

WIOA State Plan for the State of Oregon - September 14, 2016

Overview

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

Options for Submitting a State Plan

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

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

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

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

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

How State Plan Requirements Are Organized

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

- The **Strategic Planning Elements** section includes analyses of the State's economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State's workforce development system and alignment strategies for workforce development programs to support economic growth.
- The **Operational Planning Elements** section identifies the State's efforts to support the State's strategic vision and goals as identified in the Strategic Planning Elements section. This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination. Operational planning elements include:
 - State Strategy Implementation,
 - State Operating Systems and Policies,
 - Assurances, and
 - Program-Specific Requirements for the Core Programs, and

- Program-Specific Requirements for the Combined State Plan partner programs.

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

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

Overview of the Workforce Development System

The Oregon Workforce Development System helps state residents obtain and succeed in family wage jobs while meeting employers' needs for a skilled workforce. The system is intended to help all Oregonians reach their potential, regardless of disability, minority/ethnicity, or barriers to employment. The system has two primary customers:

- Job seekers/working learners, which includes the “emerging” workforce (youth 14–years old or older), “transitional” workforce (those transitioning from unemployment, dislocation or public assistance to employment), and current workforce (those currently employed).
- Businesses and employers who seek the best possible candidates for job openings, provide data for continual improvement of services and partner on solutions to workforce challenges.

When the term “workforce development system” is used in the Unified State Plan it refers to the group of state agencies that provide workforce services to Oregon individuals and businesses. There are several agencies that contribute oversight, resources, and programming to the workforce development system. At the State level, they include:

- Oregon Employment Department (OED) •Oregon Commission for the Blind (OCB) •Department of Human Services (DHS) •Higher Education Coordinating Commission (HECC) •Bureau of Labor and Industries (BOLI)

Each of these agencies oversee and/or provide investment in programs that are delivered locally through an additional layer of agencies and organizations, including:

- Local Workforce Development Boards (LWBs)
- Community Colleges
- Oregon Commission for the Blind (OCB)
- WorkSource Oregon Centers (WSO Centers)
- Department of Human Services (DHS)

Other state agencies and local organizations are key workforce system partners. These entities include the state Department of Education, Business Oregon, universities, local school districts, educational service districts, organized labor, local economic development organizations, human services organizations, community–based organizations, businesses, and business or trade associations.

I. WIOA State Plan Type

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

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

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

Combined Plan partner program(s)

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

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

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

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

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

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

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

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

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

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

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

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

II. Strategic Elements

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

workforce and to identify successful strategies for aligning workforce development programs. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.

a. Economic, Workforce, and Workforce Development Activities Analysis

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

1. Economic and Workforce Analysis

A. Economic Analysis

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

i. Existing Demand Industry Sectors and Occupations

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

ii. Emerging Industry Sectors and Occupation

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

III. Employers' Employment Needs

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

Economic Analysis

The fastest growing industries in Oregon are Information (6.8%), Construction (5.9%), and Professional and Business Services (5.4%) over the period February 2015 to February 2016. After a slow initial recovery from the depths of the Great Recession, economic conditions in Oregon have finally improved. Job growth is strong, with 49,500 jobs added over the past 12 months. Oregon is adding jobs faster than the national average, which has reduced Oregon's unemployment rate considerably. From its recession high of 11.9 percent in spring 2009, when Oregon had the second highest unemployment rate in the nation, the unemployment rate has dropped to 6.0 percent in October 2015. This rate is comparable to one seen in a typical economic expansion.

Current forecasts indicate Oregon's economy will continue to see strong job growth over the next few years, before slowing slightly after 2018. The September 2015 Oregon Office of Economic Analysis' Economic and Revenue

Forecast projects the state will add 54,500 jobs in 2016 and 56,800 jobs in 2017. The unemployment rate is forecasted to be 5.8 percent in 2016 and 5.4 percent in 2017.

Oregon's economy faces many of the same demographic challenges seen across the nation, including the aging workforce and baby boomer retirements, fewer young people participating in the labor force, and slower job growth in rural areas.

Oregon's labor force grew over the course of the recession and recovery due to population growth – a result of natural increase (births minus deaths) and net migration – partly due to an increase in the existing population that is looking for work. It is likely that some Oregonians entered the labor force by looking for work when their household's main work-related earnings were threatened or reduced by the weak economy or when their capital assets or income fell due to declining stock values and lower interest rates.

Oregon's labor force has since stabilized to around 1,950,000 people. This is largely due to a slower than average population growth during the past two decades. Population growth is expected to increase again when job growth improves enough to attract more workers from other states. Other likely factors slowing labor force growth are the increase in the number of people leaving the labor force as baby boom generation workers reach retirement age, the lower labor force participation rate among teenagers, and discouraged workers who are not currently looking for work.

As the economy continues to add jobs, some workers who left the labor force will return as their prospects for finding a job improve. These re-entrants will keep Oregon's unemployment rate from falling much lower. The rate is expected to stabilize around 5.4 and 5.6 percent in 2017 and 2018.

Oregon's Expanding Recovery

Job gains in a broad range of industries have helped to lower Oregon's unemployment rate during the last couple of years. Early in the recovery period, some industries were still losing jobs and offsetting job gains in other industry sectors, which made for modest job gains overall. Recently, nearly all sectors have gained jobs or at least stopped losing jobs, which has led to stronger overall job growth.

Oregon's job recovery began in January 2010 and since then the state has added 188,200 jobs through September 2015. Graph 1 shows the number of jobs by industry added during the recovery period and the average annual pay in those industries in 2014. The gains have been in industry sectors with high-, middle-, and low average pay. The only large private sector in Oregon that has not experienced job recovery is financial activities, which continued to cut jobs until 2012. Federal and local government saw large job losses due to budget cuts early in the recovery. Local government employment is recovering as budgets have recovered.

Some industries in Oregon have experienced an increase in the actual number of jobs more so than others (January 2010 to September 2015). Professional and Business Services and Leisure and Hospitality led the way with gains of over 40,000 and just under 30,000 jobs respectively. Average pay in 2014 was highest for Professional and Business Services at \$60,575 with Healthcare and Social Assistance at \$47,727 and Leisure and Hospitality at \$18,660. While Information job growth was significantly less, below 2,500 positions, the average annual pay was \$70,784. For additional information on Oregon Job Growth and Average Pay by Industry see Graph 1 at <http://oregonstateplanning.weebly.com/>

Graph 2 (located at <http://oregonstateplanning.weebly.com/>) shows the projected net job change from the third quarter of 2015 to the third quarter of 2016. Net job gains are expected across all major private industries. Professional and business services are expected to continue adding many jobs (+16,800), followed by leisure and hospitality (+7,300), retail trade (+5,900), health care (+4,400), and construction (+4,300).

Continued Need for Trained Workers to Replace Retiring Workers

As workers progress in their careers, they may change occupations. These changes create an opening in the occupation they leave that can be filled by someone new to the occupation. This new worker may need training to fill that opening successfully. Additionally, when a worker reaches the end of their career, they leave the labor force, creating an opening that will likely require a trained worker to fill it.

The phrase “replacement openings” is used to describe the total number of occupational openings due to people changing occupations or leaving the labor force. “Growth openings” are the total number of occupational openings due to net job growth. More workers are needed to fill replacement openings than are needed to fill growth openings. Replacement openings can be numerous even in some occupational groups with little anticipated net job growth.

During the Great Recession, many workers were forced to delay retirement. Looming retirements mean there will be continued need for replacement workers. Projections by the Oregon Employment Department indicate that Oregon will have approximately 261,000 job openings due to economic growth between 2012 and 2022. However, there are projected to be an additional 392,000 replacement job openings from workers permanently leaving their occupations, due mainly to retirements.

Graph 3 shows the projected growth and replacement job openings by broad occupational group. Service occupations will have the most openings through 2022, but of the 136,000 expected openings, 63 percent will be due to replacement needs. In fact, most job openings in nearly all occupational groups will be from replacements as more workers enter retirement. Only health care, construction, and extraction occupational groups are expected to have more openings due to growth than due to replacement openings. As the labor force continues to age, replacement openings are likely to become more numerous and the associated need for training is likely to grow (see Graph 3 at <http://oregonstateplanning.weebly.com/>).

A knowledgeable, skilled, and able workforce is a key component of Oregon’s economic strength. To remain competitive, Oregon businesses need an adequate supply of job-ready workers. Skills are essential at every level of the workforce. A more highly skilled workforce will be better able to adapt to the changing needs of businesses in an evolving economy.

Based on the typical entry-level educational requirement of jobs in Oregon, roughly 36 percent require a high school diploma, 12 percent require postsecondary training or an associate degree, and 24 percent require a bachelor’s degree or higher. The remaining jobs do not require a minimum level of educational attainment.

Educational attainment alone is not enough to meet employers’ employment needs. For workers to be competitive in the job market, and for employers to maintain a productive workforce, workers need a variety of basic, entry-level skills. These include reading, writing, speaking, listening, arithmetic, and basic computer skills. Employers also need workers with “soft skills,” including good work habits, dependability, and a positive attitude. These basic skills can be the foundation for more complex skills demanded by higher paying occupations.

Table 1 (<http://oregonstateplanning.weebly.com/>) shows the knowledge, skills, and abilities most commonly needed in jobs across Oregon’s economy. While this particular snapshot is based on all 2012 employment, the list is very similar for only high-demand occupations. Top skills associated with projected openings over the 2012-2022 period are also quite similar, meaning this list is relevant for current and future workforce needs.

(Picture of Anecdotal comments from employers citing a lack of soft skills also found at <http://oregonstateplanning.weebly.com/>)

(All economic data was sourced from <https://www.qualityinfo.org/> and the Workforce & Economic Research Division of the Oregon Employment Department, unless otherwise noted).

B. WORKFORCE ANALYSIS

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

i. Employment and Unemployment

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

ii. Labor Market Trends

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

III. Education and Skill Levels of the Workforce

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

IV. Skill Gaps

Describe apparent 'skill gaps'.

Workforce Analysis

Rural Areas of the State Finally Seeing Some Recovery

The Portland–Vancouver–Hillsboro area is Oregon’s largest metropolitan area and is split along the Oregon and Washington state border. Most of the metro area’s residents and jobs are located in Oregon. The Portland metro area has a labor force of more than 1.2 million people. Because Portland’s economic region crosses the state border, many workers in Oregon actually live in Washington. In 2013 there were about 71,000 people working in Oregon who lived in Washington. The Portland metro economy is doing better than the rest of the state as a whole, and its 5.6 percent unemployment rate was lower than the state’s in September 2015.

unemployment rates tend to be higher in Oregon's other metro areas. The unemployment rate in the Eugene metro area is 6.4 percent, Bend–Redmond is 6.6 percent, Salem is 6.7 percent, Medford is 7.4 percent, Albany is 7.5 percent, and Grants Pass is 8.5 percent. The exception is the Corvallis metro area, which is economically buoyed by Oregon State University. At 4.8 percent, Corvallis has the lowest unemployment rate in the state.

Many of Oregon's rural counties are still struggling with high unemployment rates. Unemployment is especially high in the central and southern regions of the state. Curry County on the south coast has an unemployment rate of 9.0 percent, and Grant County in eastern Oregon has the highest rate at 9.1 percent. Overall, non-metro area unemployment was 7.3 percent in September 2015 (see map at <http://oregonstateplanning.weebly.com/>)

Workers with Barriers to Employment: Older Workers

Graph 4 illustrates that baby boomers have changed the age structure of Oregon's workforce dramatically. In 1994, the oldest baby boomers were just 48 years old and the overall workforce was much younger. Two decades ago, just over 10 percent of Oregon's workforce was 55 years or older. In 2014, 23 percent of Oregon's workforce was 55 years and over (Graph 4).

The number of workers in Oregon who were 55 years and over reached nearly 393,000 in 2014. Of those workers, 96,000 were age 65 years and older and working past the traditional age of retirement (see graph at <http://oregonstateplanning.weebly.com/>)

Older workers can be found in jobs in all industries. Some industries have a large concentration of older workers. In Oregon, the industries with a larger than average share of workers 55 years and older are mining (33%), utilities (32%), agriculture and forestry (30%), real estate (30%), educational services (29%), public administration (29%), transportation and warehousing (29%), other services (27%), health care (25%), and manufacturing (24%). These industries may have a more difficult time finding enough replacement workers as these older workers head toward retirement. At the same time, older workers looking to remain in the workforce may find job opportunities in these industry sectors if they have relevant experience.

Rural areas in Oregon also have a large concentration of older workers. In fact, the only counties with a smaller share of older workers than the statewide average are Washington County (20%), Multnomah County (22%), and Deschutes County (22%).

Workers with Barriers to Employment: Long-term Unemployed

In the early stages of the economic recovery, the number of long-term unemployed Oregonians spiked to 102,100—the highest number on record. Long-term unemployed are those who have been unemployed for at least six months. The longer an unemployed worker remains unemployed, the less likely they are to find a steady full-time job, and the more likely they are to leave the labor force. Research shows long-term unemployment can lead to a decline in workers' knowledge, skills, and abilities, making it harder for them to qualify for available jobs. Other studies show that many employers discriminate against the long-term unemployed, making it less likely for an unemployed worker to secure an interview. These barriers to employment exist even in a strong economy.

The number of short-term unemployed Oregonians has returned to roughly the same number seen during the previous economic expansion. However, the average of more than 28,000 long-term unemployed Oregonians during the last 12 months is more than twice the average seen during the 12 months prior to the Great Recession. Over the past year, one out of four unemployed Oregonians were considered long-term unemployed.

Although the number of long-term unemployed Oregonians has fallen from its peak in 2010, it took five years of economic recovery to reduce long-term unemployment to its present level. It is unclear from the data whether most of this reduction has been from these individuals finding work, or if most of them have left the labor force altogether.

A skilled workforce is a key component of Oregon's economic strength. To remain competitive, Oregon businesses need an adequate supply of job-ready workers. Skills are essential at every level of the workforce. A more highly skilled workforce will be better able to adapt to the changing needs of businesses in an evolving economy.

For workers to be competitive in the job market, and for employers to maintain a productive workforce, workers need a variety of basic, entry-level skills. These include reading, writing, speaking, listening, arithmetic, and basic computer skills. Employers also need workers with "soft skills," including good work habits, dependability, and a positive attitude. These basic skills can be the foundation for more complex skills demanded by higher paying occupations.

Table 1 (see <http://oregonstateplanning.weebly.com/>) shows the skills most commonly needed across Oregon's economy. While this particular snapshot is based on all 2012 employment, the list is very similar for only high-demand occupations. Top skills associated with projected openings over the 2012–2022 are also quite similar, meaning this list is relevant for current and future workforce needs. Additional information on skill gaps in Oregon can be found here: http://www.oregon.gov/EMPLOY/OTC/Documents/OTC_TalentPlanAdopted_11-12-2015.pdf.

Oregon's workforce is similar to the nation when it comes to the educational attainment of the labor force between the ages of 25 and 64 years. In 2014, 35 percent of Oregonians in the labor force had a bachelor's degree or higher, same as the United States, and 9 percent had less than a high school diploma, same as the United States. However, 36 percent of Oregon's labor force has some college or an associate degree, compared with 31 percent of the United States.

Higher paying occupations tend to require a higher level of skill, on top of a worker's basic skills. When looking at the skills most commonly associated with high-wage occupations, there are some key differences from the top skills listed in Table 1 for all occupations.

High-wage occupations are more likely to require skills like: use algebra; prepare reports in a timely manner; understand, use and communicating technical information; make presentations; read schematics and specifications; and apply active listening techniques. Less emphasis is placed on skills like: provide customer service; follow safety procedures; maneuver heavy objects; apply health and sanitation standards; and operate fax machines, copiers, printers and other office machines.

The knowledge and technology base for the vast majority of professional and technical occupations is changing rapidly. Significant trends such as big data, cyber vigilance and the "Internet of Things" are changing the way we work. These changes mean the information we gather, manage and analyze, regardless of industry, is a driving force for every enterprise. So too are the advances in engineering and science that result in new materials for manufacturing, smart grid systems for energy, advanced diagnostic and therapeutic devices for health care and bioscience, and smart mobile technologies. These innovations and others are generating the need for occupations such as cybersecurity specialists, business intelligence analysts, and mechatronics engineers.

Skills gaps also become apparent when employers have difficulty filling vacant positions. Employers tell us that the lack of qualified candidates is the primary reason behind nearly one in five difficult-to-fill vacancies. This includes the gap between the educational attainment of job applicants and the educational requirements to be qualified for the vacant position.

Lack of qualified candidates does not include specific reasons such as lack of technical skills and lack of soft skills, which are listed separately in the table entitled "Difficult-to-Fill Job Vacancies in Oregon, by Primary Reason, 2015" (<http://oregonstateplanning.weebly.com/>). Employers increasingly cite the lack of soft skills as a skills gap that makes it difficult to fill some vacancies. In 2014, roughly 6 percent of all difficult-to-fill vacancies (or 1,300 vacancies) statewide

were identified by businesses as difficult to fill due to a lack of soft skills. In 2013, this number increased by 31.4% to 1,708 as Table 2 illustrates.

Illustrative examples of the types of soft skill gaps making it difficult for employers to fill vacancies are shown in Table 3. In many cases, the soft skill gaps are related to work ethic, customer service, and being able to pass a background or drug test. (tables can be found at <http://oregonstateplanning.weebly.com/>).

(Picture of Anecdotal comments from employers citing a lack of soft skills also found at <http://oregonstateplanning.weebly.com/>)

Workers with Disabilities

Individuals with disabilities are routinely underrepresented in the workforce. This underrepresentation is due in part to skill gaps, institutional barriers, and societal acceptance of individuals with disabilities. Employer discrimination for the long-term unemployed is compounded by the fact that individuals with disabilities face other forms of discrimination in hiring practices. Graph 5 shows the employment rate for individuals with disabilities in the United States and in Oregon. Oregon mirrors closely the national average employment rate for individuals with disabilities (see <http://oregonstateplanning.weebly.com/>).

The labor force participation rate (LFPR) of individuals with a disability is much lower than for the overall population. In 2014, just 43.4 percent of Oregonians ages 18 to 64 years with disabilities were employed or unemployed and actively looking for work. These figures include veterans with disabilities. This rate is much lower than the 80.6 percent labor force participation rate of Oregonians without a disability.

Participation rates vary by type of disability. Oregonians with a hearing difficulty are most likely to be engaged in the labor force (57.2%), followed by individuals with a vision difficulty (48.0%), individuals with a cognitive difficulty (34.2%), individuals with an ambulatory difficulty (32.0%), individuals with an independent living difficulty (22.4%), and those with a self-care difficulty (21.9%). These figures include veterans with disabilities.

Employment Status of Populations in Oregon, 2014

The table below contains estimates of the employment status of population groups within Oregon, including population groups with traditional barriers to employment. The population column provides the estimated number of Oregonians in each group for the given age.

The labor force column includes everyone who is employed or unemployed (without a job and actively seeking work). The labor force participation rate is the share of population that is in the labor force. A high labor force participation rate is an indicator of a population that is more engaged in the workforce.

The employed column provides the number of people with a job in each group. The employment to population ratio is the share of the population with a job. A high labor force participation rate is an indicator of a population's success with finding employment.

The unemployed column provides the number of people in each group that are without a job and actively seeking work. The unemployment rate is the share of the labor force that is unemployed. A high unemployment rate is an indicator that job seekers in the population are having difficulty finding work.

(see Employment Status of Populations in Oregon, 2014 found here: <http://oregonstateplanning.weebly.com/>).

Young people typically face more barriers to employment than adults do, and young people with a disability are less likely to be engaged in the labor force than their peers with no disability. National figures show the labor force participation rate of teenagers 16 to 19 years with a disability is 23.5 percent, compared with 34.4 percent for

teenagers with no disability. Young adults ages 20 to 24 years with a disability are also less likely to be engaged in the labor force. Their labor force participation rate is just 43.9 percent, which is much lower than the 71.9 percent participation rate of young adults with no disability (Source: Persons With A Disability: Labor Force Characteristics – 2014, <http://www.bls.gov/news.release/pdf/disabl.pdf>).

Characteristics of the Population

Oregon's population has become more racially diverse over the last two decades. By 2010, nearly 84 percent of the population was white, 4 percent was Asian, and 2 percent was black or African American. The remainder of the population was American Indian, Native Hawaiian, another race, or two or more races.

Oregon's population has also grown more ethnically diverse, as seen in the growth of the Hispanic population over the last two decades. By 2010 it had grown to almost 12 percent. More than 16 percent of the United States' population was Hispanic in 2010, indicating that Oregon still has a small Hispanic population relative to the national average. Nevertheless, Oregon's Hispanic population grew at a faster rate (63%) than the national average (43%) from 2000 to 2010.

Graph 6 shows the 2014 unemployment rates by race and ethnicity. In Oregon, at 13.6 percent, unemployment among Blacks or African Americans was higher than the total population, which was 7.1 percent. The unemployment rate among people of Hispanic or Latino ethnicity was also higher than the state's total population at 9.6 percent.

(see Graph 6 at <http://oregonstateplanning.weebly.com>)

Economic and Workforce Conditions in Rural Oregon

It took rural areas of Oregon much longer than it took the Portland Metropolitan area to begin adding jobs following the Great Recession. The number of jobs is now growing again in nearly all rural counties, and the growth rate in some rural counties has been faster over the last year than the statewide job growth rate. Other areas of rural Oregon are not doing as well. Job growth in these areas of rural Oregon is hampered by changes in the economy and an aging population. These are long-term slow-growth trends that were made worse by the recession and make it hard for these areas to share in the recovery.

Since 2001, Oregon's non-metro counties, taken as a whole, have lost a net 2,000 jobs. Rural Oregon's job losses contrast with the long-term job growth of urban Oregon, where 100,000 jobs were added in the Portland metro area and a combined 38,000 jobs were added across the other metro areas over the same period (see Picture of Rural Oregon Has Fewer Jobs than in 2001 at <http://oregonstateplanning.weebly.com/>).

There tends to be fewer jobs per person living in rural Oregon than there are in urban areas, and a smaller share of the population in rural counties is involved in the labor force. The labor force participation rate is the share of the population age 16 years and older that is employed or unemployed. Over the last 15 years, labor force participation rates have been falling in Oregon and the U.S. as a larger share of the population reaches retirement age and fewer young people enter the labor force.

Average wages in rural Oregon are lower than in urban areas of the state. The combined average annual payroll in non-metro counties was just \$35,255, compared with \$48,086 in metro areas in 2014. Just three non-metro counties, Morrow, Crook, and Sherman, have average wages that are similar to metro areas. However, the average wages in these three counties are high due to very high wages for relatively few jobs. This increased the overall average without directly raising the wages of other workers. For example, the information sectors of Crook and Morrow counties include jobs at internet data centers, and the high wages paid in that industry raise the overall county average above wages in other rural counties.

(see Average Wages are Much Higher in Most Metro Counties 2014 located at

<http://oregonstateplanning.weebly.com/>).

These trends are particularly strong in many of Oregon's rural areas. Curry County has the lowest labor force participation rate in the state at 44.7 percent in 2014. That means fewer than half of the county's population age 16 and over was working or actively looking for a job. Some rural counties have higher labor force participation rates. Four of the five rural counties that had participation rates higher than the statewide rate of 61.3 percent were located along the Columbia River. These were Hood River (79.0%), Wasco (67.8%), Morrow (65.5%), and Umatilla (63.7%) counties (see Picture of Map of Labor Force Participation Rates by County, 2014 at <http://oregonstateplanning.weebly.com/>).

Occupations Key to Oregon's Traded and High Growth Sectors

The 2015 Oregon Talent Plan (http://www.oregon.gov/EMPLOY/OTC/Documents/OTC_TalentPlanAdopted_11-12-2015.pdf) was created using primary and secondary data sources from industry, government, and academic sources to identify the ten top occupational clusters in three categories for the technology, advance manufacturing, energy, healthcare and biosciences industry sectors. The Oregon Talent Council (OTC) initial plan focuses on five industry sectors and occupations it believes will provide a strong return on public investment. These occupations are classified as professional and technical in nature, pay at or above the state average wage, require some form of post-secondary training, have a demonstrated demand through 2022, and are identified by industry as high demand, hard-to-fill or mission critical.

