council decides the final options for funding allocations.

In addition, the Workforce Arizona Council is creating an Allocations Policy which addresses the application of discretionary formula and data factors. The State anticipates the policy will be approved by the Council at its June 7, 2022 meeting.

B. FOR TITLE II

I. DESCRIBE HOW THE ELIGIBLE AGENCY WILL AWARD MULTI-YEAR GRANTS OR CONTRACTS ON A COMPETITIVE BASIS TO ELIGIBLE PROVIDERS IN THE STATE, INCLUDING HOW ELIGIBLE AGENCIES WILL ESTABLISH THAT ELIGIBLE PROVIDERS ARE ORGANIZATIONS OF DEMONSTRATED EFFECTIVENESS

To allocate grant funds available under section 222(a)(1) for PY 2017/2018 to local providers, ADE conducts a competitive Request for Grant Application (RFGA) process to award multi-year grant contracts to eligible providers.

The purpose of the multiyear grant contracts awarded through the RFGA process is to enable local adult education providers, as core partners of the ARIZONA@WORK system, to develop, implement and improve adult education and literacy services throughout the state to further the vision and goals as outlined in this Workforce Plan and described in the Title II Adult Education Program-Specific section.

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 and/or faith–based organization;

- A volunteer literacy organization;

- An institution of higher learning;

- A public or private non–profit agency;

- A library;

- A public housing authority;

- A non–profit institution that is not described above and which has the ability to provide adult education and literacy activities to eligible individuals as described in WIOA;

- A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described above; or

- A partnership between an employer and an entity described above.

Submitted applications are initially reviewed during a Pre-Screen process to determine if the applicant agency meets the standard of demonstrated effectiveness to be considered eligible for an award. To meet the standard of demonstrated effectiveness and be considered eligible, an applicant must provide evidence of demonstrated effectiveness by providing performance data on its record in improving the literacy skills of eligible individuals, in particular individuals who are basic-skills deficient in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the application for funds. To be considered eligible, an applicant 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. Regarding consortium and partnership applications, each entity that is a member of the consortium/partnership must meet the definition of demonstrated effectiveness.

Applications of eligible providers are then reviewed and evaluated by a panel of individuals with expertise in adult education and literacy using a rubric tool based on the thirteen federal factors as identified in WIOA Title II Sec. 231 (e). Included in the panel review is a process conducted to ensure that all eligible applications are provided to the appropriate Local Workforce Board for review, comment, and recommendations regarding the proposal's alignment with the local workforce development plan. All Local Workforce Board comments

and recommendations received are then considered as an evaluation factor by the panel and used to help determine the evaluation score of each application.

All eligible applicants go through the same application and review process and have direct and equitable access to apply and compete for Title II grants contracts, including WIOA Sections 225 (Corrections), 231 (Grants) and 243 (IELCE).

The distribution of funds across the state is based on demographic data and needs analyses pertaining to the target population of adult learners. As required under WIOA, adult education services are funded and delivered in all LWDAs. The thirteen factors described in WIOA, Title II, Sec. 231 (e) are used to determine funding decisions:

A competition was conducted in 2020 to award funding for the provision of Title II services July 1, 2020 through June 30, 2024. 20 local adult education providers were awarded funds, and adult education was provided in all but one LWDA. As of July 1, 2021, Title II services are being provided in all 12 LWDAs. The next competition is scheduled for 2024 to award funding for the provision of Title II services in a multi-year grant contract, beginning July 1, 2024.

- January 2024- release of application;

- March 2024- application due;

- March – May 2024- review process conducted with local workforce board and applications evaluated;

- June 2024- evaluation results and determination of awards (with State Board of Education approval); and

- July 1, 2024- begin implementation of programs and services according to grant contract.

II. DESCRIBE HOW THE ELIGIBLE AGENCY WILL ENSURE DIRECT AND EQUITABLE ACCESS TO ALL ELIGIBLE PROVIDERS TO APPLY AND COMPETE FOR FUNDS AND HOW THE ELIGIBLE AGENCY WILL ENSURE THAT IT IS USING THE SAME GRANT OR CONTRACT ANNOUNCEMENT AND APPLICATION PROCEDURE FOR ALL ELIGIBLE PROVIDERS

ADE is committed to conducting a competitive RFGA process that ensures direct and equitable access to all eligible providers competing for Title II grant contracts. Information regarding the application and process will be made available broadly via a public website and through press releases. An adequate amount of time to complete the application will be allowed, based on best practices as determined by ADE's grants management department. Submittal of applications will be done using the Grants Management Enterprise System, a manner that allows equitable access to all individuals, including those with disabilities.

Applications will be evaluated based on a scoring rubric as described in the application. The evaluation team members shall consist of a variety of diverse professionals, including members unaffiliated with Arizona's prior Adult Education System. Award amounts will be determined by area demographic and needs analyses to ensure that addressing the purpose of WIOA is the basis for funding decisions.

General Education Provisions Act (GEPA) Statement: Each applicant requesting funds will be required to include a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs. Section 427 GEPA highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or

age. Based on local circumstances, applicants will determine whether these or other barriers may prevent participation in the program or activities, and the steps to be taken to overcome identified barriers must be included in the application.

C. VOCATIONAL REHABILITATION PROGRAM

In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

Not Applicable.

6. PROGRAM DATA

A. DATA ALIGNMENT AND INTEGRATION

Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date.

I. DESCRIBE THE STATE'S PLANS TO MAKE THE MANAGEMENT INFORMATION SYSTEMS FOR THE CORE PROGRAMS INTEROPERABLE TO MAXIMIZE THE EFFICIENT EXCHANGE OF COMMON DATA ELEMENTS TO SUPPORT ASSESSMENT AND EVALUATION

As identified in Strategy 10, to identify data system solutions to enhance the interoperability and quality of data for use across ARIZONA@WORK programs, Arizona's core programs and the Council will continue efforts through cross-functional teams to identify technological tools for linking datasets in order to maximize efficiency and the exchange of information to support assessment and evaluation. Arizona will research innovative solutions used by other States to expand and integrate its information systems used within the ARIZONA@WORK system. In addition, technological solutions identified and/or implemented by LWDBs will provide insight into successful data integration strategies that can be implemented across ARIZONA@WORK partner programs.

Currently, ADE uses the AAEDMS through Benchmark to enter student demographic data, tracking student progress, and generating federal reports for Title II, and ADES uses the AJC system, developed by AJLA to manage all aspects of case management, data recording, and performance reporting for Titles I and III, and the Libera system, called System 7. Case, as the case management, vendor, procurement, and financial management system for Title IV. Through implementing Strategy 10. Arizona aims to improve, across the core and other partner programs, its ability to exchange common data elements and expand data reporting and analysis to enable data-driven decisions that support continuous improvement through regular assessment and evaluation.

The State will be developing a statewide Workforce Evaluation Data System ("the Data System" also known as P-20W or IDS) which will be an integrated data system that will combine individual-level education and workforce data (K12, postsecondary institutions, UI, WIOA

Programs, SNAP and TANF) to support evidence-building activities with a statistical purpose led by the Workforce Data Task Force.

The Workforce Data Task Force includes the OEO Director, ADES Director, Arizona Board of Regents President, Superintendent of Public Instruction, and one representative of a community college district. This Task Force will: 1) oversee workforce system evaluation data sharing, 2) the development and maintenance of the Data System, and 3) provide analyses and recommendations for "workforce system performance" reports

The State Workforce Evaluation Data System is being developed in phases — each phase adding more programs and features:

- Phase 1 (CY2020 Q1) - Build foundational system components for data integration using participant records from WIOA programs, wage records from UI, education records from Maricopa and Pima community colleges.

- Phase 2 (CY2020 Q3) - Incorporate data from CTE and K-12.

- Phase 3 - Incorporate data from other postsecondary institutions, TANF, and SNAP.

II. DESCRIBE THE STATE'S PLANS TO INTEGRATE DATA SYSTEMS TO FACILITATE STREAMLINED INTAKE AND SERVICE DELIVERY TO TRACK PARTICIPATION ACROSS ALL PROGRAMS INCLUDED IN THIS PLAN

Arizona will engage a cross-functional state and local team to identify and implement solutions for data challenges to improve integrated data management and streamline services to co-enrolled individuals, track individuals through workforce, education, and community programs, and provide critical data to continuously improve services to customers. See Strategy 10. Arizona currently is able to track participation in Title I, III, JVSG, UI, TAA, and MSFW through one data system, and will seek solutions to track additional program customers. ADE has also developed a process through the MOU/IFA process to track Title II students referred for adult education and literacy services, which is being rolled out throughout the State.

In 2020, the State started a Modernization project that includes gathering input from ARIZONA@WORK partners to identify technology needs to, in part, support effective intake and service provision. This project is still in its early stages but will hopefully help Arizona better understand how to improve its data systems for partner collaboration.

Arizona will work with state and local partners to improve processes for individuals using the ARIZONA@WORK system through national research, identifying grant options, and capitalizing on the successful strategies from LWDBs to streamline intake and service delivery and allow cross-program tracking. Local plans and MOUs developed by LWDBs with ARIZONA@WORK partners will facilitate collaboration across the local system and provide the structure for a seamless delivery of service provision for ARIZONA@WORK customers.

III. EXPLAIN HOW THE STATE BOARD WILL ASSIST THE GOVERNOR IN ALIGNING TECHNOLOGY AND DATA SYSTEMS ACROSS REQUIRED ONE-STOP PARTNER PROGRAMS (INCLUDING DESIGN AND IMPLEMENTATION OF COMMON INTAKE, DATA COLLECTION, ETC.) AND HOW SUCH ALIGNMENT WILL IMPROVE SERVICE DELIVERY TO INDIVIDUALS, INCLUDING UNEMPLOYED INDIVIDUALS

The Council continues to collaborate and participate in efforts surrounding strategies 7 and 10 which address technology and data system alignment and streamlining services to individuals.

The Council is on the IT modernization Advisory committee and leads the identification of workforce development technology requirements through the National Governors Association Workforce Innovation Network Grant. In partnership with the ADES, the council is currently working on a technology modernization initiative that involves gathering input from ARIZONA@WORK partners to identify technology needs and support effective intake and service provision. This initiative will be a phased approach and will encompass Unemployment Insurance, Workforce Systems, and Unemployment Tax. The first phase is expected to launch in early 2022.

IV. DESCRIBE THE STATE'S PLANS TO DEVELOP AND PRODUCE THE REPORTS REQUIRED UNDER SECTION 116, PERFORMANCE ACCOUNTABILITY SYSTEM. (WIOA SECTION 116(D)(2))

Arizona's core programs ensure the performance accountability systems meet WIOA requirements while continuously seeking opportunities for improved processes to better improve performance outcomes for the customers served.

Titles I and III:

Use AJC, hosted by AJLA, to support a consortium of state workforce agencies. AJLA Technical Support creates a PIRL file used for the Quarterly (ETA-9173) and Annual (ETA-9169) Reports. The file is compiled and reported through the WIPS to the U.S. DOL Employment and Training Administration (U.S. DOL/ETA). Using the WIPS ensures both the accuracy and uniformity of the reported data in compliance with U.S. DOL/ETA reporting requirements. To ensure data completeness and integrity, the ADES Workforce IT Section/Workforce Development Unit works with the LWDBs and its service providers to correct data that is missing or causing an error when the WIPS process identifies data errors during the submission of the PIRL file.

ADES evaluates its performance through:

- Bimonthly review of fiscal data;

- Monthly review of lead measures on scorecards, implementing problem solving when measures do not meet targets; and

- Regular quality assurance meetings where data from fiscal, programmatic, and Equal Opportunity (EO) monitoring is reviewed to identify trends for targeted technical assistance.

Title II:

Uses AAEDMS through Benchmark to enter student demographic, performance, class, and post-exit data as required for Federal reporting. AAEDMS is a secure, web-based data management system that collects required data, including performance results as identified in the NRS.

ADE's adult education providers are evaluated on fiscal, instructional, and programmatic areas to identify areas of strength as well as those in need of improvement as part of the performance accountability system. The model incorporates the following factors:

- A cyclical system for risk assessment and monitoring;

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

- Evidence of high-quality, data–driven and research–based instruction that is aligned to content standards and professional learning standards, and that incorporates the standards for both digital literacy and transferable employability skills.

Title IV:

Uses Libera, System 7 Case Management System to input and store program, fiscal, and contract data. System users enter client specific data each quarter and a system module creates the quarterly RSA-911 report. Replicated dictionary tables allow use of Access databases to write specialized queries. Specialized queries are used to provide the required data for federal reports, as well as the raw datasets used to create the monthly program management reports and weekly and monthly scorecards.

B. ASSESSMENT OF PARTICIPANTS' POST-PROGRAM SUCCESS

Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

Arizona uses the Federal performance measures required in WIOA as its statewide mission measures. Titles I, III, and IV Arizona primarily assesses participants' post-program success with retained employment 2nd quarter and 4th quarter after exit. For youth participants, success is also measured with completing post-secondary education. Title II also records employment and wage performance 2nd and 4th quarter after exit. Program leadership prioritizes review of Measurable Skills Gains when assessing progress of participants exiting programs. These measures are publicly available on the ARIZONA@WORK dashboard [18] and will be used by the Council, core programs, and LWDBs to assess participant progress and identify areas needing technical assistance. The dashboard provides a statewide and local area view of the effectiveness of workforce training programs using federal performance measures. The dashboard consolidates data on local labor market conditions, economic indicators, and local workforce system performance.

In coordination across the ARIZONA@WORK system, Arizona will reassess the lead measures currently in place to measure the processes impacting the mission measures, and develop a tiered measurement structure for the State, LWDBs, and offices. The goal of the tiered measurement system is to align what is measured based on impact and value, so individuals, programs, LWDBs, state agencies, and the Council see their impact and identify improvement opportunities in the ARIZONA@WORK system relative to their value.

Using the current data systems of the core programs and identifying opportunities to improve reporting and expansion of the data systems through this Plan's strategies, Arizona will seek to decrease duplication and/or extraneous data gathering to better assess the progress of participants engaged in the ARIZONA@WORK system. To gather feedback on the impact to customers, Arizona conducts customer satisfaction surveys to capture business and job seekers experience and discover successes and challenges providing opportunities for sharing best practices and improvement. Local adult education providers also conduct follow-up surveys on exited participants that did not provide a social security number at intake.

In addition, assessing the current data sharing agreements to identify opportunities to expand data sharing will improve the ability of the State to coordinate and track across programs and

minimize duplication of efforts for both customers and ARIZONA@WORK staff. Arizona currently has a data sharing agreement with ADE (Title II) to support data sharing between the agencies allowing employment results of Title II participants to be tracked.

Title II data is currently not included in the public dashboard but is reviewed. As data becomes available, more metrics will be visible on the dashboard for Titles I, III, and IV.

C. USE OF UNEMPLOYMENT INSURANCE (UI) WAGE RECORD DATA

Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

All core programs conduct quarterly and annual data matches with ADES' UI system, the State Wage Interchange System (SWIS) to calculate the employment-based performance measures for WIOA-required quarterly and annual reports. These wages are also applied to the other partner programs tracked in AJC, including JVSG and TAA. ADE also conducts an annual data match with National Student Clearinghouse to capture entry into postsecondary outcomes for exited participants.

In 2019, Arizona completed the new SWIS agreement with DOL, identifying ADE (Title II) and VR (Title IV) as Performance Accountability and Customer Information Agencies (PACIAs), along with the current PACIA for Titles I and III, ensuring all four of the core programs can access interstate wage information for WIOA performance reporting.

D. PRIVACY SAFEGUARDS

Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

Arizona has privacy safeguards in place to protect confidential information contained in its workforce development systems, which includes safeguards required by section 444 of the General Education Provisions Act and other applicable state and federal laws. These safeguards include State and local requirements, such as:

- Annual security training for individuals accessing confidential WIOA information;

- Personal confidentiality statements/user affirmation agreements to be signed by individuals accessing WIOA information;

- Maintaining medical documentation needed for eligibility determinations in a sealed confidential envelope separate from the files of eligible applicants, registrants, and participants; and

- Local confidentiality policies and procedures.

Privacy safeguards are monitored as part of the State's monitoring system, as set out for the specific core or partner program. Arizona seeks to maintain the privacy and confidentiality of all information for customers of WIOA, with a heightened focus on protecting social security information, according to federal laws and regulations (and state laws), including the following:

- 29 U.S. Code § 2935 (reports, recordkeeping, and investigations);

- 29 U.S. Code § 2871(f)(3) (confidentiality);

- 20 CFR § Part 603 (Unemployment Compensation);

- 42 U.S. Code § 503 (UI operations);

- 20 CFR § 617.57(b) (Trade Act);

- 29 U.S. Code § 49I –2(a)(2) (Wagner–Peyser Act);

- The Privacy Act (5 U.S. Code § 552);

- The Family Educational Rights and Privacy Act (20 U.S. Code § 1232g) (Title II and other programs in receipt of educational records);

- 34 CFR § 361.38 (VR); and

- 2 CFR § 200.303 (internal controls for Federal awards).

7. PRIORITY OF SERVICE FOR VETERANS

Describe how the State will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor. States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist.

In accordance with WIOA of 2014 (P.113-128) 20 CFR § 1010, veterans and their eligible spouses receive Veterans' Priority of Service (VPOS) and are referred to as "covered persons." A veteran is to include a person who was former military, naval, or air service personnel and was discharged, or otherwise released, by virtue of conditions barring dishonorable. An active service member includes full-time duty within the National Guard or Reserve, outside of full-time duty for training programs. The stipulations for an eligible spouse to receive VPOS is one of the following: spouse of a surviving veteran, spouse of any veteran who has died of a service-connected disability, spouse of any member of the armed forces serving on active duty is listed, at the time application, for a total of more than 90 days as (missing in Action, captured in the line of duty, or forcibly detained), spouse of a veteran who bears a total disability, or spouse of a veteran who died while a total disability was present as evaluated by the Department of Veterans Affairs. The State will ensure that covered persons are made aware of status and priority of service is executed in WIOA Titles I and III. In order to ensure that potential VPOS candidates are made aware of upon point of entry, staff members have particular measures in place. One measure is the requirement of a poster (the ESA-1184B), *Veterans' Priority of Service, to be* visible upon entry in all ARIZONA@WORK Job Centers. Another measure is for office staff members to provide VPOS brochures (ESA-1184A). Lastly, people are identified by means of direct inquiry. Afterwards, the potential VPOS candidate would fill out the VPOS Assessment Form (ESA-1348A) and provide it to the employment services representative.

ARIZONA@WORK staff provide eligible veterans or spouses with VPOS, which is priority over a non-veteran or non-eligible spouse for any labor exchange services, basic career, individualized career or training services with additional factors such as suitability in training services

prioritization. Policies for VPOS implementation at ARIZONA@WORK Job Centers are included in this State Plan and LWDB local plans.

ARIZONA@WORK staff working virtually and/or at ARIZONA@WORK job centers follow VPOS at point of entry and identify the Veteran status; staff will also conduct an assessment of significant barriers to employment (SBE) (ESA-1348A) with all veterans and other eligible participants per current VPLs 03-14, 03-14 Ch. 1, 03-14 Ch.2, and 03-19. Eligible veterans identified with SBEs will be referred to specialized veteran staff, such as a DVOP, to receive Individualized Career Services (Case Management) through JVSG.

Currently implemented VPOS strategies will continue to be checked and adjusted with ARIZONA@WORK business service teams. ARIZONA@WORK Local Veteran Employment Representative (LVER) and Business Service Representatives (BSR) apply VPOS in prioritizing and connecting Veteran job seekers to employers filling positions. The BSR teams also provide opportunities to employers to better support their Veteran workforce through the Arizona Supportive Veteran Employers Program (AVSE) and the Veterans Medallion Program (VETS).

Title III staff are ensuring Veterans are receiving the highest quality of service. Arizona has implemented Arizona Job Connection (AJC) across all Title III staffed ARIZONA@WORK Job Centers as the primary database for staff providing services to Veterans. Additionally, Be Connected is utilized as a resource navigation tool and has been recognized as a national best practice and resource for veterans and military families.

Additionally, TAA program staff follow VPOS by identifying veterans and covered individuals during the initial intake appointment, when enrolling an individual into the TAA program. When an individual identifies as a veteran or a covered person, they are given priority over nonveterans when accessing TAA benefits and services. When significant barriers are identified a referral to a DVOP is provided, with the staff working together to determine the best course of action necessary to alleviate those barriers.

Staff at ARIZONA@WORK Job Centers are trained on VPOS. In addition, the JVSG program Veterans Coordinators (VC) conducts training on VPOS and provides technical assistance at ARIZONA@WORK locations.

SCSEP, under Title V, also complies with Public Law 107-288 (2002), Section 2(a) of the Jobs for Veterans Act, codified at 38 USC 4215(a) which provides priority of service for Department of Labor employment and training programs for veterans and certain spouses of veterans who otherwise meet the eligibility requirements for participation for participation in SCSEP.

Priority for selection of individuals for participation in SCSEP must be given to individuals who have one or more of the following characteristics:

1. Is a veteran or an eligible spouse.

2. Is 65 years of age or older (although age 65 and over is a priority of service, it is not included in the most-in-need measure).

3. Has a disability.

4. Has limited English proficiency.

5. Has low literacy skills.

6. Resides in a rural area.

7. Has low employment prospects.

8. Has failed to find employment after utilizing services provided under Title I of WIOA.

9. Is homeless or at risk of homelessness.

10. Has been incarcerated within the last five years or is under supervision following release from prison or jail within the last five years.

Priority of service must be applied to qualifying SCSEP participants in the following order:

1. Covered persons under §2(a) of the Jobs for Veterans Act, 38 U.S.C. §4215(a), and who possess at least one of the other priority characteristics.

2. Covered persons under §2(a) of the Jobs for Veterans Act, 38 U.S.C. §4215(a), who do not possess any other of the priority characteristics.

3. Covered persons under §2(a) of the Jobs for Veterans Act, 38 U.S.C. §4215(a), and who possesses at least one of the other priority characteristics.

Last, Arizona has implemented a statewide toll free number to increase accessibility to DVOP staff, however in the event that a DVOP is not available, Employment Service staff will provide services.

8. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WITH DISABILITIES

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria.

The following publicly posted State policies describe the requirements for ensuring compliance with section 188 of WIOA and provisions of Americans with Disabilities Act (ADA), including required physical and programmatic access to individuals with disabilities, the annual assessment of physical and programmatic accessibility at all ARIZONA@WORK Job Centers in the LWDA, and the ARIZONA@WORK job center certification requirements:

*   State Workforce Policy #1 (Local Governance);

*   State Workforce Policy # 6 (Certification of ARIZONA@WORK Job Center);

*   State Workforce Policy #3 (ARIZONA@WORK Structure of One Stop Delivery System); and

*   Arizona Department of Economic Security Policy, Chapter 2, Section 700: Equal Opportunity and Nondiscrimination.

LWDBs assess ARIZONA@WORK Comprehensive, Affiliates, and Specialized Centers annually for programmatic and physical accessibility. The assessment includes (i) physical accessibility measures to ensure facilities are designed, constructed, or altered so they are accessible and usable to individuals with disabilities, (ii) programmatic accessibility measures to ensure access to programs, services, and activities during regular business days, and (iii) measures to ensure equal opportunity for individuals with disabilities defined in section 188 of WIOA.

The State level EO Officer ensures annual, onsite monitoring visits for compliance at all ARIZONA@WORK Job Centers (comprehensive, affiliate, and specialized). Finding letters with required correction are sent to the LWDB representative to correct any compliance findings. The LWDBs are responsible to ensure compliance with physical and programmatic accessibility in the ARIZONA@WORK Job Centers through implementation and oversight of State and local policies.

Each LWDA identifies a local/tribal EO officer to ensure EO and nondiscrimination in the administration and operation of programs, activities, and services within the ARIZONA@WORK system. The State level EO Officer provides training to the local/tribal EO Officers, as well as, the ES, RSA, DVOP, LVER and other core staff to provide services to persons with disabilities. In addition, local/tribal EO officers provide training and support to AIRZONA@WORK staff, including service providers and local partners for addressing the needs.

See "Nondiscrimination Plan" https://des.az.gov/sites/default/files/media/Non-Discrimination-Plan-2019-2020.pdf

9. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WHO ARE ENGLISH LANGUAGE LEARNERS

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials.

ADE, ADES, and the LWDBs have policies and procedures describing how to ensure individuals with limited English proficiency can use ARIZONA@WORK services. As required by the Code of Federal Regulations (CFRs) and the State of Arizona Nondiscrimination Plan (NDP), the procedures include the development and implementation of processes to utilize a language line, interpreters, or translators to be made available upon request or when needed in order that individuals with Limited English Proficiency (LEP) have the same communication of information as English speaking individuals. LWDB policy and procedures are reviewed during the annual monitoring reviews by the State-Level EO Officer for approval. ADE and ADES policy and procedures are in compliance with 29 CFR § 38.9.

Support is required for languages spoken by a significant number or portion of the population seeking services through ARIZONA@WORK. LWDB service providers must translate vital information in written materials into these languages and make the translations readily available in hard copy, upon request, or electronically such as on a website. The vital information these materials contain can be provided to LEP participants by oral interpretation or summarization. For other languages not spoken as frequently in the area, information will be supplied as the need arises or upon request. ARIZONA@WORK staff training is required by the NDP to be done at a minimum annually by either the local EO Officer or the State-Level EO Officer. Generally, the State-Level EO Officer does training via an annual Technical Assistance

Conference for purposes of making sure all EO Officers are up to date with the latest changes or new procedures available to them.

It is the responsibility of the LWDA EO Officer to make sure ARIZONA@WORK staff is aware of the requirements to assist a client to file a discrimination complaint and ensure it is done properly. LWDAs engage in additional activities to ensure that the needs of LEP participants are met, such as providing workshops in Spanish, referring customers to English as a Second Language (ESL) classes through Title II or in the community, or instruction in Vocational English as a Second Language.

ADE's Title II local adult education providers offer English language instruction in all LWDAs designed to help eligible learners achieve proficiency in reading, writing, speaking and listening and that leads to attainment of a secondary diploma (or its equivalent), transition to postsecondary/training, or employment. In addition, Title II utilizes funding under WIOA section 243 to provide adult education and literacy activities to English language learners concurrently and contextually with workforce preparation activities and workforce training for specific occupations or occupational clusters for the purpose of educational and career advancement.

IV. COORDINATION WITH STATE PLAN PROGRAMS

Describe the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.

A Workforce Plan committee organized the following activities to engage the core programs and ARIZONA@WORK partners to develop the PY 2020 - PY 2023 Arizona State Plan with broad, statewide input:

- 4 in-person, working group meetings with representatives from the Council, LWDBs, State Title staff, and OEO to identify: In-Demand industries, In-Demand occupations, strengths and weaknesses, workforce capacity, and strategies;

- 2 statewide surveys to gather input for the (i) strengths and weaknesses; and (ii) strategies;

- Updates at statewide ARIZONA@WORK meetings for LWDB staff, service providers, and core program representatives; and

- Weekly writing sessions for Plan contributors.

Presentations, discussions, and approval for the State Plan requirements occurred during the State Plan development process with the Council and committee meetings, and the State Plan Taskforce.

For the State Plan modification, the Council reviewed updated labor market data to determine if changes to the state strategies were needed. State program administrators were virtually convened to discuss needed modifications to the state plan strategy implementation, and each was given the opportunity to update relevant sections of the state plan to reflect current labor market conditions and service delivery methods. LWDB were asked for input on success stories and waivers at several meetings and were given the opportunity to provide feedback during the public comment period.

V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

The Unified or Combined State Plan must include assurances that:

The State Plan must include	Include
1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts;	Yes
2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes;	Yes
3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs;	Yes
4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;	Yes

The State Plan must include	Include
5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities;	Yes
6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3);	Yes
7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;	Yes
8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program;	Yes
9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs;	Yes
10. The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA);	Yes
11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and	Yes
12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.	Yes

VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES UNDER TITLE I-B

The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B—

A. GENERAL REQUIREMENTS

1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

A. IDENTIFY THE REGIONS AND THE LOCAL WORKFORCE DEVELOPMENT AREAS DESIGNATED IN THE STATE

Arizona's Governor designated twelve LWDAs, which also serve as its regions:

- ARIZONA@WORK – Coconino County

- ARIZONA@WORK – Maricopa County

- ARIZONA@WORK – Mohave and La Paz Counties

- ARIZONA@WORK – Nineteen Tribal Nations (consortium of 13 tribes: Cocopah Indian Tribe, Gila River Indian Community, Salt River Pima-Maricopa Indian Community, Hopi Tribe, Quechan Indian Tribe, Colorado River Indian Tribes, Fort Mojave Indian Tribe, Hualapai Tribe, San Carlos Apache Tribe, Tohono O'odham Nation, Yavapai-Apache Nation, White Mountain Apache Tribe & Pascua Yaqui Tribe)

- ARIZONA@WORK – Northeastern Arizona (Navajo, Apache, and Gila counties)

- ARIZONA@WORK – City of Phoenix

- ARIZONA@WORK – Pima County

- ARIZONA@WORK – Pinal County

- ARIZONA@WORK – Santa Cruz County

- ARIZONA@WORK – Southeastern Arizona (Graham, Greenlee, and Cochise counties)

- ARIZONA@WORK – Yavapai County

- ARIZONA@WORK – Yuma County

All LWDAs serve the geographical region designated for the area, but do not provide services on the Navajo Nation, which receives separate WIOA funding from DOL, or tribal land of the thirteen tribes of the Nineteen Tribal Nations.[19]

[19] Individuals may apply for services at any ARIZONA@WORK Job Center in Arizona.

B. DESCRIBE THE PROCESS USED FOR DESIGNATING LOCAL AREAS, INCLUDING PROCEDURES FOR DETERMINING WHETHER THE LOCAL AREA MET THE CRITERIA FOR "PERFORMED SUCCESSFULLY" AND "SUSTAINED FISCAL INTEGRITY" IN ACCORDANCE WITH 106(B)(2) AND (3) OF WIOA. DESCRIBE THE PROCESS USED FOR IDENTIFYING REGIONS AND PLANNING REGIONS UNDER SECTION 106(A) OF WIOA. THIS MUST INCLUDE A DESCRIPTION OF HOW THE STATE CONSULTED WITH THE LOCAL BOARDS AND CHIEF ELECTED OFFICIALS IN IDENTIFYING THE REGIONS

State Workforce Policy # 1 (Local Governance) describes the requirements for initial designation of local areas and the process for submitting a request for designation. A new or existing Local Workforce Development Area (LWDA) (an area previously designated under Workforce Innovation Act (WIA)) must request designation as a LWDA in writing to the Governor's Office, which must include:

- A Chief Elected Official Agreement for Consortia as described in this policy, (if applicable);

- For newly configured workforce areas, a narrative regarding how the area meets the considerations outlined in Section 106(b)(1)(B);

- For existing workforce areas, certification that the area performed successfully and sustained fiscal integrity for the two–year period preceding enactment of WIOA (July 1, 2012–June 30, 2014);

- A list of Local Board members, to include composition categories and contact information;

- Identification of grant recipient/fiscal agent and signature of lead official;

- Documentation that public input was solicited, and any comments received; and

- Signatures of chief elected officials from the petitioning counties.

Written requests from LWDAs will be received and reviewed according to the following process:

- All formal written requests (including Workforce Development Area Designation petitions) must be submitted to the Governor, with a carbon copy to the Executive Director of the Council and Assistant Director of ADES/DERS.

- Petitions will be reviewed by the executive committee of the Council and by the full Council.

- A public comment period will be advertised and commence with opportunity for comment by representatives of LWDBs, chief elected officials, businesses, institutions of higher education, labor organizations, other primary stakeholders, and the general public regarding the designation of the local area (20 CFR § 679.240).

- After the required public comment period, the Council will make a recommendation to the Governor.

- Final designation of LWDAs will be made by the Governor.

Newly Configured Workforce Areas: Per WIOA 106(b)(4), the Governor may approve a request from any unit of general local government (including a combination of such units) for designation as a LWDA if the Council determines, based on the considerations described above, and recommends to the Governor, that such area should be designated.

Per Section 106(e)(1), the term performed successfully means the local area met or exceeded the negotiated levels of performance for each of the last two consecutive years for which data are available.

Per Section 106(e)(2), the term sustained fiscal integrity means that the Secretary has not made a formal determination, during either of the last two consecutive years, that either the grant recipient or the administrative entity of the area mis-expended funds provided under WIOA due

to willful disregard of the requirements of the provision involved, gross negligence, or failure to comply with accepted standards of administration.

The Council established Designation Policy within the Local Governance Policy. The Council anticipates expanding existing Designation and Redesignation Policy and adding Subsequent Designation policy to the language by end of program year 2020. Subsequent designation would follow WIOA 106 (b)(3) and 20 CFR § 679.250(d) and (e) and procedures developed in the Council Local Governance Policy.

Designation of Regions

The Council adopted a Regional Designation Policy that allows for each LWDA to be designated its own planning region for the first year of implementation. The Council re–evaluated this policy and determined whether creating regions makes sense from a state and local perspective. This was done to allow the system time to adjust to new structures and to evaluate impacts of the final WIOA regulations, which had not yet been released.

Prior to the Council being seated, the State produced research on the creation of regions and participated in discussions with the 12 LWDAs. The 12 LWDAs then conferred with one another and their respective Boards, ultimately creating the recommendation for a temporary designation of single area regions. The Council, once seated, adopted this policy at the request of the LWDAs and for the purposes of doing a more thorough review of the concept prior to providing a more robust recommendation to the Governor, and provided the appeals process as referred to in section 106(b)(5) of WIOA relating to designation of LWDAs.

State Workforce Policy # 1 (Local Governance) describes the requirements for LWDA designation and the process for submitting a Local Workforce Development Area Designation Request, including the appeals policy and procedure if a request for LWDA Designation is not granted.

Additional modification, the State implemented its Substantial Violation, Sanctions, Decertification, and Reorganization Policy in November 2020. The criteria used to determine if the local area "performed successfully" and "sustained fiscal integrity" are found in Section 1302. Section 1308 includes requirements of how the State consulted with local boards and chief elected officials in identifying the regions.

C. PROVIDE THE APPEALS PROCESS REFERRED TO IN SECTION 106(B)(5) OF WIOA RELATING TO DESIGNATION OF LOCAL AREAS

Appeals: If an existing workforce area requests, but is not granted, designation as a LWDA, a unit of general local government (including a combination of such units) or grant recipient may submit a written appeal to the State Workforce Development Board within 20 days of receiving written denial notification. Appeals submitted after this time will not be considered.

The appealing entity must explain why it believes the denial is contrary to the provisions of WIOA 106(b)(2). No other cause for appeal will be considered. The Council must consider and respond in writing to such an appeal within 20 days of its receipt.

If the petitioning entity is again denied such designation, further appeal to the Secretary of Labor may occur if the entity alleges that the area meets the requirements of WIOA 106(b)(2) or that the entity was not accorded procedural rights under the State appeal process described herein. All such appeals to the Secretary must be submitted within 15 days of receipt of the notification of denial by the Council on behalf of the Governor. The appealing entity must simultaneously notify the Governor and the Council of such an appeal to the Secretary. The

Secretary will make a final decision within 30 days after the appeal is received. The Secretary will notify the Governor and the appellant in writing of the Secretary's decision.

Additional modification, the State implemented its Substantial Violation, Sanctions, Decertification, and Reorganization Policy in November 2020. The appeal process relating the designation of local areas is found in Section 1306.