The plan assessments resulted in the identification of the ten top occupational clusters in three categories:

1. High-growth, high-demand occupations: Significant new and replacement jobs with foreseeable demand, high growth rates, and hard-to-fill vacancies that cut across industries and/or regions

–Systems and data specialists who design, connect, and manage big data systems.

–Data and business intelligence analysts who analyze big data to enhance operations, predict market demand, mitigate risk, and control quality and standardization.

–Industrial machinists, millwrights and operators of highly computerized and/or automated processes requiring precision, quality control and strong diagnostic skills.

–Rehabilitation therapists and assistants (physical, occupational, respiratory, etc.) employed in hospitals, clinical and long-term care systems.

2. Mission critical occupations: Strong employment and above average projected growth; identified by industry as essential for core operations and often hard-to-fill

–Technologically skilled mechanics and maintenance technicians who maintain and repair highly technical machines and equipment across industries including manufacturing, energy, healthcare, and others.

–Mental and behavioral counselors who are a growing part of integrated health systems and who support the ability of residents to have productive lives, especially in rural areas.

–Interdisciplinary engineers who can integrate mechanics, electronics, and computer systems that comprise smart machines and connected devices.

–Primary health care practitioners including specialty nurses who are at the heart of new coordinated patient care health models, and are significantly in demand in rural areas.

3. Emerging occupations: Relatively new and/or growing rapidly in support of multiple industries; ability to position the

3. Emerging occupations: relatively new and/or growing rapidly in support of multiple industries, ability to position the state as a leader in these skills

–Cyber and information security specialists who can develop, monitor and mitigate security risks for data and information systems.

–Advanced materials engineers & scientists enabling the development of products and devices that are smaller, tougher, lighter, more flexible, less expensive, and more energy efficient.

Oregon has extensive and immediate talent needs, and time is not on our side. With limited funds, the OTC investments need to respond to market demands in the near term. The number of vacancies for priority occupations and the high percentage requiring experience means that incumbent worker training for professional and technical talent is a critical component along with longer-term education programs. To target companies that are adding new talent to their payroll, OTC needs to reach smaller firms that are the job creation engines of the state. While these smaller companies may each have a limited number of openings, their combined numbers and potential growth rates should compel the Oregon Talent Council to find ways to better serve them. Closely engaging industry associations and business groups will help aggregate demand to more effectively serve an array of company sizes.

Oregon's economic future is only as strong as our talent. Making the significant changes required to optimize our strengths today and maximize our opportunities tomorrow requires the combined commitment of statewide partners, united in their determination to achieve success. Collaborative efforts among business, public and private higher education institutions, state agencies and workforce organizations can create laser-focused initiatives that produce dynamic results in the short term, and achieve strategic goals for the long term.

(Workforce data was sourced from <https://www.qualityinfo.org/> and/or the Workforce & Economic Research Division of the Oregon Employment Department, unless otherwise noted).

2. Workforce Development, Education and Training Activities Analysis

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

A. The State's Workforce Development Activities

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

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

(unless the Governor determines TANF will not be a required partner). Trade Adjustment Assistance

programs, Unemployment Compensation programs, and YouthBuild.

The State's Workforce Development Activities.

The Workforce system provides services focused in broad categories:

- Enhancing the job skills of Oregon's workforce.
- Assisting Oregon's employers find skilled workers.
- Assisting job seekers enhance their work search skills and assist in finding employment.
- Providing workforce economic and labor information for decision-making.

Oregon conducts analysis of its workforce activities on an ongoing basis, including education and training activities, depending on the issues and decisions at hand. Under the previous state board strategic plan, and in an effort to align, integrate and right size Oregon's workforce system, the state contracted a comprehensive organizational review in 2013 that included an evaluation of customer service and other components of Oregon's system. This 2013 Workforce System Organizational Review can be found here

<http://www.oregon.gov/COO/Documents/Workforce%20Redesign%20Work%20Group%20Recommendations.pdf>.

Shared Vision, System Outcomes and Measures

This 2013 Organizational Review (OR) identified a lack of shared vision to create a system-wide, integrated perspective with all programs working to achieve the same outcomes. Additional analysis by a joint taskforce of the Oregon Workforce Investment Board (OWIB) and Higher Education Coordinating Commission (HECC) confirmed this conclusion and recommended that the education and workforce systems in Oregon adopt common outcomes. OWIB and HECC both adopted the recommendation to adopt skill gain/credential rate, entered employment, employment retention, earnings from employment, and wage gain. Continued implementation of WIOA and its common measures will facilitate further progress in this area.

Governance and Accountability Structures

The review concluded that Oregon's workforce system could benefit from improved governance, communication and coordination among the system's agencies and partners. Oregon began work to redefine, repurpose, and strengthen its state and local workforce boards to better address community, business and worker needs. This work has been further supported by the enhanced state and local board roles and functions contained in WIOA.

Service Delivery

This 2013 Organizational Review also identified a need for sharing best practices and implementing continuous improvement in order to have effective and efficient functionality of the system throughout the state. This general assessment also concluded that the system needs to better reflect the needs of those it serves. Much work has been done to realign local workforce areas and to align state program boundaries to better serve customers. This groundwork lays an important foundation for the implementation of WIOA.

Support for Service Delivery

The 2013 Organizational Review also concluded that integrating data across information systems is key to local service delivery and is critical for maximizing accountability and transparency. The state remains committed to exploring ways to better link information systems and offer "no wrong door" access to all customers.

Oregon continues to evaluate the impacts of the workforce system. As we transition from WIA to WIOA, we are

discussing how evaluation efforts and activities might be affected. While these are “works in progress”, Oregon continues to track, analyze and present data, including trends over time.

Data from Oregon’s system-wide performance measures continues to be available for the employment related indicators, basic skills attainment, and Temporary Assistance to Needy Families (TANF) caseload management. Oregon’s cross-system outcomes accountability system, Performance Reporting Information System (PRISM), gathers demographic data on customers served by nearly all workforce partners, ensuring analysis and evaluation can occur based on customer cohorts (e.g., racial/ethnic minority status, age group, or educational attainment level). Many results are available at a statewide level, by agency/partner program, and/or by local area – or by combinations. These system-wide performance data are available at www.prism.state.or.us.

Information and data is updated regularly, and this, combined with the ability to filter results and compare trends over time, gives program managers, stakeholders, and even the general public the ability to view, analyze, and evaluate various performance-related measures across Oregon’s workforce system.

Oregon also created interagency and cross-program structures to better coordinate and communicate within the workforce system. The OWIB and HECC adopted recommendations from a joint task force to adopt mechanisms to develop and align policy between post-secondary education and workforce, including joint meetings and summits focused on policy, implementation strategies, and investments. These structures will continue under WIOA for the core programs and partner programs.

Enhancing the Job Skills of Oregon’s Workforce

An “Analysis of Oregon’s Local Workforce Development Boards: Benefit-cost Analysis of WIA Title I Programs / Economic Impact Analysis of WIB Operations” is another example of an analysis of the workforce programs. The report examined Oregon’s local workforce development boards (LWDBs) and the benefits generated by their WIA Title I Adult, Dislocated Worker, and Youth Programs. The report also measured the economic benefits generated by the operations of the local LWDBs in the state. This report can be found at <http://wioa.weebly.com/state-and-local-planning.html>

Title II assessments and analysis focused primarily on enrollment and measurable skill gains, such as GED completions. Over the past two years, Title II enrollment in Oregon has decreased from 16,204 in 2013–2014 to 13,882 in 2014–2015. There is no waiting list. The number of hours participants received services was nearly identical during the two-year time period —a little over 1.6 million hours in both 2013–2014 and 2014–2015. On average, Title II students received services for over 100 hours a year. The percentage of pre- and post-tests were also similar between 2013–2014 and 2014–2015; approximately 57% of enrolled participants completed pre- and post-tests. In 2013–2014, Title II outcomes measures totaled, 710 GED completers, 2,578 participant transitions to postsecondary education, and 1,699 participants entered employment.

Assisting Oregon’s Employers to Find Skilled Workers An analysis of Title III (Wagner–Peyser) business services provided by the Oregon Employment Department shows that employer and customer outcomes have improved. New processes lower the number of candidates an employer considers for each new hire, saving the employer time and money. Local staff is focusing on small and medium size employers, as well as those in growth industries.

Vocational Rehabilitation and Commission for the Blind

Oregon’s statewide workforce development system also includes the activities carried out by the Oregon Vocational Rehabilitation (OVR) department and the Oregon Commission for the Blind. At the state level, the Commission is involved in several projects and focus groups. Commission Executive Director, sits on the Oregon Workforce Policy Cabinet and provides input regarding the needs of people with disabilities.

Because the Commission is a small agency, it partners with Oregon Vocational Rehabilitation in general to represent

the interests of individuals who are blind in other components of the statewide workforce investment system. The Commission has a cooperative agreement with OVR to represent the Commission's interests on the local boards. The Commission also participates in several task forces.

The Oregon Commission for the Blind (OCB) assists Oregonians who are blind or visually impaired in making informed choices and decisions to achieve full inclusion and integration in society through employment, independent living, and social self-sufficiency. The OCB Vocational Rehabilitation (VR) Services Program assists eligible individuals to prepare for, achieve and maintain an employment outcome. Employment outcome means, with respect to a client, entering or retaining full-time or, if appropriate, part-time competitive employment in the integrated labor market to the greatest extent practicable; supported employment; or any other type of employment, including self-employment, telecommuting, or business ownership, that is consistent with a client's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

At application, the majority of VR program clients are already receiving Social Security Disability Insurance (SSDI) benefits as a result of legal blindness. During development of the Individualized Plan for Employment (IPE), the OCB explores the client's vocational goals and income needs, and commensurate with their skills, strengths and previous work experience jointly sets employment goals. For client's targeting employment with earnings above the Substantial Gainful Activity (SGA) level, the OCB utilizes the Ticket to Work program for cost reimbursement upon 9 months of successful employment at or above SGA level earnings.

OVR and the Commission have a cooperative agreement by which the Commission provides services for individuals whose primary vocational rehabilitation needs are vision related. Commission staff work closely with OVR. The Commission provides resources and consultation to OVR regarding technology, low vision, and low vision aids.

WorkSource Oregon/One Stops and People with Disabilities

One Stops provide general employment and training services and are located throughout the state. The WorkSource system tracks self-reported numbers of individuals served both with a disability and without a disability that represents a barrier to employment. However the type of disability is currently not tracked, and as such, there is no way at this time to determine how many individuals who are legally blind are served through the WorkSource Oregon system.

The Commission is committed to ensuring that clients who are blind are able to participate in the integrated service delivery model. The Commission is seeking to provide leadership to the workforce system in its efforts to ensure equal access for individuals who are legally blind to One Stops and other workforce programs.

In addition, the Commission offers local workforce partners the following:

- Training on visual impairment and blindness and program accessibility;
- Development of nondiscriminatory policies and procedures; and
- Technical assistance on the provision of reasonable accommodations and assistive technology for individuals who are blind.

The Commission's VR counselors maintain workforce partner relations through identifying contacts in each of the One Stops. Counselors make a commitment to regularly contact these individuals and provide information about the Commission and how to access services.

The One Stops generally have adaptive computer programs available. However, individuals must have expertise in using ZoomText or JAWS before being able to use the One Stop computers. In practice, this often means a person

who is newly blind comes to the Commission for rehabilitation training before looking for employment through the

Employment Department.

Persons who only need assistance to secure a job are able to access services at a One Stop. For example, a client who has gone through Commission programs, gained skills using adaptive computer programs and been successfully employed may want to advance their career by attaining a new job. In this case, the individual should be able to use the WorkSource system. However, if there are VR needs – adjustment and adaptive skills – individuals could receive those services through the Commission. The workforce system can be a valuable partner through its contacts with employers.

Having a Commission client with adaptive skills work with the One Stop staff is often an opportunity to educate Commission partners about working with people who are blind, especially in those cases where the One Stop staff's approach is to start by referring the person back to the Commission for services. Commission staff have spent time working with Employment Department staff in order to educate them about the vast array of jobs that can be done by someone with low, or no, vision. Through this process, Employment Department staff increase their ability to visualize jobs and accommodations for individuals who are blind or visually impaired.

Assisting Job Seekers to Enhance Their Work Search Skills and Assist in Finding Employment

UI claimants are a priority population for receiving re-employment services. Most Unemployment Insurance (UI) claimants are required to attend an in-person orientation with Employment Services staff. This process includes a one-on-one meeting with a workforce representative who reviews the customer's registration to ensure a quality profile for job matching, provides an overview of workforce services and training programs, provides customized labor market and career information for informed decision making, and refers the customer to reemployment and training services including job-finding workshops as appropriate. State analyses indicate that early intervention with claimants results in a significant saving in UI benefit payments.

An Oregon Employment Department analysis shows that Oregon's approach to the delivery of reemployment services saves an average of 1.1 weeks of unemployment benefits across all claimants. Reemployment services saved Oregon's UI trust fund \$41.8 million in PY 2013, and \$37.5 million in PY 2014. The total number of claimants dropped by 14% from PY 2013 to PY 2014, which explains the decrease in savings.

An analysis of Oregon's one-stop offices was used to implement a set of service delivery and performance standards. An assessment was used that looked at the ability of all partners in the one-stop system to meet the new standards. The WorkSource Oregon Operational Standards Self-Assessment Report was used to determine a strategy for implementing the operating standards statewide. The partners at WorkSource Oregon (the one-stop centers) have developed statewide operational standards for the centers. This system recognizes that the workforce areas are starting at different places and performance is not anticipated to meet all standards across the state. However, the measurements will help determine how well we are striving toward full implementation of the standards by region. For the full report and to better understand how the standards may result in job seekers enhancing their skills and finding employment, (see <http://wsostandards.weebly.com/wso-operational-standards-self-assessment-report-april-2015.html>).

Providing Workforce Economic and Labor Information for Decision-Making

The Performance Reporting Information System (PRISM) was established to collect, analyze, and report on workforce development services, customers receiving these services, and employment outcomes after receiving services. PRISM measures how effective Oregon's workforce agencies are at helping people find and keep jobs and improve wages.

B. The Strengths and Weaknesses of Workforce Development Activities

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

The Strengths and Weaknesses of Workforce Development Activities.

Oregon's workforce redesign effort created four new workforce boards and reorganized several others, requiring that local areas hire new staff, develop incorporation documents, and consider partnerships. The Analysis of Oregon's Local Workforce Development Boards

(http://www.worksystems.org/sites/default/files/Benefit%20Cost%20Analysis%20of%20Worksystems_0.pdf) illustrates the level of change and it is significant. While the time pressure to implement WIOA is helping to drive that change, there is a growing, common understanding that the change will be iterative and not conform tightly to the federal timetable. This substantial level of change creates, in the short term, an increased level of risk and potential weakness to the workforce system.

The level of support from political, education, and business leaders for workforce programs has been consistently strong, including a significant amount of state funding. There is a healthy partnership at the state-level between the core programs, with strengthening interest from our non-core partners to collaborate, leverage resources and improve outcomes across all programs. For example, Oregon's 17 community colleges are locally governed entities that have consistently made the decision to fund workforce development programs at a high level. Professional staff work tirelessly to remove barriers and maximize resources to improve services to the customer, both the employer and the worker.

As described in the Overview of the Workforce System, Oregon's workforce development system includes more than state agencies and local delivery at WSO centers. One of the greatest assets of Oregon's workforce system is a culture of strong communication and partnership between programs, including between the core programs included in this plan and the mandatory partners and services in the WorkSource Oregon centers such as TANF and SNAP. Processes, where feasible, have been built to increase cooperation and integrate services, including intake and eligibility determination. For example, Trade Act, Unemployment Insurance, and Dislocated Worker staff coordinate and cooperate in service provision.

One-stop partners across all workforce areas developed statewide operational standards (<http://wsostandards.weebly.com/read-the-worksource-oregon-operational-standards-here.html>) for their offices that apply to all WorkSource staff, not to any particular funding or program. Not only do the standards provide service consistency, they also demonstrate active collaboration between programs across workforce areas. Similarly, state funding for the Labor Management Information (LMI) function has allowed Oregon to build and maintain a robust suite of labor market information and services, including local area analysis, information sharing, outreach and strong partnerships with workforce partners (<https://www.qualityinfo.org/>). LMI will inform sector strategies, career planning, training decisions, business engagement and placement services.

Enhancing the Training and Job Skills of Oregon's Workforce

The mission of the Office of Community Colleges and Workforce Development (OCCWD) is to contribute leadership and resources to increase the skills, knowledge and career opportunities of Oregonians. This mission is accomplished through Oregon's network of 17 community colleges, 18 adult basic skills programs, nine local workforce development boards/areas, community-based organizations, and other partnerships. CCWD is responsible for implementing policies, procedures, and strategies consistent with the Governor's education and workforce priorities and the goals of the Higher Education Coordinating Commission, the Oregon Workforce Investment Board, the State Board of Education, and the Office of Workforce Investments (OWI).

OCCWD helps to ensure quality services are provided to future, transitional and current workers. Each year, OCCWD

supports over 300,000 Oregonians attending community colleges and thousands of unemployed, underemployed, low skilled adults and youth, ages 14 and older, with serious employment obstacles. OWI, its numerous partners, and local workforce development boards assist these Oregonians to obtain secondary and post-secondary credentials and knowledge and skills necessary for work, further education, family self-sufficiency and community.

Diminishing federal and state resources and increasing need reinforces the weakness involved in operating within silos and the importance of working together under WIOA to address a plethora of workforce issues including supporting successful programs and strategies that are proven to work.

The combination of education and experience required by employers increasingly does not reflect the qualifications of job seekers. Addressing the mismatch between the skills of available workers and current and projected jobs is the fundamental challenge facing Oregon's workforce efforts.

Current data shows that considerable improvement is needed to increase the educational attainment of youth. Academic achievement and low graduation rates reflect significant gaps, particularly for low-income youth and students of color. Given changing demographics, increasing poverty and higher graduation requirements, there is an urgent need to focus efforts on improving academic performance for all regional youth

The challenges and opportunities facing Oregon's employers underscore the need for a more coordinated approach to understanding and addressing our workforce needs. Focusing on industry sectors that have a strong regional presence and potential for growth, aligning resources and strategies, fostering stronger ties between industry and training, and aligning regional economic and workforce development efforts are essential to assuring our workforce meets the needs of the evolving economy.

Employers are increasingly having difficulty finding enough qualified workers and skill shortages are once again a pressing issue. Helping local workers prepare for a region's growing or tightening economy and helping businesses find qualified workers is essential to the health of Oregon's economy. To a large extent, the strength of our workforce and its ability to meet the needs of industry will determine whether we can sustain this growth in the years ahead.

Local workforce development boards understand that workforce development, economic development and education are the cornerstones of a prosperous community. Heightened efforts to align workforce supply with industry demand under WIOA are essential, and these efforts are strengthened as we work together to bridge the gap between disciplines, resources and jurisdictions.

A key strength of the local workforce development boards is their members and staff who provide a solid convening table for labor, economic development, elected officials, education, workforce development and human service providers to create local solutions in response to the needs of the workforce and business. The strengths of our Local Leadership Teams (<http://wsostandards.weebly.com/local-leadership-teams.html>) are the mechanism used to manage the implementation of the local WorkSource Oregon system. This implementation includes coordination of services, programs, funding streams, processes and initiatives among WSO partners to ensure accountability and alignment in support of a seamless public system.

Over the past few years, WorkSource leadership reaffirmed their commitment to integration at that same time Workforce Innovation Opportunity Act was being drafted. System leadership aligned our integration efforts with new system expectations from WIOA. WorkSource leadership needed to reaffirm their commitment to system integration because not all areas of the state fully implemented the original integration effort. With the new law and a new oversight role for the state workforce board, we believe all centers will be on board and meeting the standards.

The WorkSource Oregon mission is to effectively respond to workforce challenges through high-quality services to individuals and businesses, resulting in job attainment, retention and advancement. It is through strong components of Oregon's workforce system that we are able to strive to reach our vision of Oregon communities where the

employment needs of jobseekers and businesses are met by solutions delivered effectively through engaged workforce system partners.

Two strong components of the workforce system and an integral part of the work performed by Title 1 and Title III in partnership are the WorkSource Oregon Performance Standards (http://wsostandards.weebly.com/uploads/5/8/7/9/58796091/wso_operational_standards_document_final_5-22-15.pdf) and the WorkSource Oregon Performance Measures Checklist (<http://wsostandards.weebly.com/wso-standards-implementation-checklist.html>). They provide mechanisms for system standardization, consistency and accountability that align to the mission and ensure quality delivery of services to all Oregonians. All centers have, or are developing, feedback mechanisms to ensure that services are driven by and are meeting business needs, and to ensure that internal teams are operating on the same information and striving toward the same local expectations. Feedback mechanisms will be documented and locally tracked to ensure effectiveness of service provision.

There are other strong, foundational components to the Workforce Development System in Oregon. These pillars of strength include Sector Strategies and Partnerships and, as noted earlier, Labor Market Information (LMI). Our LMI informs sector strategies, sector partnerships, career planning, training decisions, business engagement and placement services. The system goal is to provide the best customer-focused service possible through a continuity of services that are not dependent upon a customer returning to the same staff person.

In PY 2012, Oregon's local WIBs served 189,787 WIA Title I participants – 36,952 participants in the Adult Program, 149,819 participants in the Dislocated Worker Program, and 3,016 participants in the Youth Program. Performance measures for PY 2012 show that, of those who were placed into jobs between April 1, 2011 and March 30, 2012, a total of 15,370 adult participants and 80,654 dislocated workers retained employment for three consecutive quarters after they exited the program. Participants who retained employment after exiting the Adult and Dislocated Worker Programs were projected to generate a total of \$165.1 million in added taxable earnings over the next ten-year period (in present value terms). This change equates to a total of \$2.77 in added taxable earnings for every dollar spent to fund the programs. Performance measures for PY 2012 also show that 911 youth participants were placed in employment or education between October 1, 2011 and September 30, 2012. These youth are projected to generate \$10 million in added taxable earnings over the next ten-year period (in present value terms), or \$0.90 for every dollar spent to fund the program. Overall, the combined economic value of the WIA Title I programs administered by Oregon's local WDBs is \$175 million, equal to the added taxable earnings that will accrue to participants of the Adult, Dislocated Worker, and Youth Programs over the next ten years. The benefit-cost ratio yields \$2.48 in added taxable earnings for every dollar spent.

One specific area with a potential for improvement is increasing the percentage of Title I funds spent on individual occupation training. The Oregon Workforce Investment Board recently adopted a requirement that every local workforce board invest a minimum of 25 percent of its funds in occupational training. As this is a new requirement and the state has four new local boards, the state board will continue to monitor implementation over the period of the state plan to assess success and identify additional ways to increase the funding for training. Improving this area while redesigning the workforce regions and implementing WIOA may be difficult, but it remains an objective.

Strengths of Oregon's local Title II programs stem from strong connections with community college post-secondary education and training programs. Currently, local Title II programs are housed within the 17 independent community colleges. Integration with the community colleges allows adult education and literacy providers to extensively leverage resources such as facilities, services, and matching funds. Local Title II providers are required to provide a match and the office of Community Colleges and Workforce Development (CCWD), as the eligible agency, is required to uphold maintenance of effort in support of adult education and literacy programming in Oregon. In addition to the significant financial contribution made by the current local, Title II provider, the co-location of adult education and literacy programs on community college campuses facilitates strong connections to academic bridge programs and post-secondary programs, including career and technical education and industry recognized

certifications.

Overall, the development and expansion of credit-bearing Career Pathways certificates across the 17 community colleges has been a key strategy for enhancing the training and job skills of Oregon's workforce. Currently, the community colleges offer more than 400 Career Pathway certificate programs. These certificates are defined in Oregon statute as being 15 – 44 credit certificates that are completely contained within an Associate of Applied Science degree or one-year certificate. This means a working learner can continue to make progress toward a higher level credential without losing time or money having to take classes that are required in the higher level credential but different from those in the Career Pathway certificate.

In order to understand the strengths and weaknesses from the Vocational Rehabilitation perspective, it is important to look at the Census data. This data does not accurately capture the educational and skill needs of individuals with disabilities. Census data does not correlate well with our state data because the individual's disability is based on self-attestation in the census; there is no verification of the disability by the appropriate medical or psychological personnel. However, the applicant data for clients from the past five years probably provides a more accurate picture of individuals' educational and skill needs.

Another weakness of Vocational Rehabilitation in Oregon is the VR's computer system. This system does not collect information on the types of skills that clients have at application that is easily quantifiable. Nor does the computer system allow accurate identification of an enrolled client who has successfully completed a credential. Furthermore, the Rehabilitation Services Administration does not use an occupational coding classification that matches the Department of Labor occupational coding. We are hoping that with the change in requirements in WIOA that our computer system will be updated to track this information more easily, consistently and accurately.

The predominant use of workforce services by Vocational Rehabilitation is with both the post-secondary institutions and community colleges in Oregon. That being said, the number of clients using this system is relatively small. In State Fiscal Year 2015, 568 clients closed from the program having used these services. This number only represents 13.5% of the closures from plan in State Fiscal Year 2015.

In terms of numbers of clients served and the percent successfully completing a credential, certificates are the most successful degree pursued. Anecdotally, in discussions with VR branch managers accross Oregon, many have cited the need for shorter-term certificate programs in the community colleges for our clients. Our clients generally seem to have a more difficult time successfully completing the longer-term degree programs.

Other comments from the field have focused on the problems experienced accessing accommodations needed to complete their course through the special service departments at the community colleges. Clearly, there are many opportunities to leverage and weaknesses to overcome.

Service Delivery

Oregon is undergoing a systemic, structural transformation that will improve the way customers receive employment and training services at local WorkSource Oregon (WSO) Centers. These changes will also improve the way businesses receive services from WSO Centers. Oregon has been operating within a partnership framework for many years. The partners recently developed service delivery standards that will be used to guide Oregon's one-stop system. The standards reflect the common vision on delivery of workforce services.

Business services are continually evolving and improving. At the start of 2013, the Oregon Employment Department began offering enhanced business services. Employers select this option when they want a deeper partnership with their business services staff member. An on-site visit is conducted to better understand the business culture and the business objectives, which allows staff to refer candidates to the employer with an increased level of success. The employer then has a smaller, more highly-qualified applicant pool, which saves them time and money. The service

has improved the value and impact of business services by lowering an employer's recruitment and turnover costs. National and state level studies show that when the right person is hired, the employer saves roughly 50 percent of the new hire's salary because of lower turnover and training costs. In PY 2013, WorkSource Oregon directly placed 833 workers into the 721 enhanced job listings we received. Using a very conservative net savings to the employer of \$6,000 per hire, the service saved Oregon businesses \$5 million in recruitment and turnover costs. The numbers improved in PY 2014, resulting in \$5.7 million in employer savings from the 955 workers placed against 1,004 enhanced job listings. Interest in the service continues, with 319 workers placed into 319 enhanced job listings in the first quarter of PY 2015.

Oregon has a strong bricks and mortar presence. Roughly 30 percent of facilities are owned by the state, which have lower operational costs when compared to leasing. The use of non-federal funds provides additional flexibility in locating offices relative to community needs, particularly important given Oregon's rural expanse. Local elected officials across rural communities depend on public workforce services to support their economic and education objectives. On the other hand, many offices need to be upgraded to improve customer flow, and in some instances, moved or expanded to allow more partner staff to co-locate.

The strength of our data systems help to deliver consistent services and resources across the state. While the state's current data systems ensure the delivery of program specific services, integrating these systems remains a significant and expensive challenge. A significant shortcoming of the workforce system is often uncoordinated and unconnected information technology (IT) infrastructure, with several major components that are neglected, out of date and inflexible. While the current data systems ensure the delivery of program specific services, integrating these systems remains a significant and expensive challenge. There is limited ability to feasibly share data and/or participant information between core programs and partners. Even with tentative plans to move forward with some new IT systems, IT remains a significant concern. With the high cost and risk of new IT systems, IT issues are often a barrier to improving and integrating the workforce system. However, there are currently key partners working together with the goal of increased interconnectivity of these systems in a more efficient manner to increase the effectiveness of the workforce system through increased sharing of data to inform better data-driven decision making.

Providing Workforce Economic and Labor Information for Decision-Making

The Oregon Employment Department's Workforce and Economic Research Division provides accurate, reliable, and timely information about Oregon's state and local labor markets. The goal is to provide quality information that helps our customers make informed choices. Workforce development policy makers are a key Research customer group, particularly serving the labor market information needs of state and local workforce development boards. With the advent and now widespread use of the internet, the more "traditional" aspects of labor market information are largely made available on-line; allowing staff more time to focus on custom analysis and answering challenging questions about the labor market.

C. State Workforce Development Capacity

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

State Workforce Development Capacity

Oregon's higher education system serves hundreds of thousands of students at its seven public universities, 17 public community colleges, workforce programs, private and independent colleges and universities, and private career and trade schools. The Higher Education Coordinating Commission (HECC) supports the students and

communities served by these institutions through statewide statutory responsibilities. The HECC is a 14-member public commission, supported by the HECC agency. The agency includes the Offices of: Executive Director, Policy & Communication; Student Access & Completion; Community Colleges & Workforce Development; Operations; Private Postsecondary Education; University Coordination; and Research & Data.

The Higher Education Coordinating Commission is dedicated to fostering and sustaining the best, most rewarding pathways to opportunity and success for all Oregonians through an accessible, affordable and coordinated network for educational achievement beyond high school.

The Office of Community Colleges and Workforce Development (OCCWD), formerly the Department of Community Colleges and Workforce Development, provides coordination and resources related to Oregon's 17 community colleges, 18 adult basic skills providers, and nine local workforce areas. OCCWD also provides statewide administration of workforce and education programs under the Workforce Investment Act (WIA), the General Educational Development (GED), and other workforce and education programs for the benefit of Oregonians.

OCCWD helps to ensure quality services are provided to future, transitional and current workers. Each year, OCCWD supports over 300,000 Oregonians attending community colleges and thousands of unemployed, underemployed, low skilled adults and youth, ages 14 and older, with serious employment obstacles. OWI, its numerous partners, and local workforce development boards assist these Oregonians to obtain secondary and post-secondary credentials and knowledge and skills necessary for work, further education, family self-sufficiency and community.

Diminishing federal and state resources and increasing need reinforces the weakness involved in operating within silos and the importance of working together under WIOA to address a plethora of workforce issues including supporting successful programs and strategies that are proven to work.

The Title I programs in Oregon that serve Adults, Dislocated Workers and Youth continue to strive to serve all participants; However, challenges based on the ebb and flow of state and federal funding exist. In program year 2014, Oregon served 131,159 Adults, 101,888 Dislocated Workers, and 2,713 Youths. To the extent funding allows, Oregon anticipates sufficient capacity to continue to provide services and meet performance goals under Title I.

Adult Basic Education services in Oregon serve less than 10 percent of the adult Oregonians who lack a high school diploma or GED. While there are no waiting lists for Adult Basic Education services with current Title II providers, that does not mean that the full population of individuals needing services are pursuing them. Title II funds about 15 percent of Adult Basic Education services in the state, the remaining 85 percent of services are funded through community college general funds. Community colleges are independently governed entities that allocate general funds based on local needs and priorities. Community colleges are under no obligation to fund Adult Basic Education at any particular level. The level of support is exceptionally high across Oregon's 17 community colleges. If this were to change, services funded solely under Title II would reach a much smaller number of Oregonians.

Community colleges offer a variety of workforce development services that are important to the overall capacity of the state workforce development efforts. The 17 community colleges in Oregon receive funding from a variety of sources but one primary source is state general funds. During the 2015–17 biennium, this funding accounted for a \$550 million investment in education and workforce related services across the state.

Capacity issues are often localized, either by geography or program. Rural workforce board areas have the highest unemployment rates but the least amount of resources as well as geographic issues such as widely spread facilities. Programs such as Title I or Wagner–Peyser, which meet general community needs, often lack the capacity to provide the specialized services needed by certain groups or programs (i.e. Vocational Rehabilitation).

Oregon's Title III labor exchange program has demonstrated sufficient capacity to provide service. However, non–

federal funding plays a major role in meeting Oregon's labor exchange needs. Oregon's ability to maintain these services at the level currently provided is contingent upon receiving a similar level of state funding in the future.

Analysis has suggested that providing the capacity for extensive labor exchange and reemployment services to UI claimants (nearly 170,000 in PY 2014) strengthens the integrity of Oregon's UI trust fund by reducing the duration of Unemployment Insurance claims by over 1 week per claim, which saved employers tens of millions in tax dollars.

In PY 2014, over 340,000 individuals were active in the labor exchange system, and half were not UI claimants (most of whom are required to participate). This means that virtually half of our job seeker customers chose to seek services through the public labor exchange.

Supplementing Wagner-Peyser funds with state dollars also funds the delivery of enhanced services to the business community. This increased capacity to meet the service needs of employers, helps to improve their bottom-line by lowering recruitment, turnover, and training costs. More businesses are choosing our enhanced service option, as validated by the hundreds of success stories from businesses sharing that the service more than meets their needs and expectations. Our ability to maintain these services is contingent upon receiving state funds in the future. Data on UI claimants suggests the coordination of Title I-IV core programs resources will improve the ability of all customers to return to work.

The VR Program will continue to work with the Workforce System in Oregon to increase capacity and access to Workforce opportunities and services for Oregonians with Disabilities. The VR Program will continue to collaborate and coordinate with LWDBs and other partners to increase opportunity and access for VR clients while earnestly and simultaneously trying to help meet the recruitment needs of employers.

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.

State Strategic Vision and Goals

Vision

The strategic vision for the state's economy and overarching goals for the state's workforce system: A strong state economy and prosperous communities are fueled by skilled workers, quality jobs and thriving businesses.

A robust economy with ample mid- to high-income jobs is a baseline for a state-wide high quality of life, which includes healthcare, food security, and quality housing. The vision seeks to focus on Oregon's long-term economic prosperity and resiliency through people-based strategies designed to lift up Oregon workers, innovators and entrepreneurs. To achieve this vision, the Oregon Workforce Investment Board (OWIB) developed guiding principles to identify core or foundational values for the workforce development system. These principles will be used as a lens for evaluating the goals, strategies and actions of the system:

- Customers of the workforce system include both businesses and individuals (job seekers, working learners and youth).
- Data, including customer input, drives continuous improvement and accountability of the system.

- The state supports local decision-making to achieve the OWIB's vision and goals.
- Strategies are business-led, demand-driven and benefit all customers. •Customers have access to a simple, flexible and streamlined system. •System agencies and organizations are agile and nimble to respond to customer needs.
- The system promotes equity and strives to reach equitable outcomes, including but not limited to addressing the unique needs of families in poverty, communities of color, and rural communities.
- Collaboration within the workforce system and with other policy areas occurs between state agencies, through sector strategies, and at the local and regional level.
- Investments and decisions are results driven, not program-driven, to optimize long-term results for clients served, build a strong economy and achieve the state's goals.
- The system adopts tools and promising practices from other states or communities rather than creating new ones, whenever appropriate. •The workforce system targets investments to high-wage, high-demand occupations in sectors where the opportunities are the greatest.

2. Goals

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

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

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

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

Goals

Consistent with the state's vision, the OWIB will target workforce resources to high-wage, high-demand occupations in sectors where opportunities are the greatest. This includes innovations, enhancements, and expansion of existing programs such as career pathways, career and technical education, work-based and experiential learning, career

readiness, career-related learning experiences, adult basic education, youth employment, industry-recognized

credentials, and apprenticeship.

To meet this goal, Oregon's workforce system must provide services and partner with educational programs to ensure that: 1) all Oregonians can meet basic workplace skills requirements and are ready to work, and 2) Oregon's workers have the transferable, technical skills that make them competitive for high-wage, high-demand jobs. This must be true for all groups of workers and potential workers, whether they are coming directly out of high school, a trade or technical school, an apprenticeship program, a Workforce Innovation and Opportunity Act funded training program, a public assistance program, a community college, a four-year university, or are already working.

The Oregon Workforce Investment Board has identified 4 strategic goals to give direction for the state's workforce system.

Goal 1: Create a customer-centric workforce system that is easy to access, highly effective, and simple to understand.

The State of Oregon has cultivated a strong workforce system which provides a solid foundation for further collaboration to promote improved customer service and increased effectiveness. Creating a streamlined, collaborative workforce system is the number one goal within this strategic plan because it directly affects the success of all other goals the OWIB pursues. If the system is not aligned, easy to navigate, and focused on the customer, all other efforts to improve our services will be less effective. An aligned, simple-to-use customer-focused system is also critical to making the system accessible for all Oregonians, especially for those with barriers to employment.

Goal 2: Provide business and industry customized workforce solutions to prepare and deliver qualified and viable candidates. The second goal focuses on the business side of the workforce system's customer base. Businesses need an available workforce that is trained not only in the occupational skills required to do the job, but also in the employability skills necessary for candidates to be viable in the job market.

Goal 3: Invest in Oregonians to build in-demand skills, match training and job seekers to opportunities, and accelerate career momentum. The third goal focuses on the jobseeker side of the customer base, including actively reaching out, engaging, and empowering individuals with barriers to employment. In order to increase the opportunity for employment, jobseekers must be informed about opportunities and prepared with in-demand skills, or those that are currently needed by business and employers locally. Matching training opportunities to the needs of local employers will allow the workforce system to present jobseekers with more opportunities, and employers with more viable candidates to choose from. Focusing on demanded occupational skills can also allow jobseekers to get a first step toward a larger career pathway and to accelerate the process of advancement.

Goal 4: Create and develop talent by providing young people with information and experiences that engage their interests, spur further career development, and connect to Oregon employers. During the stakeholder input activities throughout the strategic planning process, there was an overwhelming theme identifying youth as an important target population for the strategic plan. Recognizing that the current youth population is tomorrow's workforce, this goal focuses on providing opportunities, in partnership with business and education, for young people to experience and understand the local economy to inform their future careers.

3. Performance Goals

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

Performance Goals

Please refer to Appendix 1.

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.

Assessment

Oregon will assess its workforce system effectiveness through a variety of methodologies and assessments.

The Oregon Workforce Investment Board (OWIB) has adopted seven system performance measures, which are closely aligned to the WIOA performance measures. The OWIB will review a dashboard of the following measures on a quarterly basis to identify statewide policy and program recommendations: •Entered employment •Employment retention •Earnings from employment •Wage gain •Skill gain •Business satisfaction •Job seeker satisfaction

These state-level outcome measures will be tracked statewide and by local workforce development areas as frequently as feasible. This tracking will help identify areas where policy or process adjustments may be needed. It will also identify the local areas that have achieved better results whose policy and processes may be shared and emulated elsewhere.

Local workforce boards may opt to track and analyze additional performance indicators and goals to track their own performance. These measures would be based on each area's specific economic and workforce conditions and the goals of the area. Although there may be significant overlap, it will be up to each local area to determine which performance indicators are relevant for the region, consistent with OWIB strategies, to meet the vision and goals laid out by OWIB. The OWIB, in partnership with state agencies and the local boards, will continue development of additional measures to assess the statewide implementation of the goals and strategies. These measures will be developed through the OWIB Performance Reporting Committee and project specific work groups, which will involve members from the state board, representatives of state workforce agencies, and representatives from local workforce development boards.

This work requires state agencies and local workforce boards to continue the shift from a compliance- and program-specific orientation to a highly-integrated, outcomes-based system that makes value-added investments based on community needs. This work will also require greater responsibility, accountability, and autonomy for decision making at the local level.

Effectiveness of local service delivery through WorkSource Oregon will occur through the continued implementation and comprehensive use of the WorkSource Oregon Operational Standards. The workforce system will continuously evaluate its programs, services and processes in light of how these support the greater system goals, and add value to the experiences of customers, businesses and job seekers. For additional information, see "Year ONE Performance Checklist" (<http://www.oregon.gov/owib/committees/Pages/PerformAccountCommittee.aspx>).

The workforce system will continuously evaluate its programs, services and processes in light of how these support the greater system goals, and add value to the experiences of customers, businesses and jobseekers. These indicators may be either outcome-related or process measurements. For example, the partners at the one-stop centers in Oregon have initiated a process and developed statewide operational standards for the centers. There will be a measurement system for the standards. This system recognizes that the workforce areas are starting at

different places and performance is not anticipated to meet all standards across the state. However, the

measurements will help determine how we are moving toward full implementation of the standards by region (See the WorkSource Oregon Operational Standards Self-Assessment Report (April 2015) –

<http://wsostandards.weebly.com/wso-operational-standards-self-assessment-report-april-2015.html> .)

c. State Strategy

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

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

State Strategies to achieve its Vision and Goals

The Oregon Workforce Investment Board has identified strategies to implement its strategic goals and to give further direction for the state's workforce system. These strategies are intended to be implemented at both the state (board and agency) and local (local workforce development board and community partner) levels. The entities responsible for implementation of strategies are not identified and additional work will be done at the state and local level to identify responsible parties and mechanisms for implementation.

Oregon's strategic vision for the state workforce system builds upon similar reforms in two other Oregon systems: education and economic–community development. Both of these previous efforts have put greater decision making into the hands of local organizations, while at the same time clarifying available investments and increasing accountability. The success of these reforms rests on well–defined outcomes with the highest flexibility possible on how to achieve them. The recommended system reforms will reduce fragmentation and provide greater flexibility to local communities in determining how to achieve goals and outcomes.

The following strategies, especially those under Goals 1 and 3, focus efforts on improving services for all customers, specifically individuals with barriers to employment. In order to increase the opportunity for employment, the system must be easier to access and use and provide jobseekers with the opportunities and preparation to develop in–demand skills needed by business and industry. Implicit in each of these strategies will be activities implemented by the workforce development system at the state and local level, including through the WSO Standards.

Goal 1: Create a customer–centric workforce system that is easy to access, highly effective, and simple to understand. Strategies 1.1 Create a framework for effective partnering within the workforce system.

A framework for partnering will put processes in place for state agencies, local boards and other workforce organizations to work together and better understand each other's services. This process will help to underline current policies that both help and hinder collaboration and will inform future policy–making decisions to support integration. 1.2 Align and leverage resources (data, funding, capacity, etc.) to collectively impact common outcomes and reward collaboration.

Achieving more effective partnering will allow state and local workforce organizations to leverage resources, whether these resources are in the form of data, funds, or staff. As resources become scarce, partnering will help to stretch

those resources are in the form of data, funds, or staff. As resources become scarcer, partnering will help to stretch them further to impact the outcomes of all participating organizations. 1.3 Build accountability mechanisms focused on results.

Policies, processes, and funding decisions are only effective if they are followed or used properly. A theme of this strategic plan is to increase accountability to these things to focus on results. The OWIB will lead efforts to design and enforce mechanisms for accountability to ensure that investments are used wisely and programs are serving customers effectively, and to address shortfalls to make improvements. 1.4 Build a solution-driven (vs. program-driven) culture.

A solution-driven culture is one that starts plans with an end goal in mind. It focuses on the customer and seeks to understand their needs before deciding how to provide programs that will help to meet them. The workforce system has a lot of programs in place and is governed by federal law that could make it easy to turn to a program-driven culture, simply following the letter of the law and not thinking outside the box to meet the unique needs of the customer. The goal of this strategy is to ensure that does not happen and state agencies and local boards continue to hear from their customers and adapt programs to meet their needs.

1.5 Market coordinated system services and unite communications and information sharing among workforce, economic development and education.

A system with uncoordinated services is very difficult for a customer to navigate. If the system markets services in a coordinated way, customers can come to one place and understand how to get the services they need without needing to understand the ins and outs of how it will happen. This is true for all services within the workforce system, but also for collaborating with economic development and education. For many customers, services from more than one or all three of these areas will be needed to reach a successful outcome. A system is best coordinated and most effective when all partners understand each other's services and communication paths are clear and well utilized for a seamless customer experience.

Goal 2: Provide business and industry customized workforce solutions to prepare and deliver qualified and viable candidates.

Strategies

2.1 Create a sustainable framework for locally-driven sector partnerships to understand, anticipate, and respond to the needs of business and industry.

Business-led sector partnerships present a great opportunity to convene industry representatives and partner agencies and organizations to work to understand the collective needs of businesses in an industry. These conversations about common needs can identify common solutions that may be targeted to impact businesses on a wider industry basis, such as training programs for candidates, incumbent worker training, or various operational support programs. While these partnerships occur locally, the OWIB will create a framework to provide guidance or a road map to successful sector partnerships based on current efforts and best practices.

2.2 Foster positive perceptions in business and industry about the workforce system.

In order to maximize utilization of the services available to businesses, the workforce system needs to be seen as a trusted partner for meeting workforce needs. Greater utilization requires two different kinds of awareness – first, that businesses know the services exist, and second, they can see that they are effective. To increase awareness and visibility, local boards must be active in the community with other partners and at the table for any collaborative efforts. If progress is made toward Goal 1, increased accountability and collaboration and a focus on positive solutions will increase the effectiveness of the services that are available. This commitment to effective services and achieving results is a critical step to ensuring positive perceptions among business and industry. Boards should communicate success stories of businesses that have received benefits from workforce services. 2.3 Actively

communicate success stories of businesses that have received benefits from workforce services. 2.3 Actively communicate the coordinated services of economic development, workforce and education services to business and industry.

Workforce development, economic development, and education and training providers all offer tools to serve businesses. To effectively provide these services, all of these organizations must be coordinated to ensure a seamless experience for business customers. When a business needs assistance, they do not need to know all of the work it takes behind the scenes from different organizations to make it happen. If communication is coordinated, the business will be able to have a clear message on what is available and how to get services. The OWIB will create a framework for this at the state level by ensuring coordination and collaboration with other state level boards and agencies providing workforce, economic development, and education services.

Goal 3: Invest in Oregonians to build in-demand skills, match training and job seekers to opportunities, and accelerate career momentum. Strategies

3.1 Actively reach out and engage customers, especially target populations, in education, training, employment, and entrepreneurial opportunities.

To maximize the number of individuals taking advantage of the services offered, the workforce system should be proactive about engaging customers who are not already aware of the options available. Workforce and partner staff should also be fully informed on the full menu of services provided by all partners to be able to offer guidance and additional information to current customers.

3.2 Empower Oregonians with the access, knowledge, tools, and resources to launch and accelerate career momentum, including information on local in-demand skills* and careers.

Instead of prioritizing customer choice or job placement over the needs of businesses and the available individual career paths, the workforce system should combine these efforts by helping individuals understand their options within the local economy and opportunities for advancement. This allows individuals to think beyond just getting a job and focus on taking a step toward a sustainable, lifelong career. *In-demand skills are those that are currently needed by local businesses and employers.

3.3 Increase resources for occupational skill development and hold local workforce boards to a minimum investment in occupational training, which shall be established by the state board in local plan guidance.

Funds should be prioritized for occupational training that gives people the tools that they really need to work in local businesses. By establishing a minimum requirement for funds spent on occupational training, the OWIB is promoting accountability to ensure that the workforce system is truly supporting services that benefit both jobseekers and local businesses. This minimum threshold will be revisited each year of this strategic plan to adjust to the environment of the workforce system.

3.4 Rethink and restructure training and skill development to include innovative and effective work-based learning and apprenticeship models and to accelerate training.

Effective training often must go beyond classroom training to address all types of learners and provide hands-on experiences. Work-based learning and other innovative strategies that can help individuals understand more clearly what it is like to work in a certain industry or company are important to both improve learning outcomes and to help individuals with career exploration.

Goal 4: Create and develop talent by providing young people with information and experiences that engage their interests, spur further career development, and connect to Oregon employers.

Strategies

4.1 Create pipeline plans, as part of Oregon's sector strategy approach, to connect in-school and out-of-school youth to opportunities in local sector partnerships.

While some activities of sector partnerships will focus on meeting the immediate needs of the industry, to ensure that the future workforce is also prepared, sectors must take into account the youth population. As new and existing sector partnerships are being launched or expanded throughout the state, a plan is needed to ensure a focus is kept on the emerging and future workforce and that young people are informed about and connected to the strong industries in their communities.