D. PROVIDE THE APPEALS PROCESS REFERRED TO IN SECTION 121(H)(2)(E) OF WIOA RELATING TO DETERMINATIONS FOR INFRASTRUCTURE FUNDING

If core partners do not reach an agreement on infrastructure funding, the process determined by the Governor must be utilized. In accordance with section 121 (h)(2)(E) of WIOA and 20 CFR § 678.750, an appeals process will be established for an ARIZONA@WORK partner to appeal the determination of the portion of funds to be provided. The ARIZONA@WORK partner must submit the appeal to the Council as follows.

Appeals: If an ARIZONA@WORK partner wishes to appeal the Governor's determination regarding the ARIZONA@WORK partner portion of funds to be provided for one–stop infrastructure costs, the ARIZONA@WORK partner may submit a written appeal to the Council within 30 days of the Governor's determination. Appeals submitted after this time will not be considered.

The appeal may be made on the grounds that the Governor's determination is inconsistent with proportionate share requirements in 678.735(a), the cost contribution limitations in 678.735(b), or the cost contribution caps in 678.735(c). The appealing entity must explain why it believes the determination is contrary to the provisions of WIOA 121(h)(2)(E). No other cause for appeal will be considered. The Council must consider and respond in writing to such an appeal within 30 days of its receipt.

Additional modification, the Workforce Arizona Council approved the ARIZONA@WORK Job Center MOU and Infrastructure Costs Policy in August 2017. The appeal process related to infrastructure funding is found in Section IX.I.

2. STATEWIDE ACTIVITIES

A. PROVIDE STATE POLICIES OR GUIDANCE FOR THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM AND FOR USE OF STATE FUNDS FOR WORKFORCE INVESTMENT ACTIVITIES

Arizona's fiscal and programmatic policies for Title I are publicly posted and provide the requirements for implementation and use of WIOA funding for Title I-B, RR, and ETPL. In addition, statewide policies on Local Governance, implementation of the ARIZONA@WORK Job Centers and one stop delivery system, monitoring, conflict of interest, and ARIZONA@WORK Job Center certification, are publicly posted. TEGLs are also posted publicly for additional guidance for LWDBs and ARIZONA@WORK staff.

Additional modification, the State is currently revising the Rapid Response Policy which addresses NDWG in compliance with TEGL 12-19, change 1. The State anticipates the policy will be finalized July 18, 2022.

For more information see the following webpages:

- https://des.az.gov/services/employment/workforce-innovation-and-opportunity-act-wioa/wioa-policy-and-procedure-manual

- https://arizonaatwork.com/about/workforce-arizona-council/policies-reports

B. DESCRIBE HOW THE STATE INTENDS TO USE GOVERNOR'S SET ASIDE FUNDING. DESCRIBE HOW THE STATE WILL UTILIZE RAPID RESPONSE FUNDS TO RESPOND TO LAYOFFS AND PLANT CLOSINGS AND COORDINATE SERVICES TO QUICKLY AID COMPANIES AND THEIR AFFECTED WORKERS. STATES ALSO SHOULD DESCRIBE ANY LAYOFF AVERSION STRATEGIES THEY HAVE IMPLEMENTED TO ADDRESS AT RISK COMPANIES AND WORKERS

The Governor's set aside funding is used to fund the following WIOA operational activities:

- AJLA hosting of AJC system;

- Arizona Registered Apprenticeship Program activities;

- Arizona Career Readiness Credential (ACRC)

- Statewide ETPL Program activities;

- Statewide RR Program activities;

- Statewide Reentry Initiative; and

- Activities and resources required to meet the fiscal, contractual, procurement, Information Technology (IT), programmatic, equal opportunity, and policy requirements in WIOA.

In addition, the set-aside funding is used to fund initiatives regarding workforce and economic development.

The state reserve of RR is used to fund the required and allowable statewide and local RR activities which are described in the publicly posted WIOA policy, Chapter 2, Section 900: RR. State-level RR activities are managed by the State RR Coordinator who is responsible for the entry of Worker Adjustment and Retraining Notification (WARN) into the AJC system, following up with employer to make sure all required details are included, assigning a team member to co-lead RR activities with local area, notifying the appropriate local RR Coordinator, assigned public figure, and State Business Services Administrator, assisting in the coordination of TAA and UI information, communicating and elevating the impact to necessary and targeted programs, and actively assisting in the coordination of layoffs, plant closings, and layoff aversion strategies.

Each local area is required to identify a local RR Coordinator who, with a member of the State team, coordinates activities with the local business services team, to include an Employment Service, UI and, if appropriate, a TAA representative. AJC is used for program management, recording of services, and evaluation of RR activities. Local RR activities include steadfast commitment to connecting and meeting with the employer to: (i) develop a plan and schedule with the employer, (ii) gather background information, (iii) determine assistance needs and reemployment prospects of the affected workers, and (iv) share available resources to meet short-term and long-term assistance needs of the employer and affected workers.

Technical assistance is provided to ARIZONA@WORK staff to assist in meeting the requirements, sharing best practices, and assisting to remove barriers for successful implementation to meet the needs of employers and individuals affected by layoffs, plant closings, and/or to avert layoffs.

C. IN ADDITION, DESCRIBE THE STATE POLICIES AND PROCEDURES TO PROVIDE RAPID RESPONSES IN CASES OF NATURAL DISASTERS INCLUDING COORDINATION WITH FEMA AND OTHER ENTITIES

The ADES WIOA Policy Manual, Chapter 2 Section 900: RR, describes the required actions for the State RR Coordinator, in collaboration with the local RR Coordinator(s), to respond to a mass job dislocation resulting from a natural or other disaster. The intent of the RR activities is for the team to aid workers and help them transition to new employment as quickly as possible.

In addition, the policy includes information on the National Dislocated Worker Grant (DWG), and how to apply for the DWG and for the coordination of services through the Federal Emergency Management Agency (FEMA). Also provided is information that the State or LWDBs should include in their DWG application to assist them with the application process. In the event of a natural disaster, the State Coordinator and the local RR Coordinator(s) will work together on the Emergency DWG application to ensure that there is coordination of areas and resources affected and the policy is followed.

Additional modification, the State is currently revising the Rapid Response Policy. The revised policy includes coordination with FEMA and other entities in cases of natural disasters.   In addition, the revised policy describes the responsibilities of the State Rapid Response Coordinator as the individual responsible for overseeing all of the State Rapid Response activities using more detail than described in the 2018 policy. The State anticipates the policy will be finalized July 18, 2022.

D. DESCRIBE HOW THE STATE PROVIDES EARLY INTERVENTION (E.G., RAPID RESPONSE) TO WORKER GROUPS ON WHOSE BEHALF A TRADE ADJUSTMENT ASSISTANCE (TAA) PETITION HAS BEEN FILED. (SECTION 134(A)(2)(A).) THIS DESCRIPTION MUST INCLUDE HOW THE STATE DISSEMINATES BENEFIT INFORMATION TO PROVIDE TRADE-AFFECTED WORKERS IN THE GROUPS IDENTIFIED IN THE TAA PETITIONS WITH AN ACCURATE UNDERSTANDING OF THE PROVISION OF TAA BENEFITS AND SERVICES IN SUCH A WAY THAT THEY ARE TRANSPARENT TO THE TRADE-AFFECTED DISLOCATED WORKER APPLYING FOR THEM (TRADE ACT SEC. 221(A)(2)(A) AND SEC. 225; GOVERNOR-SECRETARY AGREEMENT). DESCRIBE HOW THE STATE WILL USE FUNDS THAT HAVE BEEN RESERVED FOR RAPID RESPONSE TO PROVIDE SERVICES FOR EVERY WORKER GROUP THAT FILES A TAA PETITION.

ADES WIOA Policy Manual, Chapter 2 Section 900: RR describes how the RR team provides early intervention to a group of workers on whose behalf a Trade Adjustment Assistance (TAA) petition has been filed. RR funds are used for these activities. The TAA Policy Manual, describes the required activities to provide adversely affected workers with opportunities to get the skills, credentials, resources, and support necessary to return to suitable employment as quickly as possible.

The TAA Coordinator shares information with the RR Coordinator regarding the TAA petition. The coordination between TAA and RR should take place as soon as the petition is filed on behalf of or by two or more workers from the same employer. RR teams consist of TAA, WIOA Title I–B and Wagner–Peyser Employment Service representatives, who as a team conduct on–site presentations at the employer location (whenever permissible). Every effort is made to provide information sessions prior to the commencement of the layoffs/closures. These presentations consist of overviews of the benefits and services that can be expected from each of the partner groups with an emphasis on how TAA, WIOA Title I–B and Wagner Peyser staff will be working together as a team to offer the customer individualized comprehensive re–employment benefits and services.

As soon as a petition is certified, the TAA Coordinator works with the employer to get a list and contact information of each worker known to be covered by the certification when the worker becomes partially or totally separated or as soon as possible after the certification is issued if the worker is already partially or totally separated. Once an application is received, the Determination of Eligibility is completed and sent to the individual, along with the contact information for the TAA Counselors. DOL mandates co-enrollment of TAA participants into the WIOA Dislocated Worker Program. As a result, TAA program staff have worked with the staff from the local areas and developed processes to follow for co-enrollment, which must take place as early in the enrollment process as possible.

B. ADULT AND DISLOCATED WORKERS PROGRAM REQUIREMENTS

1. WORK-BASED TRAINING MODELS

If the State is utilizing work-based training models (e.g. on-the-job training, incumbent worker training, transitional jobs, and customized training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State's strategies for how these models ensure high quality training for both the participant and the employer.

Arizona uses work-based training models to meet business and employee needs by reducing training costs, employee turnover, upskilling or reskilling employees, increasing wages, and averting layoffs. (See sub-section 2 of this Section for Arizona's Apprenticeship model.) These models provide individuals, including those eligible for the Adult and Dislocated Worker Programs, work experience, opportunities to learn new transferable skills, increase in wages, promotional opportunities, and job placement. The Statewide BST conducts weekly meetings that encourage the promotion of work-based training models for employers and share successes with the other local areas throughout the state. WBL models are currently implemented through grants creating a contractual relationship between a LWDB and participating company include:

- On-the-job-training (OJT): Provides participants work experience and new transferable skills of the training program, which are ideal for individuals with barriers. LWDBs may reimburse employers up to 50 percent of the worker's wages, and employers that provide OJT are required to hire participants that successfully complete training. LWDAs also have the flexibility to increase the reimbursement to 75 percent when factors, as described in TEGL 19-16, are met and documented.

- Incumbent worker training: Averts layoffs by transitioning employees to other positions that will not be eliminated and create backfill opportunities for less-skilled employees. RR Coordinators work with employers who have notified the state and LWDBs of imminent layoffs. This program provides an option of training employees in new skills to transition the employee into other positions and avert layoffs. Twenty percent of the LWDB's total Adult and Dislocated Worker funds may be used for incumbent worker training. LWDBs may reimburse according to the following schedule: (1) employers with <50 employees: grant reimburses 90 percent and employer matches ten percent; (2) employers with 51-100 employees: grant reimburses 75 percent and employer matches 25 percent; (3) employers with >101 employees: grant reimburses 50 percent and employer matches 50 percent.

- Customized training: Assists employers in training current employees and participants referred to the employer for both pre-vocational and/or incumbent training.

Customized training may cover topics such as the introduction of new technologies, new production or service procedures, as well as upgrading to new jobs that require additional skills. Customized training will also be used as an incentive to attract businesses to relocate to Arizona and required to pay for a significant portion of the training costs based on the number of employees participating, the wage, and other factors. Customized training requires a commitment from the employer to hire the participants after successful completion of the training program.

- Transitional jobs: Serves individuals with chronic unemployment, poor work history, and severe barriers to employment. Transitional jobs will allow the participant to establish a work history, demonstrate work success and develop skills that lead to unsubsidized employment.

To ensure high quality training for both the employer and the participant, priority consideration will be given to training programs that are related to an in–demand occupation, aligned with career pathways and industry sectors and result in a recognized postsecondary credential. LWDBs are required to collect performance data on work–based training programs. LWDBs must not continue to contract with employers who fail to provide participants long term employment opportunities, with wages and benefits, and working conditions comparable to other employees who have worked a similar amount of time, doing the same type of work. LWDBs will monitor employer onsite contracts to ensure training, wages, hours, benefits, and working conditions are provided in accordance with the contract. Training participants' performance and progress will be monitored during the training to determine supportive service needs, the appropriateness of the training activity and if placement in unsubsidized employment has occurred.

See Section A.i. for a description of Adult and training activities.

2. REGISTERED APPRENTICESHIP

Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., job center staff taking applications and conducting assessments).

State Statutes 41.1955 Number 6 states that ADES is to be the state registration agency for apprenticeship functions prescribed by the federal government. The Arizona State plan on registered apprenticeship is under review pending approval by the U.S. DOL Office of Apprenticeship.

ADES, the State Registering agency, and its Apprenticeship Office (AO) provides apprenticeship services across the state using statewide reserved funds. Apprenticeship opportunities are available in a wide range of industries such as health care, construction, manufacturing, information technology, hospitality, water and wastewater treatment, insurance and so many more. Apprenticeship opportunities are offered through an employer or a program sponsor. Apprentices gain knowledge with structured learning and on-the-job training. Apprentices earn a paycheck from day one, that is guaranteed to increase over time as they learn new skills. Apprentices receive a nationally recognized certificate upon completion of a registered apprenticeship program.

The AO works closely with LWDBs and the ARIZONA@WORK Business Service Team (BST) to develop strategies for engaging the business community and increasing the visibility of the Apprenticeship Program as a workforce strategy. The apprenticeship office staff engages with

the LWDB service providers on the benefits of partnering with registered apprenticeship programs. This collaborative effort provides more opportunities for job seekers entering into a career. The Arizona Apprenticeship Office has assisted the LWDBs with outreach efforts and technical assistance to increase their registered programs and help expand those existing programs by adding new occupations.

The AO presents apprenticeship opportunities to stakeholders statewide, including employers, community-based organizations, women's groups, industry groups, chambers of commerce, veterans' groups, the Rehabilitation Service Administration, community colleges, as well as ADE, including the Career Technical Education Districts (CTEDs).

The AO continues to work with Career and Technical Education (CTE) districts to align curriculum with Registered Apprenticeship (RA) programs. This provides a successful career pathway from high school to a RA career, with the apprentices in some instances getting college credit through dual enrollment and curriculum alignment.

Currently, with the collaboration of the Arizona Community College Coordinating Council (AC4) and the AO, community colleges are becoming Intermediary Sponsors of RA programs. This means the Arizona community colleges are providing related instruction to apprentices within their programs. This allows registered apprentices to earn college credit along with a national credential.

The Arizona AO continues to serve our Arizona businesses with the increasing challenge of attracting and retaining quality talent and our job seekers with their pursuit of worthwhile employment and viable career pathways. In the last four years, RA in Arizona has experienced phenomenal growth. The spectrum of opportunities was widened from 7 to 16 different industries with 112 different career occupations. From having only 129 programs and 2,741 apprentices in 2017, it has grown to 257 programs and 4,260 apprentices today -- a growth of 50% in program registration and 64% apprenticeship participation.

3. TRAINING PROVIDER ELIGIBILITY PROCEDURE

Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

Arizona's Eligible Training Provider List (ETPL) includes approved Training Providers who are eligible to receive WIOA Title I-B funds to train eligible adults, dislocated workers, In-School Youth, and Out-of-School Youth program participants in accordance with the Workforce Innovation and Opportunity Act (WIOA) of 2014, and 20 CFR § 680, 683 Subpart F, and 685.140, TEGL 3-18, TEGL 10-16, Change 1. The policy is under revision to ensure compliance with TEGL 08-19. Records are maintained on Arizona Job Connection (AJC), the state's labor exchange system, allowing training providers to complete an application on the AJC website.

All approved programs are available to the public and to all ARIZONA@WORK partners to view on AJC. ADES and LWDBs share the responsibility of managing the ETPL, including approving programs for initial and continued eligibility, reviewing the quality of training services including verifying that the approved programs lead to industry-recognized postsecondary credentials, ensuring training provider compliance and accuracy of information, removing training providers or programs, and monitoring of training providers. The ETPL policy is being revised to ensure Registered Apprenticeship programs are informed of their automatic eligibility and advising the program sponsor on the option to opt into the ETPL. The policy will also indicate

Registered Apprenticeship programs are identified as eligble providers and are not subject to the requirements to initial and continued eligibility requirements in this policy. If a Registered Apprenticeship program is registered with the Arizona Apprenticeship Office or the U.S. Department of Labor Office of Apprenticeship, the program is automatically approved to be an eligible training provider. Apprenticeship programs that are not registered with the Arizona Apprenticeship Office or the U.S. Department of Labor, Office of Apprenticeship are not excluded from the ETPL but do need to be evaluated and meet criteria for initial and continued eligibility to be added to the ETPL and to remain on the list. LWDBs are required to establish Local ETPL policies, which include a local appeal process for providers. The revised policy will also require LWDBs to ensure access to training services throughout the state including rural areas, by approving programs that use technology-based learning and meet all state and local requirements. LWDB staffs assume the responsibilities for the training provider eligibility process and must work with ADES to ensure there are a sufficient number and types of training services, including eligible training providers with expertise in assisting individuals with disabilities and eligible providers with expertise in assisting adults in need of adult education and literacy activities and serving the local area. Including the ETP's ability to provide trainings which are physically and programmatically accessible for individuals who are employed and those with barriers to employment, including individuals with disabilities.

ADES approves training providers after ensuring the providers meet the training provider eligibility requirements listed in the WIOA and State policy. These include having a physical location in Arizona and providing training for at least 12 months prior to submitting the ETPL application. Training providers must maintain licenses from appropriate federal, state or professional licensing authorities, as required by law, have a written student grievance policy and refund policy, and also maintain liability insurance. The LWDB must not limit consumer choice. The revised policy will allow LWDBs to require additional criteria, except for Registered Apprenticeship Programs, and additional information from local providers to become eligible and remain eligible as a local provider in the LWDA. When reviewing provider applications for inclusion on the state's ETPL, the revised policy will require LWDBs to use only the state's requirements and not the LWDB's additional local criteria.

Under the policy, LWDB staff must require the training provider to supply information regarding the training provider's partnerships with a business. The information may include whether the training program is offered or was designed as a result of the partnership and must also include a list of employers that have committed to hiring graduates from the training program.

After approval, each training program is evaluated individually by the ETPL Coordinator in the local area where the training provider is located to determine if the training programs meet state and local ETPL requirements, including initial performance data standards, resulting in a federally or locally recognized credential and being related to an In-Demand sector or occupation in Arizona. The local ETPL Coordinator reviews the following: a detailed description of the program, the total cost of the program, including the cost of tuition, books, and any fees, credential information, and labor market information for the related occupation, including the minimum entry-level wage and demand for the occupation in the local area, and initial performance data. Arizona uses the training program's credential attainment rate as the performance factor for initial eligibility. Programs that are approved at the local level are reviewed for accuracy and completeness by the State ETPL Coordinator and placed on the statewide ETPL for a one–year initial eligibility period.

LWDBs target training programs that support In-Demand industries and occupations and prepare participants for jobs in identified career pathways. Using Labor Market Information (LMI), ARIZONA@WORK staff also determine higher-paying jobs, In-Demand industry sectors, and occupations in the local area and work with local employers to determine the minimum requirements for these jobs and the types of training and certification requirements for these positions. Using this information, ARIZONA@WORK staff will reach out to local training providers to encourage them to add their training program to the ETPL.

All training programs listed on the ETPL (except registered apprenticeship programs) are reviewed bi-annually for continued eligibility in accordance with WIOA and State policy for the ETPL. Arizona consults with LWDBs, community colleges, and other training providers, and holds regular statewide calls to discuss the requirements for tracking performance and gathering performance data, identifying barriers, and developing strategies for collecting the required information in a timely manner. Registered Apprenticeship programs are not subject to performance requirements. The LWDB and the State ETPL Coordinator will review the training provider's program performance based on the performance accountability measures, using data on all WIOA Title I-B participants who participated in the training program during the performance period. The LWDB and State ETPL Coordinator also determines whether the training provider submitted the eligible training performance report timely and accurately.

Each program's performance will be evaluated against state performance standards to determine if the program will remain on the list. Training providers must submit the following performance data annually for all programs listed on the ETPL, and data must include all students (WIOA and non-WIOA) who participated in each training program: the percentage of program participants who are in unsubsidized employment; the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program employment during the fourth quarter after exit from the program; the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program; the percentage of program participants who obtain a recognized credential or a secondary school diploma or its equivalent during participation or within a year after exit (A secondary school diploma or its equivalent is only counted in this measure if the participants has retained or obtained employment or are in a postsecondary education or training program leading to a recognized credential within 1 year after exit). This includes collecting performance and cost information and any other required information related to programs from training providers. The revised policy will indicate the state considers a "substantial violation if the requirement of proving all information is not submitted timely and accurately."

Training providers have a right to appeal any ADES or LWDA decision or action that has an adverse effect on the organization. An adverse action resulting from a uniform change in federal or state law is not appealable unless the law was misapplied to the person or entity seeking the hearing. Appeals regarding the eligibility of a training provider are to be filed with ADES. All other appeals are filed with the LWDA regardless of which entity denied the eligibility. A notice to deny eligibility for the ETPL must clearly state that the training provider has a right to appeal within 30 calendar days from the date on the denial notice. Additionally, training providers must request an appeal within 30 calendar days of the decision. The request for an appeal request must include the name, address, and telephone number of the training provider, a description of the adverse action, the date on the notice of the adverse action; and a statement explaining why the training provider disagrees with the adverse action.

Additional modification, the Workforce Arizona Council is reviewing a draft ETPL Policy which addresses the following listed items.

- Policy does not describe what the state considers to be a "substantial violation of the requirement to timely and accurately submit all required information…"

- Policy doesn't describe the details regarding process for removing a provider from the ETP list, nor the appeals process for a provider that has been removed.

- ETP performance on WIOA performance indicators (employment 2nd & 4th Quarter after exit, median earnings, credential attainment).

- Access to training services throughout the state (including rural areas and through technology use).

- Information reported to state agencies on federal and state training programs other than WIOA Title I-B programs.

- Quality of the program of training services including a program that leads to a recognized postsecondary credential.

- ETP's ability to provide trainings that are physically and programmatically accessible for individuals who are employed and individuals with barriers to employment, including individuals with disabilities.

- Timeliness and accuracy of ETP's performance reports.

- A requirement that at least every 2 years (or sooner, if defined in state policy) ETPs must submit performance and cost information for each of the provider's programs of study that are on the ETP list, as described in Attachment II of this guidance and the Governor's procedures. The submission must be made in the state-defined timeframe and manner.

- The process to remove a training provider from the ETPL.

The State anticipates the policy will be approved by the Council at its June 7, 2022 meeting.

4. DESCRIBE HOW THE STATE WILL IMPLEMENT AND MONITOR THE PRIORITY FOR PUBLIC ASSISTANCE RECIPIENTS, OTHER LOW-INCOME INDIVIDUALS, AND INDIVIDUALS WHO ARE BASIC SKILLS DEFICIENT IN ACCORDANCE WITH THE REQUIREMENTS OF WIOA SEC. 134(C)(3)(E), WHICH APPLIES TO INDIVIDUALIZED CAREER SERVICES AND TRAINING SERVICES FUNDED BY THE ADULT FORMULA PROGRAM

Arizona implements the priority of service through State Workforce Policy #7 (ARIZONA@WORK WIOA Statewide Monitoring Policy) and the WIOA Title I-B Monitoring Review procedures, WIOA Title I-B Program Monitoring Guide, and Case Review forms, which have been disseminated and are posted publicly online. The materials describe the requirements for priority of service in the adult program. LWDBs may not establish policies that differ from the priority of service requirements. LWDB policy must include how the local area serves adults who do not meet the priority of service criteria and how this information is tracked.

Prior to providing any individualized career or training services, ARIZONA@WORK staff must determine priority of service for all individuals in the adult program. The priority of service provision in WIOA applies to all adult program formula funds for individualized career and training activities.

ADES annually monitors priority of service requirements of the LWDB's service providers to ensure the requirements are being implemented in accordance with WIOA and State policy and procedures. Monitoring activities may include desk reviews of files, onsite visits and interviews, and review of AJC case information. At the end of a monitoring visit, a monitoring report is completed and sent to the LWDB within ten business days from the on-site visit to include findings and observations, and a response to the findings is due within 20 business days from receipt. Cross-functional monthly meetings are held to review the findings across all monitoring activities, track trends, and identify needed areas for technical assistance.

5. DESCRIBE THE STATE'S CRITERIA REGARDING LOCAL AREA TRANSFER OF FUNDS BETWEEN THE ADULT AND DISLOCATED WORKER PROGRAMS

ADES fiscal policy, Chapter 3, Section 400: Transfer of Funds describes the requirements for a LWDB and CEO to request a transfer of funds between the adults and dislocated worker programs, including instructions on how to submit requests to ADES for approval for the transfer of funds, including a transfer of unexpended RR funds to the dislocated worker program.

A LWDB and CEO may request a transfer up to 100 percent of its allocated funding for adult and dislocated worker activities funds during a Program Year between the two programs. When a LWDB has fully expended its allocation of dislocated worker funds, unobligated RRfunds may be used for dislocated worker services, provided the LWDB maintains a minimum funds balance for contingent RR activities.

Chapter 3, Section 400 requires the following criteria for a transfer of funds:

1. Prior to the transfer, consider the employment and service needs of employers and job seekers, current labor market information, consistency with the strategies in the local plan, and the impact of the negotiated levels of performance.

2. When requesting a transfer, the balance of funds in the program from which the transfer is requested may not be zero dollars.

3. When considering transfer of funds between the WIOA Title I-B Adult and Dislocated Worker Programs, career and training services must continue to be made available to both Adults and Dislocated Workers at the ARIZONA@WORK Job Center.

4. The LWDB must complete the Transfer of Funds Request form and submit to ADES for approval. A review will be completed, and written notification of an approval or denial provided within 30 days from receipt. Denials include an explanation for the denial and information or steps to take to have the request reconsidered (Fiscal Policies, section 401.02.C).

C. WITH RESPECT TO YOUTH WORKFORCE INVESTMENT ACTIVITIES AUTHORIZED IN SECTION 129 OF WIOA—

With respect to youth workforce investment activities authorized in section 129 of WIOA—

1. IDENTIFY THE STATE-DEVELOPED CRITERIA TO BE USED BY LOCAL BOARDS IN AWARDING GRANTS OR CONTRACTS FOR YOUTH WORKFORCE INVESTMENT ACTIVITIES AND DESCRIBE HOW THE LOCAL BOARDS WILL TAKE INTO CONSIDERATION THE ABILITY OF THE PROVIDERS TO MEET PERFORMANCE ACCOUNTABILITY MEASURES BASED ON PRIMARY INDICATORS OF PERFORMANCE FOR THE YOUTH PROGRAM AS DESCRIBED IN SECTION 116(B)(2)(A)(II) OF WIOA IN AWARDING SUCH GRANTS OR CONTRACTS.[11]

[11] Sec. 102(b)(2)(D)(i)(V)

LWDBs must include youth service provider procurement criteria in their local plans. Criteria for selecting youth providers are described in the State Policy. When selecting a youth provider, ARIZONA@WORK staff must take the following into consideration for the service provider:

- Financial stability;

- Experience in successfully providing services to disconnected youth and youth with barriers to employment, including youth with disabilities;

- Demonstrated success in serving youth, specifically youth with barriers and out–of–school youth;

- Length of time in business;

- Available network of business and community partners; and

- Ability to meet performance accountability measures based on performance indicators for youth.

To ensure quality, job–driven training programs are available for youth, ARIZONA@WORK staff are also required to include criteria to be used in procuring youth training programs in their local plans, taking into consideration: (1) if the training program is related to an in–demand occupation, or career pathways identified in the state and local plans; and (2) if the training program results in a recognized credential.

LWDBs have the flexibility to provide WIOA Title I-B Youth Program Elements directly based on whether they can most efficiently and cost-effectively provide the 14 elements, and the services that are part of the program design. The LWDB must award such grants or contracts on a competitive basis according to federal procurement guidelines in the Code of Federal Regulations Part 200 and 2900 - Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards.

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ACHIEVE IMPROVED OUTCOMES FOR OUT-OF-SCHOOL YOUTH AS DESCRIBED IN 129(A)(1)(B), INCLUDING HOW IT WILL LEVERAGE AND ALIGN THE CORE PROGRAMS, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE.

Arizona's strategy includes building partnerships with local area organizations and programs that have previously served out–of–school youth or are currently serving out–of–school youth, and that are able to refer out–of–school to the WIOA Title I–B Youth Program. These partnerships will help to increase awareness of the WIOA Youth Program and services available in the state's communities and increase the number of youths who apply for and receive

services. Partners will also identify additional opportunities for resource sharing to reconnect youth to education and/or employment.

To serve youth who have recently dropped out of school or graduated high school, Arizona will expand partnerships with the public school system, including high schools and alternative high schools, to establish data sharing agreements and/or a referral system for recent dropouts and graduating youth (with the appropriate consents), to be referred to ARIZONA@WORK Job Centers for services such as assistance with obtaining a high–school equivalency and/or assistance in entering employment and/or postsecondary education.

Arizona will be working closely with organizations that serve runaways and homeless youth, pregnant and parenting youth, subjects of the adult or juvenile justice system, including the Arizona Department of Corrections, juvenile hall and juvenile probation, foster care partners, and organizations that provide services to youth with disabilities. Arizona will be able to focus on serving youth most in need, and services provided will increase outcomes for these young adults. Arizona will also seek to increase referrals from the Youth Build program and Adult Education programs.

Arizona will continue efforts to strengthen partnerships with educational programs, such as CTE programs, focused on sharing resources to prevent youth from dropping out of school.

3. DESCRIBE HOW THE STATE WILL ENSURE THAT ALL 14 PROGRAM ELEMENTS DESCRIBED IN WIOA SECTION 129(C)(2) ARE MADE AVAILABLE AND EFFECTIVELY IMPLEMENTED, INCLUDING QUALITY PRE-APPRENTICESHIP PROGRAMS UNDER THE WORK EXPERIENCE PROGRAM ELEMENT. [12]

[12] Sec. 102(b)(2)(D)(i)(I)

ADES allocates youth formula funds to the LWDBs, which must be used to provide youth program services to eligible youth. The youth program provider must determine what specific program services will be provided to each youth based on the objective assessment and individual service strategy. Availability and implementation of each element may vary in each LWDA depending on the framework design. Local programs may leverage partner resources to provide some of the readily available program elements, however the LWDB must ensure that the program element is closely connected and coordinated with the ARIZONA@WORK youth program. LWDBs are monitored annually to ensure the 14 elements are made available to youth.

The LWDBs must design the framework of youth services to ensure the required program elements support youth in the attainment of a high school diploma or its recognized equivalent, entry into postsecondary education to obtain an industry recognized credential, and career readiness for entry into employment. The 14 program elements, as described in TEGL 21-16, must be provided by each LWDB or a community partner organization. Arizona's Apprenticeship Office will continue its coordination with ADE's CTE program to develop pre-apprenticeship opportunities, including for youth enrolled in ARIZONA@WORK.

4. PROVIDE THE LANGUAGE CONTAINED IN THE STATE POLICY FOR "REQUIRING ADDITIONAL ASSISTANCE TO ENTER OR COMPLETE AN EDUCATIONAL PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT" CRITERION FOR OUT-OF-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(B)(III)(VIII) AND FOR "REQUIRING ADDITIONAL ASSISTANCE TO

COMPLETE AN EDUCATION PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT" CRITERION FOR IN-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(C)(IV)(VII). IF THE STATE DOES NOT HAVE A POLICY, DESCRIBE HOW THE STATE WILL ENSURE THAT LOCAL AREAS WILL HAVE A POLICY FOR THESE CRITERIA.

Arizona is a large state with diverse needs affected by geographic and cultural conditions. Flexibility for LWDBs is required to ensure that service delivery is adapted to local needs. State Policy requires each LWDB to define the eligibility criteria "requires additional assistance to complete an educational program or to secure or hold employment" in the LWDB's local plan and in local policies. ADES reviews local plans at a minimum every two years, to ensure required youth elements are included, and makes recommendations to the Council for approval of the local plans.

5. INCLUDE THE STATE DEFINITION, AS DEFINED IN LAW, FOR NOT ATTENDING SCHOOL AND ATTENDING SCHOOL AS SPECIFIED IN WIOA SECTION 129(A)(1)(B)(I) AND SECTION 129(A)(1)(C)(I). IF STATE LAW DOES NOT DEFINE "NOT ATTENDING SCHOOL" OR "ATTENDING SCHOOL," INDICATE THAT IS THE CASE AND PROVIDE THE STATE POLICY FOR DETERMINING WHETHER A YOUTH IS ATTENDING OR NOT ATTENDING SCHOOL.

The Arizona Revised Statute 15–802 requires every child between the ages of 6 and 16 years to attend school and be provided instruction in at least the subjects of reading, grammar, mathematics, social studies and science. The person who has custody of the child shall choose a public, private, or charter school or homeschool, as defined in Arizona Revised Statutes 15–802G, to provide instruction, or shall sign a contract to participate in an Arizona Empowerment Scholarship Account pursuant to section 15–2402. For WIOA purposes, attending school applies to both secondary and postsecondary school. Individuals who are participating in Adult Education programs, Job Corps and YouthBuild are not considered to be attending school.

6. IF USING THE BASIC SKILLS DEFICIENT DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INCLUDE THE STATE DEFINITION WHICH MUST FURTHER DEFINE HOW TO DETERMINE IF AN INDIVIDUAL IS UNABLE TO COMPUTE OR SOLVE PROBLEMS, OR READ, WRITE, OR SPEAK ENGLISH, AT A LEVEL NECESSARY TO FUNCTION ON THE JOB, IN THE INDIVIDUAL'S FAMILY, OR IN SOCIETY. IF NOT USING THE PORTION OF THE DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INDICATE THAT IS THE CASE.

The State Policy specifies that youth are considered basic skills deficient if they perform either of the following at or below an 8.9 grade level using a state–approved standardized test: (1) computes or solves math problems; or (2) reads, writes, or speaks English.

In addition, a youth is considered basic skills deficient if unable to compute or solve problems, or if unable to read, write or speak English at a level necessary to function on a job, in the individual's family, or in society, as determined in local policy. Acceptable verification and documentation for youth of basic skills deficiency includes school records or current acceptable assessment test results.

https://des.az.gov/sites/default/files/media/pb_19_026_8_12_19_basic_skills_assessments.pdf

D. SINGLE-AREA STATE REQUIREMENTS

In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must include—

1. ANY COMMENTS FROM THE PUBLIC COMMENT PERIOD THAT REPRESENT DISAGREEMENT WITH THE PLAN. (WIOA SECTION 108(D)(3).)

2. THE ENTITY RESPONSIBLE FOR THE DISBURSAL OF GRANT FUNDS, AS DETERMINED BY THE GOVERNOR, IF DIFFERENT FROM THAT FOR THE STATE. (WIOA SECTION 108(B)(15).)

3. A DESCRIPTION OF THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES AND SUCCESSFUL MODELS, INCLUDING FOR YOUTH WITH DISABILITIES. (WIOA SECTION 108(B)(9).)

Arizona is not a single–area state.

4. A DESCRIPTION OF THE ROLES AND RESOURCE CONTRIBUTIONS OF THE ONE-STOP PARTNERS.

Arizona is not a single–area state.

5. THE COMPETITIVE PROCESS USED TO AWARD THE SUBGRANTS AND CONTRACTS FOR TITLE I ACTIVITIES.

Arizona is not a single–area state.

6. HOW TRAINING SERVICES OUTLINED IN SECTION 134 WILL BE PROVIDED THROUGH INDIVIDUAL TRAINING ACCOUNTS AND/OR THROUGH CONTRACTS, AND HOW SUCH TRAINING APPROACHES WILL BE COORDINATED. DESCRIBE HOW THE STATE WILL MEET INFORMED CUSTOMER CHOICE REQUIREMENTS REGARDLESS OF TRAINING APPROACH.

Arizona is not a single–area state.

7. HOW THE STATE BOARD, IN FULFILLING LOCAL BOARD FUNCTIONS, WILL COORDINATE TITLE I ACTIVITIES WITH THOSE ACTIVITIES UNDER TITLE II. DESCRIBE HOW THE STATE BOARD 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.

Arizona is not a single–area state.

8. COPIES OF EXECUTED COOPERATIVE AGREEMENTS WHICH DEFINE HOW ALL LOCAL SERVICE PROVIDERS WILL CARRY OUT THE REQUIREMENTS FOR INTEGRATION OF AND ACCESS TO THE ENTIRE SET OF SERVICES AVAILABLE IN THE ONE-STOP DELIVERY SYSTEM, INCLUDING COOPERATIVE AGREEMENTS WITH ENTITIES ADMINISTERING REHABILITATION ACT PROGRAMS AND SERVICES.

Arizona is not a single–area state.

E. WAIVER REQUESTS (OPTIONAL)

States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

1. IDENTIFIES THE STATUTORY OR REGULATORY REQUIREMENTS FOR WHICH A WAIVER IS REQUESTED AND THE GOALS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, INTENDS

TO ACHIEVE AS A RESULT OF THE WAIVER AND HOW THOSE GOALS RELATE TO THE UNIFIED OR COMBINED STATE PLAN;

2. DESCRIBES THE ACTIONS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, HAS UNDERTAKEN TO REMOVE STATE OR LOCAL STATUTORY OR REGULATORY BARRIERS;

3. DESCRIBES THE GOALS OF THE WAIVER AND THE EXPECTED PROGRAMMATIC OUTCOMES IF THE REQUEST IS GRANTED;

4. DESCRIBES HOW THE WAIVER WILL ALIGN WITH THE DEPARTMENT'S POLICY PRIORITIES, SUCH AS:

A. SUPPORTING EMPLOYER ENGAGEMENT;

B. CONNECTING EDUCATION AND TRAINING STRATEGIES;

C. SUPPORTING WORK-BASED LEARNING;

D. IMPROVING JOB AND CAREER RESULTS, AND

E. OTHER GUIDANCE ISSUED BY THE DEPARTMENT.

5. DESCRIBES THE INDIVIDUALS AFFECTED BY THE WAIVER, INCLUDING HOW THE WAIVER WILL IMPACT SERVICES FOR DISADVANTAGED POPULATIONS OR INDIVIDUALS WITH MULTIPLE BARRIERS TO EMPLOYMENT; AND

6. DESCRIBES THE PROCESSES USED TO:

A. MONITOR THE PROGRESS IN IMPLEMENTING THE WAIVER;

B. PROVIDE NOTICE TO ANY LOCAL BOARD AFFECTED BY THE WAIVER;

C. PROVIDE ANY LOCAL BOARD AFFECTED BY THE WAIVER AN OPPORTUNITY TO COMMENT ON THE REQUEST;

D. ENSURE MEANINGFUL PUBLIC COMMENT, INCLUDING COMMENT BY BUSINESS AND ORGANIZED LABOR, ON THE WAIVER.

E. COLLECT AND REPORT INFORMATION ABOUT WAIVER OUTCOMES IN THE STATE'S WIOA ANNUAL REPORT.

7. THE SECRETARY MAY REQUIRE THAT STATES PROVIDE THE MOST RECENT DATA AVAILABLE ABOUT THE OUTCOMES OF THE EXISTING WAIVER IN CASES WHERE THE STATE SEEKS RENEWAL OF A PREVIOUSLY APPROVED WAIVER.

For PYs 2022 to 2023, Arizona requests an extension to the current, approved waiver of the requirement (20 CFR § 681.550) that Individual Training Accounts (ITAs) are only available to Out-of-School Youth enrolled in the WIOA Title I-B Youth Program. The current waiver was initially approved by the DOL on November 14, 2019. The current waiver expires on June 30, 2022.

This waiver enables In-School Youth ages 18 to 21 to use an ITA to purchase training services from training providers listed on ETPL, allowing Arizona to continue serving In-School Youth preparing to graduate high school and supporting their goal of entry into postsecondary education. This waiver encourages Youth Service Providers to continue supporting In-School Youth with postsecondary education and training activities allowing these youth to obtain industry-recognized credentials required for employment. It also helps with the recruitment of

In-School Youth for enrollment into WIOA Title I-B Youth Program, expands the menu of services available to In-school youth enrolled in the WIOA Title I-B Youth Program, and increases consumer choice by the allowing In-School Youth to choose any of the training programs listed on Arizona's ETPL. Without the waiver, In-School Youth will be limited to occupational skills training programs that are procured for youth. The waiver also allows Arizona to assist In-School youth already enrolled in postsecondary education by providing ITAs to assist paying for tuition and education-related expenses and fees. This allows the In-School Youth to complete their training program, provided the training program is listed on the ETPL. Arizona requests an extension of this waiver to allow LWDB within the State sufficient time to utilize the waiver and assess the outcomes of In-School Youth utilizing an ITA to pursue postsecondary education and training activities.

Arizona served 2,444 Out-of-School Youth and 326 In-School Youth in PY 2018. In PY 2018, Arizona spent $10,443,244 on Out-of-School Youth and $1,836,914 on In-School Youth, maintaining the required 75 percent of expenditures on Out-of-School Youth. Arizona continues its focus to serve Out-of-School Youth with the goal of increasing outcomes and increasing the number of Out-of-School Youth applying for and receiving WIOA Title I-B Youth Program services and increasing awareness by building partnerships with organizations and programs that serve Out-of-School Youth.

In preparing job seekers, as outlined in Goal #3 of the Arizona Unified State Workforce Development Plan for PYs 2020 to 2023, training opportunities must be available to both Out-of-School and In-School Youth.

1. *The statutory and/or regulatory requirements the State would like to waive*:

Arizona requests approval to waive the requirement under 20 CFR § 681.550 allowing use of ITAs to only Out-of-School Youth for attending training programs on the ETPL. Arizona requests ITAs also be available to In-School Youth so they may attend training programs on the ETPL.

2. *Actions the State has undertaken to remove State or local barriers:*

N/A

3. *State the strategic goal(s) and DOL priorities (i.e., expansion of apprenticeship, improved employer engagement, etc.) supported by the waiver:*

The waiver will support the implementation of the State Plan by:

1. Supporting Goal 3; prepare job seekers, as defined in Arizona's Unified Workforce Development Plan for PYs 2020 to 2023, The State Plan specifies that supporting participants as early as possible to obtain core employment and basic skills services is one of Arizona's current strengths. By extending this waiver, Arizona will continue to assist youth in obtaining industry-recognized credentials that lead to employment.

2. Encouraging transition of youth to postsecondary education and supporting entry into career pathways, including those with low skill levels.

3. Encouraging Youth Service Providers to serve and support In-School Youth already enrolled in postsecondary education by issuing an ITA to assist with costs of the training program, therefore improving success in completion of the training program.

4. *Projected programmatic outcomes resulting from implementation of the waiver:*

It is anticipated that more In-School Youth will obtain industry-recognized credentials as the result of gaining access to training programs listed on the ETPL. As a result of the waiver, which DOL first approved in November 2019, the credential attainment rate for the WIOA Title I-B Youth Program is expected to increase. In PY 2020, local workforce development boards reported 95 ITAs created for In-School Youth, and the State intends to continue collecting and monitoring data to determine the outcomes of the waiver implementation.

5. *DOL Policy Priorities*

This waiver request aligns with DOL policy priority for increasing the number of youths who transition into postsecondary education. The waiver supports DOL's commitment to providing high quality services for youth, including opportunities for skills training for in-demand industries and occupations that result in employment, enrollment in postsecondary education, and/or registered apprenticeships.

6. *Individuals, groups, or populations benefitting from the waiver:*

1. In-School Youth are supported during their transition from secondary education into postsecondary education. By issuing ITAs, youth may receive financial assistance to attend training listed on Arizona's ETPL, earn industry-recognized credentials, and become employed in jobs on a career pathway.

2. In-School Youth already attending postsecondary education are supported to ensure completion of their training programs, to obtain industry-recognized credentials, and to become employed in jobs on a career pathway.

3. In-School Youth benefit from increased consumer choice as Arizona's ETPL currently includes over 1,200 training programs in PY 2018. The ETPL also provides information regarding the related occupation, expected entry-level wage, training program cost, and training program performance information allowing youth to make an informed choice regarding their training options.

7. *How the State plans to monitor waiver implementation, including collection of waiver outcome information:*

1. Arizona will continue to monitor spending levels for Out-of-School Youth ensuring at least 75 percent of WIOA Title I-B Youth funds are spent on Out-of-School Youth.

2. Arizona will continue to monitor ITAs issued to In-School and Out-of-School Youth to ensure they are used for attending training programs listed on the ETPL.

3. Arizona provides technical assistance for reengaging Out-of-School Youth and increasing enrollment with the LWDAs.

8. *Assurance of State posting of the request for public comment and notification to affected local workforce development boards:*

This request for a waiver was posted online on the ARIZONA@WORK website from February 4 to 11, 2020 and disseminated via e-mail to ARIZONA@WORK partners, including LWDBs, with an opportunity to comment on the request.

Additional data:

- In PY20 Performance, 18 of 33 In-School Youth exiters who received Training Services were documented as having achieved a positive outcome in Credential Attainment. (Exit Dates 1/1/2019 - 12/31/2019)

- In PY21 Performance (as of 4/21/2022), 32 of 49 In-School Youth exiters who received Training Services achieved a positive outcome in this measure. (Exit Dates 1/1/2020 - 12/31/2020)

- The year-over-year increase in total participants in training services may be attributed in part to the ISY waiver, which was approved in November 2019. Further, the increased Credential Attainment rate, from 54.55% to 65.31% supports the original projections and expectations in the State plan. Currently, it appears that the PY22 Credential Rate Performance Indicator will include 88 In-School Youth exiters, another increase from the previous year. Using the previous two years as a baseline, it may be projected that approximately 50 individuals will achieve positive outcomes in PY22.

TITLE I-B ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient;	Yes
2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist;	Yes
3. The State established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members;	Yes
4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2);	Yes
5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership;	Yes
6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce	Yes

The State Plan must include	Include
Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions;	
7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7);	Yes
8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan;	Yes
9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;	Yes
10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.	Yes
11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3);	Yes

ADULT PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment

Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit);

- Median Earnings (Second Quarter after Exit);

- Credential Attainment Rate; and

- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit); and

- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit);

- Median Earnings (Second Quarter after Exit); and

- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021

will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	65.5%	69.9%	66.5%	69.9%
Employment (Fourth Quarter After Exit)	65.1%	67.5%	66.1%	67.5%
Median Earnings (Second Quarter After Exit)	$6,500	$6,785	$6,503	$6,785
Credential Attainment Rate	75.0%	78.0%	75.5%	78.0%
Measurable Skill Gains	60.0%	65.0%	61.0%	65.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1]

"Effectiveness in Serving Employers" is still being developed and this data will not be entered in the 2022 State Plan modifications.

DISLOCATED PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit);

- Median Earnings (Second Quarter after Exit);

- Credential Attainment Rate; and

- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit); and

- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit);

- Median Earnings (Second Quarter after Exit); and

- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	72.0%	78.0%	73.0%	78.0%
Employment (Fourth Quarter After Exit)	74.0%	75.0%	75.0%	75.0%
Median Earnings (Second Quarter After Exit)	$8,014	$8,646	$8,015	$8,646
Credential Attainment Rate	70.1%	74.5%	71.0%	74.5%
Measurable Skill Gains	50.0%	69.0%	51.0%	69.0%
Effectiveness in	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Serving Employers				

1

"Effectiveness in Serving Employers" is still being developed and this data will not be entered in the 2022 State Plan modifications.

YOUTH PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit);

- Median Earnings (Second Quarter after Exit);

- Credential Attainment Rate; and

- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit); and

- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit);

- Median Earnings (Second Quarter after Exit); and

- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	68.6%	74.0%	69.6%	74.0%
Employment (Fourth Quarter	68.6%	70.0%	69.0%	70.0%

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
After Exit)				
Median Earnings (Second Quarter After Exit)	$4,501	$5,044	$4,504	$5,044
Credential Attainment Rate	54.0%	61.0%	55.0%	61.0%
Measurable Skill Gains	52.8%	62.0%	53.8%	62.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1]

"Effectiveness in Serving Employers" is still being developed and this data will not be entered in the 2022 State Plan modifications.

PROGRAM-SPECIFIC REQUIREMENTS FOR WAGNER-PEYSER PROGRAM (EMPLOYMENT SERVICES)

All Program-Specific Requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

A. EMPLOYMENT SERVICE STAFF

1. DESCRIBE HOW THE STATE WILL STAFF THE PROVISION OF LABOR EXCHANGE SERVICES UNDER THE WAGNER-PEYSER ACT, SUCH AS THROUGH STATE EMPLOYEES, INCLUDING BUT NOT LIMITED TO STATE MERIT STAFF EMPLOYEES, STAFF OF A SUBRECIPIENT, OR SOME COMBINATION THEREOF.

As Arizona reviews the flexibility provided under the Wagner-Peyser Act Staffing Flexibility final rule, the State will continue to utilize state merit staff to provide labor exchange services. If Arizona decides to make a change to staffing, it will be communicated to DOL, via an amendment to Arizona's Unified State Plan.

2. DESCRIBE HOW THE STATE WILL UTILIZE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR EMPLOYMENT SERVICE STAFF TO ENSURE STAFF IS ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS

The professional development provided to new Employment Service (ES) staff and Business Service Representatives (BSR) consists of New Employee Orientation, Onboarding Basic Skills Training, and periodic continuing education classes, on an as-needed basis. To ensure staff is prepared and able to provide high-quality services to both job seekers and employers, weekly reflection meetings are conducted to address and review metrics, program concerns, problem-solving techniques, and discuss best practices.. In addition, regular monitoring of staff performance by managers/supervisors, will be conducted for the development of additional classroom training activities, webinars, and individualized training.

ES and BSR training objectives include an introduction to ARIZONA@WORK Core programs, Career Exploration, How to Conduct a Job Search, and Customer Service. In addition, an in-depth Computer Based Training (CBT) on the Arizona Job Connection records data system training that covers; Getting Started, Systems Search, Adding Information, and Enrollments. Targeted training is also offered to staff, to obtain nationally recognized Workforce Development Certifications. Supervisors and managers are required to complete: Benefits and Challenges of Remote Work, Effective Leadership Practices, Communication Best Practices for Leaders, and Effective Performance Management. All staff members are offered opportunities for education and career enhancement and personal development, through the incorporation of workforce-development related LinkedIn Learning courses. This training through LinkedIn Learning focuses on areas of professional development that enhance their ability to provide better services to job seekers. Additional courses that have been established include; Remote Work Basics, Successful Communications and Teamwork in a Remote Environment, Ergonomics and Safety in the Home Office, and Security Concerns in a Remote Work Environment.

BSRs additionally have the following opportunities to discuss subjects, including career pathways, labor market information, current industry needs and employer projects, and other items relevant to the current economy through: (i) monthly in-person meetings to encourage best practices, employer programs, and employer projects to be shared with the entire team; (ii) monthly regional meetings that include training on pertinent information to the specific region; (iii) trainings to keep the team armed with the most current employer program information or initiatives for employers from executive leadership or the Governor's Office; (iv) provide technical assistance to all business service teams throughout ARIZONA@WORK partners to work together and prevent duplication; and (v) the opportunity to attend training to learn about the value of hiring veterans, individuals with disabilities or who are justice-involved to bring awareness to employers.

3. DESCRIBE STRATEGIES DEVELOPED TO SUPPORT TRAINING AND AWARENESS ACROSS CORE PROGRAMS AND THE UNEMPLOYMENT INSURANCE (UI) PROGRAM AND THE TRAINING PROVIDED FOR EMPLOYMENT SERVICES AND WIOA STAFF ON IDENTIFICATION OF UI ELIGIBILITY ISSUES AND REFERRAL TO UI STAFF FOR ADJUDICATION

UI information and changes are provided to ES staff, which enables ES staff to provide UI program information to claimants. UI Call Center staff are able to refer and educate claimants on the ARIZONA@WORK system to assist UI claimants with their job search activities. The UI management team and trainers also provide UI informational sessions to ARIZONA@WORK core partners across the state.

B. EXPLAIN HOW THE STATE WILL PROVIDE INFORMATION AND MEANINGFUL ASSISTANCE TO INDIVIDUALS REQUESTING ASSISTANCE IN FILING A CLAIM FOR UNEMPLOYMENT COMPENSATION THROUGH ONE-STOP CENTERS, AS REQUIRED BY WIOA AS A CAREER SERVICE

All components needed for filing an unemployment compensation claim, including a status check and updates for existing claims, is facilitated through the state's web-based portal, https://uiclaims.azdes.gov/.

To ensure that customers are receiving meaningful and efficient assistance, all ES staff are cross-trained in basic UI functions, to assist customers with general computer and

unemployment application questions. In addition, ARIZONA@WORK Job Centers are equipped with resource rooms that are furnished with telephones and computers that are readily available for the customers use. Individuals without access to a telephone, computer, or requiring additional assistance, can utilize these resources and are provided assistance at any comprehensive ARIZONA@WORK Job Center or ARIZONA@WORK affiliate office. At the ARIZONA@WORK Job Centers customers are able to use the resources available to perform job searches, submit UI claims and contact the UI Call Center for additional information and assistance.

C. DESCRIBE THE STATE'S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UI CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS

Through the automated interface between the unemployment benefits system and AJC, all UI claimants are registered as job seekers in the Title I and III records data system within 24 hours of filing for unemployment benefits. A basic registration is created for new reemployment assistance claimants, through information that is sent to AJC daily. This registration includes the clients email address, (if provided) demographics, and basic work history.

The RESEA program services are provided to selected UI claimants throughout the state of Arizona. The collaboration between the UI Benefits Program and the RESEA program allows the RESEA staff to provide more efficient service to RESEA participants: UI claimants profiled as most likely to exhaust their UI benefits. The RESEA program is conducted 100% virtually, providing coverage to all the workforce development areas statewide. The RESEA program strategies include reducing the "no show" rate of scheduled RESEA appointments and evaluating service delivery processes by analyzing key performance indicators such as the number of individuals who complete the RESEA appointments and who return to work prior to the exhaustion of their UI benefits. This collaboration ensures that claimants receive educational information in their UI packet about reemployment services through ARIZONA@WORK and receive targeted email notices promoting job opportunities and hiring events in their area.

D. DESCRIBE HOW THE STATE WILL USE W-P FUNDS TO SUPPORT UI CLAIMANTS, AND THE COMMUNICATION BETWEEN W-P AND UI, AS APPROPRIATE INCLUDING THE FOLLOWING:

1. COORDINATION OF AND PROVISION OF LABOR EXCHANGE SERVICES FOR UI CLAIMANTS AS REQUIRED BY THE WAGNER-PEYSER ACT;

ES staff are equipped to respond to the needs of UI claimants efficiently and effectively with services available through ARIZONA@WORK Job Centers and/or through virtual methods statewide. ES staff provides a variety of labor exchange services to prepare UI claimants in all aspects of job readiness, such as job matching, job referrals, and placement assistance.

2. REGISTRATION OF UI CLAIMANTS WITH THE STATE'S EMPLOYMENT SERVICE IF REQUIRED BY STATE LAW;

ARIZONA@WORK requires AJC registration and enrollment into Employment Services for all approved UI claimants, based on information provided during initial filing of the UI claim. When registration cannot be completed in AJC a notice is sent to the claimant with instructions on how

to complete and activate the AJC profile to prevent delayed or denied UI benefits due to failure to register in AJC for Employment Services.

3. ADMINISTRATION OF THE WORK TEST FOR THE STATE UNEMPLOYMENT COMPENSATION SYSTEM, INCLUDING MAKING ELIGIBILITY ASSESSMENTS (FOR REFERRAL TO UI ADJUDICATION, IF NEEDED), AND PROVIDING JOB FINDING AND PLACEMENT SERVICES FOR UI CLAIMANTS; AND

Administration of the work test for the State unemployment compensation system, including making eligibility assessments (for referral to UI adjudication, if needed), and providing job finding and placement services for UI claimants. An account is created for each UI claimant in the Arizona Labor Exchange System - Arizona Job Connection (AJC) to provide these job seekers with access to self-serve or staff assisted employment services such as resume creation, job search, training and education programs, and information on hiring events across the state. Staff can view job seeker resumes and work history and make job referrals based on the claimants' interests, skills, and abilities.

4. PROVISION OF REFERRALS TO AND APPLICATION ASSISTANCE FOR TRAINING AND EDUCATION PROGRAMS AND RESOURCES.

The ARIZONA@WORK system includes comprehensive job centers across the state where ES staff are co-located with WIOA Titles I-B and IV staff. ES staff administers services both virtually and in person which includes job readiness assessments for job seekers and referrals for training and education to other ARIZONA@WORK and local partners. An internal referral process for training and education programs and resources are fulfilled at all ARIZONA@WORK comprehensive job centers. Additionally, the AJC referral process is utilized at ARIZONA@WORK affiliate job centers.

E. AGRICULTURAL OUTREACH PLAN (AOP). EACH STATE AGENCY MUST DEVELOP AN AOP EVERY FOUR YEARS AS PART OF THE UNIFIED OR COMBINED STATE PLAN REQUIRED UNDER SECTIONS 102 OR 103 OF WIOA. THE AOP MUST INCLUDE AN ASSESSMENT OF NEED. AN ASSESSMENT NEED DESCRIBES THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

1. ASSESSMENT OF NEED. PROVIDE AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

Arizona's Agricultural Outreach Plan includes a variety of strategies to ensure that the full range of employment and training services, delivered through the ARIZONA@WORK system, are accessible and meet the needs of Migrant and Seasonal Farmworkers (MSFW). The MSFW program, within Arizona's State Workforce Agency (SWA) - ADES, will provide services through commonly branded ARIZONA@WORK Job Centers to assist MSFWs and English Language Learners (ELL) participants in making career and labor market decisions, receiving supportive service referrals to local providers, and identifying opportunities to improve their lives.

Workforce Innovation and Opportunity Act (WIOA) principles will be utilized to enhance service delivery to the MSFW population statewide, with tailored services in the Local Workforce Development Areas (LWDA) from partners who can provide services and meet the needs of this population. Service delivery to MSFWs will be consistent with 20 CFR § 653.107, WIOA Title I final regulations, and applicable WIOA workforce development strategies. Program performance will be monitored continuously to ensure that outreach and program services are conducted in accordance with Federal program mandates, so that services to MSFWs are qualitatively equivalent and quantitatively proportionate to services provided to other categories of workers. Local Workforce Development Boards (LWDB) will develop local plans for how MSFWs will be served to ensure their needs are being met.

2. AN ASSESSMENT OF THE AGRICULTURAL ACTIVITY IN THE STATE MEANS: 1) IDENTIFYING THE TOP FIVE LABOR-INTENSIVE CROPS, THE MONTHS OF HEAVY ACTIVITY, AND THE GEOGRAPHIC AREA OF PRIME ACTIVITY; 2) SUMMARIZE THE AGRICULTURAL EMPLOYERS' NEEDS IN THE STATE (I.E. ARE THEY PREDOMINANTLY HIRING LOCAL OR FOREIGN WORKERS, ARE THEY EXPRESSING THAT THERE IS A SCARCITY IN THE AGRICULTURAL WORKFORCE); AND 3) IDENTIFYING ANY ECONOMIC, NATURAL, OR OTHER FACTORS THAT ARE AFFECTING AGRICULTURE IN THE STATE OR ANY PROJECTED FACTORS THAT WILL AFFECT AGRICULTURE IN THE STATE

1. The top five labor-intensive crops, the months of heavy activity, and the geographic area of prime activity.

The top five labor-intensive crops in Arizona include broccoli, cauliflower, lettuce, celery, and cabbage. Typically crops harvest, peak season, and the ability to grow certain crops varies based on the climate. Northern Arizona has a colder climate than Southern Arizona. January to March is peak crop harvest season for broccoli, cabbage, carrots, and celery in both regions. April to June is characterized by sweet corn and tomatoes in the North and squash, onions, cucumbers, and apricots in the South. July to September is the peak season for melons, peaches, and sweet corn in the North and apples, dates, and figs in the South. Yuma County, in the western part of the state, is built around agriculture, and lettuce. In Yuma, the majority of vegetables are harvested here during the last quarter of the calendar year. The "Guide to Arizona Agriculture" by the Arizona Department of Agriculture was used to reference the peak harvest months.

2. Summarize the agricultural employers' needs in the State.

In recent years, there has been a steady increase in the quantity of H-2A workers that agricultural employers are requesting and H-2A clearance orders submitted to the State Workforce Agency (SWA) for foreign labor. In Arizona, agricultural employers are concerned about the lack of US domestic workers in the State. Employers believe there are several factors that contribute to a lack of domestic workers but cited an aging workforce that is not being replenished by younger workers as the primary factor. Currently most farmworkers in the State are seasonal farmworkers that work and live in Arizona year-round. However, as older domestic agriculture workers in the state continue to age out of the industry, there will be a statewide increase in the number of H-2A work visas submitted to the SWA.

3. Identify any economic, natural, or other factors that are affecting agriculture in the State of any projected factors that will affect agriculture in the State

Growers' share concerns over the effect that water shortages in Arizona have had on crops, as well as a noticeable trend of migrant seasonal workers not returning to work the following season.

3. AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS MEANS SUMMARIZING MIGRANT AND SEASONAL FARM WORKER (MSFW) CHARACTERISTICS (INCLUDING IF THEY ARE PREDOMINANTLY FROM CERTAIN COUNTRIES, WHAT LANGUAGE(S) THEY SPEAK, THE APPROXIMATE NUMBER OF MSFWS IN THE STATE DURING PEAK SEASON AND DURING LOW SEASON, AND WHETHER THEY TEND TO BE MIGRANT, SEASONAL, OR YEAR-ROUND FARMWORKERS). THIS INFORMATION MUST TAKE INTO ACCOUNT DATA SUPPLIED BY WIOA SECTION 167 NATIONAL FARMWORKER JOBS PROGRAM (NFJP) GRANTEES, OTHER MSFW ORGANIZATIONS, EMPLOYER ORGANIZATIONS, AND STATE AND/OR FEDERAL AGENCY DATA SOURCES SUCH AS THE U.S. DEPARTMENT OF AGRICULTURE AND THE U.S. DEPARTMENT OF LABOR (DOL) EMPLOYMENT AND TRAINING ADMINISTRATION

Data indicates that migrant farmworkers in Arizona are primarily from Mexico, Peru, Guatemala, and El Salvador. The primary languages spoken by migrant farmworkers include various dialects such as Spanish, English and other dialects derived Mesoamerican languages commonly spoken in Southern Mexico and Central America. The most common dialects used by farmworkers in Arizona are Arawakan (Peru), Nahuatl (Central Mexico) Mixtec, and Zapotec (Southern Mexico and Oaxaca). During peak season, there are approximately 61,233 MSFWs in Arizona and 23,268 MSFWs during non-peak season.

The estimated population of MSFWs in Arizona is approximately 127,676, including dependents, and is based on the most recent "Agricultural Profile of Arizona" released by the National Center for Farmworker Health in May 2014. Arizona farm labor estimates indicate 61,233 total workers, that are broken down into the following subgroups:

- 14,988 migrant workers

- 39,890 seasonal workers

- 6,355 livestock workers

The population estimate reflects input received from the U.S. Department of Agriculture, U.S. Department of Labor, U.S. Department of Education, U.S. Department of Health and Human Services, and Reference USA. Many organizations and government agencies that work with the MSFW population use such enumeration report data in providing services, planning, policy setting, health care support, regulatory assistance, identification of underserved areas, agricultural production, to determine whether resources are appropriate for need, and many other areas. The National Center for Farmworker Health report is used by several agencies to estimate and plan for services to the farmworker population in Arizona. To ensure the most current population data is considered, the State Workforce Agency (SWA) collaborates on efforts to capture the most current and accurate information of this population. Study updates will include information on individuals engaged in field and orchard agriculture, food processing, horticultural specialties, and an assessment of the makeup of animal agriculture. Updated results will be considered to make changes as necessary to the Agricultural Outreach Plan.

Migrant and Seasonal Farmworkers are identified, coded, tracked, and referenced in service reports, for the purpose of meeting compliance with Federal program requirements. Farm Labor Contractors and Farm Labor Contractor Employees, i.e., crew leaders and field foremen/supervisors, that are employed seasonally by more than one agricultural producer,

will be coded as migrant and/or seasonal farmworkers, and services provided to them will contribute to the attainment of program indicators of compliance. The SWA will focus its efforts to identify and provide services to migrant farmworkers and agricultural employers. Migrant farmworkers have a greater need for support services when they migrate to areas where they are not familiar with potential services and resources. While agricultural employers face concern over scarcity of farmworkers, due to lack of US domestic applicants, need for immigration policy change, and immediate improvement to legislation and regulations impacting the agricultural industry.

Arizona engages MSFW service providers to identify and address needs, explore solutions, and collaborate to remove barriers to improve living and working conditions. The SWA recognizes that farmworkers possess specific needs and face certain barriers that result from cultural, educational, linguistic, scheduling, logistic, and other dynamics that are inherent to that population.

Farmworker needs include, but are not limited to the following:

- Timely labor market information to facilitate planning for continuous employment;

- Occupational guidance and training to maintain a job or transition into a different occupation or industry;

- Transportation to seek employment or supportive services;

- Affordable and adequate housing;

- Information from various jurisdictions on labor laws and worker rights, protections, and responsibilities;

- Supportive services to enable MSFWs to obtain and maintain employment;

- Fair and equitable conditions and supervision from trained and committed field foreman, supervisors, and farm labor contractors;

- Fair and equitable pay that includes health benefits; this is a necessity for the laborers, as well as for the safety of our nation's food supply and reducing health and public assistance cost; and

- Pesticide and heat stress prevention training.

Barriers that confront farmworkers include, but are not limited to the following:

- Decreased demand for a farmworker labor force due to innovations in automated farming, agricultural technology, and application of chemical herbicides;

- Urban sprawl resulting in farmworker job displacement without corresponding assistance for reemployment;

- Lack of timely, reliable data, and information pertinent to intrastate and interstate job openings and supportive services;

- Provider service delivery hours of operation that conflict with MSFWs work schedules;

- Lack of transportation, limiting access to jobs and supportive services;

- Limited employment opportunities in rural areas, and increased competition for entry level jobs;

- Underemployment or unemployment due to limited literacy education, LEP skills, and lack of non– agricultural job experience;

- Limited participation in support programs due to lack of understanding of eligibility and other factors, such as impact on immigration status for having utilized certain services;

- Lack of full time, year around work, combined with low wages, that relegates MSFWs to living below the poverty line;

- Competition from undocumented workers who work for less pay and substandard living and working conditions;

- Competition from intrastate and interstate farm labor contractors who follow migrant streams accompanied by their own farmworker crews;

- Limited educational opportunities for MSFWs and English Language Learner individuals;

- Lack of knowledge with respect to automation (phones and computers), resulting in increasing challenges to access information, services, and benefits;

- Stigma associated with working/living a seasonal lifestyle in conjunction with crop seasons (Non– Agricultural employers expect seasonal farmworkers to quit when the season starts again, and are, therefore, reluctant to hire them);

- Limited job search techniques/skills for finding jobs outside of agriculture; and

- Lack of understanding on the benefits of having a fulltime, year around job with benefits versus a seasonal job that may pay a higher wage per hour.

The Area Coordinator and State Director of Operations with National Farmworker Jobs Program (NFJP), Portable Practical Educational Preparation, Inc. (PPEP), assisted the SWA with gathering statistical data for an assessment of the needs of farmworkers in Arizona.

4. OUTREACH ACTIVITIES

The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency's proposed strategies for:

n/a

A. CONTACTING FARMWORKERS WHO ARE NOT BEING REACHED BY THE NORMAL INTAKE ACTIVITIES CONDUCTED BY THE EMPLOYMENT SERVICE OFFICES

The State's ability to connect with the MSFW population has become quite challenging in recent years because most farmworkers who visit ARIZONA@WORK Job Centers have come to file for Unemployment Insurance benefits or to report a situation that has occurred in their work environment. Arizona guarantees that the same services that are available to the general public are also available to the MSFW population. To facilitate this endeavor, Outreach Workers, and the State Workforce Agency (SWA) are committed to meet MSFWs wherever they meet and/or congregate. The new MSFW outreach policy will emphasize providing useful information to agricultural employers, ELL individuals, and MSFWs, to enable them to exercise informed choices on accessing services through multiple physical and/or electronic entry points. The

Outreach Policy will afford staff the flexibility, time, tools, and training necessary to participate in joint ventures to identify and address dynamics that affect living and working conditions within farmworker communities. The SWA has incorporated the use of new technologies to assist the outreach teams in the field, performing these duties.

Out of necessity, the MSFW Outreach Worker Unit has found new and creative methods to better connect with this population. Outreach activities now include:

- A MOU with the NFJP Partner PEPP to maximize and co-coordinate outreach efforts throughout Arizona;

- Conducting H-2A worker orientations at the beginning of the season to provide information on workers' rights, Employment Services, Employment Services Complaint System, local support services, and training assistance;

- Attending the Migrant Farmworker Programs offered in some school systems to support the migrant population;

- Attending health and local community activities that draw farm workers;

- Collaborating with other organizations that serve the farm worker population;

- Working closely with the NFJP Partner PPEP;

- Posting informational flyers in laundromats, churches, and stores where workers are known to congregate after work, and where farm workers family's shop;

- Setting up information tables at stores and events, when farm workers are waiting for pick–up or drop–off during workdays; and

- Attending job fairs and recruiting events.

- A partnership with Arizona Department of Education Migrant Education Program to conduct outreach with MSFW Outreach Team to reach more farmworkers throughout the state.

- Conducting H-2A worker orientations virtually via google hangouts to provide this service safely. Which allows the Outreach Team to save time on travel that can be used in other outreach efforts.

Arizona will continue to explore and utilize new technology that provides access and mobility needed to work with this unique population. The MSFW Outreach Specialist are provided laptops, cellular phones, and mobile data to provide agricultural workers and employers services or resources onsite. These tools allow MSFW Outreach Specialists to access electronic documents, guidelines, inspection checklists, and other resources pertaining to federal regulations, requested during worksites visits. The mobile equipment has enabled staff to download, complete, and print program specific documents, while conducting outreach, field visit inspections and/or interviews with agricultural employers and farm workers. This incorporation of new technology allows for employers and farm workers to sign required documents in the field.