4.2 Pursue additional resources to support local initiatives in both rural and urban communities.

As federal and state resources become scarce, it is important to make sure that a strong menu of youth services isn't lost. The OWIB will support local areas in pursuing additional resources for maintaining current initiatives and implementing new and innovative programs that engage and provide work experiences for youth.

4.3 Provide technical assistance and/or incentives to support adoption and expansion of work-based learning, apprenticeships, and internships.

While the OWIB does not directly provide services to businesses or individuals, it will be a resource for technical assistance, making connections between local areas, and sharing best practices related to various work-based learning initiatives. When possible and if funds are available, it will prioritize incentives for programs that provide these experiences for youth.

4.4 Build partnerships to increase exposure to job and career opportunities and better connect school to work.

Partnerships with businesses and schools are essential to ensuring young people are exposed to local career options and are able to see real-world applications of what they are learning in school. The OWIB will work to make these connections at the state level and to share best practices from across the state and country on how to make these partnerships successful and address any of the obstacles that typically exist when trying to provide youth work experiences.

Strategies the State will Implement

Strategies 1.1 and 4.1 described in the section above and adopted by the OWIB, specifically include industry or sector partnerships as a way to achieve the state's goals. In addition to these, Oregon is utilizing industry sector partnerships and strategies as a foundational approach to the way the workforce system works with employers, jobseekers, and students to improve employment opportunities and overall business competitiveness. Oregon is doing this through collaborative partnerships at the state and local levels and technical assistance that supports capacity building in all of the state's local workforce areas.

At a high level, the state's strategy consists of providing consistency to the industry or sector partnerships process, regional data and program information, and inter-regional connections as outlined in Oregon's Approach for Sector Strategies (<http://www.oregonworkready.com/sectors-resources.html>). Local regions have identified their target sectors and are noted in their local plans .

All of the strategies under Goal 3 involve the use of career pathways to connect individuals to education, training and career momentum. Under WIOA, career pathways are a critical element of academic programming for Title II, Adult Education and Family Literacy Programs, one of the six core programs of the Act. Title II providers have both programmatic and performance based outcomes related to career pathways.

Oregon has long been a leader in a community college-based initiative focused on building Career Pathway credit bearing certificates at the colleges. A strong coalition of colleges have worked together to build a Pathways Alliance

learning certificates at the colleges. A strong coalition of colleges have worked together to build a Pathways Alliance which has supported the implementation and continuous improvement of Career Pathways within the colleges. These Career Pathways certificates are developed in collaboration with employer representatives and are approved at the state level based on local labor market information and other criteria.

As Local Workforce Boards work to expand career pathway options for unemployed and underemployed Oregonians, a variety of approaches may be utilized, depending on local needs and resources. These options are represented on the graphic that summarizes what career pathways mean in Oregon, and the variety of options that may be included in a career pathways strategy.

Oregon has adopted the following working definition of Career Pathways: Career pathways are sequences of high-quality education, training, and services connected to industry skill needs. Career pathways have multiple entry and exit points that allow individuals to achieve education and employment goals over time. Career Pathways may include: apprenticeships, on the job training, industry recognized credentials, non-credit training and certificates, credit certificates and degrees. Part of this effort will be to move towards a wider inclusion of career pathways in our Title II, Adult Basic Education, and English language acquisition classes, as well as building new career pathways through apprenticeship programs.

All programs will be designed to expedite transitions from unemployment to employment, from underemployment to better employment, or, as in the case of displaced workers, from one industry to the next. Each LWB will be addressing targeted populations as they build career pathways. Outreach to these targeted populations will be expanded. LWBs will align their career pathways to their sectors, working with industry to establish trainings that are aligned with business needs. Business will benefit by having a pipeline of workers into their industries that are well trained and work ready.

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).

Strategies the State Will Use to Align the Core Programs

Companies in Oregon cannot grow or be competitive without the right talent. The alignment of worker skills with business needs means a worker quickly moves from a company liability into a productive asset. Yet, without the right combination of skills, it takes longer for workers to come up to speed. This time lag represents real costs; companies grow more slowly, worker wages stagnate, and workers look for other opportunities.

Talent is the driver of economic growth; industry, education, workforce and government must work together to create more robust and agile education and training models for both incumbent workers and new graduates. As stated earlier and highlighted in WorkSource Oregon Operational Standards (<http://wsostandards.weebly.com/>), the State of Oregon's workforce system provides a solid foundation for collaboration to promote improved customer service and increased effectiveness. Creating a streamlined, collaborative workforce system directly affects the success of all other workforce development goals. If the system is not aligned, easy to navigate, and focused on the customer, all other efforts to improve our services will be less effective. Additional work is needed to better integrate data systems

to deliver improved customer service, but integrating these systems will be an expensive and time-consuming endeavor

Strengthening the framework for partnering by developing and implementing processes will make it easier for state agencies, local boards and other workforce organizations to work together and better understand each other's services. This process will help to underline current policies that both help and hinder collaboration and will inform future policy-making decisions to support integration. More effective partnering includes state and local workforce organizations leveraging resources, whether those resources are in the form of data, funds, or staff. As resources become scarcer, partnering will help to stretch them further to impact the outcomes of all participating organizations. Financial, institutional, political and other barriers to effective partnering will be reviewed and revised to minimize their effect on partnerships.

Executive leadership from Vocational Rehabilitation (VR), the Higher Education Coordinating Commission (HECC), Oregon Employment Department (OED), and the Department of Human Services (DHS) Self Sufficiency Programs (SSP) are sponsoring a series of Local Area Alignment Meetings in conjunction with the local boards. These meetings bring together local program leaders with the goal of establishing a common vision, goal, communication and leadership plans that will allow them to implement integrated services that are tailored to local needs and situations. An independent facilitator leads the multi-day meeting with the local leadership and state leadership present at the same time. This combination of individuals allows the state leadership to demonstrate commitment to the integration efforts and help remove real and perceived barriers to local operational planning and integration. State leadership benefits from hearing local ideas and best practices that can be duplicated around the state and also helps state leadership understand the local needs. By early spring, all areas of the state will have had this meeting and will be expected to have established local leadership teams with project plans in place to move their local plans forward.

The OWIB, the state workforce board, has also established goals and strategies to develop a solutions-driven culture with services that are easy to access and coordinated with education and economic development. Encouraging a solutions-driven culture means focusing on the customer and seeking to understand their needs before deciding how to provide programs. It is the OWIB's goal to ensure that state agencies, education and training partners, and local boards continue to hear from their customers and adapt programs to meet their needs, rather than focus solely on programs and meeting federal law.

Similarly, a system with uncoordinated services is difficult for a customer to navigate. The OWIB's goal is to market services in a coordinated way so that customers can come to one place and understand how to get the services they need without needing to understand the ins and outs of how it will happen. This is needed for services within the workforce system and in collaboration with economic development and education. For many customers, services from more than one of these program areas will be needed to reach a successful outcome. The workforce system can be best coordinated and most effective when all partners understand each other's services and the communication paths are clear and well utilized.

Finally, the state has established a strategy to increase resources for occupational skill development, including setting a minimum threshold for local workforce board investment in occupational training to better prepare job seekers in the skills needed by businesses. Beyond the Title I investments, this strategy encourages all core programs to look at ways to minimize duplication and improve efficiency to support skill development that benefits individuals and businesses.

Oregon recently created the Oregon Talent Council (OTC) to "advise and be a resource for state agencies and educational institutions on issues of talent development, and to promote the growth and competitiveness of Oregon's traded sector and high-growth industries." Its mission is to "make Oregonians the first and best choice of Oregon

employers." The Oregon Talent Council will be able to invest in priorities guided by the Oregon Talent Plan to address talent needs (see <http://www.oregon.gov/EMPL/OY/OTC/Pages/Plan.aspx>).

III. Operational Planning Elements

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

A. State Strategy Implementation

The Unified or Combined State Plan must include—

1. State Board Functions

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

State Strategy Implementation

In many ways the implementation of the state strategies to meet its Workforce goals will be driven locally. Therefore, the methods to reach the performance outcomes will be different in each local area depending on the needs of the community and decisions of the local investment board.

Critical industry sectors fuel the state's economy most broadly, although the sectors usually differ by local area. The workforce system must prepare workers for the higher wage, higher skill, in-demand occupations these sectors have to offer. This approach will create a mutual benefit for companies and workers.

Industry sector strategies are employer-driven partnerships that meet the needs of key industries within a regional labor market. Partners include business, labor, economic development entities, education and training providers and other stakeholders. Sector partnerships are intended to remove bottlenecks that inhibit recruitment, hiring, training and worker advancement within an industry sector or cluster. These sector partnerships simultaneously address the needs of workers by creating formal career paths to good jobs by reducing barriers to employment, and sustaining or increasing middle-class jobs. The success of sector strategies lies in building better public/private partnerships based on the practical needs of industry for a more highly-skilled workforce.

Oregon's workforce system must work to find new ways to operate more efficiently and effectively to meet new challenges and deliver on outcomes in a time of stagnant or shrinking resources. Partners in the workforce system must work together in new ways, and leave behind the systems and approaches that are less effective at meeting the stated outcomes and goals of this plan. While Oregon's publicly-funded workforce agencies and programs have helped hundreds of thousands of Oregonians find jobs and thousands of businesses find workers over the years, the workforce development system in Oregon must continue to remove barriers to achieving better outcomes for customers. Multiple funding streams with sometimes conflicting requirements and goals, administrative fragmentation, lack of consistency and coordination, and a lack of system-wide accountability can reduce the effectiveness of the system. Within the current environment, the focus is about getting better results from the resources we have by creating a more agile system that is highly responsive to local business and economic cycles. The workforce system at both the state and local level needs to collaborate to achieve common outcomes. For additional info see Oregon's Local Planning website (<http://oregonlocalplanning.weebly.com/>) and Oregon's Sectors webpage (<http://www.oregonworkready.com/sectors-resources.html>).

State Board Functions: Oregon Workforce Investment Board

The Oregon Workforce Investment Board (OWIB) has two standing committees, nine local workforce board accountability teams, and as-needed, temporary, project-based work groups to implement its functions under WIOA:

- The OWIB Performance Reporting Committee consists of state board members, core program representatives, and local board directors. This committee reviews dashboards of high level system measures on a quarterly basis, flags issues for full board discussion, and develops potential recommendations to the Governor for full board action;
- The OWIB Executive Committee, consisting of nine members representing all of the WIOA membership categories and board leadership, meets on a monthly basis to guide the work of the board and make recommendations for full board action on key policy decisions under WIOA. All work developed by OWIB committees or by staff workgroups are vetted first by the Executive Committee before consideration of the full board (learn more about OWIB: <http://www.oregon.gov/owib/Pages/index.aspx>).

The nine local workforce development board accountability teams will each consist of two to three members from the business and workforce membership categories and will be supported by staff representatives from the four core programs. The purpose of these teams is to substantively engage with the local boards in their plan development and implementation processes through regular in-person or conference call meetings. At least once a year, the full OWIB will review the priorities and progress of each local board, with discussions focused on best practices that can be shared with other boards and challenges where additional technical assistance may be needed.

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.

Implementation of State Strategy Core Program Activities

WorkSource Oregon

The WorkSource Oregon (WSO) system integrates the services provided by the Wagner-Peyser Act administered by the Oregon Employment Department (OED) and the Workforce Innovation and Opportunity Act (WIOA) Title I programs administered by the Higher Education Coordinating Commission's (HECC) Office of Community Colleges and Workforce Development (CCWD). The activities in the one-stop centers are described in the attached WorkSource Oregon Operational Standards (<http://wsostandards.weebly.com/wso-operational-standards-self-assessment-report-april-2015.html> document). Please refer to that document for detailed discussion and description of the one-stop services and activities. In order to be designated as a WorkSource Oregon center, services among Wagner-Peyser and Title I staff will be aligned resulting in seamless provision of services to

customers. Staff resources across both funding streams will be pooled together and allocated collectively to ensure all services are delivered in accordance with the requirements of these operational standards.

All operational functions, including supervision and management where appropriate, will be taken into consideration when developing a functional staffing plan for each center. Agreed-upon staffing plans, including methodology, roles, and expectations, will be documented and may be solicited during program monitoring.

Adult, Dislocated Worker and Youth

At the state level, Oregon has formed several cross-agency workgroups focused on policy that are instrumental in implementing these state strategies. Locally, each of the nine local workforce boards (LWBs) will develop and submit a comprehensive four-year plan, in consultation with the chief elected official. This document clarifies what the LWBs must provide and do in order to implement State strategies and be in compliance with WIOA and state requirements.

The local plan will identify activities on how workforce partners and programs in each local workforce area will align and implement the vision and goals of the Oregon Workforce Investment Board and requirements of the WIOA (see <http://oregonlocalplanning.weebly.com/>). The LWBs are responsible for convening the workforce partners necessary to develop and implement the plan in the local area.

As final regulations for WIOA are released, and additional guidance is provided from the U.S. Department of Labor and/or the Oregon Workforce Investment Board, the Office of Community Colleges and Workforce Development (CCWD) within the Higher Education Coordinating Commission may ask for the LWBs to provide additional information in the form of a local plan modification.

Employment Services

Services provided through the WSO centers will be customer-centered. There is no longer a required sequence of services in WSO centers. Rather, the appropriate service may be accessed at any time based on customer needs. WSO has adopted a set of service standards that will be used to guide local service delivery, and to ensure a common language for both customers and staff.

Adult Basic Education

The Office of Community Colleges and Workforce Development (CCWD) and local area Adult Basic Education (ABE) service providers will fund allowable activities under the Adult Education and Family Literacy Act (AEFLA) (<http://www2.ed.gov/policy/adulted/leg/legis.html>). Local providers will align Title II activities with local area plans, such as sector strategies and career pathways. These adult basic education and literacy activities will also be coordinated across the core programs and partners through one-stop center participation, referrals, and co-enrollment where feasible.

An important goal for Title II Adult Basic Skills service providers will be in improving access to, and completion of, post-secondary credentials. CCWD, as the Title II agency at the state level, will collaborate with local Title II providers to support this goal, through investment of leadership funds and other activities. An important means to address this goal will be expansion of integrated education approaches. These include programs such as I-BEST, Vocational English as a Second Language (VESL) and Oregon Pathways for Adult Basic Skills (OPABS), as well as other programs developed in response to local needs. Local Title II providers will be encouraged to explore bridge programs and services that result in transition to post-secondary education. Local Title II providers will work with the state and local boards to clearly define career pathways across the state that promote transition of adult education students into industry recognized credentials, licenses and portable stackable certificates.

Vocational Rehabilitation

Title IV, Vocational Rehabilitation (VR) works with individuals with disabilities to identify, pursue, obtain and retain competitive and integrated employment. In Oregon VR includes the general VR agency as well as the Oregon

Commission for the Blind's VR program (OCB). Core program activities include individualized assessment, vocational exploration, job placement services, retention services and necessary and appropriate support services. Title IV, Vocational Rehabilitation works in partnership with Workforce, Education, and relevant local programs that impact a positive employment outcome for individuals with disabilities.

As a Core program, VR will ensure that programmatic access to our services is available at all WSO sites. Depending on local needs and opportunities VR will continue to support the current co-location of VR staff and services. VR will continue to have conversations about increasing co-location opportunities around the state. VR will always be available to assist Workforce partners when it comes to serving individuals with disabilities and will provide technical assistance and training in the best techniques to work with such individuals.

Vocational Rehabilitation services should be considered "value added" to assist our workforce partners when they are serving individuals with disabilities. VR is a participant on local boards and at the state level. This participation and engagement will allow VR to assist and help develop programmatic and individualized services to effectively provide employment for individuals with disabilities. Services through Vocational Rehabilitation are individualized and consumer driven. If there is the possibility of utilizing other funded activities, Vocational Rehabilitation is required to pursue any and all "comparable benefits".

When initial assessment is complete, disability created barriers identified, accommodations identified and provided, and a career or vocational objective identified based upon interests, abilities, Labor Market Information and any other factor influencing the choice of vocational objective, employment services consist of:

- Individualized job placement activities.
- Coordination with other services that provide employment services as are available and appropriate based on the disability and the barrier being addressed.
- Follow-up and post-employment services (PES) as required for our clients in order to intervene more effectively and timely if a disability created impediment may cause job loss.

An Individualized Employment Plan (IEP) is to be completed within 90 days of eligibility unless the Vocational Rehabilitation Council (VRC) and the consumer are in agreement to delay. If this is the case, then the dates which the IEP will be completed must be identified.

At any stage of the VR process, VR may, with the consumer's agreement, refer to any other entity in the workforce system that may be of benefit to achieving an acceptable employment outcome.

Core Program Activities to Implement the State's Strategy The WorkSource Oregon (WSO) system integrates the services provided by the Wagner-Peyser Act administered by the Oregon Employment Department (OED) and the Workforce Innovation and Opportunity Act (WIOA) Title I programs administered by the Higher Education Coordinating Commission's (HECC) Office of Community Colleges and Workforce Development (CCWD).

The mission of WorkSource Oregon (WSO) is to effectively respond to workforce challenges through high-quality services to individuals and businesses, resulting in job attainment, retention and advancement. WSO also has a strong vision of Oregon communities where the employment needs of job seekers and businesses are met by solutions delivered effectively through engaged workforce system partners. The activities in the one-stop centers are described in the WorkSource Oregon Operational Standards document. Please refer to this document for detailed discussion and description of the one-stop services and activities.

Core program activities will be aligned across the core programs through local efforts to satisfy requirements in the WorkSource Oregon Operational Standards (<http://wsostandards.weebly.com/wso-operational-standards-self->

assessment-report-april-2015.html). All local areas will move forward to satisfy both co-location and alignment of the organization. Oregon's Workforce System is summarized in the Oregon's Public Workforce System chart located at <http://oregonstateplanning.weebly.com/>.

It is not enough to have mandated and optional partners at one location, under one roof. Workforce partners at WSO Centers will combine their resources to staff WSO Centers and adequately staff their Exploratory, Career, Training and Business Services functions. Oregon's integrated model of service delivery is fully supported by state policies and administrative systems. System innovation requires the development of governance and accountability structures that will inspire continuous improvement and focus on results. Each WSO partner has roles and responsibilities, purposes and functions as they relate to WSO policy and operations. With WIOA and the addition of other required partners, common operational agreements will further clarify roles, responsibilities and the decision-making authority of all entities involved. These agreements will identify which decisions will be made jointly, and how those decisions will be made.

The HECC (<http://www.oregon.gov/highered/Pages/index.aspx>) has responsibility for developing state budget recommendations, allocating state funding, and approving new academic programs at Oregon's community colleges and universities. CCWD's mission is to contribute leadership and resources to increase the skills, knowledge and career opportunities of Oregonians. On behalf of the Governor, CCWD funds, implements and oversees the state's implementation of Title I of the Workforce Innovation and Opportunity Act programs and funding distribution (detailed information can be found on the CCWD website here <http://www.oregon.gov/ccwd/Pages/index.aspx>).

Title II in Oregon will fund allowable activities under the Adult Education and Family Literacy Act (AEFLA) in order to implement respective state strategies (<http://www2.ed.gov/policy/adulted/leg/legis.html>). These activities will be administrative at the state level and implemented at the local level. CCWD will administratively support data interoperability with core programs sharing data through data management systems such as Data for Analysis (D4A) and Performance Reporting and Information System Management (PRISM). Title II state and local activities will be aligned across core programs and partners through one-stop center participation, referrals, and co-enrollment when feasible. Administratively, CCWD will support one-stop infrastructure costs from the state grant allocation and designate the local adult education and literacy providers as the local one-stop participants. At the local level, flexible staffing resources and cross-training will occur to support one-stop center integration and access for Title II participants. In addition to one-stop center participation, local Title II providers will incorporate career pathways into academic programming. Title II providers will work to align career pathways and contextualized integrated education and training to local area sector strategies.

In addition, CCWD will work with all 17 community colleges to support effective practice in transitioning working learners into post-secondary credit programs. This work includes supporting these students during their programs with both internal college services and WIOA partner supplied services (i.e. SNAP, Vocational Rehabilitation). In addition, students will have appropriate guidance and support as they complete their degree or certificate and seek employment or further education.

The mission of OED is to promote employment of Oregonians through developing a diversified, multi-skilled workforce, providing support during periods of unemployment and supporting businesses by connecting them to well-qualified candidates for their job openings. The agency also provides labor market information for use by businesses, policy makers and a variety of stakeholders. OED is also responsible for Oregon's Unemployment Insurance (UI) program.

Title IV will continue to work with the local boards and other partners to ensure coordination and alignment of program elements. Current and future activities that are being practiced and proven at the local level will be shared among the VR agency to develop best practices. VR is a participant on local leadership teams and will continue to work within the workforce system to ensure that clients can access services they need without duplication.

Vocational Rehabilitation (VR) will continue to work with clients to ensure that businesses have access to the talent they need through the VR system. VR works with individual job developers to reach out to employers and market the individual skills of participants who lack the ability to market themselves. Through this process, businesses often get employees whom they otherwise would not have screened into employment opportunities but who can meet their business needs. VR also works with federal contractors to help meet their Section 503 requirements and targets.

VR will be establishing procedures that are acceptable under our rules and regulations to assist our clients in moving forward in their careers and address disability based barriers that may preclude future career growth. We will also listen to the business needs of the in-demand occupations so that our clients will be prepared for employment opportunities that exist in our economy and have opportunities for growth and advancement.

VR is active in working with students and the educational system to ensure access to appropriate and timely labor market and employment information to assist the students in making informed decisions regarding future careers and work. VR is partnering with the educational systems to provide meaningful work experience and opportunities. While the VR focus and mandate is to work with students with disabilities, a framework is being established that may be replicable and effective for all students. We will build from our current youth program that is an internationally recognized best practice.

Due to the application and eligibility process of the Vocational Rehabilitation Program, co enrollment needs to be defined and cannot include an “eligibility” process. At this time discrepancies between core programs exit process will have an impact on co enrollment planning. Strategies regarding co enrollment will be influenced by the results of our resource sharing agreement, which will need to be finalized at which time we can proceed with planning. Co-enrollment of VR clients with Title I and Wagner-Peyser services is a longer-term goal but these, and other significant issues exist and must be overcome, such as inflexible and out-of-date Information Technology systems. However, Oregon continues with its early planning efforts to modernize its computer systems. The feasibility of integrating VR, Wagner-Peyser and Title I enrollment processes into one seamless process will be explored as part of that effort.

In order to implement WIOA and address and align these policy issues at a state level, Oregon has formed several state-level, cross-agency workgroups including:

The Workforce Executive Team (WSET)

The WSET is both an operational and decision-making group regarding workforce system project development and implementation. The WSET is responsible for the following activities:

- Collaborating and jointly agreeing on best approach to workforce systems issues that impact multiple agencies, programs, or initiatives.
- Developing content for guidance and criteria regarding the integrated workforce system.
- Providing/assigning resources to populate project teams.
- Ensuring that projects are staffed by cross-agency resources.
- Ensuring alignment across projects and teams with a system-wide viewpoint.
- Providing consulting and oversight to project teams.
- Making project, system, and program commitments for their agency, as appropriate.
- Reviewing and approving outcomes, products and recommendations of project teams.

- Making recommendations to leadership for approval, as appropriate.

- Representing agencies and briefing respective leadership on discussions and progress outside of meetings.

- Knowing when leadership must be consulted for a final decision and ensuring that all stakeholders requiring input at the leadership level are included in vetting processes. Inviting stakeholders (leadership, content experts, etc.) to meetings as appropriate to the agenda to ensure that work continues to advance.

WSET members include agency and program managers from:

- Employment Department (W–P/Title III, UI, MSFW, Vets, LMI)

- Community Colleges and Workforce Development (Titles I & II)

- Department of Human Services (Title IV, SNAP E&T, TANF)

WIOA Project Teams (WPT)

These project teams are assigned work by the WSET related to the implementation of WIOA, as well as trying to answer the “How are we going to _____?” questions. Membership includes representatives from the agencies and programs listed in the WSET, and others, including Carl Perkins and CTE representatives.