Furthermore, mobile equipment has allowed for more timely, complete, and accurate documentation processing, including the capability of photos and audio-video recording of complaints, apparent violations, and pertinent information related to outreach. In addition, the deployment of the new technology has produced a more cohesive and timelier transition of

information from the tablet to the state computer system. The technology has afforded outreach staff the opportunity to download and print information of interest to farm workers, agricultural employers, and partnered entities. This information includes, but is not limited to required posters, documents and Foreign Labor Certification (FLC) paperwork, complaint and apparent violation forms, resource directories, referral documents, job orders, etc. The new equipment saves time for staff in the field providing services to farmworkers and employers. Ultimately, mobile technology and data provides staff the ability effectively and efficiently to perform job duties across the entire State.

B. PROVIDING TECHNICAL ASSISTANCE TO OUTREACH STAFF. TECHNICAL ASSISTANCE MUST INCLUDE TRAININGS, CONFERENCES, ADDITIONAL RESOURCES, AND INCREASED COLLABORATION WITH OTHER ORGANIZATIONS ON TOPICS SUCH AS ONE-STOP CENTER SERVICES (I.E. AVAILABILITY OF REFERRALS TO TRAINING, SUPPORTIVE SERVICES, AND CAREER SERVICES, AS WELL AS SPECIFIC EMPLOYMENT OPPORTUNITIES), THE EMPLOYMENT SERVICE AND EMPLOYMENT-RELATED LAW COMPLAINT SYSTEM ("COMPLAINT SYSTEM" DESCRIBED AT 20 CFR 658 SUBPART E), INFORMATION ON THE OTHER ORGANIZATIONS SERVING MSFWS IN THE AREA, AND A BASIC SUMMARY OF FARMWORKER RIGHTS, INCLUDING THEIR RIGHTS WITH RESPECT TO THE TERMS AND CONDITIONS OF EMPLOYMENT.

Increased collaboration between the State Workforce Agency and other organizations, such as the U.S. DOL- Wage and Hour Division, and The National Monitor Advocate System that have provided trainings on the Migrant Seasonal Protection Act, field checks, The State Monitor Advocate System, field visits, data recording, reporting guidance, resources available to outreach staff, and other activities relating to the MSFW Outreach Program. State of Arizona Enforcement agencies have also contributed to the training of outreach staff through agencies such as Arizona Industrial Commission Wage Division, Workman's Compensation, Arizona Division of Occupational Safety and Health, and the U.S. Equal Employment Opportunity Commission. Outreach staff has also been provided training regarding human trafficking from a collaboration with Polaris. The Arizona Department of Agriculture and the U.S. Occupational Safety and Health Administration (OSHA), have provided increased opportunities to offer technical assistance to outreach staff, such as training, conferences, and additional resources like the Arizona Interagency Farmworker Coalition Conference; and various trainings, including:

- Sexual Harassment in the Fields

- Discrimination

- OSHA Compliance

- Apparent Violations

- Human Trafficking

- Food Safety

- Housing Inspections

- Pesticides

- Field Checks

- Wages

- Workman's Compensation

- Or any other Employment Service and Employment-Related Law Complaint System

C. INCREASING OUTREACH WORKER TRAINING AND AWARENESS ACROSS CORE PROGRAMS INCLUDING THE UNEMPLOYMENT INSURANCE (UI) PROGRAM AND THE TRAINING ON IDENTIFICATION OF UI ELIGIBILITY ISSUES

In Arizona, Employment Services staff, MSFW outreach representatives, ES Complaint Representatives, and the State Monitor Advocate (SMA) work in conjunction with UI programs to cross-train representatives to recognize UI related and MSFW complaint related issues to ensure a collaborative effort between departments.

Increased interstate collaboration will allow coordination with other states such as California, Idaho, Colorado, and Washington for technical assistance and guidance on best practices to serve the farm worker population.

The service goals projected for PY 2021 have been slightly increased due to the program's performance this past program year. Partner agencies dedicated to serving the MSFW population play a major part in the collaboration to assist this population. As barriers are identified, cross referrals are made between agencies to meet the farm worker's needs. On a quarterly basis, partner agencies are reporting approximately 1,600 MSFWs contacted during outreach activities.

Outreach activities from partner agency connections include:

- Health and career fairs

- Training opportunities

- Community events

- Job Fairs and recruiting events

- Seminars

D. PROVIDING STATE MERIT STAFF OUTREACH WORKERS PROFESSIONAL DEVELOPMENT ACTIVITIES TO ENSURE THEY ARE ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS

The SWA provides a variety of professional development training to staff and outreach workers designed to strengthen how staff obtain, retain, and apply knowledge, skills, and attitudes.

- Customer Service Excellence: Provides individuals with basic principles of customer service and demonstrates techniques and best practices to improve relationships among internal and external customers and stakeholders.

- Dealing with Difficult Situations: Prepares participants to utilize listening and communication skills when working with an individual who is argumentative, passive, inconvenient and/or contradictory in the work environment.

- De-Escalating Conflict: Prepares participants to use skills and strategies to develop positive and meaningful relationships, by identifying their unique perspective and style of handling conflict and exploring practical ways to reduce and de-escalate work-place conflict.

- Critical Thinking and Decision Making: Helps participants improve their critical thinking and decision-making skills. Includes the examination of decision-making process, decision-making styles, ethical decision-making, and problem-solving

- Bridging the Communication Gap: Teaches participants to learn how to improve communication with team members through knowledge of perception, simple techniques for clear expectations, how to help others to produce quality work, and to de-escalate volatile situations.

- Leadership foundation: Designed to give new and aspiring leaders the foundation to build confidence, productivity, and the ability to delegate tasks to other people. At the conclusion of this course, leaders will gain more insight into developing and mentoring their team, creating an engaging workplace, and developing their own leadership approach.

- Strengthening Communication Strategies: Designed to improve communication skills, teamwork and customer satisfaction while decreasing interoffice conflicts.

- Complaint Specialist Training: All Employment Service staff receive training on the State-Wide Complaint System to assist clients seeking to file a complaint concerning any violations of an employment-related law. This course will teach participants to identify complaints and how to process the complaints properly.

The eight courses listed above along with a wide variety of other professional development curricula and a Personal Development Plan helps the SWA promote and implement the Arizona Management System principles and practices to develop people, establish and communicate accountability, and promote problem-solving throughout the administration, the Division and ARIZONA@WORK.

E. COORDINATING OUTREACH EFFORTS WITH NFJP GRANTEES AS WELL AS WITH PUBLIC AND PRIVATE COMMUNITY SERVICE AGENCIES AND MSFW GROUPS

To better serve the farmworker community across Arizona, the SWA signed a mutually beneficial non-financial Memorandum of Understanding (MOU) with National Farmworker Job Program (NFJP) partner PEPP to work together to maximize our outreach efforts and reach those farmworkers who are not reached by conventional methods.

The purpose of the non-financial MOU is to:

- State the willingness to work cooperatively and expeditiously to assure maximum services to MSFWs in Arizona; and

- Combine the resources and knowledge of the SWA and NFJP partner PEPP for more efficient service delivery.

Both parties agreed to the following responsibilities, which will enhance and facilitate a collaborative working relationship:

- Outreach to make employment and training services available to MSFWs in Arizona.

- To guarantee that information about services and the complaint system is available for dissemination to MSFWs, in the language prevalent among the farmworker population in Arizona or specific areas (e.g., posters, pamphlets, media, workshops, etc.).

- To ensure that data gathered regarding MSFWs and LMI is shared for planning purposes.

- Develop cooperative efforts which are mutually beneficial in serving MSFWs, to pursue alternative measures to avoid duplication of services, and maximize the effectiveness in meeting MSFW's needs.

- Request participation with the LWDBs in the service delivery area throughout the state, to mutually ensure that services for the farmworker and NFJP monies are being provided in those communities.

- Ensure that both agencies' staff are offered and provided with the opportunity to participate in each other's workshops (e.g., job Search, LMI WIOA, Regulations, Outreach, etc.).

- Outreach workers from both agencies will meet at least quarterly to coordinate outreach activity. So that duplication of services can be minimized and a maximum number of MSFWs can be contacted and served with coordinated efforts.

- MSFW outreach workers will distribute PPEP information about available training and services for education and employment opportunities;

- PPEP outreach workers will distribute ES informational pamphlets for UI, job opportunities, and basic skills opportunities;

- PPEP outreach workers will promote filing of initial and continued UI claims

- The MSFW outreach workers will distribute and make referrals to PPEP's High School Equivalency Program (GED) for MSFW adults;

- MSFW Outreach Program will be a referral entity for self-employment and micro-enterprise training programs; and

- ES outreach workers will distribute information and make referrals to PPEP TEC Charter High School serving MSFW.

To enhance the collaborative efforts, the MOU with NFJP partner PPEP will allow the SWA to train PPEP outreach workers to adhere to employment related laws, health and safety requirements, wage and hour, discrimination issues, and to refer any farmworkers that may be affected through a referral system developed by The State Monitor Advocate System. The enhanced cooperation will give the SWA the ability to coordinate outreach activities with PEPP, which will lead to an increase in the number of farmworkers that we collectively reach.

5. SERVICES PROVIDED TO FARMWORKERS AND AGRICULTURAL EMPLOYERS THROUGH THE ONE-STOP DELIVERY SYSTEM

Describe the State agency's proposed strategies for:

A. PROVIDING THE FULL RANGE OF EMPLOYMENT AND TRAINING SERVICES TO THE AGRICULTURAL COMMUNITY, BOTH FARMWORKERS AND AGRICULTURAL EMPLOYERS, THROUGH THE ONE-STOP DELIVERY SYSTEM. THIS INCLUDES:

I. HOW CAREER AND TRAINING SERVICES REQUIRED UNDER WIOA TITLE I WILL BE PROVIDED TO MSFWS THROUGH THE ONE-STOP CENTERS

II. HOW THE STATE SERVES AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH SERVICES

The State of Arizona is committed to reaching as many MSFW's as possible throughout the state and has implemented a strategy that relies heavily on two elements: 1) Renewing and maintaining already established partnerships, and 2) establishing new partnerships. The MSFW Outreach team will leverage the existing relationship with our NFJP partner PPEP to continue to conduct outreach activities with their staff. In PY 2020, PPEP hired new staff in Casa Grande, AZ in the Maricopa County area to reach the MSFWs in this region. The MSFW Outreach team was able to collaborate with PPEP staff in that area, to provide services to MSFWS, by relying on the PPEP Team knowledge of the area and whereabouts of MSFWs to perform outreach duties. This has resulted in an increase of co-outreaches conducted to worksites throughout Pinal and Maricopa Counties with PPEP. The teams successfully made outreach to numerous new farms and workers in those areas who were unaware of the services available to them. PPEP is also working on developing new offices in the western part of the state in counties such as La Paz and Mojave. These offices will be opened in the third quarter of PY 2021 or first quarter of PY 2022. Once the staff is established in the areas, the teams will replicate the process and collaboration already in progress in Yuma, Cochise, Pima, and Graham Counties to reach farmworkers in those new areas. The MSFW Outreach team will continue to leverage and partner with other community organizations where a collaboration already exists such as Arizona Interagency Farmworker Coalition and the Farmworker Coalition based in Yuma County. These agencies will continue to work with the outreach staff to create events such as "Dia Del Campesino" for outreach to farmworkers in Yuma County. Partners like Yuma Private Industry Council and Equus provide other means of outreach such as AG only Job Fairs to help MSFW's to find employment. There are also existing collaborations with Farmworker advocacy groups such as the Western Growers Association and Yuma Fresh Vegetable Association, that will continue to assist in reaching the MSFW's throughout the state. These types of collaborations will continue to foster and develop the outreach potential to MSFWs.

Part of the strategy also involves creating new partnerships statewide in an effort to reach more farmworkers. In PY 2020, a partnership was created with the Department of Education Migrant Education Program (MEP). This collaboration enhances the MSFW Outreach Team and MEP Staff ability to share information on the whereabouts of MSFWs locations and to conduct outreach efforts. This saves time and resources for both teams and makes outreach efforts more efficient and effective. This is especially true when it comes to new areas where the team has not been able to conduct effective outreach due to lack of resources, knowledge of the local area, or information available about the whereabouts of MSFW's. The MSFW Program will continue to look for partnerships with other organizations and programs to help the farmworkers of Arizona.

The Outreach Team will continue to conduct vigorous outreach in known places where farmworkers congregate or are known to visit. The Outreach Team will reference past records of outreach activity and use that information to coordinate outreach efforts. In addition to this, the team will incorporate technology when plausible. Tools such as Google Hangouts will be incorporated into H-2A orientations for a safe meeting environment. As a result of these tools being used, the team has been able to save time on travel and to dedicate that time for more outreach to farmworkers. Employing these strategies will help the State of Arizona reach as many farmworkers as possible throughout the state and meet all the projected metrics.

Employment Service staff in partnership with other ARIZONA@WORK partners, will strive to meet or exceed federal program requirements with respect to services provided to MSFWs. The

Employment Service mission is to assist agricultural and non-agricultural employers in recruitment efforts and with the adherence to laws and regulations impacting terms and conditions of employment in their business operations. Employment Service will focus on flexibility, customer choice, universal access, and continuous improvement in developing services in ARIZONA@WORK Job Centers to allow for self-service and staff assisted services to MSFWs. ADES/DERS will continue to develop strategic partnerships that will promote employer job orders, applicant talents, employment and training opportunities, timely resolution of complaints and apparent violations, and other labor related issues. Elements covered on an equitable and nondiscriminatory basis will include, but will not be limited to, MSFW benefits and protections, career guidance, vocational counseling, testing, job development, and job referral services. The SWA will adhere to guiding principles that ensure a system of service delivery that:

- Is individual and family driven;

- Is effectively integrated and coordinated;

- Protects the rights of families and individuals;

- Allows smooth transition between programs;

- Builds community capacity to serve families and individuals;

- Emphasizes prevention and early intervention;

- Respects clients, partners, and fellow employees;

- Is evaluated for outcomes;

- Is accessible, accountable, and comprehensive;

- Is culturally and linguistically appropriate and respectful; and

- Is strength based and delivered in the least intrusive manner.

1. **How career and training services required under WIOA Title I will be provided to MSFWs through the one-stop centers:**

ARIZONA@WORK Job Centers in areas of need are fully multilingual and provide MSFW and ELL individuals with services including, but not limited to, assistance with the following:

- Full range of employment services, benefits, and protections;

- Effectively Utilizing job order information;

- Staff assisted activities and/or as requested or necessary when accessing self-assisted services via electronic technologies;

- Referrals to agricultural and non-agricultural jobs, training, support services, necessary testing, counseling, and other job development services;

- Basic information on labor rights, protections, and responsibilities with respect to terms and conditions of employment;

- Preparation and resolution of complaints on acts and/or omissions by Employment Service or other U.S. DOL funded programs;

- Preparation, acceptance, resolution, and/or referral of labor related complaints and apparent violations in accordance with established policies and procedures;

- Referral of individual or family members to supportive services;

- Making appointments for individuals and families;

- Contact to follow up to provide supportive service and information to the maximum extent possible;

- Information on services available in local offices, and contact information on the nearest commonly branded ARIZONA@WORK Job Center, including PPEP/NFJP WIOA Section 167 program, or affiliated offices throughout the national Employment Service network;

- Resume preparation, instructions on how to post résumés and perform online job searches;

- Communicating between ELL individuals referred to jobs and employers;

- Utilization of Work Opportunity Tax Credit, subsidized employment resources, and other employer incentives to promote employment and job upgrades for MSFWs; and

- Connections to local agencies and resources that can assist with services needed, such as housing, medical, legal, emergency food boxes, immigration, etc.

Employment Service's progressive plan for service delivery to MSFWs is consistent with the U.S. DOL Employment and Training Administration program equity and minimum service delivery indicators of compliance requirements. The Unified State Plan places emphasis on strategies to collaborate and work with partners to ensure a seamless delivery of services for an improved and integrated ARIZONA@WORK system. The SWA works with NFJP partner PPEP, Inc. via a MOU to leverage shared resources to enhance opportunities for MSFWs, through a nondiscriminatory mode of service delivery that is qualitatively equivalent and quantitatively proportionate to services provided to non-MSFWs:

- PPEP, Inc.

- Adelante

- Arizona Department of Agriculture

- Arizona Department of Transportation

- Cochise Private Industry Council

- Campesinos Sin Fronteras

- Chicanos Por La Causa

- Census 2020

- City of Phoenix

- City of Yuma

- Equal Employment Opportunity Commission

- Goodwill of Central and Northern Arizona

- Housing Authority of Yuma County

- Mexican Consulate

- Occupational Safety and Health Administration

- Regional Center for Border Health

- ResCare Workforce Services

- Sunset Community Health Center

- US DOL Wage and Hour Division

- Yuma Private Industry Council

2. **How the State serves agricultural employers and how it intends to improve such services.**

In addition, to an updated service delivery plan for farmworkers, Arizona intends to improve services to agricultural employers by working on recruitment strategies that will assist employers in the hiring process and enhancement of recall procedures for seasonal workers by:

- Making employers aware of services available to them through seminars, meetings, outreach, pamphlets, and conferences;

- Explaining the benefits of using the recall system to employers;

- Attempting to obtain a recall list of workers at an earlier date/time; and

- Participating in the Annual Farmworker Health, Information, and Service Fair.

The State Monitor Advocate and outreach representatives have successfully provided workshops and seminars in collaboration with state and federal enforcement agencies designed to increase the number of agricultural employers utilizing the one-stop system. Our bi-annual employment seminars bring in 40-60 companies. The MSFW team intends to continue using workshops and seminars to provide training to agricultural supervisors, field forepersons, and farm labor contractors, to help them excel in the crucial role they play in attaining and retaining a viable workforce.

Topics that are intended to be provided to agricultural employers and farmworkers through workshops and seminars include, but are not limited to:

- Overviews of the MSFW Protection Act enforced by the DOL Wage & Hour Division;

- Field sanitation regulations by Occupational Safety and Health Administration,

- Occupational safety and health monitored by the Arizona Division of Occupational Safety and Health; and

- Employment equality enforced by the Equal Employment Opportunity Commission.

B. MARKETING THE EMPLOYMENT SERVICE COMPLAINT SYSTEM TO FARMWORKERS AND OTHER FARMWORKER ADVOCACY GROUPS

The Employment Service Complaint System is promoted to farmworkers and farmworker advocacy groups such as PPEP, ResCare, Yuma Private Industry Council, Cochise Private Industry Council, Goodwill, MAXIMUS, and the City of Phoenix. In addition, the Employment

Service Complaint System is provided verbally and in writing through orientations, seminars, conferences, printed handouts, special events, (such as Día Del Campesino and the Melon Festival), and outreach efforts provided by outreach specialists. During Outreach and Field inspections, farmworkers are provided packets, containing information for the Employment Service Complaint System, ARIZONA@WORK Job Centers available services, farmworker rights, and contact information for agencies and organizations that serve the farmworker. Partner organizations and advocacy groups are being encouraged to attend complaint system training led by the SWA's training department. Each ARIZONA@WORK Job Center displays required posters informing the public of the Employment Service Complaint System in English and Spanish. A toll-free Employment Services Complaint System customer line was developed for clients to report complaints virtually. This number is shared with partners and promoted on all ADES social media platforms.

C. MARKETING THE AGRICULTURAL RECRUITMENT SYSTEM FOR U.S. WORKERS (ARS) TO AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH PUBLICITY.

As part of a publicity improvement effort, the Agricultural Recruitment System (ARS) will be marketed to agricultural employers through informational presentations, detailed explanations, and question and answer forums, at a variety of events, including, but not limited to:

- Annual California/Arizona (CA/AZ) Agricultural Employer seminar;

- AIFC-AZ Interagency Farmworkers seminar;

- Bi-annual employer round table meetings; and

- Various employer associations; such as Yuma Fresh Vegetable Association and Western Growers Association.

- Job Fairs conducted specifically for Agricultural Employers throughout the state.

e. Agricultural Outreach Plan (AOP). Each State agency must develop an AOP every four years as part of the Unified or Combined State Plan required under sections 102 or 103 of WIOA. The AOP must include an assessment of need. An assessment need describes the unique needs of farmworkers in the area based on past and projected agricultural and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.

6. OTHER REQUIREMENTS

A. COLLABORATION

Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

The State Monitor Advocate and outreach specialists will continue to develop and perform lead roles in coalitions based in agriculturally active areas to leverage resources and share knowledge of solutions in a coordinated fashion. Collaborative efforts will continue with the Arizona Interagency Farmworkers Coalition, a community-based non-profit corporation with a

membership of approximately 50 partners including public, private, federal, and state enforcement and non-enforcement agencies, farmworkers, agricultural employers, and advocacy groups. The State Monitor Advocate and outreach specialists will continue to support coalitions and objectives to create a better understanding of issues affecting the farmworker community and will collaborate in creating forums and seminars to address issues and concerns of interest within the farmworker community.

B. REVIEW AND PUBLIC COMMENT

In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP.

The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.

A 31-day review and comment period were provided, to afford listed interested entities an opportunity to provide comments, suggestions, and recommendations for consideration in the development of this Agricultural Outreach Plan (AOP). An additional 17 days was provided for public comment on the AOP in context of the whole Unified Workforce Plan. A final copy of the approved Plan will be shared with all interested partners.

1. Consider any comments received in formulating its final proposed AOP

Input provided was incorporated into this Plan, as appropriate.

2. Inform all commenting parties in writing whether their comments have been incorporated, and if not.

The AOP must be submitted in accordance with paragraph (d) of this section and planning guidance issued by the Department. Per 20 CFR § 653.107, section 3, the SWA must solicit information and suggestions from WIOA sec. 167 (NFJP) grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP to the Department, the SWA must provide the proposed AOP to NFJP grantees, public agencies,

agricultural employer organizations, and other organizations expressing an interest and allow at least 30 calendar days for review and comment.

3. Transmit the comments and recommendation received and its response with the submission of the AOP

Table 2 includes a list of organizations from which information and suggestions were solicited along with any comments or recommendations received.

Table 2: NFJP/WIOA–Section 167 State Grantee and Other Interested Entities

NAME	AGENCY REPRESENTED	ADDRESS	CONTACT INFO	COMMENTS RECEIVED	INCORP-ORATED?
Maria Chavez	National Farmworker Jobs Program Board Member / Arizona Interagency Farm Workers Coalition, Inc.	802 E. 46th St. Tucson, AZ 85713	chavezmariav@yahoo.com	**No**	
Maria J. Silva	Queen Creek Family Resource Center-Migrant Program	20435 S. Ellsworth Road Queen Creek, AZ 85142	msilva@qcusd.org	**No**	
Jean McClelland	University of Arizona, Arizona College of Public Health	P.O. Box 245209 Tucson, AZ 85724	jmc@rho.arizona.edu	**No**	
John D. Arnold	Portable Practical Education Preparation (PPEP) NFJP/WIOA 617	802 E. 46th Street Tucson, AZ 85713	jarnold@ppep.org	**No**	
Kari Hogan	Portable Practical Education Preparation (PPEP) NFJP/WIOA 167	802 E. 46th Street Tucson, AZ 85713	khogan@ppep.org	**No**	

The LWDBs and staff also solicited feedback on the Agricultural Outreach Plan. Three comments from one reviewer were received relating to the AOP during the public comment period. Written responses were provided.

4. The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested employer organizations have been given an opportunity to comment on the AOP.

Individuals and entities representing various service provider disciplines pertaining to every aspect of MSFW occupational and family life, including those in Table 2, were invited to participate in the review and comment process to develop this AOP for integrated delivery of Agricultural Wagner-Peyser Services for PY 2020. Entities involved included representatives from the NFJP/WIOA Section 167, community-based organizations, labor enforcement agencies, farm worker individuals and families, MSFW advocacy groups, local and state dignitaries, and program volunteers. The Arizona State Monitor Advocate and Foreign Labor Certification Coordinator was granted an opportunity to review, approve and comment on the AOP, policies, and procedures related to service delivery to MSFWs. Table 2 includes a list of organizations from which information and suggestions were solicited.

C. DATA ASSESSMENT

Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.

Table 3: Services to Farmworkers based on the Average from the Current State Plan.

	Service Goals Proposed State Plan 2016 – 2020	4-Year Average	Proposed Service Goals 4-year State Plan 2020
Number registered/ Applications for services	3500	2810	3750
Number Referred to Employment	1575	1695	1875
Number received staff assisted services	2275	2609	2300
Number referred to Support Services	550	1562	1500
Number receiving counseling/Career Guidance	1050	1499	1500
Number of Job Developments	125	4	100
Number placed in Jobs	1150	1490	1500

	Service Goals Proposed State Plan 2016 – 2020	4-Year Average	Proposed Service Goals 4-year State Plan 2020
Number of placements. 50 above minimum wage	1100	1130	1250
Placed in Long Term Non-Ag Jobs	75	64	75

The Migrant Indicators of Compliance listed in the table above helps the SWA set accountability measures to ensure that ARIZONA@WORK offices are meeting federal standards for services to MSFWs. This is accomplished by tracking services provided to MSFWs compared to services provided to non-MSFWs, to ensure that MSFWs are receiving services that are qualitatively equivalent and quantitatively proportionate to services provided to non-MSFWs.

D. ASSESSMENT OF PROGRESS

The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

As one of twenty "Significant Migrant and Seasonal Farmworker States," the SWA has made significant advances in s data entry and co-outreach, that will ensure compliance per 20 CFR § 653.107. The SWA trains staff to properly identify farmworkers, offer farmworkers the full spectrum of services, and enter outcomes in AJC. The SWA met or surpassed the following qualitatively equivalent and quantitatively proportionate services for MSFWs over the previous 4-year plan:

- Referred to Jobs

- Received a Staff Assisted Services

- Referred to Support Services

- Career Guidance

- Placed in Jobs

Based on prior data, the SWA has not had the best performance in following two categories: (1) Job Development Contacts; and (2) Placed in Jobs: Regular Non-Agriculture. However, based on PY 2020 data, the SWA has improved in both categories. This is a vast improvement from previous years showing progress and that the strategy implemented in PY 2018 is working. As of PY 2020, the only service not met was placed above minimum wage.

In PY 2018, the SWA identified the need to work with the partner agencies to leverage combined resources and achieve better results with Job Development Contacts and Placed in Jobs: Regular Non-Agriculture. As of PY 2020, the SWA has been able to increase collaboration with NFJP Partner PPEP. This includes visiting farmworker worksites with MSFW Team, Job fairs, quarterly meetings with teams, and training provided by DOL. There was a partnership

also created with the Department of Education Migrant Education Program (MEP) in PY 2020 that has allowed staff from MEP and the MSFW Outreach team to conduct co-outreaches throughout the state. The SWA has also been able to partner up with Arizona Alliance Health Community Clinics Network to provide COVID-19 vaccinations to farmworkers throughout the State of Arizona. The need for partnerships has been identified and the SWA is making progress on this front. The SWA will continue to search for partnerships with other agencies to improve outreach efforts across the state.

E. STATE MONITOR ADVOCATE

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

The State Monitor Advocate (SMA), is involved in the research, composition, review, and approval of the Agricultural Outreach Plan. Additionally, the SMA reviewed all sections of the unified State Plan related to service delivery to MSFWs.

WAGNER-PEYSER ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
1. The Wagner-Peyser Act Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time (sec 121(e)(3));	Yes
2. If the State has significant MSFW one-stop centers, the State agency is complying with the requirements under 20 CFR 653.111, State Workforce Agency staffing requirements;	Yes
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser Act services, Adult and Dislocated Worker programs and Youth Programs under Title I; and	Yes

4. SWA officials:
    1) Initiate the discontinuation of services;
    2) Make the determination that services need to be discontinued;
    3) Make the determination to reinstate services after the services have been discontinued;
    4) Approve corrective action plans;
    5) Approve the removal of an employer's clearance orders from interstate or intrastate
	Yes

The State Plan must include	Include

clearance if the employer was granted conditional access to ARS and did not come into compliance within 5 calendar days;
  6) Enter into agreements with State and Federal enforcement agencies for enforcement-agency staff to conduct field checks on the SWAs' behalf (if the SWA so chooses); and
  7) Decide whether to consent to the withdrawal of complaints if a party who requested a hearing wishes to withdraw its request for hearing in writing before the hearing.	

WAGNER PEYSER PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit);

- Median Earnings (Second Quarter after Exit);

- Credential Attainment Rate; and

- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a

reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit); and

- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit);

- Median Earnings (Second Quarter after Exit); and

- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	68.2%	68.0%	69.2%	68.0%
Employment (Fourth Quarter After Exit)	63.0%	63.0%	64.0%	63.0%
Median Earnings (Second Quarter After Exit)	$5,442	$5,900	$5,445	$5,900
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1]

"Effectiveness in Serving Employers" is still being developed and this data will not be entered in the 2022 State Plan modifications.

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAMS

The Unified or Combined State Plan must include a description of the following as it pertains to adult education and literacy programs and activities under title II of WIOA, the Adult Education and Family Literacy Act (AEFLA).

A. ALIGNING OF CONTENT STANDARDS

Describe how the eligible agency has aligned its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

Arizona Adult Education has multiple grant contract requirements and assurances in place that require adult education providers to use the *Arizona Adult Education Content Standards* to guide instruction and align all curricular resources used for instruction to the standards. To help support the implementation of standards-based instruction, on-going and required professional learning sessions are held for program administrators, instructional leaders, and teachers. In addition, the AZ state leadership initiatives integrate the implementation of content standards into the professional learning offerings focused on improving teacher effectiveness in content areas.

Arizona Adult Education has a long history of developing and implementing content standards, beginning in 1998-1999 through the present time. In 2016-2017, teams of adult educators and content area experts revised the *AZ Adult Education Standards in English Language Arts (ELA)* and the *AZ Adult Education Standards in Mathematics*; and aligned the standards to the newly

revised AZ K-12 Standards in ELA and mathematics, as required by Title II-WIOA. The AZ Adult Education ELA and math standards were also tagged with the AZ Employability Skills and the International Society of Technology Education (ISTE) Standards to help adult educators integrate these standards across the curriculum.

In 2018, AZ Adult Education providers were required to complete a nine-month curriculum alignment project to review and align instructional resources to the revised AZ Adult Education Standards in ELA and Mathematics, and to determine gaps in their curricular resources to better align to the revised standards.

In 2017-2018, teams of adult educators and content area experts revised the AZ Adult Education Standards in Social Studies. And in 2020-2021, the English Language Proficiency Standards were revised to reflect the most current research and best practices for English language acquisition.

B. LOCAL ACTIVITIES

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

- Adult education;

- Literacy;

- Workplace adult education and literacy activities;

- Family literacy activities;

- English language acquisition activities;

- Integrated English literacy and civics education;

- Workforce preparation activities; or

- Integrated education and training that—

1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and

2. Is for the purpose of educational and career advancement.

Special Rule. Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this

title for activities other than activities for eligible individuals.

Need for Adult Education in Arizona: The U.S. Census Bureau American Fact Finder, 2017 American Community Survey includes the following demographic data for Arizona:

- Approximately 610,000 (12 percent) adults aged 18 and older lack a secondary diploma.

- Nearly 440,000 (11 percent) adults between the age of 18-64 speak English "less than very well" or not at all.

Arizona state law establishes adult education as a division within the ADE, and ADE serves as the administrative entity for Adult Education Services (A.R.S. 15–232, 15–233, 15–234). Under WIOA, ADE is the *Eligible Agency* with sole responsibility for administering and supervising policy for adult education and literacy activities in the state.

Purpose: The purpose of Adult Education in Arizona under WIOA is to enable local adult education providers, as core partners of Arizona's workforce system, to develop, implement and improve adult education and literacy services throughout the state to further the vision and goals as outlined in the Arizona Unified Workforce Development Plan and WIOA, in order to:

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

- Assist adults who are parents or family members to obtain the education and skills needed to participate successfully in the educational development of their children and improve the economic opportunities of the family;

- Assist adults in the attainment of high school equivalency diplomas and in the transition to postsecondary education and training through career pathways; and

- Assist immigrants and other individuals who are English Language Learners in improving their reading, writing, speaking and comprehension skills in English; improving their math skills; and acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

The Arizona Adult Education Mission is **To Prepare Learners for Success in College, Career and Life**. The following three Arizona Adult Education Goals are the basis of a strategic plan that addresses and operationalizes the WIOA requirements for Title II as described in this Plan:

- System Goal: The Arizona Adult Education System is an integral component of Arizona's educational pipeline leading to postsecondary education and career pathways.

- Profession Goal: Arizona Adult Educators empower adult learners to transition to postsecondary education and livable–wage employment.

- Instruction Goal: Arizona Adult Education Instruction prepares adult learners for success in postsecondary education and the workforce.

Competitive Funding Process: ADE conducts a competitive *RFGA* process to award funding under section 231 and section 243 to eligible organizations to establish and operate local programs for the provision of adult education and literacy activities in Arizona. Organizations may include:

- A local education agency;

- A community–based organization or faith–based organization;

- A volunteer literacy organization;

- An institution of higher learning;

- A public or private non–profit agency;

- A library;

- A public housing authority;

- A non–profit institution that is not described above and has the ability to provide adult education and literacy activities to eligible individuals as described in WIOA;

- A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described above; and

- A partnership between an employer and an entity described above.

To be considered eligible for consideration of an award, an applicant must be an ***organization with demonstrated effectiveness in providing adult education and literacy activities***. To demonstrate effectiveness, the organization must provide, as part of the application process, performance data on its record in improving the skills of eligible individuals, in particular individuals who are basic-skills deficient, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services identified in the RFGA. The applicant 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.

The competitive RFGA process ensures that the following components are incorporated:

- Direct and Equitable Access: ADE is committed to conducting a competitive RFGA process that ensures direct and equitable access to all eligible providers competing for Title II grant contracts. Information regarding the application and process is made available broadly via a public website and partner networks. An adequate amount of time to complete the application is allowed, based on best practices as determined by ADE's Grants Management Department. Submittal of applications is done using the Grants Management Enterprise system in a manner that allows equitable access to all individuals, including those with disabilities.

- Fair and Equitable Evaluation: Applications are evaluated based on a scoring rubric as described in the application and based on the required WIOA evaluation considerations and other factors as determined by ADE. The evaluation team members consist of a variety of diverse professionals, including members unaffiliated with Arizona's prior Adult Education system. Award amounts are determined by evaluation results, and area demographic and needs analyses, to ensure that addressing the purpose of WIOA is the basis for funding decisions.

- Coordination with Local Board: A procedure is included in the RFGA process to ensure that the applicable LWDB reviews the application(s) and provides comments and/or recommendations regarding the application's alignment to the strategies and goals of the local plan under section 108 of WIOA. Comments and recommendations provided by LWDBs are considered as part of the evaluation process.

- General Education Provisions Act (GEPA) Statement: Each applicant requesting funds is required to include a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally assisted program for students, teachers, and other program beneficiaries with special needs. Section 427 GEPA highlights six types of barriers that can impede equitable access or participation: gender; race; national origin; color; disability; or age. Based on local circumstances, applicants must determine whether these or other barriers may prevent participation in the program or activities, and the steps to be taken to overcome identified barriers must be included in the application.

Eligible Individuals: An "eligible individual" for Adult Education services means an individual who:

- Has attained 16 years of age;

- Is not enrolled or required to be enrolled in secondary school under Arizona State Law (A.R.S. § 15-802);

- Meets Arizona state eligibility requirements under A.R.S. § 15-232 B; and

    o Are basic skills deficient; *Or*

    o Does not have a secondary school diploma or its recognized equivalent and has not achieved an equivalent level of education; *Or*

    o Is an English language learner.