WIOA Local Area Advisory Group

The purpose of this group is to identify state and local policy and process needs and provide feedback on policy development. Membership includes local area program managers, compliance officers, etc., with state staff filling guest/advisory/technical assistance roles as needed. This group includes a youth–focused sub–group.

WIOA Services Group

The purpose is to define and align service and activity tracking to WIOA definitions and requirements. Includes state WIOA Title I & III staff and local area and MIS/ IT staff.

WIOA Registration Group

The purpose is for developing a streamlined or “basic registration” aligned with WIOA and the WSO Standards. Includes state WIOA Title I & III staff; will add IT staff as work progresses. Workgroup includes staff from OED (Research and Policy staff) HECC, and a local workforce board representative.

Career Pathways Alliance

The Alliance is made up of program staff, directors and others who oversee career pathway initiatives and programs within the 17 Oregon community colleges, including short–term training programs and bridge programs for Adult Basic Skills students. Vocational English as a Second Language (VESL) is often a part of Oregon’s high quality, Career Pathways infrastructure. This track includes CTE programs with stackable credentials and strong relationships with the industry and local employers to identify competencies and needs. VESL courses accelerate time to completion and increase certificate and degree attainment for low–skilled workers and Adult Basic Skills students.

Service Equity and Access Project Group

The purpose is to focus on efforts around injecting service equity into our WIOA implementation efforts. Participating partners include:

- Department of Human Services
- Oregon Employment Department
- Community Colleges and Workforce Development
- Oregon Workforce Investment Board
- Business Oregon
- Secretary of State
- Bureau of Labor and Industries (tentatively)
- Department of Corrections
- Oregon Commission for the Blind

Oregon Council for Adult Basic Skills Development (OCABSD)

The OCABSD consists of Adult Education and Family Literacy Directors from the 17 Oregon community colleges and the Department of Corrections that currently serve as Title II providers.

Community College WIOA Workgroup

This is a diverse cross–section of community college administration, staff, and faculty members who serve in workforce development, career and technical education, customized training, and adult education programs. Within the WIOA Workgroup there are various subgroups working on specific issues: creating a community college planning framework, developing a definition/visual for career pathways in WIOA, investigating data and reporting concerns with the eligible training provider list, etc.

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.

Alignment with Activities Outside the Plan

The Oregon Department of Education, the Office of Community Colleges and Workforce Development, the Oregon Employment Department and the Oregon Bureau of Labor and Industries, have developed a strategic partnership to align and develop career pathways that include career and technical education and Registered Apprenticeships. This partnership funds two staff who work with secondary and postsecondary institutions and employers to identify areas where apprenticeship opportunities may be aligned with career and technical education programs to meet local employer needs.

At the state level, alignment and collaboration between the core programs and the programs and activities provided by mandatory and optional one–stop partners will occur through the state–level, cross–agency workgroups described

in the previous section. Additionally, options to provide meaningful access to required programs will be explored locally and addressed through local planning efforts. Service strategies will be tested for effectiveness and efficiency. When the opportunity exists and it makes good business sense, co-location options will be considered. To see how the activities of the local workforce areas will be aligned amongst the four core programs and with other programs, view the local plans at <http://oregonlocalplanning.weebly.com/>.

Alignment of activities to ensure coordination of programs and activities and avoiding duplication will be satisfied through the pooling of shared resources and staffing the four services mandated in the WSO Standards (<http://wsostandards.weebly.com/wso-operational-standards-self-assessment-report-april-2015.html>). Jointly staffing the four services (Exploratory, Career, Training and Business) is Oregon's method to avoid duplication and ensure coordination of all partners within the one-stop offices.

The Oregon Employment Department, Oregon Department of Education, and the Bureau of Labor and Industries are also working together to build clear pathways to Registered Apprenticeship programs for individuals at any education level. This work includes training American Job Center staff to help customers navigate the registered apprenticeship system, as well as educating community college staff on the value of apprenticeship and their roles as related training providers within the system. The Oregon Employment Department and Oregon Department of Education both employ apprenticeship program liaisons that work with the Oregon Community College Apprenticeship Consortium, which is a group that is comprised of 14 of 17 of Oregon's community colleges that provide three statewide apprenticeship degrees. This group helps ensure that new apprenticeship programs are articulated for college credit and that Oregon's employer community is aware of and has access to the latest career and technical education courses.

Vocational Rehabilitation is reviewing strategies to utilize services that will impact Apprenticeship and pre-apprenticeship programs. Historically, Apprenticeships in Oregon do not align with VR timeframes but this is being evaluated programmatically due to new expectations. VR program may very well have the most impact when it comes to providing pre apprenticeship work for youth with disabilities so that this group has the opportunity to prepare for future apprenticeship opportunities should the individual choose to do so.

The Workforce System Executive Team (WSET) is sponsoring a series of Local Area Alignment Meetings in conjunction with the local boards. These meetings bring together local program leaders with the goal of establishing a common vision, goals, communication and leadership plans that will allow them to implement integrated services that are tailored to local needs and situations. An independent facilitator leads the multiday meeting with the local leadership and state leadership present at the same time. This combination of individuals allows the state leadership to demonstrate commitment to the integration efforts and help remove real and perceived barriers to local operational planning and integration. State leadership benefits from hearing local ideas and best practices that can be duplicated around the state and also helps state leadership understand the local needs. By early spring, all areas of the state will have had this meeting and will be expected to have established local leadership teams with project plans in place to move their local plans forward.

Local state agency branch and field office managers from core and mandatory partners will work with their LWBs to ensure that those receiving public assistance, low-income individuals, and those who are basic skills deficient are included in local WIOA plans and that they have a voice in the system. The agencies will work to find a way to market WIOA services to the above categories of individuals to ensure that they are aware of services and that they may use their classification to ensure priority of service. Staff at the WorkSource Oregon centers and Affiliate Sites will be trained to understand that upon discovery that an individual belongs to a priority category that priority of service will be explained to that individual. Basic skills deficient individuals can be identified through Initial Skills Review testing in the WorkSource Oregon centers, through AccuVision (soft skills) testing, and the National Career Readiness

Certificate. Basic skills deficient individuals can be identified for priority of service and can be expedited into job search and occupational skills training programs.

The WSO Standards require Title II workforce preparation services, which are provided through each WSO Center. Local areas are responsible for ensuring WSO and Title II services are available and appropriate referral mechanisms are in place to connect WSO customers with Title II services as needed. Title II will work with other core programs and one-stop partners to develop a mechanism for referrals and co-enrollment where possible. Local adult education and literacy providers will align participation in one-stop centers with local service goals, supported by informed participant referrals facilitated by one-stop center staff cross-training.

As a partner to the core programs, Trade Act programs align with core programs in this plan.

- Trade Act co-enrolls participants based on systems and partners speaking to each other.
- Trade Act accepts assessments completed with partner staff; likewise, Trade Act provides assessment and training plan information to partners of co-enrolled participants.
- Wraparound services are provided for participants that meet the NEG/SEG or other funding streams requirements from partners.
- Trade Act will refer customers to resources within the agency or community.
- Information sessions to be focused on benefits and services available to affected workers as well as the sector strategies in their area.
- Trade Act will also actively pursue the business community through connections to Rapid Response, On-the-job training opportunities, and Business Teams within WSO centers. Connections to business will include marketing program information, layoff aversion resources, and job talent.
- Trade connects to all core programs through methods of assessment and referral to appropriate entities.
- Strategy meetings, which are bi-monthly meeting between Trade, CCWD, local service providers, unemployment insurance, and case managers, cover funding streams and special training opportunities in the area, education of partners in what Trade Act can pay for and services are provided.
- Trade Act refers participants to services outside of what can be provided by Trade to help with barrier removal.
- Conduct comprehensive assessments of skill levels, aptitudes, abilities, skills gaps, career interests, employment barriers, and supportive service needs individually and in group settings.
- Make work-based opportunities available to customers in accordance with local area plans and investment strategies. It is the Oregon Unemployment Insurance (UI) program's goal is to ensure all UI claimants are fully aware of, and appropriately using, the reemployment resources available to them through our workforce system. Some UI program activities are performed in WorkSource Oregon offices and are aligned with programs and activities provided by mandatory one-stop partners and other optional WSO partners. Such activities include providing in-person information and assistance filing UI claims via phone or computer, providing general information about UI eligibility requirements, and referring potential UI eligibility issues to UI merit staff in the program's UI call centers. Through the filing of an initial UI claim, customers initiate the process to become co-enrolled across core and partner programs available in one stop centers.

Employment Services (ES) staff and partner staff in one stop centers maintain the ability to email or call UI merit staff in the UI center and in the UI Operations Policy and Support Unit to directly assist customers when necessary. Additionally, information is shared with UI claimants about the various programs available in Oregon at the centers on the public computers, hard copy brochures, posters, and public information videos playing on digital displays in the lobby.

The UI program in Oregon is also currently receiving federal grants to provide enhanced reemployment services for UI customers. Some customers are selected for a Reemployment and Eligibility Assessment (known as REA or RESEA) as part of their orientation. REA/RESEA interviews are conducted in person by ES merit staff in one stop centers who are co-located with local board service providers.

Oregon's UI program also includes:

- A Self-Employment Assistance (SEA) program which enables customers to receive UI benefits while starting their own business,
- A Training Unemployment Insurance (TUI) program, which enables customers to receive UI benefits while attending school,
- An apprenticeship program which enables customers to receive UI benefits while participating in apprenticeship training programs, and
- A Trade Readjustment Allowance (TRA) program which enables customers to receive UI benefits while participating in the Trade Adjustment Assistance (TAA) program.

Information regarding all of these programs is also provided by staff at WorkSource Oregon centers.

Oregon's UI program is examining other innovative ways to increase the UI claimant reemployment rate. As an incentive to claimants, the agency allows customers to list one work seeking activity for each test taken for the National Career Readiness Certificate (NCRC) and other similar activities. The program has also been working closely with Incite, a local workforce board, to work on a National Emergency Grant which looks at whether cognitive behavioral therapy techniques can help claimants get reemployed more quickly. Oregon is also working with the White House Office of Science and Technology Policy on a pilot project using behavioral economic approaches to create more effective work search results for claimants and is part of an effort being led by the U.S. Department of Labor to reexamine the work search requirements of the UI program to make them more effective.

C. Coordination, Alignment and Provision of Services to Individuals

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

Coordination, Alignment and Provision of Services to Individuals

The core programs highlighted in this plan and mandatory one stop partner programs will coordinate activities and resources through implementation of the OWIB strategic plan, local planning process and the WSO Operational Standards. Local state agency branch and field office managers from core and mandatory partners will work with their LWBs to ensure that efforts are coordinated, aligned and that outreach to target populations, including those with barriers to employment (such as individuals receiving public assistance, low-income individuals, and those who are basic skills deficient) are included in local plans.

The local plans will identify how workforce partners and programs in each local workforce area will align and implement the vision and goals of the Oregon WIB and requirements of the WIOA (see Oregon Local Planning

<http://oregonlocalplanning.weebly.com/>). Using the WSO Operational Standards as a statewide framework, all nine workforce areas are responsible for developing systems and processes to better serve WSO customers. The WSO Operational Standards require strong collaboration among system partners and holds local leadership teams accountable for outcomes. Although, the specific processes for coordination, alignment and outreach will be different in different areas of the state, The Operational Standards are a benchmark for service provision. Ongoing communication between the Local Development Boards will allow for best practices to expand between workforce areas.

The agencies will continue to provide services to individuals with barriers to employment and to locally outreach to them, as funds permit, to ensure that they are aware of services and that they may use their classification to ensure priority of service. Perhaps more importantly, Oregon is continuing to expand coordination between state agencies who already serve individuals with barriers to employment, thus allowing easier identification and access to these populations. Expanded coordination with programs serving disabled (Vocational Rehabilitation), low-income (TANF and SNAP) and ex-inmates (Corrections) are examples. Staff at the WSO centers and affiliate sites will be trained to understand that upon discovery that an individual belongs to a priority category, priority of service will be explained to that individual.

Title II providers in the local areas will coordinate activities and resources to provide high-quality customer services in cooperation with the other core programs. For example, adult education and literacy providers will support cross-training of core program and one-stop center partner staff to support referrals and co-enrollment. Title II providers will leverage connections with core program and WSO center partners where feasible to include support services for participants, such as transportation, childcare, and housing. Title II providers also create, maintain, and build connections with training providers for career pathways and workforce preparation activities.

Trade Act staff participate in strategy meetings with local workforce boards and WorkSource offices. These local discussions help align services to meet the changing needs of trade affected workers. Trade Act staff participate in Rapid Response (RR) activities as part of the state and local teams serving the affected workers. Trade Act staff provide case management services to trade affected workers, and assist participants in navigating other services available through their local WSO center. Additionally, Trade Act staff advise and educate program service providers to help them understand program guidelines and protocols, and work with community and agency partners to coordinate and improve planned services.

Services offered to individuals in WorkSource centers are coordinated and aligned with the state's Unemployment Insurance (UI) program to ensure equal access. UI claimants are a targeted population within WSO centers and staff receive UI training to ensure access to information about UI benefits is comprehensive, high-quality, and customer-centered. For the long-term unemployed, Oregon WSO supports and participates in the Training Unemployment Insurance and Self-Employment Assistance programs. In addition, Oregon uses a variety of media including brochures, posters, and digital displays in multiple languages in locations to ensure universal access.

D. Coordination, Alignment and Provision of Services to Employers

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

Coordination, Alignment and Provision of Services to Employers.

The coordination and alignment of activities and resources in WorkSource centers will involve multiple stakeholders in order to provide comprehensive, high-quality services to employers and meet their current and projected

workforce needs. WorkSource Oregon stakeholders will align services to businesses through the use of sector strategies and partnerships, the Oregon Talent Council, local workforce boards, and the WSO Oregon Standards. Additionally, education and training system partners will work directly with industry to improve retention, expansion and recruitment. Industry and sector partners will work with education, workforce development, economic development, and community organizations to focus workforce priorities around key industry issues and goal attainment.

Industry partnerships provide a place for companies to solve major talent issues, a single place to work with public entities, and an opportunity to share costs to solve industry problems. These sector partnerships also provide educational partners a forum through which they can learn about evolving industry needs, and a vehicle to identify, build and refine curriculum, programs and credentials. Industry partnerships allow workforce partners to quickly refine their investments based on industry feedback and provide an efficient mechanism through which businesses can access public services.

All WorkSource Oregon (WSO) centers are required to develop, implement and actively manage two feedback loops aimed at aligning and improving services. Centers will develop a feedback mechanism that evaluates the quality and effectiveness of training funded by WSO. Feedback will be solicited from both the business and trainee to ensure training providers are meeting the needs of business. Feedback will also be solicited from business in order to determine the quality of WorkSource center job seeker referrals. Both mechanisms are designed to improve the workforce system's ability to deliver customer centric services.

The most important business service WorkSource Oregon centers provide is connecting job seekers to job openings. Providing quality referrals to connect job seekers and employers ensures that WorkSource Oregon is providing a value-added service to business and that it is supporting the goals of local sector and industry strategies and partnerships, targeted populations, and local workforce investment priorities.

In its new enhanced business services model, WSO center staff conduct an on-site employer visit prior to recruiting and referring candidates. WSO staff aim to refer only five candidates to one job opening, unless specified by the employer. Many WorkSource Oregon centers use this model to provide a consultative approach when serving business customers. The goal is to meet with business customers, understand their workforce needs, and then collaborate with workforce system partners to design a package of services that meet business needs.

This collaboration includes economic development as a workforce partner in order to develop comprehensive solutions to support the goals of business and industry customers. The state and local boards also consult with their network of cluster/industry associations, chambers and business leadership councils.

Placement and recruitment activities must include a feedback mechanism between WSO staff and employers. Employer feedback will be solicited to validate the readiness and quality of referrals, to monitor outcomes, and make adjustments to local career and training services based on the feedback received. Feedback will be shared with the workforce system to ensure continuous quality improvement. Co-location and co-delivery efforts are designed to offer smooth service delivery and increased leveraged services while generating greater service options for business customers. Collaboration between all workforce system partners is required to ensure the broadest possible service options are made available to the business community, including how these options meet the needs and goals of sector strategies and industry partnerships. An important system partner is Title II or AEFLA.

AEFLA-funded Adult-Basic-Skills Programs work with employers through connections with their colleges' Career Pathways, Customized Training, Workforce Training, and Occupational Skills Training programs. Another critical partner is VR. The Vocational Rehabilitation program by design contacts the Business and employer community utilizing a client specific approach. VR's approach of utilizing contracted vendors to job develop for individual clients indicates a different model regarding employer outreach. However, employers also approach the VR offices with Job Opportunities and VR will address a process where these contacts and opportunities can be blended into a

Workforce combined business outreach method.

Co-location, co-delivery, and the use of the WSO labor exchange will increase the communication level across the partnerships, to include economic development, resulting in the necessary collaboration to ensure business customer needs are met through a cost-effective allocation of resources. A graphic on WSO Job Seeker Customer Flow can be found at <http://oregonstateplanning.weebly.com/>.

The WSO labor exchange allows staff and employers to manage job opportunities, greatly expanding the service delivery options for employers. Jobs may be entered via automated mechanisms, self-service, or staff-assisted services. Employers may also set up an account online to post job listings 24/7, match to qualified candidates, and contact the job seekers directly.

Oregon is exploring additional ways to align and integrate business services, by coordinating business outreach efforts and to identify and target key industries in order to increase market penetration for the WorkSource Oregon System and by understanding all the points of contact between businesses and workforce partners.

For example, the VR program is working with the Local Leadership Teams and LWDB's to have full understanding of the determined Sector Strategies and Sector Partnerships at the local level. As individual VR clients are counselled and address his or her career development, the local sector partnership details and goals are shared with these job seekers with disabilities. These participants can then determine if these sector industries/employment areas, and associated career development, are something the individual client would wish to pursue.

Additionally, Local Veterans Employment Representatives (LVERs) partner with the Bureau of Labor and Industries (BOLI) apprenticeship and On the Job Training (OJT) representatives to ensure that employers are aware of the benefits of hiring a veteran. LVERs also communicate apprenticeship and OJT opportunities for veterans to WorkSource Oregon Business and Employment Specialists and DVOP staff.

The Trade Act Navigators (TAN), who are integrated into WorkSource Oregon, provide a package of information to employers, which includes On the Job Training (OJT), classroom education, apprenticeship connections and layoff aversion information through Workshare and Trade Adjustment Assistance for Firms (TAAF). The TAN also make presentations to community, business, partner groups, and coordinate and assist with the planning and implementation of job fairs.

Services offered to employers in WorkSource Oregon centers are also coordinated and aligned with the state's Unemployment Insurance (UI) program. WorkSource staff receive UI training to ensure comprehensive, high-quality, customer-centered services, including supportive services, to ensure equal access to UI information for employers in Oregon. Additionally, Oregon's UI program provides the work history for UI claimants to help staff find unemployed claimants who may fit an employer's staffing needs. Other information includes but is not limited to UI tax rate information, information for employers as an interested party in the UI claim filing process, and the appeal process. Oregon also uses a variety of media including brochures, posters, and digital displays in multiple languages in locations to ensure universal access.

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).

Partner Engagement with Educational Institutions

formed a joint taskforce to develop aligned policies, outcomes measures, guidance, resources, communications, data and evaluation necessary to achieve Oregon's middle 40 educational and workforce goals. By 2025, this goal aims for 40 percent of Oregonians to have a baccalaureate degree or higher, for 40 percent to have an associate's degree or certificate in a skilled occupation (the middle 40), and for the remaining 20 percent without a postsecondary credential to have at least a high school diploma or its equivalent credential. Apart from the specific numbers, 40–40–20 signals Oregon's seriousness in preparing its young for the higher skill demands of 21st century work and life, and it signals the state's commitment to a new system design focused on outcomes.

The HECC has responsibility for developing state budget recommendations, allocating state funding, and approving new academic programs at Oregon's community colleges and universities.

Marketing Coordinated System Services and Uniting Communications and Information Sharing

In order to coordinate education and workforce development services for the benefit of all customers, greater understanding and improved communication paths will need to be built. Work is planned for continued engagement with the HECC, community colleges and universities to begin to build the tools and trainings to increase understanding between these two policy arenas and to identify additional ways to improve joint customer experiences.

Building Partnerships to Connect School to Work

The key to this strategy is the explicit engagement of education at the secondary and postsecondary levels with workforce development and business. The OWIB will work to make these connections at the state level and will share best practices from across the state and country on how to make these partnerships successful. The OWIB will do this by engaging key programs housed in the Oregon Department of Education and the Higher Education Coordinating Commission, including career and technical education, science, technology, engineering and technology, community colleges, and the Youth Development Council.

Locally–Driven Sector Partnerships

Labor Market Information (LMI) will inform sector strategies, career planning, education and training decisions, business engagement and placement services. Strategies outlined in the board's local plans regarding service and investment priorities will focus on demand–side aspects including connections to economic development and regional priorities, and the engagement of employers and industry groups and partnerships.

Strategies at WorkSource Oregon centers will focus on the supply–side elements of sector partnerships utilizing sector–based career pathways and training programs to prepare and connect qualified jobseekers and workers to high–demand sector based occupations and careers. Representatives from community colleges, universities, K–12 and trade schools will supply education and training to the locally–driven sector partnerships depending on the industry's needs and goals.

Workforce representatives from one–stop service providers, organized labor, and community nonprofits will provide a range of programs from career assessments, job readiness and basic skills training, apprenticeships, youth programs, and other workforce services. The mix of these organizations will vary depending on the sector and targeted needs of the industry.

Create a Framework for Effective Partnering Within the Workforce System

The OWIB–HECC taskforce also recommended the utilization of state and local workforce investment plan development and revision as an opportunity to expand support for shared goals. These plans provide a platform for increased alignment between education and training providers and the workforce development system and broad

increased alignment between education and training providers and the workforce development system and broad-based, engagement and support of the state's middle-40 goal.

Title II providers in Oregon are currently community colleges, which leverages the connection between adult education and literacy programs and postsecondary education and training programs. Oregon actively promotes transitions to postsecondary education through investment of state leadership funds into academic bridge programs such as Integrated Basic Education and Skills Training (I-BEST), Vocational English as a Second Language (VESL), and Oregon Pathways for Adult Basic Skills (OPABS) programs. Oregon has also invested heavily in the alignment of adult education content standards with the College and Career Readiness (CCR) standards. The CCR standards and training modules have been shared with core programs and partner programs through a series of training sessions supported by the Moving Pathways Forward initiative.

Title IV, Vocational Rehabilitation has MOUs with all 17 community colleges that include language around working with the college's disability services offices to ensure that our joint students get the services and accommodations they need to access educational opportunities.

The Trade Act program has been a strong partner in the Trade Adjustment Assistance for Community Colleges and Career Training (TAACCCT) grant. A Trade Act liaison will continue outreach, marketing, and collaboration with community colleges around the state. Oregon's Unemployment Insurance (UI) program has engagement with educational institutions through the Training Unemployment Insurance (TUI) program and the Trade Readjustment Allowance (TRA) program. Both programs enable customers to receive training at education and training providers, including community colleges and area career and technical education schools, while receiving UI benefits. In the initial stages of the application process, the UI program refers eligible customers to WorkSource Oregon to help determine best matches for labor market, career goals, and educational institutions.

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.

Partner Engagement with Other Education and Training Providers

Under OWIB Goal 1 on creating a customer-centric workforce system that is easy to access, highly effective, and simple to understand, strategy 1.1 will create a framework for effective partnering within the workforce system. This framework for partnering will put processes in place for state agencies, local boards and other workforce organizations to work together and better understand each other's services. This framework will ultimately engage other education and training providers resulting in improvements to the workforce system.

Goal 3 of the OWIB Strategic Plan is about investing in Oregonians to build in-demand skills, match training and job seekers to opportunities, and accelerate career momentum. Strategy 3.4 focuses on rethinking and restructuring training and skill development to include innovative and effective work-based learning and apprenticeship models and to accelerate training. This work will require engagement with the community colleges, and other training providers to build responsive and effective training models.

Effective training often must go beyond classroom training to address all types of learners and provide hands-on experiences. Work-based learning and other innovative strategies that can help individuals understand more clearly

what it is like to work in a certain industry or company are important to both improve learning outcomes and to help individuals with career exploration.

In partnership with Oregon businesses and local apprenticeship committees, the Apprenticeship and Training Division works to ensure that programs offer quality career opportunities through paid on-the-job training and education, with a focus on construction, industrial and manufacturing trades. The Apprenticeship and Training Division promotes equal employment opportunities in apprenticeship occupations for over 6,500 apprentices, particularly for women and minorities.

Community colleges offer a variety of workforce development services that are important to the overall capacity of the state workforce development efforts. The 17 community colleges in Oregon receive funding from a variety of sources but one primary source is from state general funds. During the 2015–17 biennium, this funding accounted for a \$550 million investment in education and workforce related services across the state.

The development and expansion of credit-bearing Career Pathways certificates across the 17 community colleges has been a key strategy for enhancing the training and job skills of Oregon's workforce. Currently, the community colleges offer more than 400 Career Pathway certificate programs. These certificates are defined in statute as being 15 – 44 credit certificates that are completely contained within a two-year Career and Technical Education degree. This means a working learner can continue to make progress toward a higher level credential without losing time or money having to take classes that are required in the higher level credential but different from those in the Career Pathway certificate.

An important goal for Title II Adult Basic Skills service providers will be in improving access to, and completion of, post-secondary credentials. CCWD, as the Title II agency at the state level, will collaborate with local Title II providers to support this goal, through investment of leadership funds and other activities. An important means to address this goal will be expansion of integrated education approaches. These include programs such as I-BEST, Vocational English as a Second Language (VESL) and Oregon Pathways for Adult Basic Skills (OPABS), as well as other programs developed in response to local needs. Local Title II providers will be encouraged to explore bridge programs and services that result in transition to post-secondary education. Local Title II providers will work with the State and local boards to clearly define career pathways across the state that promote transition of adult education students into industry recognized credentials, licenses and portable stackable certificates.

Other opportunities include designing a framework for Career and Technical Education and community colleges to collaborate on pre-apprenticeship programs developed in response to Sector Partnership demands. Funds will be prioritized for occupational training that gives people the tools that they really need to work in local businesses. By establishing a minimum requirement for funds spent on occupational training, the OWIB is promoting accountability to ensure that the workforce system is truly supporting services that benefit both job seekers and local businesses. This minimum threshold will be revisited each year of this strategic plan to adjust to the environment of the workforce system.

Overall, Oregon will leverage existing education and training resources across all six core programs and with other departments including the Department of Education, Department of Human Services, and the Business Oregon (Economic Development Department), Oregon's 17 community colleges, including providers on the state's eligible training provider list to improve the job-driven education and training system currently in place in the state.

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).

Leveraging Resources to Increase Educational Access

Aligning and Leveraging Resources

In 2014, the Oregon Workforce Investment Board (OWIB) and Higher Education Coordinating Commission (HECC) joint taskforce developed recommendations on aligning resources, communications, data and evaluation necessary to achieve Oregon's middle 40 educational and workforce goals. The HECC has responsibility for developing state budget recommendations, allocating state funding, and approving new academic programs at Oregon's community colleges and universities. The OWIB and HECC adopted the taskforce's recommendation that the two boards should establish a mechanism to meet biennially, at the start of the state's budget development cycle, to identify opportunities to support, leverage and co-fund common priorities. Work will continue to implement these recommendations.

Title II extensively leverages resources through its relationships with current providers who are responsible for supplying facilities, services, and matching funds. Title II providers are required to provide a match and CCWD, as the eligible agency, is required to uphold maintenance of effort in support of adult education and literacy programming in Oregon. In addition to the significant financial contribution made by the current Title II providers, adult education and literacy programs on community college campuses facilitate strong connections to postsecondary programs, including career and technical education and industry recognized certifications. CCWD will work to expand the use of leveraged resources through cross-training of core programs and one-stop center staff in an effort to increase referrals to adult education and improve access to educational services for low-skilled adults.

Trade Act encourages participants to sign up for financial aid in the form of grants and scholarships and coordinates with WorkSource Oregon to fund participants through their training plans with use of supportive services beyond what is available through Trade Act. Trade Act also connects with local boards on scholarship, or "packaging", opportunities.

Oregon's UI program encourages people who may be eligible for various types of educational programs to take advantage of them through WorkSource Oregon. Depending on availability, while school attendance may pose an issue for UI claimants to maintain eligibility for benefits, UI merit staff seeks to enable customers to determine the best solution to achieve success in their short and long-term employment goals through education.

Oregon's UI program also provides information about Unemployment Insurance (UI) benefits available through the Training Unemployment Insurance (TUI) and the Trade Readjustment Allowance (TRA) programs. As workers lose their jobs through layoffs either as a result of foreign trade for the TRA program or other causes not resulting from faults of their own for the TUI program, they have the option of applying for these programs. Oregon leverages resources to increase educational access through sharing information with UI claimants about the programs through public service announcements, press releases, recorded messages on call center phone lines, hard copy brochures, posters, mailers, digital displays, social media, and website messaging.

Pursuing Additional Resources to Support Connecting Youth to Education and Work

Partnerships between the Oregon Workforce Investment Board and local workforce development boards around better connecting youth to education and work continue to grow and flourish. State and local strategies that flow from these partnerships pursue additional, area appropriate funding and resources. One example involves the Oregon Youth Conservation Corps (OYCC) and local workforce boards attempting to increase summer and year-round work experiences for youth ages 14 to 24. These strategies employ a competency-based approach to workforce and academic preparation including requirements for youth to demonstrate skills along a continuum of college and career readiness. More information on these strategies can be found at <http://oregonlocalplanning.weebly.com/>.

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.

Improving Access to Postsecondary Credentials.

Customer Engagement on Education and Training Opportunities

The 2014 OWIB–HECC taskforce recommended that all middle 40 degrees, credentials, licensures and certifications issued by accredited public and private institutions, registered apprenticeships, recognized industry associations or third party vendors should be included in what is counted toward achievement of the state's 40–40–20 goal. Credentials that count should be validated by accrediting bodies, third party review, and/or student demonstrations of mastery against set criteria. The taskforce also recommended that the state count the number of Oregonians with credentials and track all middle 40 credentials earned, because there is value in knowing which credentials have been awarded and how these tie to the requirements of the labor market and businesses. This work also allows the state and local areas to improve their ability to match supply and demand.

Title II will be involved in improving access to postsecondary credentials at the state and local levels. CCWD as the eligible agency will invest state leadership funds to expand academic bridge programs for individuals transitioning from adult education to postsecondary education, through research–based programming such as Integrated Basic Education and Skills Training (I–BEST), Vocational English as a Second Language (VESL), and Oregon Pathways for Adult Basic Skills (OPABS). Local adult education and literacy providers will be encouraged to explore bridge programs and promote transition to postsecondary education when possible. Title II will work with the state and local boards to clearly define career pathways across the state to promote the transition of adult education students into industry recognized credentials, licenses and portable stackable certificates.

Targeting Resources for Occupational Training

Staff will develop and deploy a training program to educate staff in WorkSource Oregon centers and agency central offices about structured work–based learning, which includes registered apprenticeship. The training program will help all workforce partners understand the different training options that employers and individuals can access through the workforce system and each of their defining characteristics. The training will also teach staff how to identify an apprenticeable occupation, the characteristics of a good apprentice, and how to refer both individuals and employers to structured work–based learning training programs, certificates and credentials. The training program will help WorkSource Oregon staff understand the value of registered apprenticeship and structured work based learning, which will enable them to share the information broadly with employers and other service delivery partners.

In September 2015, the Oregon Workforce Investment Board (OWIB) approved two motions regarding the requirements for expenditures related to training services, as provided by local workforce development boards. This document clarifies and further defines the OWIB motions and provides guidance for planning and implementation (beginning July 1, 2016). [Click here for more details on Minimum Training Expenditures:](http://wioa.weebly.com/policies-and-guidance.html)

<http://wioa.weebly.com/policies-and-guidance.html>

Rethinking and Restructuring Training and Skill Development

There are numerous opportunities that Oregon can take advantage of to improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. These activities include developing a statewide Earn and Learn Clearinghouse to promote models of internships, pre–apprenticeship,

apprenticeship, etc. to business and industry; promoting opportunities to students, parents, and educators; and building these models in such a way that local boards can administer matches.

Other opportunities include designing a framework for CTE and community colleges to collaborate on pre-apprenticeship programs developed in response to Sector Partnership demands. Funds will be prioritized for occupational training that gives people the tools that they really need to work in local businesses. By establishing a minimum requirement for funds spent on occupational training, the OWIB is promoting accountability to ensure that the workforce system is truly supporting services that benefit both job seekers and local businesses. This minimum threshold will be revisited each year of this strategic plan to adjust to the environment of the workforce system.

Effective training often must go beyond classroom training to address all types of learners and provide hands-on experiences. Work-based learning and other innovative strategies that can help individuals understand more clearly what it is like to work in a certain industry or company are important to both improve learning outcomes and to help individuals with career exploration.

Provide Technical Assistance/Incentives to Support Adoption of Work-Based Learning Models

The system will build coalitions and relationships with industry and community partners to create and expand registered apprenticeship programs through two apprenticeship focused positions at OED and the Oregon Department of Education (ODE). OED will partner with local workforce boards to ensure that technical assistance and support for new apprenticeship programs are aligned with industry need and local sector strategies. ODE will partner with secondary and post-secondary institutions and community partners to increase the opportunities for youth to transition from high school into an apprenticeship or a pre-apprenticeship program. OED and the Apprenticeship Training Division will continue to work towards increasing the number of women and minorities involved in structured work-based learning and registered apprenticeship programs by working with community partners and the Department of Human Services to provide supportive services during portions of the apprenticeship training period.

Trade Act also supports industry supported credentials that enhance employment in sectors supported by WSO areas. Trade Act will collaborate with the Apprenticeship Program Liaison on available apprenticeship opportunities and educate participants on findings.

Oregon's Unemployment Insurance (UI) program also has engagement with postsecondary educational institutions with regard to the Training Unemployment Insurance (TUI), the Trade Readjustment Allowance (TRA), and the apprenticeship programs. The programs enable customers to receive training at postsecondary institutions while receiving UI benefits.

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.

Coordinating with Economic Development Strategies

The workforce system will establish and enhance strategic partnerships with economic development organizations to assist with the development and creation of jobs. Business representatives from multiple partners including economic and workforce development partners, work together to coordinate services across their region, and target specific industries based on information from economic development partners. Additionally, workforce analysts work together with economic development professionals to enhance and improve business recruitment, retention, and expansion.

CCWD and local area Title II providers will fund allowable activities under Adult Education and Family Literacy ACT (AEFLA). Title II providers will align activities with local area plans, such as sector strategies and career pathways.

These adult education and literacy activities will also be coordinated across the core programs and partners through

WSO center participation, referrals, and co-enrollment where feasible.

Trade Act staff will coordinate with local boards, regional solutions centers, workforce partners, economic development, and training providers to create industry driven on-the-job training opportunities and talent development options based on knowledge gained from employer contacts and meetings.

Regional Solutions is an innovative, collaborative approach to community and economic development in Oregon. The state, in partnership with Oregon colleges and universities, established Regional Solutions Centers throughout Oregon. Starting at the local level to identify priorities, each center works from the bottom up to solve problems and complete projects. These centers integrate state agency work and funding to ensure that projects are finished as quickly and cost-effectively as possible.

b. State Operating Systems and Policies

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

1. The State operating systems that will support the implementation of the State's strategies. This must include a description of—

A. State operating systems that support coordinated implementation of State strategies (e.g., labor market information systems, data systems, communication systems, case-management systems, job banks, etc.).

Operating Systems and Policies

State Operating Systems

State operating systems to support implementation of the state's strategies are primarily divided into three categories: • Labor Market Information • Data Collection and Reporting Systems • Operations and Management Systems

Labor Market Information

The Oregon Employment Department's Workforce and Economic Research Division provides accurate, reliable, and timely information about Oregon's state and local labor markets. The division's goal is to provide quality information that helps our customers make informed choices. Workforce development policy makers are a key research customer group, particularly serving the labor market information needs of state and local workforce development boards.

The division's efforts focus on direct employer surveys, information from tax records, analysis of the data, and dissemination through publications, presentations, and responses to customer requests. Most labor market information is available on-line allowing staff more time to focus on custom analysis and answering challenging questions about the labor market.

Oregon has long been a leader and innovator in labor market information, with activities and projects such as the Workforce Analyst program, the national award-winning QualityInfo.org internet site, and our innovative and highly regarded special publications.

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

Data Collection and Reporting Systems

Oregon's Performance Reporting Information System (PRISM) was established to collect, analyze, and report on workforce development services, customers receiving these services, employment outcomes, median earnings, credential attainment and measurable skill gains after receiving services.

All WIOA Title II data are reported both locally and state-wide using TOPSpro Enterprise and reported to the federal Department of Education through the National Reporting System (NRS). Local programs have ongoing data analysis and program improvement opportunities through their performance management software, data quality checklist, database administrators' training, ongoing state training, and annual reporting requirements. Each June, programs submit a Strategic Framework, an evidence-based program evaluation, coupled with a detailed program improvement plan for the next year. In August, local providers submit their federal statistical tables, and the local data quality standards checklist. This process enables local programs to identify and correct data anomalies. Local program directors also identify common performance issues that local programs and state staff address collectively throughout the year.

The state provides technical assistance, facilitates state committees on assessment and data, and engages in ongoing data analysis to supplement annual training in order to ensure accurate data collection and reporting. State data analysis begins with the export of local program data in July. Initial analysis of the state-aggregated database includes a review of a TOPSpro Federal Tables Summary Audit Report. Elements of the audit report identify the total "selected" students available; the number of students dropped, based on nine "drop reasons;" and establishes the number of students who "qualify" for the Title II Federal Report. Similar reports are developed for each grant type: Comprehensive Services, EL/Civics, Corrections, and Outreach Tutoring. The primary data system used for analysis and tracking relating to Oregon community colleges and students is the Oregon Community College Unified Reporting System (OCCURS). The OCCURS 2.0 data system provides stricter data security, ease of interfacing for end users at the community colleges, increased data reliability and validity, all while allowing external stakeholders the ability to query parts of the system via a web-based datamart.

Employers are required to report wage records to the UI program on a quarterly basis. This information includes the number of hours worked per quarter by employees. This data is used by several programs, including Labor Market Information, Employment Services, and other related state agencies for many purposes, such as measuring the effectiveness of various interventions designed to help people become reemployed or better skilled and understanding the composition of Oregon's labor market and industries and seeing trends that can help target services. UI data is also used to help some partner agencies determine whether individuals are eligible for various programs they administer.

At the time an initial claim for Unemployment Insurance (UI) is filed in Oregon, wage records are used to establish eligibility for UI. Data is collected from the initial claim to establish customer records for WSO center partners. Using the records, a profile for the customer is established which is used by Employment Services (ES) to gather information about the success of services offered in the one stop locations.

Operations and Management Systems

The Division of Workforce Operations works to match the needs of Oregon's employers with skilled Oregonians looking for employment and assist job seekers in finding jobs. The division operates several federally mandated programs and runs field offices throughout the state. Workforce Operations works closely with UI to support the

reemployment of UI claimants and ensure the integrity of benefit payments, as well as with the Workforce and Economic Research Division.

Vocational Rehabilitation

VR will be working on agreements and procedures to obtain data from our post-secondary and educational partners through data sharing agreements. VR counselors will obtain documentation and data for the purposes of reporting on credential-attainment standard and skills-gain performance standard. As the system and partnerships evolve, including within the one stop centers, VR, through negotiated agreements, will receive and share appropriate data.

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

2. The State policies that will support the implementation of the State's strategies (e.g., co-enrollment policies and universal intake processes where appropriate). In addition, describe the State's process for developing guidelines for State-administered one-stop partner programs' contributions to a one-stop delivery system, including benchmarks, and its guidance to assist local boards, chief elected officials, and local one-stop partners in determining equitable and stable methods of funding infrastructure in accordance with sec. 121(h)(1)(B). Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, the State must also include such guidelines.

State Policies

The WorkSource Oregon (WSO) system integrates the services provided by the Wagner–Peyser Act administered by the Oregon Employment Department (OED) and the Workforce Innovation and Opportunity Act (WIOA) Title I programs administered by the Office of Community Colleges and Workforce Development (CCWD).

The WorkSource Oregon (WSO) system designed and implemented a set of standards in 2015 designed to increase customer service at all points of the customer experience, include during the intake process. Oregon has adapted a G.L.A.D. (Greet/Listen/Assess/Direct) approach to the customer intake process so that each customer receives an immediate and individual assessment of their needs and are then connected to WSO staff who can begin addressing those needs within 15-minutes of entering the WSO center. Oregon continues its “all means all” policy which ensures customers are co-enrolled at the time they engage in receiving WSO services. The WSO standards will be incorporated into state monitoring processes and local areas will be held accountable to their successful implementation in each and every WSO location in the state.

WSO uses iMatchSkills to facilitate in the administration of the public labor exchange in Oregon. Enrollment information retrieved through self-registrations via the internet, staff interviews, and paper registrations are subsequently used in iMatchSkills to match job seekers to jobs. While job seekers are encouraged to self-register in iMatchSkills, an enrollment application, translation assistance, or data input by means of staff assistance are available for those who request accommodation.

The Oregon Workforce Investment Board (OWIB), during its strategic planning process, developed four new goals and supporting strategies to address the current needs of the workforce system and customers. The local workforce boards are key implementation partners of these goals and strategies and form collaborative relationships and Memorandums of Understanding (MOUs) at the local level to deliver services that align with the state's strategies and that abide by state policy.

Oregon has had a Joint Policy on Common Enrollment and Exits in place since 2012. Initially, this policy established an intake process and automatic co-enrollment across the Wagner-Peyser and WIA Title I Adult and Dislocated Worker programs. The policy is currently being revised to include WIOA-based eligibility requirements and references, and there are efforts underway to include other core program partners, although a “common registration” process that includes Title II and Title IV customer data and eligibility requirement continues to pose challenges at both the programmatic (data confidentiality/sharing) and programming (MIS/IT architecture) levels.

The remaining joint policies, the OWIB Youth Policy, and other policies are currently being reviewed by cross-agency workgroups and project teams and policy needs are continually assessed. As new policies are developed and published, they will be housed at <http://wioa.weebly.com/policies-and-guidance.html>. Current WSO Joint Policies can be found here <http://worksourceoregon.org/home/documents/workforce-integration/policies-and-procedures>.

The core programs will work to craft policies over time to support the state strategies, including co-enrollment practices and development of a universal in-take. At this time, the core programs do not have a shared case management system, data system, or shared in-take practices. Title II will be invested in the development of state policies that support development of the state’s customer-centric workforce system.

Currently, when customers enter a WSO Center, they are greeted within a minute by WSO staff. Their needs are assessed and the customer is immediately directed to the dedicated WSO staff who can meet their stated need. The intake process occurs with dedicated WSO staff as they continue to listen to the needs of the customer, enroll the customer and document next steps the customer will take to become re-employed.

Title IV, VR, will work to align policies as appropriate to ensure that the intent of the act is honored. Although the current management information system common intake practices currently used by Titles I and III are not practical for VR, local areas will work with partners to simplify joint referral and information sharing to ensure alignment and non-duplication of services.

A cost sharing tool has been developed for use by local and state partners participating in WSO center service delivery. The tool supports principles found in 2 CFR Part 200, and supports WIOA requirements to address infrastructure and other shared costs. This tool was developed by a cross-agency team comprised of staff from program, accounting, budget, contracts, auditing, and executive leadership. A smaller state team is working with all nine local areas/regions to implement the tool, with a goal to have cost sharing agreements in place by June 30, 2016. We expect the process to be iterative over the next couple of years, that the tool will be refined, and state benchmarks and guidelines clarified.

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iMatchSkills, an enrollment application, translation assistance, or data input by means of staff assistance are available for those who request accommodation.

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.

State Program and State Board Overview

The Workforce Development System is the web of programs and providers, both public and private that prepare workers and job seekers with the information and skills needed to find or maintain employment, and assist employers to employ skilled workers or to increase the skills of their existing workforce. The workforce system supports the economic prosperity of individuals, business and communities (see chart entitled Workforce Development System at <http://oregonstateplanning.weebly.com/>).

The organization of Oregon's Workforce Development System is summarized in the chart entitled Oregon's Workforce Structure located at <http://oregonstateplanning.weebly.com/>). There are four state agencies directly responsible for the implementation of the major programs involved in the Workforce Development System in Oregon. These agencies include the Oregon Employment Department, the Office of Community Colleges and Workforce Development within the Higher Education Coordinating Commission (HECC), Oregon Commission for the Blind (OCB) and the Department of Human Services – Self Sufficiency Programs and Vocational Rehabilitation

B. State Board

Provide a description of the State Board, including—

State Board

The governing and advisory boards for the Workforce Development System include the Oregon Workforce Investment Board (OWIB) and nine local workforce development boards.

The OWIB is the Governor's chief advisory body on workforce matters. It is made up of business leaders, organized labor, state agencies, local government agencies, community-based organizations, education entities, elected officials, and the LWBs. The majority of the members are from business. The OWIB advises the Governor on workforce policy and plans, and contributes to the economic success of Oregon by:

- Aligning state workforce policy and resources with education and economic development;
- Promoting a proactive, flexible and innovative talent development system; and,
- Holding the workforce system accountable for results to ensure Oregonians develop the skills they need to sustain rewarding careers and businesses have the talent they need to be competitive.

The state board membership roster can be found on the OWIB website (<http://www.oregon.gov/owib/Pages/index.aspx>).

The OWIB and its staff will be assisted by multiple interagency teams in carrying out its work. The WIOA Executive Leadership Group will provide inter-agency implementation leadership and core program review of any policy or program recommendations before they are submitted to the OWIB Executive Committee and full board for consideration. The WIOA Group also has staff teams to assist it in the development of options and recommendations. Staff representatives from the WIOA core programs, labor market information/OED Research Division, and from the DHS Self-Sufficiency programs participate in OWIB committees, including the System Performance Committee, to support implementation of state board functions.

Oregon has nine LWBs. These boards have significant autonomy over programming in their jurisdictions and are comprised of business leaders within the community, other community leaders, organized labor, educational institutions and elected officials. The LWBs have special obligations concerning programming for out of school youth and skills-deficient youth.

1. Membership roster

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

Representatives of Business

1. Carrie Chaffee, OSU Federal Credit Union 2. Charles Hopewell, Sunset Manufacturing 3. Frank Wall, (Vice Chair) Plumbing and Mechanical Contractors Association 4. Gary Brown, Nvidia 5. Joe Weber, ESCO Corporation 6. Ken Madden, (Chair), Madden Industrial Craftsman, Inc. 7. Lori Olund, Miles Fiberglass & Composition 8. Maureen Fallt, Portland General Electric 9. Robert Halligan, Willamette Valley Company 10. Trygve Bolken, PCC Structural 11. Ali O'Neill, O'Neill Electric and Construction, Inc. 12. Vacant Position 13. Vacant Position

Representatives of Workforce

1. Dave Baker – Joint Labor-management registered apprenticeship, Central Electrical Training Center 2. Barbara Byrd – Labor – Oregon AFL-CIO 3. Matt Millard – Labor – OHSU, American Federation of State, County and Municipal Employees (AFSCME) 4. Jeffrey Krolick – CBO – Options for Southern Oregon 5. Shari Dunn – CBO – Dress for Success Oregon

Representatives of Government

1. Alan Unger – Chief Elected Official, Deschutes County Commissioner 2. Elana Pirtle-Guiney – Office of the Governor 3. Kay Erickson – Title III, Oregon Employment Department 4. Patrick Crane – Title I and II, Office of Community Colleges and Workforce Development 5. Susan Brown – Chief Elected Official, Curry County Commissioner 6. Trina Lee – Title IV, Oregon Vocational Rehabilitation

Other Designated by Governor (voting)

1. Jessica Howard – Education, Portland Community College 2. Andrew McGough – Local Workforce Development Board, Worksystems

Legislative Members (non-voting per ORS) 1. Senator Michael Dembrow (D) 2. Representative Paul Holvey (D) 3. Senator Kim Thatcher (R) 4. Vacant – (R)

2. Board Activities

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

The goal of the OWIB strategic plan is to create a road map for the workforce system to capitalize on its strengths, identify and address obstacles, and promote continuous improvement of services through actionable recommendations and guidance.