Allowable Activities: In Arizona, adult education providers funded under Section 222(a)(1) are contracted to establish and operate programs that provide the following services and activities to eligible individuals:

- *Adult Basic Education (ABE)*: Literacy instruction aligned to Arizona Adult Education Content Standards provided to eligible individuals with educational functioning levels (EFLs) at levels as listed in the NRS EFL table as ABE 1, 2, 3 or 4. Workforce Preparation activities (as described below) are provided concurrently with ABE instruction. *WIOA Final Rules Subpart D, § 463.30.*

- *Adult Secondary Education (ASE)*: Literacy instruction aligned to Arizona Adult Education Content Standards to eligible individuals with EFLs at levels as listed in the NRS EFL table as ABE 5 or 6. ASE activities are also designed to lead to the attainment of a secondary diploma (or its equivalent) and transition to postsecondary education, training, or employment. Workforce Preparation activities (as described below) are provided concurrently with ASE instruction. *WIOA Final Rules Subpart D, § 463.30.*

- *ELAA*: Literacy instruction aligned to Arizona Adult Education Content Standards to help eligible learners achieve proficiency in reading, writing, speaking and comprehension of the English language. ELAA instruction should also lead to attainment of a secondary diploma (or its equivalent), transition to postsecondary/training, or employment. *WIOA Final Rules Subpart D, § 463.31 and § 463.32.*

- *Integrated English Literacy and Civics Education (IELCE)*: Education services provided to English language learners to achieve competence in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers,

and citizens. Services _must_ include: 1) instruction in literacy and English language acquisition: and 2) instruction on the rights and responsibilities of citizenship and civic participation. Services _may_ include workforce preparation and workforce training. *WIOA Final Rules Subpart D, § 463.33.*

- *Workforce Preparation*: Instruction provided concurrently with ABE, ASE, or ELAA/IELCE activities that is designed to help eligible individuals acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self–management skills. Workforce preparation activities are designed to increase employability skills and the development of competencies in using resources and information, working with others, and understanding systems to successfully transition to and complete postsecondary education, training and employment. *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.*

Special Rule: Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II subtitle C, any of the following academic programs for:

- Adult education and literacy activities;

- Special education, as determined by the eligible agency;

- Secondary school credit;

- Integrated education and training;

- Career pathways;

- Concurrent enrollment;

- Peer tutoring; and

- Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

ADE awards section 225 grant funds for corrections education and education of institutionalized individuals using the same RFGA process and timeline described for section 231 funds. The grants are awarded on a multi-year cycle, and all providers are subject to the same funding cycle. The review of applications includes evaluation based on the 13 considerations outlined in Title II of WIOA. All applications are evaluated using the same rubric and scoring criteria. Special consideration is given to eligible applicants indicating priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.

Arizona Adult Education ensures that not more than 20 percent of funds allocated to local providers with grant contracts under section 231 are used to carry out services under section 225. And, as part of the grant contract, funded providers are required to ensure that if WIOA funds are used to provide educational services to individuals in a correctional or other institution as described in section 225, priority must be given to serving individuals who are likely to leave the correctional institution within five years of participation in the program.

D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries, including how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities.

Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate with the local workforce development system and its functions to carry out the activities of the program.

Arizona has a long history of providing English language acquisition activities and civics education, first under WIA, and then under WIOA since its passage in 2014. The State has built

on its past success in providing instruction to English language learners to meet the requirements under WIOA section 243. The provision of educational services to English Language Learners under section 243 are referred to in Arizona as **Integrated English Literacy and Civics Education PLUS Training** (IELCE + T) programs. IELCE + T programs must include the IELCE educational services (described above in *Allowable Activities* and in WIOA § 463.33) and must be delivered in combination with IET activities (described above in *Allowable Activities* and in WIOA § 463.36).

Local providers are awarded funds under section 243 to deliver IELCE + T programs for the purpose of preparing adults who are English language learners for, and placing such adults in, unsubsidized employment in In-Demand industries and occupations leading to economic self-sufficiency. The adult education component of an IELCE + T program should include:

- Integration of civics engagement skills into career pathways and workforce preparation activities targeted to English language learners, including professionals who hold degrees and credentials in their native countries;

- Integration of educational technology and Blended Learning models into civics educational activities, including the use of technology and social media to increase learner opportunities for responsible civic engagement;

- Training and technical assistance on research and evidence–based instructional strategies that promote deeper learning, including the incorporation of experiential civic learning opportunities and digital storytelling;

- Collaborative agreements and formal partnerships with local area workforce system entities, including ARIZONA@WORK Job Centers, libraries, postsecondary institutions and employers; and

- Dissemination and replication of evidence–based resources and promising practices.

ADE awards section 243 grant funds for IELCE + T programs using the same Request for Grant Application (RFGA) competitive process and timeline described above in *(b) Local Activities*. The same criteria used to determine eligibility of an applicant for section 231 funding is used for section 243 funding, and successful applicants are subject to the same funding cycle. Applicants applying to provide services under section 243 must also address narrative questions and provide information that is specific to the provision of an IELCE + T programming and requirements.

The review of all applications, including those with proposed IELCE + T programs, includes evaluation based on the 13 federal considerations as outlined in Title II of WIOA and 4 state considerations. All applications are evaluated based on the same rubric and scoring criteria for federal and state considerations. All applicants must provide narrative details and information to demonstrate how they will meet the requirements.

The distribution of IELCE + T funds across the state is based on demographic data and needs analyses pertaining specifically to the geographic distribution of eligible individuals with language barriers in each workforce area. Section 243 funds are allocated and accounted for in a separate stream in the Arizona Grants Management Enterprise system.

E. STATE LEADERSHIP

1. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT THE REQUIRED STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA

Arizona utilizes funds available under section 223 to provide State Leadership activities to further develop and enhance the adult education system throughout the state as described in the Purpose, Mission and Goals identified above in *b) Local Activities*.

ADE/AES will use State Leadership funds to carry out required activities under section 223 by using the prior program year's qualitative and statistical data, identifying areas of technical assistance and professional development for local providers. Training and other events are developed and/or facilitated by ADE/AES staff to further develop and support local Title II providers, and most initiatives meet the criteria for multiple required and permissible activities.

1. **Align adult education services with other core programs and ARIZONA@WORK partners to implement the strategies in this plan:**

- Continue the development of formal collaborative agreements with local ARIZONA@WORK Job Centers, including co-location when appropriate, to ensure that adult learners as job seekers have access to information and services that will lead to positive employment outcomes.

- Continue to improve the alignment of programmatic and operational services, such as common intake, orientation, assessment, and data sharing, among all partners statewide to promote co-enrollment and ensure a customer-centric approach with consistent and coordinated access to services.

- Continue to identify and articulate career pathways with entry points for adult learners who have barriers such as disabilities, low basic skills, lack of secondary diplomas, and lack of English language skills.

- Provide training on the planning and implementation of IETs.

- Provide digital curricular resources that implement workforce preparation, career pathways, and contextualized units of study.

- Provide access to Nepris, which gives learners access to industry professionals in a variety of modalities.

- Implement Pipeline AZ to connect students with career learning and opportunities for employment with participating employers.

(B) Establish or operate high-quality professional development programs to improve adult education instruction:

- Continue the grant contract requirements to assist local adult education providers with the planning and implementation of high-quality Professional Learning (PL) for instructional staff, including:

  o Local providers must expend a minimum of ten percent of adult education grant funds for state-approved PL activities.

  o Local providers must submit annual plans for PL implementation and final narrative reports detailing the PL goals, interventions, and strategies that were implemented in that program year.

  o Local providers must address the AZ Adult Education Teacher Standards in Mathematics, English Language Arts, and English Language Acquisition for

Adults to help determine PL goals that focus on improving teacher effectiveness and student outcomes.

- Continue the provision of training and technical assistance on evidence- and research-based strategies that accelerate learning and promote readiness for postsecondary education and employment, including:
  - o Standards-based instruction:
    - Regular training on teaching to the Arizona Adult Education Content Standards;
    - Curriculum alignment initiative;
    - Providing Teaching Skills That Matter training series;
    - Student Achievement in Reading (STAR) training; and
    - Using standardized assessments, such as TABE 11&12, to drive instruction.
  - o Technology integration and digital literacy:
    - Blended and virtual learning models and practices;
    - ESL Pro initiative;
    - Managing Program Improvement through Digital Literacy;
    - Assistive technology and Universal Design for Learning (UDL) strategies; and
    - Online curricula training.
  - o Leadership development:
    - Administrator Orientation; and
    - Leadership Excellence and Development (LEAD) Institute, which will provide tools for leadership development in the context of WIOA.

(C) Provide technical assistance to local providers of adult education:

- Continue the provision of technical assistance in multiple ways, including onsite visits, training workshops, webinars, phone calls, and email.

- Continue to identify the need for technical assistance through monthly data reviews and check-ins with program administrators, report reviews, monitoring visits, or when requested by a program.

- Implement Provider Technical Assistance Guide to provide a written resource for technical assistance on all aspects of grant requirements.

- Provide training and targeted technical assistance on the three pathways to the high school equivalency diploma (GED®Testing, College Credit, and HSE + Career Readiness).

- Provide training and targeted technical assistance on planning and implementing IET programming that meets local workforce area needs.

(D) Monitor and evaluate the quality of, and improvement in, adult education and disseminate information about promising practices within Arizona:

- Assess the quality of the implementation of State Leadership activities and initiatives through the use of:

  o Analysis of evaluation surveys after training and PL events to determine satisfaction and ascertain if learning objectives were met;

  o Analysis of final reports and project summaries provided by local providers to assess the implementation of initiatives;

  o Analysis of applicable outcome data of participating providers to determine the impact to learners as a result of initiatives;

  o Site visits and classroom observations to observe implementation of strategies learned; and

  o Teacher reflections to determine and identify implementation successes and challenges.

- Conduct the evaluation and monitoring of local providers as described below in *f) Assessing Quality;*

- Utilize information obtained during quality assessment, evaluation processes, and monitoring activities to identify promising practices; and

- Disseminate information about promising practices to local providers using a variety of strategies, including face-to-face training sessions, webinars, online courses, technical assistance, and written guidance.

2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE

ADE/AES will use State Leadership funds to carry out permissible activities under section 223 by using the prior program year's qualitative and statistical data, identifying areas of technical assistance and professional development for local providers. Training and other events are developed and/or facilitated by ADE/AES staff to further develop and support local Title II providers, and most initiatives meet the criteria for multiple required and permissible activities.

(A) The support of State or regional networks of literacy resource centers.

- Provide local programs with access to online curricula; and

- Title II Provider Technical Assistance Guide.

(B) The development and implementation of technology applications, translation technology, or distance education, including professional development to support the use of instructional technology.

- Digital Literacy Framework;

- Creating Effective IETs Training Series;

- Arizona Adult Education Institute, a three-day conference for Arizona Adult Education administrators, teachers, and support staff;

- Providing Nepris to local providers; and

- Participation in the IDEAL Consortium, focused on disseminating best practices in blended and virtual learning.

(C) Developing and disseminating curricula, including curricula incorporating the essential components of reading instruction as such components relate to adults

- Creating Effective IET Programs training series; and

- Standards and Curricular Resources Alignment Initiative.

(D) Developing content and models for integrated education and training and career pathways.

- Creating Effective IET Programs training series; and

- Dedicated ADE/AES staff providing programmatic support for IETs.

(E) The provision of assistance to eligible providers in developing programs that achieve the objectives of this title and in measuring the progress of those programs in achieving such objectives, including meeting the State adjusted levels of performance described in section 116(b)(3).

- Training on the three pathways to the high school equivalency diploma;

- Additional training on the HSE + Career Readiness pathway;

- TABE 11/12 and CLAS-E training for proctors;

- TABE 11/12 and CLAS-E training for administrators; and

- Creating Effective IET Programs training series.

(F) The development and implementation of a system to assist in the transition from adult education to postsecondary education, including linkages with postsecondary educational institutions or institutions of higher education.

- Guiding Students to the Most Appropriate HSE Pathway training;

- HSE PLUS Career Readiness Pathway specialized training; and

- Creating Effective IET Programs training series.

(G) Integration of literacy and English language instruction with occupational skill training, including promoting linkages with employers.

- ADE-provided access to Burlington English, which integrates English language instruction with literacy education and contextualization with career pathways;

- Literacy through Social Studies Standards Training;

- Creating Effective IET Programs training series; and

- Providing Nepris to local providers.

(H) Activities to promote workplace adult education and literacy activities.

- Leadership Development and Excellence (LEAD) Institute; and

- Creating Effective IET Programs training series.

(I) Identifying curriculum frameworks and aligning rigorous content standards that (i) specify what adult learners should know and be able to do in the areas of reading and language arts, mathematics, and English language acquisition; and (ii) take into consideration the following: (I)State adopted academic standards, (II) The current adult skills and literacy assessments used in the State or outlying area; (III) The primary indicators of performance described in section 116; (IV) Standards and academic requirements for enrollment in non-remedial, for-credit courses in postsecondary educational institutions or institutions of higher education supported by the State or outlying area; (V) Where appropriate, the content of occupational and industry skill standards widely used by business and industry in the State or outlying area.

- Digital Literacy Framework;

- Standards-in-Action 2.0; and

- Student Achievement in Reading (STAR) training series.

(J) Developing and piloting strategies for improving teacher quality and retention.

- Teaching and Learning Series;

- Teaching Skills That Matter;

- Math Institute;

- Literacy through Social Studies Standards Training; and

- Student Achievement in Reading (STAR) training series.

(K) The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies that are based on scientifically valid research, where appropriate, and identify the needs and capture the gains of such students at the lowest achievement levels.

- Student Achievement in Reading (STAR) training series; and

- Providing Burlington English online curriculum.

(L) Outreach to instructors, students, and employers.

- Creating Effective IET Programs training series

(M) Other activities of statewide significance that promote the purpose of this title.

- Providing GED® Ready test vouchers;

- Intake and Data Management System Training Series;

- Data match with National Student Clearinghouse; and

- Data Match with ADES for UI Wage.

<div align="center">F. ASSESSING QUALITY</div>

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

Arizona adult education providers are evaluated on both fiscal and programmatic areas based on a model incorporating these factors:

- A cyclical system for risk assessment and monitoring;

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

- Evidence of high-quality, data–driven and research–based instruction that is aligned to content standards and professional learning standards, and that incorporates the standards for both digital literacy and employability skills.

Comprehensive Case Reviews are conducted on all funded providers. The Case Review includes an analysis of each local provider's prior-year performance data, applicable monitoring results and findings, professional learning plan, technology integration status, annual programmatic and fiscal reporting, and risk assessment. In addition, each provider's status regarding collaboration with WIOA core partners and IET implementation is reviewed. Local providers that do not meet the state performance measure targets, or who have been identified as having serious programmatic issues are placed on a Corrective Action Plan. Providers on Corrective Action Plans work throughout the year with the state staff to plan and implement improvement efforts. This team approach has been valuable in providing comprehensive targeted technical assistance to local providers. Additionally, it allows AES staff to gain a broader view of the dynamics of each local provider and deliver consistent messages regarding program improvement.

Monitoring for compliance with federal and state requirements is an important part of the Arizona Adult Education Program Improvement model. Desk monitoring is conducted on all programs throughout the year, and on-site monitoring is conducted based on risk assessment results and/or issues identified during the case review process.

- Desk Monitoring: Monthly review and analysis of data management, submitted reports (both programmatic and fiscal), and ongoing teacher certification verification.

- On-site Monitoring: Field–based fiscal audits, A.R.S. § 15–232b mandated verification of eligibility for services, and complete programmatic monitoring annually based on an agency–developed risk assessment.

- Monitoring Tool: A monitoring tool aligned to all grant assurances and requirements is utilized to ensure comprehensive monitoring of all funded providers. Results are shared with local providers to facilitate technical assistance and internal program improvement processes.

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

Arizona uses a cyclical system for technical assistance, monitoring, and compliance training needs for both fiscal and programmatic areas in an ongoing program improvement model that includes: planning through contract and contract extension applications, monthly desk

monitoring, case review process, corrective action plans (if needed), on-site programmatic and fiscal monitoring based on risk assessment, and reflection by programs through preparation of their final reports.

Data Management

The Arizona Adult Education Performance Accountability System is comprised of the following components to assess the effectiveness of local providers:

- A secure, web-based data management system that collects student demographic, participation, and outcome measures, including performance results as identified in the NRS;

- A cyclical system for technical assistance, monitoring, and compliance (as described above);

- Ongoing desk-monitoring and interventions for programs not demonstrating continuous achievement in student outcome measures; and

- Corrective Action Plan process to address program deficiencies in meeting outcome measures at the state's target levels.

- As of July 1, 2021, the performance outcome measures consist of the following indicators:

  - Percentage of program participants in unsubsidized employment during the second quarter after exit from the program;

  - Percentage of program participants in unsubsidized employment during the fourth quarter after exit from the program;

  - Median earnings of program participants in unsubsidized employment during the second quarter after exit from the program;

  - Percentage of program participants who obtain a recognized postsecondary credential or secondary credential;

  - Percentage of program participants who, during a program year, are in education or training programs that lead to recognized postsecondary credentials or employment, and who are achieving measurable skill gains toward credentials or employment; and

Snapshot data are captured monthly by state staff through desk monitoring of each provider and are compared to previous year snapshots to determine performance trends and identify potential issues. Additionally, analyses of data at the state, program, site, and classroom level are used to inform technical assistance and training efforts.

Data Sharing

A data sharing agreement with ADES's UI Wage system for data matching for employment outcomes is in place, and the matching report is requested quarterly. This agreement is critical to supporting Arizona Adult Education's ability to report employment outcomes for individuals enrolled in Title II programs. In addition to state UI information, ADE entered into formal agreement and is a participant in the State Wage Interchange System (SWIS), a data sharing system that gathers UI wage information across participating states.

ADE also has a data sharing agreement with the National Student Clearinghouse for data matching for postsecondary outcomes. The National Student Clearinghouse, Student Tracker, is an online system providing enrollment verification services to more than 3,500 colleges and universities. Student Tracker is used to accurately track postsecondary enrollment and degrees. The ADE/AES Unit uses the service to support federally required follow-up measures in order to determine postsecondary achievements of students enrolled in Adult Education classes.

Evaluating Quality of Professional Development

ADE uses a variety of methods to assess the quality of its professional learning and technical assistance efforts, including: 1) Conducting evaluation surveys after training and professional development events to determine their effectiveness; 2) Requiring submission of final reports by local providers that are analyzed by ADE to assess the quality of implementation of initiatives, including implementation of professional learning and technology integration; 3)Analyzing applicable outcome data of participating providers to determine if there was an impact on learners as a result of an initiative; and 4) Conducting site visits and classroom observations to observe implementation of strategies learned.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS

States must provide written and signed certifications that:

The State Plan must include	Include
1. The plan is submitted by the State agency that is eligible to submit the plan;	Yes
2. The State agency has authority under State law to perform the functions of the State under the program;	Yes
3. The State legally may carry out each provision of the plan;	Yes
4. All provisions of the plan are consistent with State law;	Yes
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan;	Yes
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;	Yes
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan; and	Yes
8. The plan is the basis for State operation and administration of the program;	Yes

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding the supplement-not-supplant requirement);	Yes
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;	Yes
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA;	Yes
4. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.	Yes
5. The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303).	Yes

AUTHORIZING OR CERTIFYING REPRESENTATIVE

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of
Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension,

continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for
influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an
officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Please download and sign the forms below. Please scan and return the forms to wioa@ed.gov at the same time you submit your State Plan via the portal.

1. SF424B - Assurances – Non-Construction Programs
   (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)

2. Grants.gov - Certification Regarding Lobbying
   (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)

3. SF LLL Form – Disclosure of Lobbying Activities (required, only if applicable)
   (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)

APPLICANT'S ORGANIZATION	Enter information in this column
Applicant's Organization	Arizona Department of Education
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	Enter information in this column

APPLICANT'S ORGANIZATION	Enter information in this column
First Name	Sheryl
Last Name	Hart
Title	State Director of Adult Education
Email	Sheryl.Hart@azed.gov

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the following instructions posted at https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc.

Non-Discrimination Policy: The ADE is committed to a work environment in which all individuals are treated with respect and dignity. Each individual has the right to work in a professional atmosphere that promotes equal employment opportunity and prohibits discriminatory practices, including harassment. Therefore, the ADE commits itself to a policy of Non-Discrimination.

- ADE has developed this policy to ensure that all its employees can work in an environment free from harassment, discrimination, and retaliation.

- ADE will make every reasonable effort to ensure that all concerned are familiar with this policy and aware that any complaint of violation of such policies will be investigated and resolved appropriately.

- ADE will post the EO Policy Statement at the following locations:

- Public website- https://www.azed.gov/hr/

- ADE Internal website for employees

- Employee bulletin boards at the four worksites (1535 West Jefferson, Phoenix, AZ; 3300 North Central, Phoenix, AZ; 1701 North Fourth Street., Flagstaff, AZ; 400 West Congress Street, Tucson, AZ)

- All employment announcements shall include the phrase, "The Arizona Department of Education is an EOE/ADA Reasonable Accommodation Employer."

The ADE/AES Unit allocates and administers grant funds and provides program and performance oversight to grantees under WIOA Title II and A.R.S. § 15-232 and 5-234. ADE/AES is committed to equal access and treatment for all employees, students and the general public by all entities funded under these grant funds. The provisions and strategies below will help to ensure that the principles of equal access and non-discrimination are applied and implemented:

- Grantee is required to submit a GEPA Statement as part of the grant application process.

- Grantee signed assurances that ensure compliance with the Civil Rights Act, American Disabilities Act, GEPA, Uniform Guidance & Code of Federal Regulations, and the Family Educational Rights and Privacy Act.

- Annual training and state leadership activities are provided to grantees on program processes to support equal access and non-discrimination such as intake/orientation processes, providing accommodations and adaptions, utilizing assistive technology and implementing universal design strategies in the classroom.

ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit);

- Median Earnings (Second Quarter after Exit);

- Credential Attainment Rate; and

- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit); and

- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit);

- Median Earnings (Second Quarter after Exit); and

- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	50.0%	50.0%	52.0%	52.0%
Employment (Fourth Quarter After Exit)	28.0%	30.5%	30.0%	31.0%
Median Earnings (Second Quarter After Exit)	$6620	$6620	$6650	$6650

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Credential Attainment Rate	29.0%	29.0%	30.0%	30.0%
Measurable Skill Gains	49.0%	42.0%	50.0%	43.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being developed and this data will not be entered in the 2022 State Plan modifications.

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION (COMBINED OR GENERAL)

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan [13] must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by title IV of WIOA:

_____

[13] Sec. 102(b)(2)(D)(iii) of WIOA

A. INPUT OF STATE REHABILITATION COUNCIL

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

1. INPUT PROVIDED BY THE STATE REHABILITATION COUNCIL, INCLUDING INPUT AND RECOMMENDATIONS ON THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, RECOMMENDATIONS FROM THE COUNCIL'S REPORT, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION, AND OTHER COUNCIL REPORTS THAT MAY HAVE BEEN DEVELOPED AS PART OF THE COUNCIL'S FUNCTIONS;

The State Rehabilitation Council receives VR performance data and program updates from the AZRSA Administrator and other program staff on a quarterly basis. The Council is provided with information and statistics related to VR program appeals, federal and state funding, strategic planning initiatives for VR as well as the Arizona Department of Economic Security (designated state agency), client satisfaction survey results, and the comprehensive statewide needs assessment. Based on this information as well as other council activities, the State Rehabilitation Council recommends that:

1. VR continue their efforts to increase awareness and provide outreach regarding VR services to individuals with disabilities (including a broad spectrum of disability populations), while highlighting the importance of placement on the Order of Selection waiting list. The council further recommends, to preserve funds for direct services provision, VR use of a broad range of low-cost outreach modes including social media, public service announcements, guest appearances on local television programs, announcements at professional sporting events and the like.

2. VR placed further emphasis on collaborative efforts regarding students and youth transition with the additional focus on services to the transition population through WIOA.

3. VR continues efforts to identify and alleviate VR Program service provision barriers in Arizona.

4. VR continues to strive to meet performance indicators and update the council on strategies being implemented.

5. VR maintains partnerships with current Project 121 American Indian VR Programs in Arizona and continues to identify opportunities and strategies to partner with tribes that do not have existing Project 121 Programs.

The State Rehabilitation Council provided the above recommendations during the initial development of this state plan. The council reviewed these recommendations during the modification process and has chosen to maintain the recommendations for the duration of this plan.

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

1. VR agrees with the recommendation to increase awareness and provide outreach regarding VR services to individuals with disabilities. VR is utilizing a team of shared Public Information Officers to develop marketing materials, informational videos, and other digital content for the agency website and social media. VR is beginning to incorporate QR codes into marketing materials to increase access to information and potentially reduce the need for printed materials. Stories related to client successes and collaborative partnerships are shared through various methods.

2. VR agrees with the recommendation to continue to collaborate with local school districts and community providers to increase the identification of students and youth who may benefit from vocational rehabilitation services. VR's dedicated Transition team continues to conduct outreach to schools in an effort to build partnerships and increase referrals to VR. The re-solicitation of a Pre-Employment Transition Services (Pre-ETS) contract at the end of FFY 2020 resulted in an increase in providers that serve the entire state. The contract allows for virtual service delivery and includes incentives for providers that partner with schools to offer and provide Pre-ETS.

3. VR agrees with the recommendation and continues to explore opportunities to reduce barriers to VR service provision. VR is embracing the changes to service delivery methods brought on by the pandemic. VR has plans to offer virtual as well as in-office and community-based services going forward and is currently planning a 'Think Outside the Office' campaign to educate staff, clients, vendors, etc. about the changes.

4. VR agrees with the recommendation and will continue to strive to meet the negotiated performance indicators and will continue to report performance measures to the council. VR is currently exceeding the negotiated levels for Measurable Skills Gain (MSG) and will be negotiating other performance measures in the coming year.

5. VR agrees with the recommendation to maintain partnerships with Project 121 American Indian VR Programs in Arizona and will continue to invite tribal VR Programs to VR training activities.

3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

All council recommendations were accepted by VR.

B. REQUEST FOR WAIVER OF STATEWIDENESS

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. A LOCAL PUBLIC AGENCY WILL PROVIDE THE NON-FEDERAL SHARE OF COSTS ASSOCIATED WITH THE SERVICES TO BE PROVIDED IN ACCORDANCE WITH THE WAIVER REQUEST;

VR is requesting a waiver of state wideness. VR has entered into 32 Interagency Transfer Agreements (ITAs) with Public Education Agencies in Arizona to facilitate a seamless transition of students with disabilities from high school to employment (also known as Transition School to Work or TSW). Each agreement has an associated budget and the agreed upon non-federal funds are transferred from the Public Education Agency to VR on a quarterly basis.

The TSW programs operated through the ITAs serve high school students with disabilities who are eligible for VR and not on an Order of Selection waitlist (pre-employment transition services for potentially eligible students with disabilities who are enrolled in educational programs are provided outside of these specific TSW programs).. The enhanced TSW services provided by the participating high schools are structured and goal oriented vocational-educational services and assist the students in developing work readiness skills, selecting their vocational goals, and preparing them for successful transition from school to work. All services are approved by VR prior to provision and individualized VR services are provided as described on an approved Individualized Plan for Employment. Students in the TSW programs receive services that lead to the acquisition of knowledge/skills in the following areas:

- Self-assessment (interest inventories, learning styles, aptitudes, strengths), disability awareness and personal accommodations for disability, self-determination skills, career exploration;

- Disability awareness and building skills in self-determination, identification of career goals, including a complete labor market research, initial development of job readiness skills;

- Identification of post-secondary education/training opportunities, including training and funding options, career tracks, development of résumé/cover letter writing skills, practice in mock interviews, and familiarity with filling out job applications;

- Knowledge of how to apply to training institutions, how to apply for scholarships and Pell Grants, how to obtain accommodations for their disabilities, how to perform job searches (for either paid employment or community service);

- Development of a portfolio to record the skill building process with an end goal of self-actualization and successful career planning. The content of the portfolio will meet individual student needs; each portfolio will contain individualized information similar to the following:

  - Self-Awareness (Orientation and Adjustment to Disability) content including but not limited to: student's Individualized Education Plan, assessment results, abilities, interests, and independent living skills addressed; transportation;

  - Career Exploration including but not limited to: career path research, informational interview reports, financial planning, student's Individualized Plan for Employment;

  - Job Readiness including but not limited to: Job Applications, information regarding post-secondary school choices, Free Application for Federal Student Aid (FAFSA) and other financial aid information, resume, interview skills, Individualized Plan for Employment amendments (if applicable);

  - Work Experience including but not limited to: campus and/or community work experience, career planning, issue resolution, job shadowing, volunteer experiences, Individualized Plan for Employment amendments (if applicable);

  - Post High School Plan including but not limited to: Contact information for VR counselor, Community Career Center and Disability Support Services, Supported Education at Post-Secondary School (if applicable).

TSW school districts provide 42.6%, non-federal funds, of the agreed upon TSW Budget. Budgets can be amended at any time.

School	Number of Students	Budget SFY 2022	Non-Federal-Match SFY 2022	Total Federal Funds - ITA School Budget funds + RSA Administrative funds
Agua Fria Union High School District #216	45	$185,732.49	$79,122.04	$292,342.94
Arizona State School for the Deaf and Blind: Phoenix Day School for the Deaf	30	$502,628.39	$214,119.69	$791,137.09
Benson Unified School District #9	13	$76,346.31	$32,523.53	$120,169.09
Bisbee Unified School District	13	$72,542.70	$30,903.19	$114,182.21
Blue Ridge Union School	40	$82,995.12	$35,355.92	$130,634.32

School	Number of Students	Budget SFY 2022	Non-Federal-Match SFY 2022	Total Federal Funds - ITA School Budget funds + RSA Administrative funds
District #32				
Buckeye Union High School District #201	108	$327,344.49	$139,448.75	$515,240.23
Catalina Foothills Unified School District #16	40	$206,876.78	$88,129.51	$325,624.05
County of Maricopa -Cave Creek Unified School District	40	$116,554.14	$49,652.06	$183,456.22
Chino Valley Unified School District #51	30	$138,836.41	$59,144.31	$218,528.51
County of Maricopa -Deer Valley Unified School District #97	380	$1,198,900.00	$510,731.00	$1,887,068.60
Flagstaff Unified School District #1	215	$764,374.16	$325,623.39	$1,203,124.93
Flowing Wells Unified School District #8	40	$154,522.55	$65,826.61	$243,218.49
Pinal County Schools-Florence Unified School District #1	68	$245,765.40	$104,696.06	$386,834.74
Glendale Union High School District	100	$871,449.12	$371,237.32	$1,371,660.91
Higley School District #60	20	$70,600.00	$30,075.60	$111,124.40
County of Yavapai-	30	$256,347.61	$109,204.08	$403,491.14

School	Number of Students	Budget SFY 2022	Non-Federal-Match SFY 2022	Total Federal Funds - ITA School Budget funds + RSA Administrative funds
Humboldt Unified School District				
Mesa Unified School District #4	190	$1,024,470.66	$436,424.50	$1,612,516.82
County of Gila, Miami Unified School District #40	15	$74,514.28	$31,743.08	$117,285.48
Nogales Unified School District #1	60	$180,487.72	$76,887.77	$284,087.67
Page Unified School District #8	55	$159,000.53	$67,734.23	$250,266.83
Peoria Unified School District #11	245	$966,233.44	$411,615.45	$1,520,851.43
Prescott Unified School District #1	20	$128,357.99	$54,680.50	$202,035.48
Scottsdale Unified School District #48	70	$465,193.51	$198,172.44	$732,214.58
Snowflake Unified School District #5	12	$88,089.59	$37,526.16	$138,653.01
Sunnyside Unified School District # 12	15	$397,165.49	$169,192.50	$625,138.48
St. David Unified School District #21	14	$94,858.89	$40,409.89	$149,307.89
County of Maricopa-Tempe Unified School District	200	$986,591.15	$420,287.83	$1,552,894.47

School	Number of Students	Budget SFY 2022	Non-Federal-Match SFY 2022	Total Federal Funds - ITA School Budget funds + RSA Administrative funds
#213				
Tombstone Unified School District #1	15	$66,488.33	$28,324.03	$104,652.63
Tucson Unified School District #1	300	$1,860,196.67	$792,443.78	$2,927,949.56
Arizona State School For The Deaf and Blind (Tucson ASDB)	61	$534,997.46	$227,908.92	$842,086.00
Vail Unified School District #20	200	$751,687.37	$320,218.82	$1,183,155.92
Valley Union High School District #22	8	$19,988.58	$8,515.14	$31,462.03
Totals	2692	13,070,137.34	$5,567,878.10	$20,572,396.17

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

All services provided are developed, authorized, and approved by designated state unit personnel.

3. REQUIREMENTS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN WILL APPLY TO THE SERVICES APPROVED UNDER THE WAIVER.

VR is requesting a waiver of state wideness. All requirements as listed in the VR services portion of the Unified State Plan, as well as all VR eligibility and order of selection criteria will apply to the individuals and services provided under the Interagency Transfer Agreements (ITAs) for Transition School to Work (TSW). Services outlined in the ITA/TSW agreements will not be provided to an individual unless that individual is eligible for VR and in an Order of Selection priority category that is open for services.

C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

Persons with Serious Mental Illness: An Interagency Service Agreement between VR and the Arizona Health Care Cost Containment System (AHCCCS) exists to coordinate services to mutual clients. VR staff are assigned to work with behavioral health clinical teams throughout the state in order to enhance service delivery and customer satisfaction in the provision of VR services.

Native Americans: A Memoranda of Understanding between VR and the American Indian VR Programs of the Navajo, Tohono O'odham, White Mountain Apache, Fort Mojave, Hopi, and Salt River Pima nations exists for the purpose of coordinating services to American Indians with disabilities that reside both on and off the reservation as well as providing technical assistance in areas of mutual interest.

Persons with Developmental Disabilities: A Memorandum of Understanding between VR and the Arizona Division of Developmental Disabilities (DDD) exists to detail the cooperation and coordination of both the referral processes and joint provision of services to persons with developmental disabilities who can benefit from VR services in terms of an employment outcome, and who require ongoing employment support from DDD. The agreement includes provisions specific to enhancing program delivery methods and providing customized employment services to mutual clients within the foster care system.

Secondary Students with Disabilities: VR has an Interagency Service Agreement with the Arizona Department of Education and DDD regarding the provision of transition services to high school students with disabilities.

Postsecondary Students with Disabilities: VR has Memorandum of Understandings regarding the provision of disability-related accommodations to mutual clients with several community colleges within the state and is actively seeking to establish new agreements with the remaining colleges and universities. VR currently has agreements with the Maricopa County Community College District (ten colleges), Cochise County Community College, and Pima County Community College.

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

Assistive Technology (AT) in Arizona: VR contracts with Arizona Center for the Blind and Visually Impaired (ACBVI) to facilitate training and resource development for employers with a focus on the use of assistive technology for various disabilities and disability awareness. Numerous training modules have been developed and are offered to VR staff, partner program staff, and employers.

Arizona Technology Access Program (AzTAP): VR, in conjunction with AzTAP and the Arizona Department of Education Exceptional Student Services, present an annual conference that allows staff to learn about AT devices, resources, and implementation strategies, as well as increase assistive technology expertise and obtain hands on experience with devices through participation in interactive sessions.