The OWIB's goals and strategies will provide guidance to local workforce development boards, but are not intended to act as an implementation plan for local services. The OWIB's strategic plan will provide goals on what is to be accomplished, but local boards will determine how the work is done, creating plans that will work for the unique characteristics of each area. The OWIB will provide guidance and access to best practices, and will facilitate connections between local areas and other agencies where appropriate.

This plan identifies four key goals critical to successfully achieving the OWIB's stated vision. Throughout the goals and strategies outlined in this document there are several themes that cross areas, including improving equity, efficiency, and accountability to performance and customer needs. With this focus on accountability, there are several key elements that will be a change for the workforce system as a result of this strategic plan.

EMPHASIS ON TRAINING – A focus on occupational training will ensure that individuals are developing skills that are directly transferable to a job. The OWIB will require a minimum threshold of funds be spent on occupational training.

EVALUATING EFFECTIVENESS – As resources become scarcer, it is important to make certain that funds are being spent in the most effective way possible. The OWIB will promote evaluation of program spending through return on investment analysis to monitor effectiveness of spending.

MONITORING – In another effort to increase effectiveness a focus on monitoring will ensure not only that plans are in place, but they are being carried out successfully. The OWIB will promote accountability through increased monitoring of compliance and performance, producing results that will be shared with the public to promote transparency.

INCENTIVES AND CONSEQUENCES – To further promote accountability and follow through, the OWIB will promote a system of incentives for successes and effectiveness and consequences for a lack of adherence to policy.

The transformation proposed by this plan will require a set of action steps be outlined to provide a roadmap for implementation. Subcommittees will work to create the action steps that will accomplish each, or in some cases more than one, of the strategies. These action steps will include detailed information on who should be involved, what resources are needed, timelines, and metrics for success.

While the OWIB will share responsibility for implementation with local workforce boards, state agencies and partner organizations, it is necessary to include all of these action steps as a part of the strategic plan to assure coordination of efforts under the OWIB's responsibility to oversee continuous improvement accountability of the system at all levels.

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.

Oregon will be using the federal measures as prescribed in WIOA. Available data supports the evaluation of programs at the state and local levels. The service delivery model and economic conditions will be assessed annually against the outcomes achieved during the prior year. Options for continuous improvement will be discussed at the state and local area levels, and performance targets will be adjusted accordingly. Oregon is researching the use of additional indicators to monitor service delivery in real-time, improve outcomes, and respond to immediate needs of our local communities. Once any additional measures are developed, tested, and approved, the measures will be applied and used to monitor activities on a timely basis. The goal is to support the real-time adjustment of resources and service delivery to match local demand.

Oregon continues to work toward state and local workforce development agencies and boards shifting from a compliance- and program-specific orientation to a highly integrated, outcomes-based system that makes value-added investments based on the WSO standards of performance and community needs. To the extent that Oregon can achieve this, the workforce system will assure that all workforce programs operate efficiently, without unnecessary duplication, and leverage resources. The WorkSource Oregon Operational Standards provide the minimum-level content/services(s) required at all WSO centers. They also build-in an accountability mechanism to ensure that this effort will come to fruition across the entire state. Finally, they offer an opportunity to work together to continually improve the system, engage new partners, and better serve Oregon's job seekers, workers and businesses.

CCWD will conduct annual assessments of Oregon's aggregate Title II performance and performance by local providers. Adult education and literacy providers will be evaluated by individual provider, rather than by local area performance. Overall program quality will be measured by student persistence, retention, and transition to either employment or postsecondary training. Title II performance evaluations will be supported by: regular submission of programmatic performance numbers, quarterly reporting of programmatic activities, and annual financial audit. Regular monitoring of program quality will be used for continuous improvement activities, allowing CCWD to provide technical assistance based on assessment results.

Title II will assess WSO delivery system partner program services based on the number of cross-trained staff, appropriate referrals, and participant co-enrollment. WorkSource partnerships will also be qualitatively reviewed within Oregon's local areas through quarterly programmatic reporting of Title II providers.

VR has incorporated the accountability measures into our rolling monthly performance reports and our quarterly business reviews. Given the long term nature of the measures, proxy measures have been put in place to make managing to the measures achievable. The monthly performance reports are broken down into the fourteen branches for VR. The quarterly business reviews are a statewide roll-up of the outcome data to date. These two reports give us a local view and a chance to review statewide trends. In this way, local trends can be identified and we can easily identify areas where higher performance may indicate the presence of a best practice that needs to be duplicated.

Over the first two years of this unified plan, local branches will work to develop mechanisms to set local expectations of performance and strategies to enact local VR plans that are congruent with the local WDB plans. These plans will be used to manage the effectiveness of the programs. VR is currently revamping its quality assurance processes and will use these statewide to help ensure that service delivery is done to a standard that is consistently high across the state. New service contracts will allow VR to better measure the effectiveness of purchased services through individual providers and service category.

The Temporary Assistance for Needy Families (TANF) program is an essential part of the safety net for vulnerable Oregon families. TANF stabilizes families and prepares parents for employment that sets them firmly on a pathway out of poverty, and into economic stability and self-reliance. TANF provides supports to keep children safe, healthy

and thriving within their own families, financial assistance to stabilize households and training and job search services to help parents find and retain employment.

A combination of policy changes and a targeted reinvestment strategy directs \$29.7 million in savings from a projected decline in the TANF caseload into strategies and policy changes that will improve outcomes for children and families. These reinvestment proposals include reducing the number of participants affected by the “benefits cliff” when they become employed, simplifying eligibility requirements to strengthen family connections and stability for children, expanding family stability services, increasing flexibility in support services to prevent families from entering TANF, and improving program capacity to provide strength-based, customized and outcome-focused case management.

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.

To position the workforce system in Oregon for relevance and growth there must be clarity about what WorkSource Oregon is at both the state and local levels, what it offers, and how existing partnerships bear a shared responsibility to create value to additional partners in the future. The WSO Operational Standards Self-Assessment Report and subsequent development of the WSO Operational Standards will ensure that much of this work is done and continues to improve service and performance within the workforce system.

System wide, the WorkSource Oregon Standards will be utilized to assess the delivery system of partner program services, including but not limited to partner programs outlined in this Unified State Plan. Progress toward, and achievement of, these 80 workforce standards will tracked, reviewed, and managed to better assess and improve outcomes taking into account both local and regional planning strategies and goals.

Oregon is currently developing a certification process that incorporates these WSO Standards to ensure consistency, ongoing system improvement, and federal, state and local compliance.

There are other additional assessments used to evaluate partner programs across the system. One of the key programs managed through the Oregon Employment Department (OED) to help unemployment insurance claimants become reemployed is the Reemployment Services and Eligibility Assessment (RESEA) program funded through a grant from the U.S. Department of Labor. This program is evaluated annually using a combination of federal performance measures and ad-hoc reports developed using OED’s business analysis software. An evaluation form is also available for WSO centers to assess the quality and effectiveness of staff engagement with RESEA customers. RESEA program data including staff and customer feedback is evaluated by a standing workgroup that focuses on strengthening claimant reemployment efforts and streamlining agency operations and communications to better serve claimants in one stop centers. The Trade program is assessed through the Trade Act Participant Report (TAPR), local performance measures for Trade Act Navigators (TAN), and customer surveys. TAPR provides a quarterly look at effectiveness of the program that would have to be reworked to provide a yearly assessment. Local performance measures are to be determined in each area for the TAN.

Oregon will assess performance for the Unemployment Insurance (UI) Program through the State Quality Service Plan (SQSP) each year in compliance with Unemployment Insurance Program Letter (UIPL) 21–14. The SQSP

includes Benefits Timeliness and Quality (BTQ) measures, the Tax Performance System (TPS), Cash Management measures, the Benefit Accuracy Measurement (BAM), and Benefit Payment Control (BPC) measures.

C. Previous Assessment Results

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

An analysis of Oregon's WorkSource offices was conducted in 2015 and will be used to implement a set of service and performance standards. The partners at WorkSource Oregon, the one stop centers, have developed statewide operational standards for the centers. The standards recognize that workforce areas are starting at different places and the ability to meet all standards will vary across the state. The assessment was used to determine a strategy for implementing the statewide operating standards and will continue to help determine how well we are striving toward full implementation of the standards by region. For the full report, see WorkSource Oregon Operational Standards Self-Assessment Report (April 2015) .

Previous Title II assessments focused primarily on enrollment and measurable skill gains, such as GED completions. Over the past two years, Title II enrollment in Oregon has decreased from 16,204 in 2013–2014 to 13,882 in 2014–2015. The number of hours participants received services was nearly identical during the two-year time period, 1,666,063 hours in 2013–2014 and 1,624,815 hours in 2014–2015. On average, Title II students received services for over 100 hours a year. The percentage of pre- and post-tests was also similar between 2013–2014 and 2014–2015; approximately 57% of enrolled participants completed pre- and post-tests. The 2014–2015 outcome measures are not yet available. In 2013–2014, Title II outcomes measures totaled 710 GED completers, 2,578 participant transitions to postsecondary education, and 1,699 participants entered employment.

Under WIOA, overall Title II program quality will be measured by student persistence, retention, and transition to either employment or postsecondary training. Title II performance evaluations will be conducted on an annual basis with quarterly performance reporting to support continuous improvement activities. CCWD will then adapt its strategies to focus on program quality and effectiveness.

Title IV regularly uses evaluations of data and qualitative information to measure the effectiveness of our program. Evaluations completed in the last two years have resulted in such things as: a revamping of our statewide procurement process for job placement service, changes to the job placement service delivery model, training to help staff move clients into plan faster, trainings on specific disability barriers, cross trainings with other agencies to ensure better partnerships, changes to business practices using the LEAN model, and the piloting of some new evidenced –based best practices around transition.

An assessment of the Reemployment Services and Eligibility Assessment (RESEA) program show that it is effective in helping speed claimants return to work and in preventing and detecting unemployment insurance (UI) overpayments. Over the past two years, the RESEA program has helped shorten claims duration, reduce exhaustion rates, and increase detection of potential issues resulting in disqualification or overpayment.

In the last two years, Oregon's State Quality Service Plan (SQSP) reports have revealed that Oregon's Unemployment Insurance (UI) program needs to improve the quality and timeliness of work. The report has also identified that the program has made progress on many areas. Although more funding was available to provide

services to our customers during the recession, systems maintenance, staff training and regular updating of policies and practices were deferred.

The Oregon Employment Department is now performing the needed work, while maintaining appropriate levels of performance and customer service, with significant federal funding decreases. Examples include: • Additional reviews of the adjudication process and more training has resulted in increased Benefits Timeliness and Quality (BTQ) scores and Oregon exceeding the DOL standard for BTQ for four straight quarters. • The UI program has also undertaken a LEAN effort to streamline its work processes and imbed a culture of continuous improvement. • The program has also made progress in overpayment detection and appeals timeliness, and is working towards improvements in prevention and recovery of overpayments.

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.

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. The WSET will determine the WIOA core program activities that will be evaluated and researched. The WSET is both an operational and decision-making group regarding workforce system project development and implementation. Through the leadership of this group, projects will be determined, assigned, coordinated amongst state, agency staff and local partners responsible for both the administration and implementation of WIOA and core programs.

5. Distribution of Funds for Core Programs

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

A. For Title I programs

For Title I programs, provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

1. Youth activities in accordance with WIOA section 128(b)(2) or (b)(3),

Distribution of Funds for Core Programs Currently, the Office of Community Colleges and Workforce Development (CCWD) distributes Title I formula funds for Youth to local areas using three equally weighted factors: • One-third on the basis of the relative number of unemployed individuals in areas of substantial unemployment in each workforce investment area, compared to the total number of unemployed individuals in areas of substantial unemployment in the State; • One-third on the basis of the relative excess number of unemployed individuals in the area compared to the total excess number of unemployed individuals in the entire state; and • One-third based on the relative number of disadvantaged youths/adults compared to the total number of disadvantaged youths/adults in the entire state.

CCWD also uses a hold-harmless formula so that no local area receives less than 90 percent of the average allocation percentage of the local area for the two, preceding fiscal years. Amounts necessary for increasing such allocations to local areas to comply with the hold-harmless are obtained by ratably reducing the allocations to be made to other local areas.

The Office of Community Colleges and Workforce Development (CCWD), which administers the Title I programs in Oregon, is currently in the process of developing WIOA compliance policies for Youth. The intention of the department is to complete these policies as soon as possible contingent upon guidance available from Department of Labor and based on WIOA (see page 76 of WIOA). CCWD intends to include as many policies as possible in this plan by the required deadline. As policies are created and published, they will be made available at <http://wioa.weebly.com/policies-and-guidance.html> .

2. Adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3),

Distribution of Funds for Core Programs

Currently, the Office of Community Colleges and Workforce Development (CCWD) distributes Title I formula funds for Adult to local areas using three equally weighted factors: • One-third on the basis of the relative number of unemployed individuals in areas of substantial unemployment in each workforce investment area, compared to the total number of unemployed individuals in areas of substantial unemployment in the State; • One-third on the basis of the relative excess number of unemployed individuals in the area compared to the total excess number of unemployed individuals in the entire state; and • One-third based on the relative number of disadvantaged youths/adults compared to the total number of disadvantaged youths/adults in the entire state.

CCWD also uses a hold-harmless formula so that no local area receives less than 90 percent of the average allocation percentage of the local area for the two, preceding fiscal years. Amounts necessary for increasing such allocations to local areas to comply with the hold-harmless are obtained by ratably reducing the allocations to be made to other local areas.

The Office of Community Colleges and Workforce Development (CCWD), which administers the Title I programs in Oregon, is currently in the process of developing WIOA compliance policies for Adult employment and training. The intention of the department is to complete these policies as soon as possible contingent upon guidance available from Department of Labor and based on WIOA (see page 76 of WIOA). CCWD intends to include as many policies as possible in this plan by the required deadline. As policies are created and published, they will be made available at <http://wioa.weebly.com/policies-and-guidance.html> .

3. Dislocated worker employment and training activities in accordance with WIOA section 133(b)(2) and based on data and weights assigned.

Distribution of Funds for Core Programs Currently, the Office of Community Colleges and Workforce Development (CCWD) allocates and distributes dislocated worker funds to local areas based on the average distribution of the data that reflects the following factors as they relate to the workforce areas (this average distribution assumes all factors are weighted equally):

- Total Unemployed
- Excess Unemployed

- UI Exhaustees
- Total UI Claimants
- Declining Industries

The resulting average distribution per workforce area will be applied to the formula dollars the state will distribute to the areas. Effective July 1, 2016, a hold –harmless formula will also be applied to dislocated worker funds distributed to local areas.

The Office of Community Colleges and Workforce Development (CCWD), which administers the Title I programs in Oregon, is currently in the process of developing WIOA compliance policies for Dislocated worker employment and training. The intention of the department is to complete these policies as soon as possible contingent upon guidance available from Department of Labor and based on WIOA (see page 76 of WIOA). CCWD intends to include as many policies as possible in this plan by the required deadline. As policies are created and published, they will be made available at <http://wioa.weebly.com/policies-and-guidance.html> .

B. For Title II:

1. Multi-year grants or contracts

Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness.

Distribution of Title II funds

CCWD will award competitive grants to eligible providers on a three-year cycle in accordance with the requirements of section 231 of WIOA. Eligible Title II provider applicants will be required to demonstrate effectiveness by providing appropriate documentation including: • Description of program activities and services provided to both low-skilled adults and English language learners; and • Description of how the organization facilitates student transitions from adult education to either employment and/or postsecondary education; • Outcome data for using the WIA definitions or similar metrics such as educational level gains, GED completions, and transitions to employment and/or postsecondary training; and • Successful completion of a fiscal audit for the two preceding years.

The competitive Request for Application (RFA) process will be conducted in an open and fair manner. All information related to the RFA will be provided on the HECC/CCWD website and the Oregon WIOA Weebly.

2. Ensure direct and equitable access

Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.

Direct and Equitable Access

CCWD will ensure that all eligible providers have direct and equitable access to apply for Title II funds by: • Using the same grant announcement application and proposal process for all eligible providers; • Providing information about

C. Title IV Vocational Rehabilitation

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

Title IV Vocational Rehabilitation and the Oregon Commission for the Blind decide through mutual agreement on the distribution of funds between the two agencies. This agreement is reviewed periodically to ensure that the service, staffing, and operational needs of both agencies are adequately met based on the availability of funds. Changes to the current funding levels can be requested by either agency at any time and changes can be made based upon mutual agreement.

6. Program Data

A. Data Alignment and Integration

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

1. Describe the State's plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation.

Data Alignment and Integration

In 2015, the Oregon Employment Department was authorized to begin planning for procuring, customizing, and executing an integrated technology platform for the state labor exchange and the Unemployment Insurance programs. The overarching goal of this modernization project is to provide better value of service to the customer by utilizing modern technology and products. Ultimately, the new platform would improve functionality and flexibility of these systems while lowering the risk of a major technology failure and providing better service to stakeholders. The feasibility plan will explicitly consider how the system can be effectively leveraged and integrated with other workforce programs, both to make the system easier for the public to use and to improve how the programs interact with each other.

Although some service/customer data resides in separate systems, Oregon continues to improve the interoperability of systems between systems and agencies. Data-sharing agreements, confidentiality issues, and program-specific requirements continue to create challenges in aligning and integrating data systems. In some cases, Oregon has

developed innovative processes, and we continue to explore options at both the functional and administrative levels. For the Title I Adult and Dislocated Worker programs, the Employment Services and labor exchange functions, and Trade Act, customer data is passed between multiple systems, and staff have access to view customer data from any of the programs in which a customer is enrolled.

At this point in time, the state's core programs will utilize an aggregate data system to achieve interoperability for common data. The core programs will provide data to the state level data system, PRISM. Title II will collect programmatic data in TOPs Pro and convert that individual data into the CCWD data management system, D4A. Data in D4A will then be merged with PRISM. The data available in PRISM will be aggregate and not utilized for program improvement purposes. CCWD will monitor data submitted by individual adult education and literacy providers as it is transmitted in TOPs Pro for programmatic performance and continuous improvement purposes.

The user interface layer of this shared system is the WorkSource Oregon Management Information System (WOMIS), a multi-application customer- and staff-accessed system that comprises Customer Registration, Program Eligibility Determination, iMatchSkills® (labor exchange), Trade Adjustment Assistance, some WIOA service tracking, and other customer services and resources. Enhancing WOMIS requires ongoing analysis and research, extensive information technology programming and coding, statewide hardware and software changes, and continuing fine-tuning, enhancements, and troubleshooting.

User groups made up of state and local staff continue to monitor the MIS elements for consistency and needed changes. In addition to WOMIS, each local workforce area must use a management information system to record, track, and report on customer data for individuals participating in WIOA-funded services and activities.

CCWD encourages all local areas to deploy a customer record tracking and retention process that is efficient and effective for staff and customers, supports a data and file structure that is consistent statewide, and honors the federal Paperwork Reduction Act and state paperless initiatives, while meeting federal performance requirements.

All local areas use a single MIS statewide (I-Trac). Customer demographic and service data is consolidated and checked for errors at the state level before being reported to DOL. At the state level, MIS elements are being reported uniformly, via this web-based platform with expanded data management capabilities making it possible for us to track and report program participant information on any number of federal, state, and local grants and funding streams. These enhancements have allowed data management collection and reporting services for every local workforce board in the state.

2. Describe the State's plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan.

Transforming multiple diverse systems into one integrated system has been an incremental process that has resulted in challenges to reporting aggregate numbers accurately. Although our common customer registration process enrolls customers in all of the W-P and WIA Adult programs for which they are eligible, both W-P and WIA services are still tracked separately.

To assess participants' post-program success, Oregon will be using the federal measures prescribed in WIOA. Available data supports the evaluation of programs at the state and local levels. The service delivery model and economic conditions will be assessed annually against the outcomes achieved during the prior year. Options for

continuous improvement will be discussed at the state and local levels, and performance targets will be adjusted accordingly.

Oregon is researching the use of additional indicators to monitor service delivery in real-time, improve outcomes.

and respond to immediate needs of our local communities. Once any additional measures are developed, tested, and approved, the measures will be applied and used to monitor activities on a timely basis. The goal is to support the real-time adjustment of resources and service delivery to match local demand.

Title II will track participants who have exited into employment and post secondary education. A wage record match will be conducted to determine employment of adult education and literacy participant's following program exit. The wage record match occurs through an agreement with the Employment Department and requires the use of participant social security numbers. Participants will be tracked into postsecondary education, through CCWD's student database, D4A, using the student's social security number and universal student identification number.

Title IV VR receives UI wage data through a contract with the Employment Department and will track client progress in maintaining employment through the four quarter period following closure.

VR has an agreement with CCWD's student database to match VR closed client records via the use of the client's social security number which will be used to assess the client's progress in completing credentials and obtaining skill gains post closure from VR.

3. Explain how the State board will assist the governor in aligning technology and data systems across required one-stop partner programs (including design and implementation of common intake, data collection, etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals.

OWIB has established a goal and five strategies around creating a customer-centric, easy to access workforce system, including developing accountability mechanisms focused on results. The state board will assist the Governor by continuing to focus on system results and the needs or impediments to both measuring and improving the results for individuals and employers. Alignment of technology and data systems across the partner programs and agencies are the key to creating such a system and accountability mechanisms.

4. Describe the State's plans to develop and produce the reports required under section 116, performance accountability system. (WIOA section 116(d)(2)).

All local areas use a single MIS statewide (I-Trac). Customer demographic and service data is consolidated and checked for errors at the state level before being reported to DOL. At the state level, MIS elements are being reported uniformly, via this web-based platform with expanded data management capabilities making it possible for us to track and report program participant information on any number of federal, state, and local grants and funding streams. These enhancements have allowed data management collection and reporting services for every local workforce board in the state.

Planning Note: States should be aware that Section 116(i)(1) requires the core programs, local boards, and chief elected officials to establish and operate a fiscal and management accountability information system based on guidelines established by the Secretaries of Labor and Education. Separately, the Departments of Labor and Education anticipate working with States to inform future guidance and possible information collection(s) on these accountability systems. States should begin laying the groundwork for these fiscal

and management accountability requirements, recognizing that adjustments to meet the elements above may provide opportunity or have impact on such a fiscal and management accountability system.

B. Assessment of Participants' Post-Program Success

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

Assessment of Participants' Post-Program Success

Oregon will be using the federal measures prescribed in WIOA. Available data supports the evaluation of programs at the state and local levels. The service delivery model and economic conditions will be assessed annually against the outcomes achieved during the prior year. Options for continuous improvement will be discussed at the state and local levels, and performance targets will be adjusted accordingly.

Oregon is researching the use of additional indicators to monitor service delivery in real-time, improve outcomes, and respond to immediate needs of our local communities. Once any additional measures are developed, tested, and approved, the measures will be applied and used to monitor activities on a timely basis. The goal is to support the real-time adjustment of resources and service delivery to match local demand. Title II will track participants who have exited into employment and postsecondary education. A wage record match will be conducted to determine employment of adult education and literacy participant's following program exit. The wage record match occurs through an agreement with the Employment Department and requires the use of participant social security numbers. Participants will be tracked into postsecondary education, through CCWD's student database, D4A, using the student's social security number and universal student identification number.

Title IV VR receives UI wage data through a contract with the Employment Department and will track client progress in maintaining employment through the four quarter period following closure. VR has an agreement with CCWD's student database to match VR closed client records via the use of the client's social security number which will be used to assess the client's progress in completing credentials and obtaining skill gains post closure from VR.

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.)

Use of Unemployment Insurance (UI) Wage Record Data

Oregon currently has the statutory authority in place to share Unemployment Insurance (UI) Wage Record Data to partners under the Workforce Investment Act of 1998 for the purpose of administering state workforce programs under the Act. As Oregon's cycle for full legislative sessions occurs every two years, the state will update its statutory authority to authorize disclosure of UI Wage Record Data to partners under the Workforce Innovation and Opportunity Act of 2014 no later than July 1, 2017. The UI program will seek to develop information and data sharing agreements to share UI wage record data with all core partners permissible under state and federal law.