3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE DEPARTMENT OF AGRICULTURE;

VR does not have a formal agreement regarding programs carried out by the Under Secretary for Rural Development of the U.S. Department of Agriculture.

4. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

VR does not have any agreements specific to serving out-of-school youth, but all agreements mentioned in c(1) above serve populations that include out-of-school youth. VR's agreements specific to behavioral health and developmental disabilities translate into increased opportunities for out-of-school youth with significant disabilities to be referred to VR. VR's strong collaborative partnerships with lead agencies as well as participation in local community of practices, workgroups, and outreach activities help with increasing community awareness of the VR program.

VR continues to partner with Diverse Ability Inc. to provide yearly Youth Leadership Forums around the state. These forums provide an opportunity for youth to learn self-advocacy and leadership skills as well as explore career opportunities. Forums are available to youth (under age 30) with disabilities who have completed at least one year of high school.

As appropriate, VR staff refer individuals to out-of-school youth programs available through workforce partners. VR staff utilize local community of practices to establish and maintain informal partnerships and referral connections with other entities that serve out of school youth, such as Job Corps and Goodwill. Information and opportunities available through these partners is routinely shared with VR staff.

5. STATE USE CONTRACTING PROGRAMS.

VR utilizes approximately 550 statewide contracts and over 400 Community Rehabilitation Program providers to ensure VR services are available to eligible individuals with disabilities across the state of Arizona.

In accordance with A.R.S § 41-2636 of the Arizona Procurement Code, all state governmental units are required to endeavor to set aside one percent (1 percent) of new purchases or contracts for products, materials, and services from certified nonprofit agencies that serve individuals with disabilities (CNAID) and Arizona Correctional Industries (ACI). The Set-Aside Committee convenes quarterly to determine those materials and services that are provided, manufactured, produced and offered for sale by Arizona industries for the blind, certified nonprofit agencies that serve individuals with disabilities and Arizona Correctional Industries and that satisfy the requirements of state governmental units and to establish a fair market price for all approved materials and services offered for sale that meet these requirements.

D. COORDINATION WITH EDUCATION OFFICIALS

Describe:

1. THE DESIGNATED STATE UNIT'S PLANS, POLICIES, AND PROCEDURES FOR COORDINATION WITH EDUCATION OFFICIALS TO FACILITATE THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO THE RECEIPT OF VR SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, AS WELL AS PROCEDURES FOR THE TIMELY DEVELOPMENT AND APPROVAL OF INDIVIDUALIZED PLANS FOR EMPLOYMENT FOR THE STUDENTS

VR is part of a multi-agency Interagency Service Agreement that encourages and facilitates the cooperation and collaboration between VR, Division of Developmental Disabilities (DDD), and the Public Education Agencies (PEAs)/school districts, represented by the Arizona Department of Education (ADE). The vision for the agreement is to facilitate a seamless transition of high

school students with disabilities from secondary school to employment with the intent of maximizing their employability and integration into the workforce and community. The current agreement between VR, DDD, and ADE was executed on April 12, 2019. A renewed agreement is anticipated to be in effect July 1, 2022 through June 30, 2027.

The Interagency Service Agreement serves to establish a statewide, interagency system of transition services in order to facilitate service provision in the following areas:

- Technical assistance and consultation;

- Outreach and identification of students;

- Referral of individuals;

- Joint planning; and

- Scope of individualized services.

Under the umbrella of the agreement, VR provides coordinated transition services to all secondary schools throughout the state. VR has dedicated staff assigned to every school district statewide and these staff work collaboratively with students and school staff to coordinate on and off campus delivery of Pre-ETS, VR orientations, eligibility determinations, IPE planning, and VR service provision. VR works to engage students as early as possible within their high school experience for the purpose of providing Pre-Employment Transition Services (Pre-ETS) to potentially eligible and eligible students with disabilities. VR's eligibility and order of selection criteria are applied to transition youth in the same manner as they are to all other individuals who apply for vocational rehabilitation services. VR staff work with the school to identify the transition services being provided by the school to avoid duplication of services.

Students who are eligible to receive VR services are assisted in developing an Individualized Plan for Employment as soon as possible during the transition planning process, but at the latest, before the exiting high school. To assist in the identification of an employment goal and completion of the Individualized Plan for Employment prior to exiting high school, VR coordinates with school staff to engage students with disabilities in Pre-ETS and other VR services as appropriate to explore interests and abilities, learn about career pathways, increase self-determination knowledge and skills, identify educational resources, and develop an understanding of work in order to make an informed career choice.

All students with disabilities between the ages of 14-22 may receive Pre-ETS and eligible transition aged youth ages 14-24 have access to the full array of VR services to assist with the transition from school to work. Provision of Pre-ETS, as well as all other VR services are the responsibility of VR. Public Education Agencies (PEAs) are responsible for ensuring the provision of transition services required under IDEA. PEAs assist any student interested in Pre-ETS with the completion of the Pre-ETS Request Form, including verification that the individual is a student with a disability. The Pre-ETS Request Form is utilized by the student, to identify which of the 5 required Pre-ETS the student wants to participate in. Pre-ETS options include job exploration counseling, work-based learning, work readiness training, counseling on post-secondary opportunities and instruction in self-advocacy.

Youth seeking subminimum wage employment are referred to VR to complete the required activities as described in Section 511 of the Rehabilitation Act. VR coordinates with the student's LEA to verify completion of transition services or if necessary, arrange for the provision of Pre-ETS. Documentation verifying the completion (or refusal) of transition services is completed by the school and provided to VR staff. VR staff provide a copy of this document to

the youth and maintain a copy in the VR case file. Documentation verifying completion or refusal of all other required activities (e.g. Pre-ETS, Career Counseling, VR application and eligibility determination, IPE development and case closure) is completed by VR staff and copies are provided to the student (via hand, email, or mail) as each activity is completed or refused. Fillable templates for each required activity are available in the VR case management system. Use of templates ensures all required information is completed and provided to the youth for each activity. When all required activities have been completed or refused, VR staff provide the youth with a cover sheet itemizing all documents they have received. The youth is responsible for providing these documents to the subminimum wage provider/employer. VR has developed a short video as well as several documents to help youth, families, and subminimum wage providers understand the process and requirements.

VR partners with ADE every year to host an annual Transition Conference. This conference provides opportunity to conduct outreach and educate VR staff, education staff, students, and families on Pre-ETS and transition services available through VR and the schools. Additional outreach efforts to inform students with disabilities, their families, and schools about Pre-ETS and other VR services include sharing brochures, flyers or informational letters, scheduling individual and group VR orientation presentations, attending IEP meetings, and encouraging referral to VR during the provision of Pre-ETS to potentially eligible students. Pre-ETS providers are also responsible for conducting outreach to local schools to ensure staff and students are aware of available services. VR has observed a 60% increase in requests for Pre-ETS during SFY 2022. VR, DDD, and ADE/LEAs frequently partner during conferences, transition fairs, and webinars to share information on coordination of services and joint processes that support students in transition/employment.

VR has 32 Interagency Transfer Agreements (ITAs) with PEAs to provide enhanced transition services. The ITAs are commonly known as Transition from School to Work (TSW) programs. The PEAs that have TSW programs provide non-federal dollars to VR to generate match funds for the purpose of funding VR personnel, PEA personnel and other costs for the provision of vocational services agreed upon by both parties in ITAs.

2. INFORMATION ON THE FORMAL INTERAGENCY AGREEMENT WITH THE STATE EDUCATIONAL AGENCY WITH RESPECT TO:

A. CONSULTATION AND TECHNICAL ASSISTANCE TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING VR SERVICES;

VR provides technical assistance and consultation throughout the transition process in order to identify appropriate school to post school activities and services as outlined in the Interagency Service Agreement in the following manner:

- Provide state and regional guidance and training to enhance the knowledge, skills, and abilities of personnel involved in providing transition services;

- Participate in Individualized Education Plan meetings, when invited, to provide vocational guidance;

- Disseminate VR service information and other resources that are available; and

- Attend transition fairs and other outreach events.

VR has a statewide Transition team responsible for providing training and technical assistance to all school districts/Public Education Agencies (PEAs) and VR staff in the state regarding how

to assist with transitioning students with disabilities to post-school activities, including VR services. This team engages with the Arizona Department of Education as well as each school district and local area.

VR also has dedicated staff (VR Counselors and support staff) assigned to each school district/PEA to ensure local support is available to the schools and students with disabilities. These staff outreach to their assigned PEA to provide information on how to connect and collaborate with VR, contact information for local VR offices, availability of Pre-ETS, etc.

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

Coordinated transition planning occurs between Public Education Agencies (PEAs) and VR staff. VR staff are available to provide group and individual presentations to parents and students who are identified by the PEA staff. PEA staff invite VR staff to students' Individualized Education Planning meetings to provide information on the VR Program and discuss postsecondary and employment opportunities. Transition services are planned in the Individualized Education Plan by age 16 or earlier as appropriate. VR staff assist in identifying the VR services and community supports available to assist with transition planning. This coordinated service planning assists the student and parents in focusing on the student's needs for continued education, employment, and independent living services after graduation from high school.

C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

Staff from the Public Education Agency (PEA) and VR jointly identify students who will require and benefit from involvement in the VR Program in order to meet post-secondary education and employment goals. Staff of the local PEA and VR coordinate the development of the Individualized Education Plan and Individualized Plan for Employment and involve other community resources such as the Division of Developmental Disabilities and the Arizona Healthcare Cost Containment System as appropriate.

Services and activities mandated by Individuals with Disabilities Education Act (IDEA) are provided by the local PEA staff; these services and supports are not duplicated by VR. PEA staff develop a plan for transition services as mandated by IDEA and invite VR staff to participate in transition planning activities. VR staff participate in individual student planning sessions when available and provide program information as well as technical assistance with regard to services and community resources on an ongoing basis.

VR is responsible for the provision of Pre-Employment Transition services (Pre-ETS) for students with disabilities who are between the ages of 14-22. VR staff provide informational presentations and material to parents and students regarding Pre-ETS and other services available through the VR program. Eligibility and Order of Selection determinations are made by qualified VR staff, but the planning and development of the Individualized Plan for Employment occurs in conjunction with the student, the student's guardians, and PEA staff. The Individualized Plan for Employment is developed and implemented by VR staff prior to the student exiting from high school if possible.

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

Within the scope of the Interagency Service Agreement with the Arizona Department of Education (ADE) regarding the transition activities, VR is responsible for the following outreach activities:

- Provision of brochures, flyers, informational letters and/or VR orientation videos to explain the VR Program and the role the VR Program plays in transition planning and Individualized Education Plan development;

- Explanation of VR referral, application, eligibility and order of selection criteria and process, as well as the potential services that may be available through VR;

- Scheduling individual information meetings with students and their parents/legal guardians at the school or local VR office;

- Scheduling and conducting group orientation and individual intake appointments at the school;

- Conducting presentations of the VR program and services to school staff;

- Working closely with ADE and other agencies such as Division of Developmental Disabilities to ensure referrals are coordinated between the programs.

Public Education Agencies (PEAs) are considered the lead agency for the provision of transition services; however, ongoing support from partner agencies is necessary for success. PEAs are also responsible for providing VR with documentation of the completion or refusal of transition services (in accordance with 34 CFR Part 397) for youth with disabilities interested in seeking subminimum wage employment. VR is responsible for assisting the youth to complete all other requirements of 34 CFR Part 397 as necessary, and for providing the youth with documentation of their completion or refusal of all required activities, including transition activities, within the federally required timeframes.

VR and ADE Exceptional Student Services have a formal data sharing agreement which allows the agencies to identify areas of need for students, including the need for Pre-ETS for students with disabilities between the ages of 14-22.

E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

VR develops contracts and agreements with private non-profit organizations in accordance with the Arizona Procurement Code (Chapter 23 of the Arizona Revised Statutes) to meet the needs and objectives of the VR program and assist individuals with disabilities in preparing for, obtaining, and maintaining employment. VR currently partners with 27 private nonprofit organizations to provide a variety of necessary services (all contracts/agreements are fee-for-service). The VR program develops requirements for scopes of work or agreements for VR services and uses a competitive solicitation process to engage any organization who is interested in providing the service.

Organizations that can fulfill the service scope of work and contractual requirements respond to a competitive solicitation or request a direct contact with VR to provide services. The full range of VR services are provided under contract or agreement. Examples include assessment services to identify an individual's skills, abilities, and capabilities; training services to help an individual gain education or training necessary for employment; and job development and retention services to help an individual prepare for interviews, complete job applications, and obtain/maintain employment.

F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

Individuals eligible for Supported Employment services must have a severe physical or mental impairment that seriously limits three or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in the context of an employment outcome; and whose vocational rehabilitation can be expected to require multiple VR services over an extended period of time (6 months or longer). If an individual meets this criterion, they may receive Supported Employment services available through VR for up to 24 months, or longer, if an extension of time is necessary and agreed upon by VR and the individual. The individual may also receive Extended Services funded through another source such as the Arizona Healthcare Cost Containment System (AHCCCS) or, if the individual is not younger than 14 and not older than 24, they may also receive extended services provided by VR for up to four years or until the age of 25.

During development of the Individualized Plan for Employment, VR works with a client to assess the need for Supported Employment and extended services. If Supported Employment and extended services are determined to be necessary, VR and the client explore potential sources of extended services which may include alternative funding sources such as AHCCCS (which funds extended services provide by the Division of Developmental Disabilities (DDD) and Managed Care Organizations (behavioral health clinics)), and natural supports such as family, friends, an employer, etc. VR, DDD, and behavioral health clinics encourage contracted providers to contract with all partner agencies in order to ensure consistent service delivery and a seamless transition from supported employment to extended services for the client. Extended services typically consist of a minimal but consistent amount of job coaching per month for as long as the client needs to maintain employment.

Service provider qualifications are determined by the payor agency's service specification or scope of work (contract). Most job coaching providers are required to have at minimum, a high school diploma and several years of experience working with people with disabilities.

1. Community Rehabilitation Providers state contracts

VR contracts with Community Rehabilitation Program providers to ensure supported employment services are available to VR clients across the state. Additional collaboration to identify resources for individuals with significant disabilities, including youth with significant

disabilities, continues to be explored within ADES, with other state agencies, and with entities within the client's own support network.

1. Collaboration with AHCCCS (Arizona's Medicaid Agency)

VR has an Interagency Service Agreement with AHCCCS to detail the provision of supported employment services to individuals designated with a Serious Mental Illness. This agreement coordinates services to mutual clients and assigns VR staff to behavioral health clinical teams throughout the state in order to enhance service delivery, customer satisfaction, and successful outcomes through the provision of vocational rehabilitation and supported employment services. The Interagency Service Agreement with AHCCCS includes the provision of funding for extended services by the designated behavioral health clinic. The assigned VR staff coordinate the extended services with the behavioral health clinical team in order to ensure the services continue to be provided once the individual exits the VR program. The individual will receive extended services funded by their clinic for the duration of their participation in behavioral health services.

1. Collaboration with the Arizona DDD

A Memorandum of Understanding between VR and the Arizona DDD describes the cooperation and coordination from referral through supported employment and extended services for persons with developmental disabilities.

1. Collaboration with Employment Networks

As of PY 2021, VR has five Memorandum of Understandings with local providers for the provision of ongoing Partnership Plus services. Dedicated VR staff continues to encourage provider agencies to become Employment Networks through the Social Security Ticket to Work program. Provider agencies will then provide extended support following the successful conclusion of VR services to clients who are Ticket to Work participants.

1. Collaboration with the Councils of Government

VR provides information to local Councils of Government regarding current client needs and service/provider information as requested during the Social Service Block Grant (SSBG) planning process. VR manages any resources allocated for extended services, ensuring the funds are utilized to support individuals with the most significant disabilities who need extended services to maintain employment. VR contracts with Community Rehabilitation Providers to provide the extended services and monitors the providers to ensure quality service provision and contract compliance.

G. COORDINATION WITH EMPLOYERS

Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR SERVICES; AND

VR developed Employer Outreach Representative positions several years ago to build strategic relationships with Arizona businesses and promote the hiring of job seekers with significant barriers to employment. The Employer Outreach Representatives utilize In-Demand industries, and career pathways and training programs informed by current trends and industry needs in

synchronization with current labor market information to strengthen these business relationships.

Employer Outreach Representatives facilitate the connection of VR job ready clients with employers in the state labor exchange by connecting Business Service Team members with VR staff who have job-ready clients. The Arizona Department of Economic Security will continue to develop Business Service Team members to be effective vocational consultants by providing disability-related employment information as well as resources and guidance to help employers to understand the benefits of recruiting people with disabilities to fulfill their business needs. By helping to facilitate the connection of VR clients with the Business Service Team and the employers in the ARIZONA@WORK system, VR clients are assured maximum exposure to potential job opportunities and employers will learn to develop and implement comprehensive disability recruiting initiatives.

The Employer Outreach Representatives are designed to be the liaisons between Arizona employers and VR staff (including contracted vendors) by facilitating teleconferences, webinars, workshops, employer panels, and networking meetings. These activities are designed to educate the job seeker teams on the current needs and requirements their clients should possess to achieve their desired employment goals.

In addition to the Business Services Representatives team, VR began an employment specialist pilot in July 2018 utilizing internal staff to provide job development and placement for VR clients. The pilot was successful, and VR is now implementing this model across the state. Interested clients attend a Job Readiness Training workshop to prepare them for the job search which includes interview skills, resume writing, and accommodations. Once a client completes the Job Readiness Training, they can choose to work with the VR Employment Specialist, or they can select a vendor. The VR Employment Specialist works with the clients to find employment opportunities based on the client's identified vocational goal. The Employment Specialist coordinates with Business Service Representatives to connect the job seekers with employers who are hiring in the local area.

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

Employer Outreach Representatives provide information on career pathways including Registered Apprenticeships, college and university disability resource and career centers, and internships to help staff and educators obtain the accommodations and career services their clients and students need to prepare for and obtain employment. Employer Outreach Representatives partner with high school transition programs, VR transition staff, and other school and program administrators to facilitate mock interviews and pre–employment workshops for youth with disabilities.

VR ensures that Pre-Employment Transition Services (Pre-ETS) are available, statewide, to all students with disabilities, between the ages of 14-22. VR works with local schools and other organizations to assist students in requesting Pre-ETS so they can work on career planning and job readiness skills (using the 5 required services) while they are still in school. These services help students identify their interests, preferences, and strengths so they can develop a viable employment goal.

For a student to participate in Pre-ETS, they must submit a completed Pre-ETS Request Form indicating which of the 5 required services they are interested in receiving and provide proof that they are a student with a disability, age 14-22 and enrolled in an educational program.

VR has developed an agreement with the Sonoran University Center for Excellence in Developmental Disabilities (UCEDD) with the intent of partnering with local schools to assist with the development of community-based Work-Based Learning experiences for students with disabilities. Sonoran UCEDD staff, in conjunction with VR, will coordinate with local businesses to develop summer work programs and job opportunities at specific work sites. School staff will be trained to support students at the worksite thus enabling students to gain real work experience and job readiness skills while having access to necessary support. VR and the Sonoran UCEDD also work collaboratively to establish and maintain Project SEARCH sites. Current sites include youth internship opportunities in hospital, distribution logistics and hospitality industries. Additional Project SEARCH sites in hospital settings are being developed and coordinated with specific school districts.

VR also works with all youth with disabilities, age 14-24, to develop employability skills such as; resume building, soft skill development, adjustment to their disability related needs and self-advocacy skills to help them obtain employment. The full range of VR services are available to transition aged youth, including Pre-ETS, if the youth are also students with disabilities. VR staff determine which VR services the youth is eligible for, and which are necessary for a youth to achieve their employment goal.

H. INTERAGENCY COOPERATION

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

1. THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT;

VR continues to have a strong relationship with Arizona's Medicaid System, known as the Arizona Health Care Cost Containment System (AHCCCS), and is a committed member of various partnerships dedicated to furthering employment opportunities for people with disabilities in Arizona, such as the Employment First Steering Committee, the Home and Community Based Services (HCBS) rules implementation workgroup, and the Association of People Supporting Employment First.

VR maintains a close partnership with AHCCCS via the Interagency Service Agreement related to the provision of VR services to individuals designated Serious Mental Illness as discussed in various sections of this plan. VR and AHCCCS work closely to coordinate VR services, including supported employment services for individuals with the most significant disabilities and extended services (provided by AHCCCS; or, for individuals who do not qualify for AHCCCS supports and are youth with the most significant disabilities, provided by VR) for individuals in the behavioral health and developmental disabilities systems. This collaboration provides a streamlined process for which individuals with behavioral and developmental disabilities get referred to VR and engage in services in an expedited manner with the goal of achieving and maintaining competitive integrated employment.

VR has a Statewide Behavioral Health team who are responsible for implementation of the agreement between VR and AHCCCS. This team provides guidance and technical assistance to staff from both VR and behavioral health to ensure referrals and service delivery are

streamlined and effective for the identified population. Dedicated staff/counselors from each partner agency ensure individuals are referred for VR services when appropriate and these staff continue to work together to support mutual clients throughout the VR process by encouraging participation, providing services as comparable benefits (transportation, counseling, etc.), ensuring a seamless transition to extended services as appropriate, etc.

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

VR has a long–standing partnership with the Arizona Division of Developmental Disabilities (DDD). VR and DDD currently have a Memorandum of Understanding that outlines the process for referring prospective clients, exchanging information, and coordinating services for mutual clients. The Memorandum of Understanding also ensures individuals who are involved in both DDD, and the foster care system have streamlined access to the VR Program. Both VR and DDD have developed several 'standard work' documents that provide detailed information on how staff will collaborate with DDD to ensure mutual clients are served efficiently and effectively.

As of PY 2019, VR employs a Statewide Developmental Disabilities Coordinator who is responsible for oversight and implementation of the agreement between VR and DDD. This position works closely with the DDD Employment Services team to provide guidance and technical assistance to staff from both VR and DDD to ensure referrals and service delivery are streamlined and effective for the identified population. Direct service staff in each local VR office have been identified to serve individuals referred from DDD.

VR and DDD are focused on increasing referrals as well as the employment outcomes of individuals with developmental disabilities. Data on referrals, services, and outcomes for dually enrolled clients is tracked and analyzed each month. VR is currently partnering with the Sonoran University Center for Excellence in Developmental Disabilities to expand both staff knowledge and client opportunities for Supported and Customized employment.

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

As mentioned in h (1) above, VR has maintained an Interagency Service Agreement with Arizona Health Care Cost Containment System (AHCCCS), Arizona's Medicaid system, to provide enhanced VR services to individuals with a designation of Serious Mental Illness (SMI) since 1992. VR works with AHCCCS to review and modify the agreement on a yearly basis to ensure a strong partnership and up-to-date services for individuals determined SMI. Each Managed Care Organization (MCO) contracted with AHCCCS uses the Interagency Service Agreement statewide collaborative protocols to establish specific service delivery responsibilities and outline the roles and responsibilities for VR and MCO behavioral health clinic staff. VR staff, behavioral health clinic staff and mutual vendors collaborate to provide employment services that are integrated with the client's behavioral health services and fully support the client's employment and disability related needs. VR meetings are held at the clinical site to encourage collaboration with all agencies and increase access to services for clients. All Interagency Service Agreement participating agencies partake in continuous training and process improvement through quarterly and biannual meetings.

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

A. QUALIFIED PERSONNEL NEEDS

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

I. THE NUMBER OF PERSONNEL WHO ARE EMPLOYED BY THE STATE AGENCY IN THE PROVISION OF VR SERVICES IN RELATION TO THE NUMBER OF INDIVIDUALS SERVED, BROKEN DOWN BY PERSONNEL CATEGORY;

VR currently utilizes two systems to track personnel, the Human Resources Information Solution which is maintained by ADES, and an internal tracking system maintained by VR. Both systems retain information pertaining to VR staff including hire dates, personnel actions, diversity information, education and experience and professional certifications. These systems are used in combination to identify staff currently meeting qualified staff standards, projected retirement dates, affirmative action criteria and general staffing needs. Recruitment of individuals with disabilities and individuals from minority backgrounds, and bilingual individuals continues to be an ongoing priority for the state and ADES is an Equal Opportunity Employer. Strategies which encourage recruitment of individuals with disabilities and those of minority background continue to be sought out and implemented when appropriate.

Job Title	Total Filled Positions
Total Number of VR service staff	270
Vocational Rehabilitation Counselor- Entry	122
Vocational Rehabilitation Counselor- Intermediate	41
Vocational Rehabilitation Counselor- Senior	34
Program Supervisors	31
Rehabilitation Service Technician	42

II. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND

Current personnel needs are based on serving an average of 12,800 open VR cases monthly.

Job Title	Current Vacancies
Total Number of VR service staff	28
Vocational Rehabilitation Counselors (All levels of VR staff)	17

Job Title	Current Vacancies
Program Supervisors	2
Rehabilitation Service Technician	9

III. PROJECTIONS OF THE NUMBER OF PERSONNEL, BROKEN DOWN BY PERSONNEL CATEGORY, WHO WILL BE NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES IN 5 YEARS BASED ON PROJECTIONS OF THE NUMBER OF INDIVIDUALS TO BE SERVED, INCLUDING INDIVIDUALS WITH SIGNIFICANT DISABILITIES, THE NUMBER OF PERSONNEL EXPECTED TO RETIRE OR LEAVE THE FIELD, AND OTHER RELEVANT FACTORS.

These projections are based on a 20% turnover and retirements over the next five years.

Job Title	Projected # of additional positions needed in 5 years
Total Number of VR service staff	54
Vocational Rehabilitation Counselors (all levels of VR staff)	23
Program Supervisors	5
Rehabilitation Service Technician	8

B. PERSONNEL DEVELOPMENT

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

I. A LIST OF THE INSTITUTIONS OF HIGHER EDUCATION IN THE STATE THAT ARE PREPARING VR PROFESSIONALS, BY TYPE OF PROGRAM;

The University of Arizona is the only university in the state that offers Rehabilitation Counseling degree programs and directly prepares individuals to sit for the Certified Rehabilitation Counselor exam.

Type of Degree	Institution	Program
Bachelor	University of Arizona	Special Education and Rehabilitation
Master	University of Arizona	Counseling Rehabilitation & Mental Health Specialization
Doctorate	University of Arizona	Ph.D. in Counselor Education and Supervision

II. THE NUMBER OF STUDENTS ENROLLED AT EACH OF THOSE INSTITUTIONS, BROKEN DOWN BY TYPE OF PROGRAM; AND

Type of Degree	Institution	Program	Currently Attending
Bachelor	University of Arizona	Special Education and Rehabilitation	72 (majors)

Type of Degree	Institution	Program	Currently Attending
			7 (minors)
Master	University of Arizona	Counseling Rehabilitation & Mental Health Specialization	65
Doctorate	University of Arizona	Ph.D. in Counselor Education and Supervision	7

III. THE NUMBER OF STUDENTS WHO GRADUATED DURING THE PRIOR YEAR FROM EACH OF THOSE INSTITUTIONS WITH CERTIFICATION OR LICENSURE, OR WITH THE CREDENTIALS FOR CERTIFICATION OR LICENSURE, BROKEN DOWN BY THE PERSONNEL CATEGORY FOR WHICH THEY HAVE RECEIVED, OR HAVE THE CREDENTIALS TO RECEIVE, CERTIFICATION OR LICENSURE.

Type of Degree	Institution	Program	Graduated in Previous Year
Bachelor	University of Arizona	Special Education and Rehabilitation	23
Master	University of Arizona	Counseling Rehabilitation & Mental Health Specialization	20
Doctorate	University of Arizona	Ph.D. in Counselor Education and Supervision	1

2. PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

The University of Arizona is the only university in the state that offers Rehabilitation Counseling degree programs and directly prepares individuals to sit for the Certified Rehabilitation Counselor exam. VR maintains an Interagency Service Agreement with the University of Arizona to provide graduate level coursework for personnel who require additional education to meet qualified staff standards. VR also works closely with the University of Arizona to provide internship opportunities for students in the rehabilitation counseling degree programs. VR hires interns whenever possible and seeks to continue using the internships to recruit qualified personnel.

3. PERSONNEL STANDARDS

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

VR considers it a priority to hire and retain personnel who meet national standards for rehabilitation counseling. The Commission on Rehabilitation Staff Certification's Certified Rehabilitation Staff certification is the standard VR utilizes to set the highest level of qualified staff standard for VR rehabilitation professionals. VR staff positions are structured to align with the WIOA Comprehensive System of Personnel Development standards and are strategically tiered to offer a career ladder for individuals interested in obtaining additional education and certification. This structure allows the agency to maintain and attract Certified Rehabilitation Counselors as well as entry and mid-level staff who satisfy the minimum WIOA education and experience requirements.

B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

VR seeks to ensure all VR staff have an appropriate understanding of the evolving labor force and the needs of individuals with disabilities, through the maintenance of education and experience personnel requirements, as well as requirements for ongoing training and professional development. These personnel requirements are outlined in the agency's job descriptions and annual performance appraisals, verified throughout the hiring process and during the annual review cycle, and are reinforced and expanded upon through additional training, policies and procedures.

Basic education requirements for VR staff include:

- Entry VR Staff: Bachelor's degree in a field of study reasonably related to rehabilitation counseling or another field that reasonably prepares individuals to work with individuals with disabilities and employers and two years of experience working with individuals with disabilities.

- Intermediate VR Staff: Master's degree in a field of study closely related to rehabilitation counseling and one year of experience working with individuals with disabilities.

- Senior VR Staff: Meets Intermediate credential requirements plus has a CRC certification.

Requirements related to the knowledge, skills, and abilities for all levels of VR staff include:

- Knowledge of Federal and State laws, statutes, rules, regulations pertaining to VR services; At least one year of case management experience; Experience working with individuals with disabilities; Broad knowledge of physical, mental, and cognitive disabilities; Familiar with referral and community resources; Understands computer

access technology and assistive aids & devices; Knowledge of occupational opportunities and labor market trends; Ability to motivate clients in achieving goals; Effective oral and written communication; Strong time management skills; Resourceful and problem solver; and Excellent interpersonal skills.

4. STAFF DEVELOPMENT

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. A SYSTEM OF STAFF DEVELOPMENT FOR PROFESSIONALS AND PARAPROFESSIONALS WITHIN THE DESIGNATED STATE UNIT, PARTICULARLY WITH RESPECT TO ASSESSMENT, VOCATIONAL COUNSELING, JOB PLACEMENT, AND REHABILITATION TECHNOLOGY, INCLUDING TRAINING IMPLEMENTED IN COORDINATION WITH ENTITIES CARRYING OUT STATE PROGRAMS UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998; AND

Upon hire, VR ensures all rehabilitation professionals and paraprofessionals develop the skills and abilities necessary to assist individuals with disabilities in achieving competitive integrated employment in the evolving labor force by requiring completion of training in the following training topics:

- Referral, Application, and Intake;

- Informed Choice and Vocational Counseling;

- Eligibility and Order of Selection;

- VR Services;

- Individualized Plan for Employment Planning and Development;

- Job Readiness;

- Managing the Electronic Case File;

- Voter Registration;

- Disability Awareness;

- Ticket to Work;

- Assessments;

- Case Closure;

- WIOA Law and Regulations;

- Strengthening Communications;

- Customer Service Excellence;

- WIOA Partners and Programs;

- Exploring Career Pathways;

- Americans with Disabilities Act (ADA);

- Limited English Proficiency;

- Fair Labor Standards;

- Diversity; and

- Records Management.

In addition to new hire training, VR maintains a long-standing Interagency Service Agreement with the University of Arizona to provide graduate level coursework for VR staff seeking to meet requirements to sit for the CRC exam. As of PY 2019, the agreement has expanded to include the provision of quarterly workshops for all VR staff regarding relevant rehabilitation topics such as motivational interviewing, counseling techniques, and medical aspects of disability. CRC credits will be available for workshop participants.

VR also maintains a contract with the Arizona Center for the Blind and Visually Impaired (ACBVI) to provide training and resource development to staff, including partner agency staff, in the area of assistive technology. Staff attend the annual Assistive Technology conference, a collaboration between VR and Arizona Technology Access Program to learn about assistive technology through hands-on/virtual experience. Additional conferences are available throughout the year to educate staff on specific disability populations, cultural awareness including Native American culture, and transition services.

To further assist in the understanding of employer needs, current labor market trends, and on the job accommodations, the Employer Outreach Representatives host conference calls with employers once per month. During these calls, VR staff and employers exchange information regarding employer needs, how to best prepare clients to meet those needs, available accommodations, available training opportunities, and tips for getting clients hired into permanent employment.

VR staff have always been encouraged to participate in internal and external professional development opportunities. In PY 2019, ADES explored a performance standard requiring all staff to participate in a minimum of 32 hours of professional development per year. Achievement of this standard was part of the employee performance appraisal. ADES supported all staff in achieving the standard by providing enhanced professional development and training opportunities via the LinkedIn platform. In PY 2020, VR purchased the YES Learning Management System (YESLMS) system in order to provide more VR specific, virtual training opportunities for staff. Participation is tracked through the YESLMS system.

B. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO DESIGNATED STATE UNIT PROFESSIONALS AND PARAPROFESSIONALS.

Materials and information relevant to the field of rehabilitation are disseminated to staff in various training sessions, through email, provided at the local offices, and listed on the VR intranet. VR makes every effort to have materials and information available in various accessible formats and works diligently with the ADES and core partner staff to ensure the greatest extent of accessibility.

5. PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

VR utilizes several mechanisms in order to best serve applicants who use alternate modes of communication or have Limited English Proficiency. The Arizona state personnel system facilitates the recruitment of qualified bilingual and American Sign Language certified staff, and a stipend is available for those who qualify. These efforts continue to increase the number of employees who communicate in multiple languages. All staff are trained to serve individuals with Limited English Proficiency and have received supplemental instruction specific to VR Limited English Proficiency policies and procedures. Staff who are deaf/hard-of-hearing or who are serving individuals who are deaf/hard-of-hearing have access to video phones as well as laptops and cell phones outfitted with the software necessary to successfully engage with others. Staff are provided with computers, video phones, cell phones, accessibility-related software, note takers, and other devices as needed.

VR contracts with multiple vendors who can assist in face to face and virtual translation, Video Remote Interpreting (VRI), language phone line translation/interpretation and written translation of critical documents.

Video phones are available in local offices to provide Video Relay Services (VRS) for phone calls and teleconference meetings. All VR materials can be made available in alternative formats and are consistently made available in large print and Spanish. Each district has access to Braille materials and the ability to provide print material in alternative languages and formats per client and staff request.

In addition to offering accessible training via virtual platforms such as ZOOM (CART/ASL are provided by VR for VR training) and YES LMS, VR maintains in-person training sites throughout the state. Each training site is equipped with computers, accessibility related software and other devices as needed for accommodation purposes. Assistive listening and visual aid devices and other equipment and software are provided at all training sessions upon request from training participants.

6. COORDINATION OF PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

VR works closely with the ADE Exceptional Student Services to provide opportunities to remain current in transition policies and procedures. An Interagency Service Agreement exists that outlines cross training opportunities between partners. VR and ADE collaborate annually to provide a transition conference which serves to bring the community of providers together to learn about national policies, trends, and best practices in serving youth with disabilities. Additionally, VR partners with ADE in providing training throughout the year on how VR services can contribute to Secondary Transition IEP Requirements and Post School Outcomes.

J. STATEWIDE ASSESSMENT

1. PROVIDE AN ASSESSMENT OF THE REHABILITATION NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, PARTICULARLY THE VR SERVICES NEEDS OF THOSE:

A. WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THEIR NEED FOR SUPPORTED EMPLOYMENT SERVICES;

Arizona partnered with WINTAC to complete the Comprehensive Statewide Needs Assessment (CSNA) in PY 2019. Data was gathered using a variety of methods and sources including survey questionnaires, in-person focus groups and one on one interviews with current and former clients, VR staff, stakeholders, and community partners as well as employers. A brief summary of the relevant themes for each population is below.

The following themes emerged in the area of the needs of individuals with the most significant disabilities including their need for supported employment:

- Supported employment and customized employment need to be further developed in Arizona in order to meet the needs of individuals with the most significant disabilities.

- Staff and providers need ongoing and regular training in SE and CE.

- Transportation remains the most significant need of consumers served by VR, and this is especially true in rural areas.

- The fear of benefit loss adversely affects the return-to-work behavior of Social Security beneficiaries served by VR. They do not understand the work incentive system and express a desire to go to work at a level that keeps them eligible for benefits. Consequently, many pursue part-time work in lower paying jobs that do not lead to self-sufficiency.

- Consumers need to develop self-advocacy skills in order to help address the misperceptions and biases of employers.

B. WHO ARE MINORITIES;

The following themes emerged in the area of the needs of individuals with disabilities from different ethnic groups, including individuals who may have been unserved or underserved by VR:

- Native Americans with disabilities were the most frequently cited group as being potentially underserved by VR. There are five American Indian Vocational Rehabilitation Services (AIVRS) programs in the State. Collaboration between VR and the AIVRS programs has fluctuated throughout the years.

- The need for work skills, education, training, and rehabilitation professionals that speak their language were the most frequently noted needs of individuals from diverse cultures.

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

As stated in j(1)(B), the following themes emerged in the area of the needs of individuals with disabilities from different ethnic groups, including individuals who may have been unserved or underserved by VR:

- Native Americans with disabilities were the most frequently cited group as being potentially underserved by VR. There are five American Indian Vocational

Rehabilitation Services (AIVRS) programs in the State, and the relationship between VR and the AIVRS programs has fluctuated throughout the years.

- The need for work skills, education, training and rehabilitation professionals that speak their language were the most frequently noted needs of individuals from diverse cultures.

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

The following themes emerged in the area of the needs of individuals with disabilities served through other components of the statewide workforce development system:

- The relationship between VR and the ARIZONA@WORK job centers was frequently described as friendly, but primarily a referral relationship.

- The ARIZONA@WORK job centers struggle to effectively serve individuals with disabilities. The staff are not trained in how to serve individuals with varying types of disabilities and generally refer the consumer to VR when a disability is known.

- Ongoing consistent cross-training between the core partners is needed so that staff are aware of how each other's programs function and what limitations in service exist.

- The core partners in Arizona's Workforce Development System need to develop an accurate and effective method of measuring co-enrollment.

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

The following themes emerged in the area of the needs of youth and students with disabilities in transition:

- VR has a history of making a strong commitment to serving youth with disabilities and has several Transition School-to-Work contracts across the State that serve students with disabilities.

- All five required pre-employment transition services represent significant rehabilitation needs of students with disabilities in Arizona, with work-based learning experiences being the most significant and important need.

- Transportation is a major barrier for students and their ability to experience work.

- The need for work skills, soft skills, education and training, self-advocacy training and increased self-determination were repeatedly noted as needs for all youth, not just students with disabilities receiving pre-employment transition services.

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

Results of the CSNA indicate that the need for VR to develop service providers is greatest in the rural areas of the state with the focus being on supported and customized employment services. Results also indicated a need for providers that can sign and have experience working with Deaf and Deaf-Blind individuals.

During PY 2018, VR began using a new Managed Services vendor system (Knowledge Services) that serves as a broker for some services with Community Rehabilitation Providers. This method of procuring services has enabled VR to quickly recruit new vendors in different service areas to meet the needs of clients around the state. As of PY 2021, VR is procuring nine direct client services through Knowledge Services.

3. INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

See j(1)(E) above for assessment of need.

Under the umbrella of the Intergovernmental Agreement (IGA) with the Arizona Department of Education (ADE), VR provides coordinated transition services to all secondary schools throughout the state. VR also has 32 Interagency Transfer Agreements with Public Education Agencies to provide enhanced transition services. These agreements provide a solid structure and foundation for the provision of transition services to students beginning in high school and allow for a seamless transition to postsecondary endeavors.

VR works to engage students as early as possible within their high school experience for the purpose of developing an Individualized Plan for Employment before the student exits school. VR staff assists in the identification of an employment goal which is commensurate with the students' abilities, weakness, and disability related factors. VR, in conjunction with the school, provides opportunities for students to engage in pre–employment transition activities. These activities include career shadowing and exploration, work adjustment training, disability adjustment services, and exploration of postsecondary education and training options while in high school. Services are provided to help prepare the student to successfully transition from high school to postsecondary education or training if appropriate, and competitive, integrated employment.

K. ANNUAL ESTIMATES

Describe:

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES

According to the 2020 Annual Disability Statistics Compendium, approximately 939,236 individuals with a disability live within a community in Arizona. Out of the total number of individuals with disabilities in Arizona, 65,533 persons are aged 5-17 and 449,360 persons aged 18–64. Of the 449,360 persons aged 18–64 with a disability, 39.2 percent or 176,596 were employed.

For FFY 2022, an estimated 16,463 individuals with disabilities will be eligible for services. For FFY 2023, an estimated 16,899 individuals with disabilities will be eligible for services.

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

For FFY 2022, an estimated 16,463 individuals with disabilities who will meet the Order of Selection criteria will receive a range of VR services. Approximately 5,107 applications will be received of which 4,625 may be determined eligible for services. Of the 4,625 eligible individuals, VR approximates that 1,632 will be students with disabilities.

For FFY 2023, an estimated 16,899 individuals with disabilities who meet the Order of Selection criteria will receive a range of VR services. Approximately 5,557 applications will be received of which 4,886 may be determined eligible for services. Of the 4,886 eligible individuals, VR approximates that 1,792 will be students with disabilities.

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

For FFY 2022, an estimated 1,017 of the 4,625 individuals eligible for VR services will receive Supported Employment services.

For FFY 2023, an estimated 1,074 of the 4,886 individuals eligible for VR services will receive Supported Employment services.

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION.

FFY 2022:

- 14,808 priority 1 individuals, eligible individuals with the most significant disabilities, will receive services.

- 1,394 priority 2 individuals, individuals with severe disabilities, will receive services.

- 261 priority 3 individuals, all other eligible individuals, will receive services.

FFY 2023:

- 15,135 priority 1 individuals, eligible individuals with the most significant disabilities, will receive services.

- 1,462 priority 2 individuals, individuals with severe disabilities, will receive services.

- 302 priority 3 individuals, all other eligible individuals, will receive services.

Clarification and definitions on the priority categories can be found in section M(2)(E).

3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

VR has not utilized a waitlist for any priority category since March 2020 and does not anticipate using a waitlist for any priority category in FFY 2022 or FFY 2023.

FFY 2022 projections:

- 0 individuals in priority 1 will be placed on an order of selection waitlist.

- 0 individuals in priority 2 will be placed on an order of selection waitlist.

- 0 individuals in priority 3 will be placed on an order of selection waitlist.

FFY 2023 projections:

- 0 individuals in priority 1 will be placed on an order of selection waitlist.

- 0 individuals in priority 2 will be placed on an order of selection waitlist.

- 0 individuals in priority 3 will be placed on an order of selection waitlist.

Clarification and definitions on the priority categories can be found in section M(2)(E) below.

4. THE COST OF SERVICES FOR THE NUMBER OF INDIVIDUALS ESTIMATED TO BE ELIGIBLE FOR SERVICES. IF UNDER AN ORDER OF SELECTION, IDENTIFY THE COST OF SERVICES FOR EACH PRIORITY CATEGORY.

FFY 2022

Priority Category	Clients Served	Average cost per client	Cost
1	14,808	$2,339	$34,631,364
2	1,394	$1,135	$1,582,988
3	261	$1,159	$302,888
Total	16,463	$2,218	$36,517,240

FFY2023

Priority Category	Clients Served	Average cost per Client	Cost
1	15,135	$2,371	$35,884,277
2	1,462	$1,004	$1,467,822
3	302	$830	$250,870
Total	16,899	$2,225	$37,602,969

L. STATE GOALS AND PRIORITIES

The designated State unit must:

1. IDENTIFY IF THE GOALS AND PRIORITIES WERE JOINTLY DEVELOPED AND AGREED TO BY THE STATE VR AGENCY AND THE STATE REHABILITATION COUNCIL, IF THE STATE HAS A COUNCIL, AND JOINTLY AGREED TO ANY REVISIONS

The State Rehabilitation Council and VR partnered in the development of the goals and priorities stated in this section. Results from the Comprehensive Statewide Needs Assessment

as well as internal Client Satisfaction surveys were also considered in the development of the goals and priorities.

The state goals and priorities for the VR and Supported Employment programs are centered on continuing to implement WIOA as well as continuing efforts to develop effective and efficient strategies which assist in the successful outcomes of individuals with disabilities.

2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS

Goal 1: Increase employment outcomes for individuals with the most significant disabilities.

Strategies include:

- Capitalize on Arizona's Employment First Executive Order (2017-08) to educate and inform stakeholders, job seekers, staff, and employers about the services and supports available to support individuals with disabilities in employment.

- Partner with the Division of Developmental Disabilities to increase staff knowledge regarding employment services available to individuals with significant disabilities and how to refer individuals to the VR Program.

- Continue to research, pilot, and implement customized and supported employment best practices across the state.

Goal 2: Increase client satisfaction with the VR Program.

Strategies include:

- Ensure all staff complete internal 'Customer Service Excellence' training.

- Engage professional development organizations to assist VR in evaluating the agency's customer service needs and establishing agency-wide expectations for the delivery of customer service to clients, vendors, staff, employers, etc.

- Partner with the State Rehabilitation Council to revise existing Client Satisfaction survey questions and explore new methods for data collection.

- Explore opportunities to recognize and reinforce the provision of excellent customer service.

Goal 3: Increase knowledge and abilities of ARIZONA@WORK Job Center staff to ensure all programs are accessible for individuals with disabilities.

Strategies include:

- Provide consultation on appropriate assistive technology equipment and software.

- Connect ARIZONA@WORK job center staff to disability resources.

- Utilize Business Outreach Representatives and internal employment specialists to further educate employers about the benefits of workforce diversification.

3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

An extensive process consisting of multiple surveys, focus groups, review of various data elements, comprehensive statewide assessment results, and performance indicators provided insight and guidance into the development of the State's goals and priorities for the ADES/VR and Supported Employment programs.

A comprehensive statewide assessment was conducted during PY 2019 to assist with the development of the state goals and priorities.

B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

Achievement of the state goals will support the achievement of the performance accountability measures.

The following activities will be pursued to implement an effective process to capture the required data and supporting documentation necessary to improve performance Measurable Skills Gains (MSG) and Credential Attainment:

- Identify gaps in data entry;

- Continue to engage with case management system developers to enhance ability to enter data effectively and efficiently;

- Provide training to all staff with data entry responsibilities on the various data sets that are required in order to appropriately capture MSG and Credential Attainment;

- Develop guidance documents for staff to assist with accurate data entry, specifically targeting MSG and Credential Attainment; and

- Conduct ongoing evaluation of 911 quarterly data submissions to adjust training and guidance as necessary.

Upon successful implementation of the activities to implement effective processes to capture the required data and supporting documentation for MSG and Credential Attainment, Arizona VR staff will begin implementing activities to improve the data entry and reporting for the remaining performance measures.

VR has an intensive Technical Assistance agreement with the Workforce Innovation Technical Assistance Center (WINTAC) and will continue to access the support of this team to assist with identifying data gaps and opportunities for improved training for staff.

C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION COUNCIL AND FINDINGS AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

VR was monitored in March 2018 and is currently on a Corrective Action Plan for Individualized Plan for Employment compliance, prior approval, and internal controls. The CAP does not impact VR's goals and priorities.

VR partners with the State Rehabilitation Council to survey random samplings of clients throughout the year on their satisfaction with the VR Program. Survey results from PY 2020 show:

Clients with open VR cases:

- 94% agree or strongly agree that they are treated with courtesy and respect by VR staff.

- 80% agree or strongly agree that they are satisfied with the amount of contact they have with their VR counselor.

- 85% agree or strongly agree that their counselor provides them with assistance relevant to their situation.

- 77% agree or strongly agree that they receive VR services in a timely manner.

- 84% agree or strongly agree that they would recommend the VR Program to another person

Clients with Closed VR cases:

- 86% agree or strongly agree that they were treated with courtesy and respect by VR staff.

- 69% were satisfied with the amount of contact they have with their VR counselor.

- 72% agree or strongly agree that their counselor provided them with assistance relevant to their situation.

- 70% agree or strongly agree that they received VR services in a timely manner.

- 68% agree or strongly agree that they would recommend the VR program to another person.

To increase the number of individuals with significant disabilities obtaining outcomes, Arizona continues to align goals and strategies with partner with entities such as the Division of Developmental Disabilities, Arizona Healthcare Cost Containment System, Employment First, Arizona Developmental Disabilities Planning Council, Arizona Association for Providers of People with Disabilities, Arizona Department of Education, and Sonoran University Center for Excellence in Developmental Disabilities. Together, the state continues to explore innovative mechanisms for braiding funding and opportunities to increase staff and provider skills related to serving individuals with the most significant disabilities.

M. ORDER OF SELECTION

Describe:

1. WHETHER THE DESIGNATED STATE UNIT WILL IMPLEMENT AND ORDER OF SELECTION. IF SO, DESCRIBE:

A. THE ORDER TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES

Regulations require an organized and equitable method for serving groups of individuals with disabilities in a priority order if all eligible individuals cannot be served due to a lack of

resources. VR has established an Order of Selection based on the number of functional limitations to employment, caused by the disabling condition(s) in combination with the number of VR services needed to address the identified limitations. Individuals in Priority Category 1 (Most Significantly Disabled) are served first. Individuals within each subsequent category are served based on application date as funds become available.

Priority Category 1: Eligible individuals with the most significant disabilities

An individual with a severe physical or mental impairment that seriously limits three or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in the context of an employment outcome; and whose VR can be expected to require multiple VR services over an extended period of time (6 months or longer).

Priority Category 2: Individuals with significant disabilities

An individual with a severe physical or mental impairment that seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome; whose VR can be expected to require multiple VR services over an extended period of time (6 months or longer).

Priority Category 3: All other eligible individuals

An individual with a physical or mental impairment that seriously limits at least one functional capacity (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome and whose vocational rehabilitation can be expected to require at least one vocational rehabilitation service.

As of March 2020, VR is maintaining an Order of Selection but is serving all eligible individuals without a waiting period. Current fiscal forecasting predicts that VR will be able to continue to provide planned services to all eligible individuals without delay for FFY 2022 and FFY 2023.Staffing levels are anticipated to remain stable and suitable to continue to provide the necessary client services.

B. THE JUSTIFICATION FOR THE ORDER

Arizona VR implemented an Order of Selection in State Fiscal Year 2009 due to a significant reduction in state appropriations. VR maintains the Order of Selection as state appropriation levels have remained consistent since 2009 although VR has not utilized a waitlist since March 2020.

FFY 2023 projections:
Grant Award - $79,804,994.75
Carryover - $57,957,652
Deficit - 0

C. THE SERVICE AND OUTCOME GOALS

Currently, all clients determined eligible begin to receive services immediately with the outcome of successful employment. VR began a systematic release of clients from Priority 2 in November 2016 and started removing clients from Priority 3 in June 2019. VR completes fiscal forecasting on a monthly basis and, as of March 2020, is able to serve all eligible clients without delay.

VR's goal for FFY 2020 and FFY 2021 was to maintain the fiscal stability and staff capacity that would allow all incoming applicants to be served without utilizing a waitlist. These goals were achieved and in FFY 2020 and 2021, all eligible individuals were immediately assisted in developing their Individualized Plan for Employment and starting services.

VR's goal for FFY 2022 and FFY 2023, will remain the same as the program continues to monitor and assess the impact of the pandemic on referrals, service expenditures, and staff capacity.

Projections for FFY 2022:

	# Eligible Individuals who will receive services	# Closures with Employment
Priority 1	14, 808	1,347
Priority 2	1,394	122
Priority 3	261	19

Projections for FFY 2023:

	# Eligible Individuals who will receive services	# Closures with Employment
Priority 1	15,135	1,398
Priority 2	1,462	130
Priority 3	302	21

D. TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER; AND

FFY2022

- VR foresees being able to serve individuals in Priority 1, 2 and 3 with no delay for the foreseeable future. It is predicted that individuals in Priority 1 will be in services for approx. 24 months with a cost of $4,678 and Priority 2 clients will be in service for approx. 18 months with a cost of $1,704. It is predicted that individuals in Priority 3 will be in service for approx. 12 months with a cost of $1,153.

FFY2023

- VR foresees being able to serve individuals in Priority 1, 2 and 3 with no delay for the foreseeable future. It is predicted that individuals in Priority 1 will be in services for approx. 24 months with a cost of $4,742 and Priority 2 clients will be in service for approx. 18 months with a cost of $1,506. It is predicted that individuals in Priority 3 will be in service for approx. 12 months with a cost of $831.

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES

VR has established an Order of Selection based on the number of functional limitations to employment, caused by the disabling condition(s) in combination with the number of VR services needed to address the identified limitations.

Individuals in Priority Category 1 (Most Significantly Disabled) are served first. Individuals within each category are served based on application date as funds become available.

- Priority Category 1: Eligible individuals with the most significant disabilities

An individual with a severe physical or mental impairment that seriously limits three or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in the context of an employment outcome; and whose VR can be expected to require multiple VR services over an extended period of time (6 months or longer).

- Priority Category 2: Individuals with significant disabilities

An individual with a severe physical or mental impairment that seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome; whose VR can be expected to require multiple VR services over an extended period of time (6 months or longer).

- Priority Category 3: All other eligible individuals

2. IF THE DESIGNATED STATE UNIT HAS ELECTED TO SERVE ELIGIBLE INDIVIDUALS, REGARDLESS OF ANY ESTABLISHED ORDER OF SELECTION, WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT

VR has chosen not to serve eligible individuals, regardless of established Order of Selection, who require specific services or equipment to maintain employment. The state will continue to examine the appropriateness of serving individuals who need specific equipment to maintain employment as the OOS waitlist continues to decrease.

N. GOALS AND PLANS FOR DISTRIBUTION OF TITLE VI FUNDS

1. SPECIFY THE STATE'S GOALS AND PRIORITIES FOR FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

As stated in (l)(2) of this plan:

Goal 1: Increase employment outcomes for individuals with the most significant disabilities. Strategies include:

- Capitalize on Arizona's Employment First Executive Order to educate and inform stakeholders, job seekers, staff, and employers about the services and supports available to support individuals with disabilities in employment.

- Partner with the Division of Developmental Disabilities (DDD) to increase staff knowledge regarding employment services available to individuals with disabilities and how to refer individuals to the VR Program.

- Continue to research, pilot, and implement customized and supported employment best practices across the state.

In addition to the cooperative agreements with the Arizona Healthcare Cost Containment System (AHCCCS) and DDD regarding the provision of supported employment and extended services for individuals with behavioral health needs and developmental disabilities, VR works collaboratively with various entities as detailed throughout this plan, to support system change that will lead to more opportunities and increased support for individuals with significant disabilities who want to enter the workforce.

(Note: Extended Services are funded by AHCCCS unless the individual does not qualify. VR funds extended services for up to four years or until the age of 25 for individuals between 14 and 24 years of age who do not qualify for AHCCCS.)

2. DESCRIBE THE ACTIVITIES TO BE CONDUCTED, WITH FUNDS RESERVED PURSUANT TO SECTION 603(D), FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING:

A. THE PROVISION OF EXTENDED SERVICES FOR A PERIOD NOT TO EXCEED 4 YEARS; AND

As stated in (n)(1), VR's goal is the increase employment outcomes for individuals with the most significant disabilities through various methods including: education and training of community partners, staff, stakeholders, employers, etc.; increased collaboration with the Division of Developmental Disabilities (DDD) to educate staff and clients about opportunities for competitive integrated employment and increase referrals to VR; and the identification and implementation of best practices regarding customized and supported employment via continued (thru end of FFY 2020) work with the Workforce Innovation Technical Assistance Center, participation in both the Supported Employment and Customized Employment community of practices, and collaboration with the Sonoran University Center for Excellence in Developmental Disabilities.

VR consistently collects and analyzes many data points in order to assess progress toward meeting this goal. Data collected includes the number of referrals coming from partner agencies such as DDD, behavioral health and schools; the number of clients in supported employment plans; the types and costs of services provided to clients in supported employment; and the number of outcomes and average wage of individuals who successfully achieve supported employment outcomes. VR has teams of staff dedicated to working with individuals and youth with developmental disabilities, individuals and youth with behavioral health needs, and youth in transition. Staff monitored supported employment and extended supported employment activities and data on a consistent basis and problem solve to address deficiencies.

VR is utilizing 50 percent of the funds received for the provision of supported employment services and has set aside 50 percent of the funds received under Section 603 of the Rehabilitation Act for the provision of services specific to youth with the most significant disabilities. Funds will be used to support youth in supported employment for up to 24 months (or longer with an exception) and to provide extended supported employment services for youth who do not have other forms of support for 4 years or till the age of 25. VR will utilize funds reserved under 603(d) to pay contracted Community Rehabilitation Providers to provide supported employment services including long-term job coaching and extended services.

Dissemination of information to staff, clients, and community partners regarding the changes made by WIOA are continuous. Information regarding the Supported Employment funds reserved for youth with the most significant disabilities and the ability to provide extended services for up to four years will continue to be promoted as VR collaborates with DDD and Arizona Department of Education to increase staff awareness of pre-employment transition services and supported, customized, and extended supported employment opportunities.

Active agreements with the Arizona Healthcare Cost Containment System and DDD prove to be vital for the seamless transition from VR supported services to extended supports provided by an alternate funding source. VR will continue to actively pursue opportunities which will allow the state to leverage public and private funds in order to increase resources and serve youth with the most significant disabilities.

B. HOW THE STATE WILL LEVERAGE OTHER PUBLIC AND PRIVATE FUNDS TO INCREASE RESOURCES FOR EXTENDED SERVICES AND EXPANDED SUPPORTED EMPLOYMENT OPPORTUNITIES FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.

As stated throughout this plan:

VR provides information to local Councils of Government regarding current client needs and service/provider information as requested during the Social Service Block Grant planning process. VR manages any resources allocated for extended employment support services, ensuring the funds are utilized to support individuals with the most significant disabilities who need extended employment supports to maintain employment. VR contracts with Community Rehabilitation Providers to provide the extended support services and monitors the providers to ensure quality service provision and contract compliance.

VR also has established five Memorandum of Understandings with local providers for the provision of ongoing Partnership Plus services. Dedicated VR staff continues to encourage provider agencies to become Employment Networks through the Social Security Ticket to Work program. Provider agencies will then provide extended support following the successful conclusion of VR services to clients who are Ticket to Work participants.

VR engages with the ADE to provide transition services to secondary students across the state. This active engagement has allowed VR to cultivate 32 Interagency Transfer Agreements to provide enhanced transition services and numerous other connections with local schools statewide. VR and the ADE have implemented a data sharing agreement to support both parties in identifying, referring, and providing services to youth with the most significant disabilities.

O. STATE'S STRATEGIES

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

1. THE METHODS TO BE USED TO EXPAND AND IMPROVE SERVICES TO INDIVIDUALS WITH DISABILITIES

In the continuing effort to expand and improve services to individuals with disabilities VR will maintain, and expand as appropriate, cooperative agreements and contracts with the following entities:

- LWDBs and coordination with ARIZONA@WORK Job Centers
- AHCCCS
- Tribal entities, including the Native American 121 programs
- DDD
- ADE
- Spinal and Head Injury Council

- Community Rehabilitation Providers

To promote persons with disabilities working in Arizona, the VR Program provides all clients with access to Disability Benefits 101 (DB101). DB101 is an online tool that provides individuals with information on health coverage, benefits, and employment, as well as tools to explore how benefits may be impacted by employment wages. The DB101 site includes information specifically for young adults who are learning to manage school, benefits, and work, and provides tips for parents regarding how to assist their young adult to make informed work/life choices.

ADES continues to use the Arizona Management System principles and tools to develop a framework of standard policies, processes, and procedures to ensure the VR Program is fulfilling the department's objectives and goals: matching employers with qualified job seekers and increasing labor force participation by serving all eligible individuals and employers who are seeking services. This results-driven management system focuses on delivering value added customer service, tiered accountability models, and engaging in continuous improvement practices.

VR has embraced the changes to service delivery methods made necessary by the pandemic. VR hopes to increase access to VR services by offering more flexible service delivery options moving forward (i.e., virtual, in-office, and community-based services). VR conducted, and will continue to conduct, surveys and focus groups with VR clients to assess service delivery preferences and ability to access various technology/virtual services. VR continues to explore options that would support a more flexible and mobile workforce such as accessible and mobile technology, shared office space, virtual platforms, remote work, etc.

2. HOW A BROAD RANGE OF ASSISTIVE TECHNOLOGY SERVICES AND DEVICES WILL BE PROVIDED TO INDIVIDUALS WITH DISABILITIES AT EACH STAGE OF THE REHABILITATION PROCESS AND ON A STATEWIDE BASIS

Assistive technology devices and services are offered to clients throughout the rehabilitation process through a statewide network of qualified contractors. VR employs a Statewide Assistive Technology Coordinator who is available to provide consultation and technical assistance to staff, staff, and contractors.

VR is in the process of finalizing an Interagency Service Agreement with the Arizona Technology Access Program related to the provision of comprehensive assistive technology services, including a demonstration and loan program, to individuals with disabilities who are seeking employment in the State of Arizona.

VR provides assistance, guidance, and training resources to help ARIZONA@WORK job centers ensure accessibility for individuals with disabilities. VR contracts with Arizona Center for the Blind and Visually Impaired (ACBVI) to provide consultation and training on assistive technology and disability awareness for all staff in the Arizona workforce system and employers.

VR will continue to explore agreements and opportunities which will allow the program to enhance early identification of assistive technology needs and provision of assistive technology throughout the rehabilitation process.

3. THE OUTREACH PROCEDURES THAT WILL BE USED TO IDENTIFY AND SERVE INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES, INCLUDING THOSE WITH THE MOST SIGNIFICANT DISABILITIES, AS WELL AS THOSE WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM

- VR staff participate in quarterly meetings with the Arizona Tribal 121 programs to collaborate and serve individuals on reservations who may have traditionally been unserved or underserved by the VR Program.

- VR, DDD, and behavioral health clinic staff participate in various meetings and events to facilitate relationship-building and information sharing throughout the year.

- VR staff are assigned to high schools throughout the state and present information about the VR Program to parents, students and staff on a regularly occurring basis.

- VR staff present about VR at conferences such as the Statewide Transition Conference, Vision Rehabilitation Assistive Technology Expo, Institute Human Development, Raising Special Kids Symposium, Assistive Technology Conference, etc. Staff also host tables at local conferences, transition events, and job fairs.

- Pre-Employment Transition Services (Pre-ETS) contract provides incentives for Community Rehabilitation Providers to conduct outreach and develop relationships with schools throughout the state to ensure all students with disabilities have access to Pre-ETS and VR services.

- Active participation with the various Councils throughout the state such as the State Independent Living Council, Governor's Councils for Blind/Visually Impaired and Spinal and Head Injuries and Disability Planning Council assists helps to disseminate information across a broad network of community stakeholders.

- The VR Program utilizes department public information staff to develop and disseminate information in print, on the internet as well as on specific social media sites which promote disability awareness, local disability and employment events, and the VR Program.

- The VR Program supports Governor Ducey's Second Chance Center Initiative to provide inmates with pre and post-release employment services by working closely with correctional facility staff and inmates prior to and post-release to ensure a stable employment outcome.

- The VR Program is in the process of developing a 'Think Outside the Office' campaign that will educate and inform staff, vendors, clients, public, etc. about VR's vision and strategies for improving access to services and client satisfaction by offering more flexible service delivery options.

4. THE METHODS TO BE USED TO IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POSTSECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES)

The VR Program has contracted with Community Rehabilitation Providers across the state to provide pre-employment transition services and continues to encourage new entities to engage in service provision. These services are geared to provide all potentially eligible students with

disabilities information related to exploring careers and opportunities to enroll in postsecondary educational opportunities, developing workplace readiness and self-advocacy skills and experiencing work-based learning opportunities. In addition to contracting with Community Rehabilitation Providers to provide pre- employment transition services, VR staff across the state have been trained to provide pre- employment transition services workshops in their Local Workforce Development Areas.

VR and Arizona Department of Education (ADE)'s Exceptional Student Services staff continue to work together to ensure that students with disabilities are successfully transitioning from secondary education to postsecondary endeavors. VR has assigned staff statewide to all public high schools and charters, to increase outreach to schools across Arizona. VR and ADE entered into a data sharing agreement allowing each agency to share data necessary to facilitate the provision of services to transition age students. The data sharing agreement is being used to analyze post-school outcomes for students connected to VR compared to those who were not connected to VR. The data confirms that students who were connected to VR have better post-school outcomes then those who were not. VR utilizes this data when conducting outreach to schools, as a method of encouraging student referrals to VR.

VR is developing and implementing a variety of methods to better engage students with disabilities, both eligible and potentially eligible including;

-An agreement with the Sonoran University Center for Excellence in Developmental Disabilities (UCEDD) to partner with local schools to assist with the development of community-based Work-Based Learning experiences for students with disabilities. Sonoran UCEDD staff, in conjunction with VR, will coordinate with local businesses to develop work sites and train school staff to support students at their worksite. This agreement also includes the development of a paid summer work program for students, who are clients. This will provide additional summer work-based learning opportunities for students and encourage more students to apply for VR, so they can participate in the paid summer work program.

- Collaboration with the Department of Child Safety (DCS) and local schools, on engaging more foster care youth in VR services. VR has developed a community of practice in Tucson, representatives include VR, local schools, DCS, behavioral health and the Sonoran UCEDD. The goal is to develop a system for local schools to identify who their foster care students with disabilities are, so they can connect those youth to Pre-employment transition services and to VR for additional services, as needed. Additional communities of practice are in development statewide to improve collaboration in local communities, for foster care youth.

-Partnership with the State Independent Living Council to provide self-advocacy and self-determination training to youth through Youth Leadership Forums. The Youth Leadership Forums provide youth with an opportunity to increase their self-advocacy skills through a series of unique peer-to-peer training workshops.

VR utilizes a Managed Service Provider to act as a broker for several services with Community Rehabilitation Providers. This enables consistent recruitment of qualified providers to address areas of need across the state. VR also collaborates with various technical assistance centers on the provision of pre-employment transition, transition, supported, and customized employment. VR is receiving technical assistance that includes vendor recruitment, training and monitoring.

-Collaboration with the Arizona Developmental Disabilities Planning Council and Sonoran UCEDD to provide "Job Coach Training" for staff of state agencies and Community Rehabilitation Providers. Objectives include an overview of supported and customized employment, hands-on training in areas of discovery, assessment, job development, job training, and job supports.

-Collaboration with the Sonoran UCEDD to enhance VR's Supported and Customized Employment services to youth with significant disabilities. Plans include an assessment of current contracts and policies, recommendations for program improvements, and provision of resources and training on Supported and Customized Employment.

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE

In 2018, VR established a contract with a Managed Service Provider (MSP) as part of an effort to improve the VR service delivery system. The MSP maintains the contract for various VR services and subcontracts with Community Rehabilitation Providers (CRPs) across the state. This allows VR clients and vendors to have access to an open, continuous, and robust network of services and service providers who can meet the specific needs of individuals with disabilities. VR continues to evaluate the effectiveness of the MSP and the appropriateness of contracting with the MSP for additional services.

VR plans to continue to identify needs and provide resources when possible, to support the establishment and skill development of CRPs in Arizona. The selected projects and actions will be based on the needs as reflected in the most recent Comprehensive Statewide Needs Assessment, State Rehabilitation Council client satisfaction survey, and continuing work with the statewide workforce development partners.

Strategies include:

- Increasing communication with CRPs through consistent meetings which involve both the VR and provider staff to discuss contract requirements, expectations, challenges, and resolutions.

- Consistently monitor CRPs performance through onsite and desk contract monitoring.

- Provide training to community rehabilitation providers regarding the provision of VR services and expected outcomes.

- Conduct targeted outreach for providers in areas with identified service gaps.

- Collaborate with the State Rehabilitation Council to identify CRPs and programs to establish new and varied vendor and liaison relationships.

- Collaborate with community organizations to increase awareness of Arizona VR and advance the mission of the organization.

- Embrace the dual customer approach and partner with business to meet their training, recruitment, hiring, accommodation, and retention needs.

- Reevaluate the method of payments for provider travel to minimize service gaps in rural areas.

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA

Strategies:

- Update and modernize the VR case management system to accurately capture employment wages second and fourth quarter after exit.

- Utilize quarterly Data Dashboards provided by RSA to measure current performance and address possible gaps.

- Provide quarterly error reports to individual staff in order to facilitate corrections in data entry.

- Provide training and help documents to educate staff on common performance measures and improve accuracy of data entry.

- Offer policy-related information/Q&A sessions to enhance staff knowledge of services that contribute to measurable skills gains and credential attainment (e.g. post-secondary education and training).

- Explore use of National Student Clearinghouse to obtain post-secondary data related to measurable skills gains and credential attainment for participants.

7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES

VR contracts with Arizona Center for the Blind and Visually Impaired (ACBVI) to facilitate training and resource development, with a focus on the use of assistive technology for various disabilities and disability awareness, for all staff in the Arizona workforce system and employers. Partner staff can request training at any time and ACBVI now offers all training in a virtual format. Through this contract, ACBVI also manages the ATArizona.com website which is being updated to include information for both staff and the public, on the assistive technology resources available in local job centers.

VR key personnel participate on all Local Workforce Development Boards to ensure the needs of individuals with disabilities are always considered. VR staff's active involvement and participation in the decision-making processes at the local level are opportunities to identify potential areas for improvement and service expansion in regional workforce development.

VR staff will continue to participate in staff workshops and training sessions to educate the broader workforce development system staff about the VR Program and services.

8. HOW THE AGENCY'S STRATEGIES WILL BE USED TO:

A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;

The strategies identified throughout this section will help the state achieve the goals and priorities stated in (l)(2) of this plan by ensuring:

- Partnerships with other federal/state and community programs are in place and available to support individuals with disabilities via referrals, comparable benefits, and potential long-term employment supports;

- Staff and partners have knowledge, skills, and resources related to Assistive Technology (AT) and are able to effectively engage, with and support clients who require and/or benefit from the use AT in terms of accessing information, programs, and other necessary services;

- Information about the VR program, including the availability of Pre-Employment Transition Services (Pre-ETS) for eligible and potentially eligible students with disabilities is widely available and disseminated through a variety of platforms and methods, especially to tribal, rural, and minority communities; and

- Events, meetings, conferences, etc. are used to conduct outreach, gather information and ideas on how to meet the needs of various populations/communities, and obtain feedback on the performance of the VR program and staff.

- Individuals with disabilities across the state have increased options for accessing VR services (e.g., services can be provided via virtual, community-based, in-office)

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

The VR Program continues to engage with several federally funded technical assistance centers to support the innovation and expansion activities allowable under WIOA. Through the end of FFY 2020, VR maintained an intensive technical assistance agreement with the Workforce Innovation Technical Assistance Center related to performance measures, Pre-Employment Transition Services, and implementation of Section 511- subminimum wage employment. Agreements also existed with the National Technical Assistance Center of Transition and Youth Technical Assistance Center to help VR to address needs related to improving and expanding service delivery to potentially eligible students and youth with disabilities. VR is currently partnering with the Vocational Rehabilitation Technical Assistance Center on Quality Management on a Disability Innovation Fund grant application and continues to obtain technical assistance related to common performance measures.

Arizona will continue to support the State Rehabilitation Council and the State Independent Living Council in joint efforts to support and expand services to individuals with disabilities. Arizona continues to work with existing and new partners to identify opportunities to increase access and participation in the VR and supported employment programs.

C. OVERCOME IDENTIFIED BARRIERS RELATING TO EQUITABLE ACCESS TO AND PARTICIPATION OF INDIVIDUALS WITH DISABILITIES IN THE STATE VR SERVICES PROGRAM AND THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM.

As described in various sections of this plan, VR will continue to assist ARIZONA@WORK Job Centers and staff to learn best practices for serving individuals with disabilities by providing access to resources and training related to disability awareness and assistive technology.

VR will continue to enhance the partnership with the Division of Developmental Disabilities (DDD) and will continue building a team dedicated to collaborating with DDD to increase referrals to the VR Program and serve mutual clients.   VR will continue to participate on the Employment First Steering committee as well as the Home and Community Based Services rules implementation committee to help guide and facilitate systems change.

VR partnered with multiple technical assistance centers, DDD, Arizona Healthcare Cost Containment System, Arizona Department of Education, and Division of Child Safety to develop and implement a Customized Employment pilot project regarding the identification of best practices for Customized Employment in rural communities. The Pilot project was estimated to begin in January 2020 but was canceled due to the pandemic. VR is currently partnering with the Sonoran University Center for Excellence in Developmental Disabilities to expand both staff knowledge and client opportunities for Supported and Customized employment.

P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

Describe:

1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

Goal: Increase client satisfaction with the VR Program.

Outcome: In progress

Strategies:

- Implementation of a customer service training requirement and staff performance measure.

- Implementation of a revised Client Satisfaction survey and process for conducting follow-up calls to willing participants. Results are collected, compiled, and shared on a quarterly basis.

- Creation and distribution of a new VR handbook for applicants and participants. Handbook includes pertinent information about the VR program and processes as well as expectations for both staff and participants that reflect VR's increased focus on customer service.

- Ongoing collaboration with Boston Massachusetts Institute for Community Inclusion related to training in Tripartite supervision and establishment of agency vision that includes an emphasis on customer service.

Goal: Increase knowledge and abilities of ARIZONA@WORK job center staff to ensure all programs are accessible for individuals with disabilities.

Outcome: In progress**.**

Strategies:

- Maintenance of a contract with the Arizona Center for the Blind and Visually Impaired (ACBVI) to provide consultation and training on assistive technology and disability awareness to RSA and job center staff across the state, as well as maintenance of a website that provides the public with information on assistive technology in job centers.

- Ongoing communication to connect ARIZONA@WORK job center staff to disability resources.

- Utilization of Business Outreach Representatives and internal Employment Specialists to further educate employers about the benefits of workforce diversification.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

Factors that impeded achievement of goals and priorities:

- Minimal responses to Client Satisfaction survey follow-up calls has impacted amount of feedback obtained through survey.

- Significant delays in obtaining assistance from Boston Massachusetts Institute for Community Inclusion due to challenges with procurement. Training is currently underway.

- Staff turnover as well as difficulties in obtaining current and accurate information from outside entities has impacted the maintenance of assistive technology website information as well as communication with job centers regarding disability resources. VR is exploring ways to better address the growing demand for virtual/online information and accurate, up-to-date resources.

- Human resource processes have delayed the creation of internal Employment Specialist positions.

VR continues to work toward the achievement of all identified goals and priorities. VR will continue to assess how pandemic-related changes (e.g., the move to virtual services) affects client satisfaction and ARIZONA@WORK Job Center services.

2. AN EVALUATION OF THE EXTENT TO WHICH THE SUPPORTED EMPLOYMENT PROGRAM GOALS DESCRIBED IN THE SUPPORTED EMPLOYMENT SUPPLEMENT FOR THE MOST RECENT PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

Goal: Increase employment outcomes for individuals with the most significant disabilities.

Outcome: In progress

Strategies:

- Ongoing promotion of Employment First messaging in communication to staff and vendors, training materials, marketing, etc.

- Enhanced collaboration with the Sonoran University Center for Excellence in Developmental Disabilities to provide support, consultation, and training on Supported and Customized employment for VR staff.

- Use of Statewide Coordinators that specialize in Development Disabilities and behavioral health to provide enhanced consultation and training to direct service staff and partner agencies.

- Maintenance of direct service staff/teams that specialize in behavioral health and developmental disabilities.

- Ongoing collaborative meetings, training, and other events are held throughout the year by VR, behavioral health, and DDD staff.

- Continuous tracking and analysis of program data related to: individuals with significant disabilities, referrals from the Division of Developmental Disabilities and behavioral health clinics, supported employment service provision and outcomes, etc.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

Factors that impeded achievement of goals and priorities:

- Challenges in obtaining technical assistance that aligns with agency vision and needs has created delays in obtaining support, training, and consultation for Supported and Customized Employment. VR is currently utilizing internal resources to address needs.

VR continues to work toward the achievement of all identified goals and priorities. VR will continue to assess how pandemic-related changes (e.g., the move to virtual services) affects employment outcomes for individuals with the most significant disabilities.

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA

VR continues to engage in conversations with core partners and System 7, Libera case management system developers to develop effective and accurate data management processes which allow VR to report performance on the common performance measures as prescribed in WIOA. VR engaged in extensive data analysis, error identification, and staff training specific to Measurable Skills Gain during 2021 which resulted in higher than negotiated outcomes.

A data sharing agreement has been executed allowing core partners to share aggregate information. ACA/OEO is in process of developing a web-based tool which will compile information obtained from the core programs and allow workforce development staff from all programs to access the data. The data can be used to develop strategies, identify trends, and inform job seekers and employers of opportunities which exist across the state for employment.

The VR Program continues to collect data in the following areas in order to establish baseline data for the performance indicators under section 116 of WIOA:

- Employment in the 2nd quarter
- Employment in the 4th quarter
- Median Earnings
- Credential Attainment
- Measurable Skills Gains
- Effectiveness in Serving Employers

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED

Innovation and Expansion funds were provided to the Statewide Independent Living Council (SILC) to assist in the provision of allowable activities under the State Plan for Independent Living.

AZRSA provides the Arizona State Independent Living Council with $266,000.00 annually to support the development of the Resource Plan and implementing activities.

AZRSA provides a full time Council Liaison position to support the activities conducted by the State Rehabilitation Council.

Q. QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES

Include the following:

1. THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES

A. Quality

VR provides Supported Employment Services to eligible clients with the most significant disabilities. Supported Employment Services are authorized by VR staff to be provided by Community Rehabilitation Providers. Community Rehabilitation Providers are awarded competitive contracts based on their response to the Request for Proposal. Upon contract award, providers receive training from contract and policy staff about the scope of services required. VR staff authorize services to be provided by vendors. A client service plan is developed with the VR staff, the client, and guardian if necessary, and the vendor in order to ensure appropriate service provision. Vendors are required to report activity to VR staff on a monthly basis. VR staff are responsible to review the monthly activity and approve the service costs or request a meeting to revise the client service plan goals and objectives. VR utilizes a contract monitoring unit who conduct annual desk and site audits in order to ensure compliance with contract requirements.

B. Scope

Arizona utilizes a consistent process of eligibility and Order of Selection determination for all clients. An individual with the most significant disabilities who has the skills and abilities to work in an integrated, competitive workplace and needs intensive VR service in order to obtain and maintain employment is considered an individual that needs Supported Employment services. Individuals who are determined to need Supported Employment Services have access to the full scope of VR services. Clients and staff will work to identify a financial or natural resource to provide ongoing support services as needed once VR services have concluded.

Financial resources include long term support provided by the DDD or AHCCCS. Additional sources such as a Plan to Achieve Self–Sufficiency or Impairment Work Related Expense plan is available to individuals who receive Social Security award monies. Arizona holds agreements with five Employment Networks who may support individuals in employment after case closure from VR. Through collaboration with the Councils of Governments, Social Security Block Grant dollars are also utilized to provide extended support services after closure from VR. Natural support in an employment setting can be developed while the client is receiving VR supported services. VR staff may also provide training to managers, supervisors, and coworkers in order to develop natural support within the competitive and integrated employment setting.

C. Extent

VR recognizes Supported Employment as a viable employment option as long as the employment outcome meets the criteria of providing competitive wages in an integrated setting. Supported Employment services may be provided by VR for up to 24 months or longer if determined appropriate.

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES

During development of the Individualized Plan for Employment, VR works with a client to assess the need for Supported Employment and extended services. If Supported Employment and extended services are determined to be necessary, VR and the client explore potential sources of extended services which may include alternative funding sources such as

AHCCCS/DDD and natural supports. Once the client obtains employment, Supported Employment services are provided for up to 24 months (or longer if necessary and an exception is approved) to assist the client in achieving stable employment prior to transitioning to extended services. During the provision of supported employment services, the client is provided with job training, coaching, observation, and/or follow-up services to reinforce and stabilize the employment through on-worksite monitoring or off-site meetings between the client and VR staff or vendor. The client is considered stable in their employment when a reduction in support services has occurred and a continuing level of support has been identified and the client has achieved the highest level of independence on the job, as determined by the client, job coach, and Staff.

Once a client is determined to be stable in their employment, a meeting is held with the client, staff, and extended service provider. If all parties are in agreement that the client is stable and can be transitioned to extended services, responsibility for the funding for job coaching and extended services are transitioned to the extended service provider. If the client is a youth with a disability and no other source of extended services is available, VR will provide extended services for up to 4 years or until the youth reaches the age of 25, whichever happens first. If the client is transitioned to non-VR funded extended services, VR staff monitor the client's progress and job stability over the next 90 days. At the conclusion of the 90-day period, if the client remains stable in the job and the team agrees, the case will be closed as meeting an employment outcome.

VOCATIONAL REHABILITATION (COMBINED OR GENERAL) CERTIFICATIONS

States must provide written and signed certifications that:

1. THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) IS AUTHORIZED TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN UNDER TITLE I OF THE REHABILITATION ACT OF 1973 (REHABILITATION ACT), AS AMENDED BY WIOA[14], AND ITS SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT[15];

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE

Arizona Rehabilitation Services Administration (DSU)

2. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (ENTER THE NAME OF DESIGNATED STATE AGENCY)[16] AGREES TO OPERATE AND ADMINISTER THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[17] , THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[18] , POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER SECTION 111 OF THE REHABILITATION ACT ARE USED SOLELY FOR THE PROVISION OF VR SERVICES AND THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

ENTER THE NAME OF DESIGNATED STATE AGENCY

Division of Employment and Rehabilitation Services (DERS)

3. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE VI OF THE REHABILITATION ACT FOR SUPPORTED EMPLOYMENT SERVICES, THE DESIGNATED STATE AGENCY AGREES TO OPERATE AND ADMINISTER THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM IN ACCORDANCE WITH THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[19] , THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[20] , POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER TITLE VI ARE USED SOLELY FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES AND THE ADMINISTRATION OF THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

4. THE DESIGNATED STATE AGENCY AND/OR THE DESIGNATED STATE UNIT HAS THE AUTHORITY UNDER STATE LAW TO PERFORM THE FUNCTIONS OF THE STATE REGARDING THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

5. THE STATE LEGALLY MAY CARRY OUT EACH PROVISION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT.

6. ALL PROVISIONS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT ARE CONSISTENT WITH STATE LAW.

7. THE (ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY UNDER STATE LAW TO RECEIVE, HOLD, AND DISBURSE FEDERAL FUNDS MADE AVAILABLE UNDER THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

Kristen Mackey

8. THE (ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND THE SUPPLEMENT FOR SUPPORTED EMPLOYMENT SERVICES;

ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

Administrator for Arizona RSA

9. THE AGENCY THAT SUBMITS THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT HAS ADOPTED OR OTHERWISE FORMALLY APPROVED THE PLAN AND ITS SUPPLEMENT.

FOOTNOTES

[14] Public Law 113-128.
[15] Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.
[16] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.
[17] No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.
[18] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR

part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations.
 [19] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.
[20] Applicable regulations, in part, include the citations in footnote 6.

<div align="center">CERTIFICATION SIGNATURE</div>

Signatory information	Enter Signatory information in this column
Name of Signatory	Kristen Mackey
Title of Signatory	Administrator
Date Signed	3/31/2020

<div align="center">ASSURANCES</div>

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances: **The State Plan must provide assurances that:**

The State Plan must include	Include
1. Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.	
2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.	
3. The designated State agency or designated State	

The State Plan must include	Include
unit, as appropriate, assures it will comply with the requirements related to:Administration of the VR services portion of the Unified or Combined State Plan:	
3.a. The establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act	
3.b. The establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (A or B must be selected):	
3.b.(A) "is an independent State commission" (Yes/No)	No
3.b.(B) "has established a State Rehabilitation Council" (Yes/No)	Yes
3.c. Consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act	
3.d. The financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3)	
3.e. The local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds (Yes/No)	No
3.f. The shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs (Yes/No)	No
3.g. Statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of	Yes

The State Plan must include	Include
the Rehabilitation Act. Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan	
3.h. The descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act	
3.i. All required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act	
3.j. The requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act	
3.k. The compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act	
3.l. The reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities	
3.m. The submission of reports as required by section 101(a)(10) of the Rehabilitation Act	
4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:	
4.a. Comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act	
4.b. Impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services	

The State Plan must include	Include
under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act	
4.c. Provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No)	Yes
4.d. Determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act	
4.e. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act	
4.f. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act	
4.g. Provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act	
4.h. Comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14)of the Rehabilitation Act	
4.i. Meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs	
4.j. With respect to students with disabilities, the State,	
4.j.i. Has developed and will implement,	

The State Plan must include	Include
4.j.i.I. Strategies to address the needs identified in the assessments; and	
4.j.i.II. Strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and	
4.j.ii. Has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25))	
5. Program Administration for the Supported Employment Title VI Supplement:	
5.a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act	
5.b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act	
5.c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act	
6. Financial Administration of the Supported Employment Program:	
6.a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section	

The State Plan must include	Include
603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act	
6.b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act	
7. Provision of Supported Employment Services:	Yes
7.a. The Designated State Agency Assures That it Will Provide Supported Employment Services as Defined in Section 7(39) of the Rehabilitation Act	
7.b. The designated State agency assures that:	
7.b.i. The comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act	
7.b.ii. An individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act	

VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction

with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit);

- Median Earnings (Second Quarter after Exit);

- Credential Attainment Rate; and

- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit); and

- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit);

- Median Earnings (Second Quarter after Exit); and

- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	31.5%	35.0%	31.5%	36.0%
Employment (Fourth Quarter After Exit)	31.4%	36.5%	31.4%	37.5%
Median Earnings (Second Quarter After Exit)	$3862	$3940	$3862	$3960
Credential Attainment Rate	20.2%	21.0%	22.2%	23.0%
Measurable Skill Gains	46.9%	49.5%	46.9%	50.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1]

"Effectiveness in Serving Employers" is still being developed and this data will not be entered in the 2022 State Plan modifications.

VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult program, Dislocated Worker program, Youth program, Wagner-Peyser Act program, Adult Education and Family Literacy Act program, and the Vocational Rehabilitation program— and also submit relevant information for any of the eleven partner programs it elects to include in its Combined State Plan.   When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. 24 If included, Combined State Plan partner programs are subject to the "common planning elements" in Sections II-IV of this document, where specified, as well as the program-specific requirements for that program.

[24] States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

PERFORMANCE INDICATOR APPENDIX

ALL WIOA CORE PROGRAMS

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

All WIOA Core Programs

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Effectiveness in Serving Employers	Not Applicable[1]	Not Applicable[1]	Not Applicable[1]	Not Applicable[1]

[1] *"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.*

ADDITIONAL INDICATORS OF PERFORMANCE

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each

of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Additional Indicators of Performance
1. Average number of days to fill job openings using ARIZONA@WORK staff assistance
2. Percentage of employers who contacted an ARIZONA@WORK Job Center to confirm ARIZONA@WORK services assisted in identifying qualified job applications
3. Number of businesses whose worksites were visited by an ARIZONA@WORK Business Services Representative

OTHER APPENDICES

Appendix 2: In-Demand Occupations

Arizona used a rating model of all the occupations by education level within the identified In-Demand Industries. This means that occupations requiring the same level of education were compared based on labor market data including employment share, employment growth, and wages.   A working group of ARIZONA@WORK LWDB members and State Council members worked together to identify 3-5-star occupations as generally better opportunities for individuals than 1-2-star occupations within the same industries. This equated to be the top 60 percent of occupations within the In-Demand Industries by education level.

SOC Code	SOC Title	Estimated Occupation Emp (2020)	Average Occ Annual Wages (2020)	Annualized Projected Emp Pct Chg (2020-2022)	Minimum Education Level	NAICS Code	Industry
13-1051	Cost Estimators	4,606	$71,203	3.4%	Bachelor's degree	23	Construction
13-1081	Logisticians	3,485	$74,330	4.5%	Bachelor's degree	31	Manufacturing
13-1111	Management Analysts	13,969	$87,410	4.0%	Bachelor's degree	52	Finance and insurance
13-1161	Market Research Analysts and Marketing Specialists	14,958	$63,679	6.4%	Bachelor's degree	52	Finance and insurance

SOC Code	SOC Title	Estimated Occupation Emp (2020)	Average Occ Annual Wages (2020)	Annualized Projected Emp Pct Chg (2020-2022)	Minimum Education Level	NAICS Code	Industry
13-1198	Business Operations Specialists, All Other	23,835	$82,569	2.7%	High school diploma	52	Finance and insurance
13-2011	Accountants and Auditors	22,983	$74,271	4.5%	Bachelor's degree	23	Construction
13-2098	Financial Analysts	7,979	$82,385	3.2%	Bachelor's degree	52	Finance and insurance
13-2052	Personal Financial Advisors	4,452	$93,618	3.5%	Bachelor's degree	52	Finance and insurance
15-1211	Computer Systems Analysts	12,007	$91,844	3.9%	Bachelor's degree	52	Finance and insurance
15-1212	Information Security Analysts	3,677	$100,930	3.8%	Bachelor's degree	52	Finance and insurance
15-1256	Software Developers, Applications	30,901	$104,662	3.8%	Bachelor's degree	52	Finance and insurance
15-1257	Web Developers	3,124	$69,227	4.8%	Associate's degree	59	Information Technology
15-1244	Network and Computer Systems Administrators	6,954	$85,699	4.0%	Bachelor's degree	52	Finance and insurance
15-1241	Computer Network Architects	3,240	$111,010	4.3%	Bachelor's degree	59	Information Technology
15-1232	Computer User Support Specialists	17,841	$52,943	4.2%	Some college, no degree	52	Finance and insurance
15-123	Computer Network	4,730	$58,706	4.2%	Associate's	52	Finance and

SOC Code	SOC Title	Estimated Occupation Emp (2020)	Average Occ Annual Wages (2020)	Annualized Projected Emp Pct Chg (2020-2022)	Minimum Education Level	NAICS Code	Industry
1	Support Specialists				degree		insurance
15-1299	Computer Occupations, All Other	8,422	$83,990	2.9%	Bachelor's degree	59	Information Technology
15-2031	Operations Research Analysts	2,321	$82,774	5.4%	Bachelor's degree	52	Finance and insurance
15-2041	Statisticians	670	$95,799	4.3%	Master's degree	54	Professional and technical services
17-1011	Architects, Except Landscape and Naval	1,488	$80,566	4.1%	Bachelor's degree	54	Professional and technical services
17-2011	Aerospace Engineers	1,811	$126,851	3.1%	Bachelor's degree	31	Manufacturing
17-2051	Civil Engineers	5,535	$83,683	2.6%	Bachelor's degree	23	Construction
17-2071	Electrical Engineers	6,052	$98,240	3.0%	Bachelor's degree	31	Manufacturing
17-2072	Electronics Engineers, Except Computer	3,587	$111,810	2.4%	Bachelor's degree	59	Information Technology
17-2112	Industrial Engineers	5,219	$98,532	4.4%	Bachelor's degree	31	Manufacturing
17-2141	Mechanical Engineers	5,460	$99,025	3.6%	Bachelor's degree	31	Manufacturing
17-2199	Engineers, All Other	2,231	$122,763	2.1%	Bachelor's degree	31	Manufacturing

SOC Code	SOC Title	Estimated Occupation Emp (2020)	Average Occ Annual Wages (2020)	Annualized Projected Emp Pct Chg (2020-2022)	Minimum Education Level	NAICS Code	Industry
17-3011	Architectural and Civil Drafters	2,773	$59,794	3.0%	Associate's degree	54	Professional and technical services
17-3021	Aerospace Engineering and Operations Technicians	958	$64,033	3.6%	Associate's degree	31	Manufacturing
17-3023	Electrical and Electronics Engineering Technicians	3,546	$66,174	2.8%	Associate's degree	31	Manufacturing
17-3026	Industrial Engineering Technicians	1,414	$62,769	3.3%	Associate's degree	31	Manufacturing
17-3098	Engineering Technicians, Except Drafters, All Other	2,485	$54,721	2.9%	Associate's degree	31	Manufacturing
21-1022	Healthcare Social Workers	3,132	$60,860	5.7%	Master's degree	62	Health care and social assistance
21-1093	Social and Human Service Assistants	8,493	$36,074	5.1%	High school diploma	62	Health care and social assistance
23-1011	Lawyers	11,423	$140,522	3.4%	Doctoral or prof. degree	54	Professional and technical services
23-2011	Paralegals and Legal Assistants	6,632	$52,350	3.8%	Associate's degree	54	Professional and technical services
29-1021	Dentists, General	2,619	$199,665	6.6%	Doctoral or prof. degree	62	Health care and social assistance
29-1051	Pharmacists	8,005	$122,306	6.3%	Doctoral or prof. degree	62	Health care and social assistance

SOC Code	SOC Title	Estimated Occupation Emp (2020)	Average Occ Annual Wages (2020)	Annualized Projected Emp Pct Chg (2020-2022)	Minimum Education Level	NAICS Code	Industry
29-1211	Anesthesiologists	1,228	$285,473	8.1%	Doctoral or prof. degree	62	Health care and social assistance
29-1215	Family and General Practitioners	4,198	$218,921	6.8%	Doctoral or prof. degree	62	Health care and social assistance
29-1228	Physicians and Surgeons, All Other	6,860	$240,749	5.4%	Doctoral or prof. degree	62	Health care and social assistance
29-1071	Physician Assistants	2,065	$113,855	8.2%	Master's degree	62	Health care and social assistance
29-1122	Occupational Therapists	2,210	$99,947	5.9%	Master's degree	62	Health care and social assistance
29-1123	Physical Therapists	3,898	$91,928	6.8%	Doctoral or prof. degree	62	Health care and social assistance
29-1126	Respiratory Therapists	3,302	$60,924	5.6%	Associate degree	62	Health care and social assistance
29-1127	Speech-Language Pathologists	2,658	$78,421	6.5%	Master's degree	62	Health care and social assistance
29-1131	Veterinarians	1,683	$104,844	5.1%	Doctoral or prof. degree	54	Professional and technical services
29-1141	Registered Nurses	56,683	$80,376	4.5%	Associate degree	62	Health care and social assistance
29-1171	Nurse Practitioners	4,392	$117,476	8.0%	Master's degree	62	Health care and social assistance
29-129	Dental Hygienists	3,626	$83,864	7.8%	Associate's	62	Health care and social

SOC Code	SOC Title	Estimated Occupation Emp (2020)	Average Occ Annual Wages (2020)	Annualized Projected Emp Pct Chg (2020-2022)	Minimum Education Level	NAICS Code	Industry
2					degree		assistance
29-2032	Diagnostic Medical Sonographers	1,699	$84,463	6.1%	Associate's degree	62	Health care and social assistance
29-2034	Radiologic Technologists	4,021	$63,782	4.5%	Associate's degree	62	Health care and social assistance
29-2035	Magnetic Resonance Imaging Technologists	882	$77,307	4.5%	Associate's degree	62	Health care and social assistance
29-2040	Emergency Medical Technicians and Paramedics	4,249	$37,437	5.6%	Postsecondary non-degree	62	Health care and social assistance
29-2055	Surgical Technologists	2,316	$52,666	4.7%	Postsecondary non-degree	62	Health care and social assistance
29-2061	Licensed Practical and Licensed Vocational Nurses	7,441	$55,823	5.6%	Postsecondary non-degree	62	Health care and social assistance
31-1120	Home Health Aides	67,823	$27,734	6.4%	Less than high school	62	Health care and social assistance
31-9011	Massage Therapists	2,796	$46,308	12.4%	Postsecondary non-degree	62	Health care and social assistance
31-9091	Dental Assistants	7,606	$40,982	6.7%	Postsecondary non-degree	62	Health care and social assistance
31-9093	Medical Equipment Preparers	1,290	$39,288	4.2%	High school diploma	62	Health care and social assistance
35-3031	Waiters and Waitresses	38,794	$38,395	11.7%	Less than high school	62	Health care and social assistance

SOC Code	SOC Title	Estimated Occupation Emp (2020)	Average Occ Annual Wages (2020)	Annualized Projected Emp Pct Chg (2020-2022)	Minimum Education Level	NAICS Code	Industry
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	33,429	$30,606	5.4%	Less than high school	62	Health care and social assistance
39-2021	Nonfarm Animal Caretakers	4,783	$30,895	12.2%	Less than high school	54	Professional and technical services
41-2031	Retail Salespersons	76,015	$31,704	8.8%	Less than high school	52	Finance and insurance
41-3021	Insurance Sales Agents	9,047	$66,455	5.0%	High school diploma	52	Finance and insurance
41-3091	Sales Representatives, Services, All Other	23,955	$68,875	5.0%	High school diploma	23	Construction
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific	6,691	$94,373	3.7%	Bachelor's degree	59	Information Technology
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Sci	20,995	$68,540	4.6%	High school diploma	23	Construction
41-9022	Real Estate Sales Agents	6,979	$55,585	4.4%	High school diploma	23	Construction
41-9031	Sales Engineers	1,556	$137,493	4.1%	Bachelor's degree	59	Information Technology
43-	Billing and Posting	9,985	$39,586	6.2%	High school	52	Finance and

SOC Code	SOC Title	Estimated Occupation Emp (2020)	Average Occ Annual Wages (2020)	Annualized Projected Emp Pct Chg (2020-2022)	Minimum Education Level	NAICS Code	Industry
3021	Clerks				diploma		insurance
43-3031	Bookkeeping, Accounting, and Auditing Clerks	26,193	$43,598	3.7%	High school diploma	23	Construction
43-4051	Customer Service Representatives	101,689	$36,991	4.5%	High school diploma	52	Finance and insurance
43-4131	Loan Interviewers and Clerks	7,108	$44,480	3.7%	High school diploma	52	Finance and insurance
43-5061	Production, Planning, and Expediting Clerks	7,803	$50,244	5.3%	High school diploma	23	Construction
43-5071	Shipping, Receiving, and Traffic Clerks	10,674	$36,661	6.8%	High school diploma	52	Finance and insurance
43-6013	Medical Secretaries	14,832	$37,607	6.7%	High school diploma	62	Health care and social assistance
43-9061	Office Clerks, General	53,146	$41,367	3.6%	High school diploma	23	Construction
47-2021	Brickmasons and Blockmasons	817	$48,152	4.7%	High school diploma	23	Construction
47-2031	Carpenters	19,781	$47,068	3.9%	High school diploma	23	Construction
47-2044	Tile and Marble Setters	1,488	$44,461	4.7%	Less than high school	23	Construction
47-205	Cement Masons and Concrete Finishers	6,737	$45,025	3.0%	Less than high school	23	Construction

SOC Code	SOC Title	Estimated Occupation Emp (2020)	Average Occ Annual Wages (2020)	Annualized Projected Emp Pct Chg (2020-2022)	Minimum Education Level	NAICS Code	Industry
1							
47-2061	Construction Laborers	28,053	$39,523	3.8%	Less than high school	23	Construction
47-2071	Paving, Surfacing, and Tamping Equipment Operators	1,543	$40,641	2.8%	High school diploma	23	Construction
47-2073	Operating Engineers and Other Construction Equipment Operators	8,710	$48,189	2.6%	High school diploma	23	Construction
47-2081	Drywall and Ceiling Tile Installers	4,144	$44,293	2.6%	Less than high school	23	Construction
47-2082	Tapers	853	$50,577	2.3%	Less than high school	23	Construction
47-2111	Electricians	14,236	$50,273	3.3%	High school diploma	23	Construction
47-2141	Painters, Construction and Maintenance	7,562	$40,622	3.8%	Less than high school	23	Construction
47-2151	Pipelayers	1,101	$47,270	2.8%	Less than high school	23	Construction
47-2152	Plumbers, Pipefitters, and Steamfitters	10,076	$52,926	3.7%	High school diploma	23	Construction
47-2161	Plasterers and Stucco Masons	2,399	$48,943	2.3%	Less than high school	23	Construction

SOC Code	SOC Title	Estimated Occupation Emp (2020)	Average Occ Annual Wages (2020)	Annualized Projected Emp Pct Chg (2020-2022)	Minimum Education Level	NAICS Code	Industry
47-2181	Roofers	3,177	$40,816	3.8%	Less than high school	23	Construction
47-2211	Sheet Metal Workers	3,439	$48,388	2.6%	High school diploma	23	Construction
47-2221	Structural Iron and Steel Workers	1,854	$49,367	3.4%	High school diploma	23	Construction
47-3012	Helpers-- Carpenters	812	$37,078	3.3%	Less than high school	23	Construction
47-4011	Construction and Building Inspectors	1,964	$62,421	2.4%	High school diploma	54	Professional and technical services
47-5097	Earth Drillers, Except Oil and Gas	874	$56,195	2.0%	High school diploma	23	Construction
49-2021	Radio, Cellular, and Tower Equipment Installers and Repairers	312	$55,644	3.5%	Associate's degree	59	Information Technology
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installer	4,178	$52,185	2.1%	Postsecondary non-degree	59	Information Technology
49-3011	Aircraft Mechanics and Service Technicians	4,287	$68,952	6.7%	Postsecondary non-degree	31	Manufacturing
49-3023	Automotive Service Technicians and Mechanics	14,654	$45,753	5.1%	High school diploma	52	Finance and insurance
49-303	Bus and Truck Mechanics and	4,067	$49,331	5.2%	High school	48	Transportatio

SOC Code	SOC Title	Estimated Occupation Emp (2020)	Average Occ Annual Wages (2020)	Annualized Projected Emp Pct Chg (2020-2022)	Minimum Education Level	NAICS Code	Industry
1	Diesel Engine Specialists				diploma		n and warehousing
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	3,768	$55,026	3.6%	High school diploma	23	Construction
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	9,904	$49,098	3.8%	Postsecondary non-degree	23	Construction
49-9041	Industrial Machinery Mechanics	3,776	$56,649	3.3%	High school diploma	31	Manufacturing
49-9043	Maintenance Workers, Machinery	1,233	$56,505	4.6%	High school diploma	31	Manufacturing
49-9051	Electrical Power-Line Installers and Repairers	983	$74,292	1.7%	High school diploma	23	Construction
49-9052	Telecommunications Line Installers and Repairers	1,549	$48,401	3.1%	High school diploma	23	Construction
49-9071	Maintenance and Repair Workers, General	28,363	$41,245	5.7%	High school diploma	23	Construction
51-9161	Computer-Controlled Machine Tool Operators, Metal and Plastic	1,551	$42,042	2.4%	High school diploma	31	Manufacturing
51-4041	Machinists	4,014	$49,362	3.5%	High school diploma	31	Manufacturing
51-408	Multiple Machine Tool Setters,	1,445	$36,027	3.0%	High school	31	

SOC Code	SOC Title	Estimated Occupation Emp (2020)	Average Occ Annual Wages (2020)	Annualized Projected Emp Pct Chg (2020-2022)	Minimum Education Level	NAICS Code	Industry
1	Operators, and Tenders, Metal and Plastic				diploma		Manufacturing
51-4111	Tool and Die Makers	325	$54,414	2.6%	High school diploma	31	Manufacturing
51-4121	Welders, Cutters, Solderers, and Brazers	5,840	$46,874	3.1%	High school diploma	23	Construction
51-9011	Chemical Equipment Operators and Tenders	613	$42,848	2.1%	High school diploma	31	Manufacturing
51-9081	Dental Laboratory Technicians	549	$48,323	7.2%	High school diploma	31	Manufacturing
51-9198	Helpers--Production Workers	2,443	$32,279	4.2%	Less than high school	31	Manufacturing
51-9199	Production Workers, All Other	2,757	$37,267	5.2%	High school diploma	31	Manufacturing
53-2011	Airline Pilots, Copilots, and Flight Engineers	1,908	$164,992	2.0%	Bachelor's degree	48	Transportation and warehousing
53-2012	Commercial Pilots	1,349	$90,529	5.3%	High school diploma	48	Transportation and warehousing
53-3052	Bus Drivers, Transit and Intercity	4,181	$46,692	8.5%	High school diploma	48	Transportation and warehousing
53-303	Heavy and Tractor-Trailer Truck	29,660	$48,670	7.6%	Postsecondar	23	Construction

SOC Code	SOC Title	Estimated Occupation Emp (2020)	Average Occ Annual Wages (2020)	Annualized Projected Emp Pct Chg (2020-2022)	Minimum Education Level	NAICS Code	Industry
2	Drivers				y non-degree		
53-3033	Light Truck or Delivery Services Drivers	18,135	$40,078	13.1%	High school diploma	23	Construction
47-5022	Excavating and Loading Machine and Dragline Operators	962	$52,368	3.1%	High school diploma	23	Construction
53-7051	Industrial Truck and Tractor Operators	11,036	$38,621	13.0%	Less than high school	31	Manufacturing
53-7061	Cleaners of Vehicles and Equipment	8,274	$28,718	5.4%	Less than high school	54	Professional and technical services
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	50,756	$33,496	10.6%	Less than high school	31	Manufacturing
53-7064	Packers and Packagers, Hand	9,739	$29,180	4.0%	Less than high school	31	Manufacturing
15-1256	Software Developers, Systems Software	32,250	$104,660	1.8%	Bachelor's degree	52	Finance and insurance
29-2098	Health Technologists and Technicians, All Other	7,140	$46,390	2.4%	High school diploma	62	Health care and social assistance
49-9099	Installation, Maintenance, and Repair Workers, All Other	2,430	$50,260	2.4%	High school diploma	23	Construction

Source: Arizona Commerce Authority/Office of Economic Opportunity

[21] In-Demand Occupations can potentially have multiple related NAICS Industries