Oregon currently uses UI wage record data to support federal performance measures. The necessary information sharing agreements are in place. Once federal reporting requirements and record layout are finalized, state and local partners will perform an analysis to determine next steps to effectively and efficiently meet the reporting requirements. Unemployment insurance wage record match will be conducted to determine employment of adult education and literacy participants following program exit. The wage record match occurs through an agreement with the Employment Department and requires the use of participant social security numbers.

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.

Privacy Safeguards

All information collected under the programs administered by the Office of Community Colleges and Workforce Development, the Oregon Employment Department and Vocational Rehabilitation is considered confidential. This includes programs under Titles I, II, III and IV, as well as other required one stop partner programs. State law, rule and policy provide security controls to govern processes, procedures, data systems, information release, and audits. These controls are designed to make sure all confidential information is protected from the time the information is received to the time it is destroyed. Employees and partners are also trained on the appropriate use and security of confidential information, and the penalties for its misuse

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.

Priority of Service for Veterans

The State Veterans Program Coordinator provided the following materials in accordance with the Jobs for Veterans Act, section 4215 of 38 U.S.C. to all WSO centers in order to educate the WorkSource center staff on the roles and responsibilities of Disabled Veterans Outreach Program Specialists (DVOPs), and Local Veterans Employment Representatives (LVERs), and to ensure that veterans and eligible spouses receive priority of service in all Oregon WorkSource locations:

- Priority of Service example tools
- Customer workflow diagram example, and
- Department of Labor approved Priority of Service Training for

Frontline Staff available online via iLearn, Oregon's interactive training site for all WSO staff and partner staff.

The priority of service training materials were disseminated to each WorkSource location in Oregon in order to ensure:

- That eligible veterans and eligible spouses receive priority of service in the customer intake process, for training opportunities, referrals to employers and for employment based workshops offered at each OED/WorkSource location.
- OED/WorkSource staff can refer special disabled veterans and veterans with barriers to employment to DVOPs for intensive services and case management services.
- Each Business and Employment

Specialist staff member can provide excellent customer service and core employment services to those veterans that are not eligible to meet with a DVOP.

WorkSource Oregon centers have posters indicating that serving in the military entitles customers to priority of

service and all front line staff are trained to ask the question as well as provide priority of service to covered persons. The centers provide color coded initial intake forms that contain DVOP eligibility questions to help local WorkSource Oregon staff identify veterans and spouses that are eligible for DVOP services. If the veteran or eligible spouse self discloses that he or she has a significant barrier to employment or disability that qualifies him or her for DVOP services, business and employment specialist staff promote the intensive employment services that a DVOP can provide and facilitate a warm hand off or a referral via phone or email to DVOP staff. All WorkSource Oregon field offices have approved local office plans in place that outline how each office will provide priority of service and refer eligible veterans and spouses to DVOP specialist for intensive employment services. All local office plans are monitored and updated each program year.

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.

Addressing the Accessibility of the WSO Delivery System

Local-level Equal Opportunity Coordinators are required to monitor facilities for compliance at least every two years. The state Universal Access Coordinator (UAC) completes a site visit to area WSO locations on a rotating basis to ensure compliance with ADA accessibility. The state UAC's oversight Monitoring Review Guide includes specific monitoring review guidelines to ensure that all plans and contracts contain the required assurance language.

Current Oregon practices designed to broaden the composition of those considered for participation and employment at the WSO centers include but are not limited to the following:

- Designated bilingual positions postings
- Recruitment of applicants with bilingual skills and experience
- Identification and testing of staff with bilingual skills
- Information exchange and collaboration with community organizations regarding translators, interpreters and resources for those with Limited English Proficiency
- Publication of selected materials in languages other than English
- Use of telephone interpreters and contract interpreters as needed to provide language assistance to customers on a case-by-case basis
- Disability awareness and cultural sensitivity training for staff
- Accessibility to auxiliary aids and assistive devices and trained staff in all WIOA regions
- Participation in local and statewide job related events including job fairs, school career days, media feature stories, seminars and networking groups.

State recipient agencies and local workforce staff will conduct programmatic and architectural accessibility compliance site reviews for their own and sub-recipient sites at least every two years and training for recipient and sub-recipient staff on an on-going basis.

OED's Language Assistance Policy, COM 2, clarifies the standards for making WSO services accessible and delivering services to customers that are English Language Learner (ELL), consistent with federal and state law and well-established ELL principles. This policy is used by all WorkSource Oregon staff.

In addition, the WSO system follows the federal Department of Justice's Vital Documents Questions and Answer guidelines. The state Universal Access Coordinator (UAC) works with local EOCs and workforce boards to develop a plan of improvement if a workforce region is not meeting the standards for equal access.

The state UAC will determine the need for language assistance by utilizing the Four–Factor Analysis. The number or proportion of ELL individuals eligible to participate or likely to be directly or significantly affected by the program or activity; the frequency of contact a participant or beneficiary is required to have with the program or activity; the nature and importance of the program or activity to the participant or beneficiary; the resources available to the recipient in carrying out the program or activity.

A variety of on–line courses on diversity are available to all staff, as well as a lending library with a number of titles on diversity and inclusion, and Equal Opportunity. In addition, the EOCs and the state UAC work together to provide training and support for staff of the WSO centers. They also provide ELL and cultural competency training. OED staff is trained annually on telephone interpretation service and the language assistance policy. Trainings may happen in person, through webinars, e–learning or publications.

The Governor’s office and Workforce Development Boards in Oregon are focusing on improving employment outcomes for populations that are traditionally under or unemployed, such as the ELL and Persons with Disabilities (PWD) populations. The state UAC, through coordination with local EOCs and WSO service providers, will ensure that recipients take reasonable steps to include members of various demographic groups in their programs or activities. The state UAC provides an ongoing assessment of target populations receiving WSO services in comparison to census data. This assessment is evaluated by all workforce regions and an analysis of compliance is completed. The review for universal access examines plans for targeting and outreach to identify target populations. Recipients are expected to engage in specific outreach efforts targeted to members of various demographic groups by using a variety of media outlets and methods to ensure they provide universal access to services and to employment opportunities. Local workforce area providers and are monitored on universal access as part of the annual self–assessment. The assessments are evaluated and analyzed by all regions and reported to the state UAC, who then, along with the Universal Access Workgroup, reviews the analysis and makes any final comments or observations. Areas not meeting compliance will be asked to develop a corrective action plan. Population changes including language and special needs are viewed on a continual basis.

The UAC also implements and monitors the agency’s Language Assistance Policy. The agency utilizes the four–factor analysis as noted in Federal Register, 66, No. 11, to determine required populations for language assistance. OED conducts outreach activities in those OED offices that meet the Essential Language and Significant English Language Learners population thresholds. All OED offices that meet an essential language threshold will submit to their assistant director, regional manager, or administrator an annual outreach plan for identified ELL populations. The Americans with Disabilities Act Checklist for Readily Achievable Barrier Removal is utilized as a field evaluation. WSO centers are required to do a self–assessment as part of the Annual Compliance Review.

Although the Disability Navigator Program (DNP) funding has ended, the WSO system continues to benefit from the legacy of experience and assistance provided by the navigators. These benefits include: • Provision of information for WSO staff regarding service delivery for customers who experience a disability or people who have encountered multiple barriers to employment. Navigators provided specialized assistance and guidance to available resources to help the WSO center staff better meet the needs of job seekers with disabilities and others experiencing barriers to employment. An example of this might be training and advising staff on how to meet the needs of a customer who is deaf or providing guidance on jobsite accommodations. Navigators also provided information on resources for services that went beyond the ability of the center. • Provision of information that WSO staff can use to assist job seekers to get information about available programs and services that might impact their search for employment and to assist the job seeker in breaking down barriers to employment through access to resources such as Career and Resource Mapping Workshops, resource coordination and assistance in negotiating Integrated Resource Teams.

Provision of information on assistive technology and accommodation that WSO staff can use are available to assist employers who will be employing individuals with disabilities. WSO staff also learned how to give employers information about an underutilized labor pool, tax savings information, and conduct outreach to agencies/organizations that serve people with disabilities.

In each WSO center, staff is trained in disability etiquette and how to ensure customers receive requested accommodations. The on-site compliance review will combine a review of summary materials as completed in a desk audit compliance review with an architectural accessibility review of the recipient's facilities, operations and procedures. Physical review of each facility may be done in collaboration with CCWD and other state agencies.

In Gresham and Eugene, WSO Offices have installed a Video Relay System (VRS) for assuring equitable access to the Deaf and Hard of Hearing (D&HH) community. VRS works in the same way as the 711 Relay services and is funded by the Federal Communications Commission (FCC). The difference is that with VRS, a D&HH customer may use Sign Language to communicate with a relay operator who then transmits the information to the hearing receiver through a regular phone. There is no need for a VRS, or video phone, on the receiving end. The VRS in these two offices serves as a pilot project and is in compliance with ADA regulations in terms of assuring that customers have equitable access to our services. If the pilot proves successful, more offices will receive the VRS devices. Many D&HH individuals already have VRS in their homes. The VRS in our offices will be treated as a means for this community to contact UI as well as for employment purposes. Should a UI claims taker or other UI staff receive a call via the VRS, they will be told that a VRS operator is on the other end before the customer's message is relayed, just like if they were receiving a 711 call.

Oregon's One-Stop center certification policy is currently under revision and development. State-level criteria needs to be reviewed and approved by the State Workforce Board (OWIB)...scheduled for their Fall/Winter 2016 meeting. The certification criteria comprise, in part, definitions for each type of physical location/office, including all of the services that must be present or accessible, and the requirement that all Comprehensive One-stop centers, affiliated one-stop centers, specialized centers, and partner sites must be physically and programmatically accessible to individuals with disabilities.

9. Addressing the Accessibility of the One-Stop Delivery System for English Language Learners

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

Addressing the Accessibility of the WSO Delivery System` Local-level Equal Opportunity Coordinators are required to monitor facilities for compliance at least every two years. The state Universal Access Coordinator (UAC) completes a site visit to area WSO locations on a rotating basis to ensure compliance with ADA accessibility. The state UAC's oversight Monitoring Review Guide includes specific monitoring review guidelines to ensure that all plans and contracts contain the required assurance language. Current Oregon practices designed to broaden the composition of those considered for participation and employment at the WSO centers include but are not limited to the following:

- Designated bilingual positions postings
- Recruitment of applicants with bilingual skills and experience
- Identification and testing of staff with bilingual skills
- Information exchange and collaboration with community organizations regarding translators, interpreters and resources for those with Limited English Proficiency
- Publication of selected materials in languages other than English
- Use of telephone interpreters and contract interpreters as needed to provide language assistance to customers on a case-by-case basis
- Disability awareness and cultural sensitivity training for staff
- Accessibility to auxiliary aids and assistive devices and trained staff in all WIOA regions
- Participation in local and statewide job related events including job fairs, school career days, media feature stories, seminars and networking groups.

State recipient agencies and local workforce staff will conduct programmatic and architectural accessibility compliance site reviews for their own and sub-recipient sites at least every two years and training for recipient and sub-recipient staff on an on-going basis. OED's Language Assistance Policy. COM 2. clarifies the standards for making WSO services accessible and delivering services to customers that

are English Language Learner (ELL), consistent with federal and state law and well-established ELL principles. This policy is used by all WorkSource Oregon staff.

In addition, the WSO system follows the federal Department of Justice's Vital Documents Questions and Answer guidelines. The state Universal Access Coordinator (UAC) works with local EOCs and workforce boards to develop a plan of improvement if a workforce region is not meeting the standards for equal access.

The state UAC will determine the need for language assistance by utilizing the Four-Factor Analysis. The number or proportion of ELL individuals eligible to participate or likely to be directly or significantly affected by the program or activity; the frequency of contact a participant or beneficiary is required to have with the program or activity; the nature and importance of the program or activity to the participant or beneficiary; the resources available to the recipient in carrying out the program or activity.

A variety of on-line courses on diversity are available to all staff, as well as a lending library with a number of titles on diversity and inclusion, and Equal Opportunity. In addition, the EOCs and the state UAC work together to provide training and support for staff of the WSO centers. They also provide ELL and cultural competency training. OED staff is trained annually on telephone interpretation service and the language assistance policy. Trainings may happen in person, through webinars, e-learning or publications.

The Governor's office and Workforce Development Boards in Oregon are focusing on improving employment outcomes for populations that are traditionally under or unemployed, such as the ELL and Persons with Disabilities (PWD) populations. The state UAC, through coordination with local EOCs and WSO service providers, will ensure that recipients take reasonable steps to include members of various demographic groups in their programs or activities. The state UAC provides an ongoing assessment of target populations receiving WSO services in comparison to census data. This assessment is evaluated by all workforce regions and an analysis of compliance is completed. The review for universal access examines plans for targeting and outreach to identify target populations. Recipients are expected to engage in specific outreach efforts targeted to members of various demographic groups by using a variety of media outlets and methods to ensure they provide universal access to services and to employment opportunities. Local workforce area providers are monitored on universal access as part of the annual self-assessment. The assessments are evaluated and analyzed by all regions and reported to the state UAC, who then, along with the Universal Access Workgroup, reviews the analysis and makes any final comments or observations. Areas not meeting compliance will be asked to develop a corrective action plan. Population changes including language and special needs are viewed on a continual basis.

The UAC also implements and monitors the agency's Language Assistance Policy. The agency utilizes the four-factor analysis as noted in Federal Register, 66, No. 11, to determine required populations for language assistance. OED conducts outreach activities in those OED offices that meet the Essential Language and Significant English Language Learners population thresholds. All OED offices that meet an essential language threshold will submit to their assistant director, regional manager, or administrator an annual outreach plan for identified ELL populations. The Americans with Disabilities Act Checklist for Readily Achievable Barrier Removal is utilized as a field evaluation. WSO centers are required to do a self-assessment as part of the Annual Compliance Review. Although the Disability Navigator Program (DNP) funding has ended, the WSO system continues to benefit from the legacy of experience and assistance provided by the navigators. These benefits include:

- Provision of information for WSO staff regarding service delivery for customers who experience a disability or people who have encountered multiple barriers to employment. Navigators provided specialized assistance and guidance to available resources to help the WSO center staff better meet the needs of job seekers with disabilities and others experiencing barriers to employment. An

example of this might be training and advising staff on how to meet the needs of a customer who is deaf or providing guidance on jobsite accommodations. Navigators also provided information on resources for services that went beyond the ability of the center.

- Provision of information that WSO staff can use to assist job seekers to get information about available programs and services that might impact their search for employment and to assist the

job seeker in breaking down barriers to employment through access to resources such as Career and Resource Mapping Workshops, resource coordination and assistance in negotiating Integrated Resource Teams. Provision of information on assistive technology and accommodation that WSO staff can use are available to assist employers who will be employing individuals with disabilities. WSO staff also learned how to give employers information about an underutilized labor pool, tax savings information, and conduct outreach to agencies/organizations that serve people with disabilities. In each WSO center, staff is trained in disability etiquette and how to ensure customers receive requested accommodations. The on-site compliance review will combine a review of summary materials as completed in a desk audit compliance review with an architectural accessibility review of the recipient's facilities, operations and procedures. Physical review of each facility may be done in collaboration with CCWD and other state agencies. In Gresham and Eugene, WSO Offices have installed a Video Relay System (VRS) for assuring equitable access to the Deaf and Hard of Hearing (D&HH) community. VRS works in the same way as the 711 Relay services and is funded by the Federal Communications Commission (FCC). The difference is that with VRS, a D&HH customer may use Sign Language to communicate with a relay operator who then transmits the information to the hearing receiver through a regular phone. There is no need for a VRS, or video phone, on the receiving end. The VRS in these two offices serves as a pilot project and is in compliance with ADA regulations in terms of assuring that customers have equitable access to our services. If the pilot proves successful, more offices will receive the VRS devices. Many D&HH individuals already have VRS in their homes. The VRS in our offices will be treated as a means for this community to contact UI as well as for employment purposes. Should a UI claims taker or other UI staff receive a call via the VRS, they will be told that a VRS operator is on the other end before the customer's message is relayed, just like if they were receiving a 711 call.

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.

Coordination with Unified State Plan Programs

A state planning workgroup comprised of program leads and executive management from Title I (Adult, Dislocated Worker and Youth programs), Title II (Adult Basic Education and Literacy Programs), Title III (Wagner-Peyser Employment Services, Title IV (Vocational Rehabilitation and Commission for the Blind), and DHS Self-Sufficiency, Aging and People with Disabilities, and Developmental Disabilities services. Members of this group worked collaboratively in true partnership in planning and coordinating amongst WIOA required core programs and WorkSource Oregon partners in the design, development and completion of the Oregon Unified State Plan. This workgroup included staff from the Office of Community Colleges and Workforce Development (both the Workforce Investment Division and the Education Division/Community Colleges), the Oregon Employment Department (including the departments of Business Services, Migrant and Seasonal Farmworkers, Unemployment Insurance, Veterans Services, Workforce and Employment Research Division, and State Universal Access), Vocational Rehabilitation, Commission for the Blind, and DHS Self Sufficiency.

V. Common Assurances (for all core programs)

The Unified or Combined State Plan must include assurances that—

1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts; Yes

2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State boards and local boards, such as data on board membership and minutes; Yes
3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs; Yes
4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administering the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board; Yes
5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities; Yes
6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3); Yes
7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable; Yes
8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program; Yes
9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs; Yes
10. The State has a One-Stop certification policy that ensures the physical and programmatic accessibility of all One-Stop centers with the Americans with Disabilities Act of 1990 (ADA); Yes
11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and Yes
12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor. Yes

VI. Program-Specific Requirements for Core Programs

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

Program-Specific Requirements for Adult, Dislocated Worker, and Youth Activities under Title I-B

a. General Requirements

1. Regions and Local Workforce Development Areas

- A. Identify the regions and the local workforce development areas designated in the State.
- 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.
- C. Provide the appeals process referred to in section 106(b)(5) of WIOA relating to designation of local areas.
- D. Provide the appeals process referred to in section 121(h)(2)(E) of WIOA relating to determinations for infrastructure funding.

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.
- 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
- 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.
- 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.

b. Adult and Dislocated Workers Program Requirements

1. If the State is utilizing work-based training models (e.g. On-the-job training, Incumbent Worker training, Transitional Jobs, and Customized Training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State's strategies for how these models ensure high quality training for both the participant and the employer.
2. Describe how the State will incorporate Registered Apprenticeship into its strategy and services.
3. Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).
4. Describe how the State will implement and monitor the priority for public assistance recipients, other low-income individuals, and individuals who are basic skills deficient in accordance with the requirements of WIOA sec. 134(c)(3)(E), which applies to individualized career services and training services funding by the Adult Formula program.
5. Describe the State's criteria regarding local area transfer of funds between the adult and dislocated worker programs.

c. Youth Program Requirements

With respect to youth workforce investment activities authorized in section 129 of WIOA,—

1. Identify the state-developed criteria to be used by local boards in awarding grants for youth workforce investment activities and describe how the local boards will take into consideration the ability of the providers to meet performance accountability measures based on primary indicators of performance for the youth program as described in section 116(b)(2)(A)(ii) of WIOA in awarding such grants.*

* Sec. 102(b)(2)(D)(i)(V)

2. Describe the strategies the State will use to achieve improved outcomes for out-of-school youth as described in 129(a)(1)(B), including how it will leverage and align the core programs, and Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available.
3. Describe how the State will ensure that all 14 program elements described in WIOA section 129(c)(2) are made available and effectively implemented.*

* Sec. 102(b)(2)(D)(i)(V)

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).

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.

6. If not using the basic skills deficient definition contained in WIOA Section 3(5)(B), include the specific State definition.

d. Single-area State Requirements

In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must also include:

1. Any comments from the public comment period that represent disagreement with the Plan. (WIOA section 108(d)(3).)
2. The entity responsible for the disbursement of grant funds, as determined by the governor, if different from that for the State. (WIOA section 108(b)(15).)
3. The type and availability of WIOA Title I Youth Activities, including an identification of successful providers of such activities. (WIOA section 108(b)(9).)

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;

2. Describes the goals of the waiver and the expected programmatic outcomes if the

3. Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;
4. Describes how the waiver will align with the Department's policy priorities, such as:
- A. supporting employer engagement;
 - B. connecting education and training strategies;
 - C. supporting work-based learning;
 - D. improving job and career results, and
 - E. other guidance issued by the Department.
5. Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and
6. Describes the process used to:
- A. Monitor the progress in implementing the waiver;
 - B. Provide notice to any local board affected by the waiver;
 - C. Provide any local board affected by the waiver an opportunity to comment on the request;
 - D. Ensure meaningful public comment, including comment by business and organized labor, on the waiver.
 - E. Collect and report information about waiver outcomes in the State's WIOA Annual Report

The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver;

Title I-B Assurances

The State Plan must include assurances that:

1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient; No
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; No
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. No
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). No
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 104(a) and the local requirements for

ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership. No

6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the state consults with chief elected officials in local areas throughout the state in determining the distributions. No

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). No

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. No

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. No

10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report. No

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); No

Program-Specific Requirements for Wagner-Peyser Program (Employment Services)

All program-specific requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

A. Employment Service Professional Staff Development.

1. Describe how the State will utilize professional development activities for Employment Service staff to ensure staff is able to provide high quality services to both jobseekers and employers.

2. Describe strategies developed to support training and awareness across core programs and the Unemployment Insurance program, and the training provided for Employment Services and WIOA staff on identification of UI eligibility issues and referral to UI staff for adjudication.

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.

C. Describe the state's strategy for providing reemployment assistance to

C. DESCRIBE THE STATE'S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO Unemployment Insurance claimants and other unemployed individuals.

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;
2. Registration of UI claimants with the State's employment service if required by State law;
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
4. Provision of referrals to and application assistance for training and education programs and resources.

E. Agricultural Outreach Plan (AOP). Each State agency must develop an AOP every four years as part of the Unified or Combined State Plan required under sections 102 or 103 of WIOA. The AOP must include--

1. Assessment of Need

Provide an assessment of the unique needs of farmworkers in the area based on past and projected agricultural and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.

a. An assessment of the agricultural activity in the State means: 1) identifying the top five labor-intensive crops, the months of heavy activity, and the geographic area of prime activity; 2) Summarize the agricultural employers' needs in the State (i.e. are they predominantly hiring local or foreign workers, are they expressing that there is a scarcity in the agricultural workforce); and 3) Identifying any economic, natural, or other factors that are affecting agriculture in the State or any projected factors that will affect agriculture in the State.

b. An assessment of the unique needs of farmworkers means summarizing Migrant and Seasonal Farm Worker (MSFW) characteristics (including if they are predominantly from certain countries, what language(s) they speak, the approximate number of MSFWs in the State during peak season and during low season, and whether they tend to be migrant, seasonal, or year-round farmworkers). This information must take into account data supplied by WIOA Section 167 National Farmworker Jobs Program (NFJP) grantees, other MSFW organizations, employer organizations, and State and/or Federal agency data sources such as the U.S. Department of Agriculture and the U.S. Department of Labor (DOL) Employment and Training Administration.

2. Outreach Activities

The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency's proposed strategies for:

A. Contacting farmworkers who are not being reached by the normal intake activities conducted by the employment service offices.

B. Providing technical assistance to outreach workers. Technical assistance must include trainings, conferences, additional resources, and increased collaboration with other organizations on topics such as one-stop center services (i.e. availability of referrals to training, supportive services, and career services, as well as specific employment opportunities), the employment service complaint system, information on the other organizations serving MSFWs in the area, and a basic summary of farmworker rights, including their rights with respect to the terms and conditions of employment.

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.

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.

E. Coordinating outreach efforts with NFJP grantees as well as with public and private community service agencies and MSFW groups.

3. Services provided to farmworkers and agricultural employers through the one-stop delivery system.

Describe the State agency's proposed strategies for:

(A) Providing the full range of employment and training services to the agricultural community, both farmworkers and agricultural employers, through the one-stop delivery system. This includes:

- i. How career and training services required under WIOA Title I will be provided to MSFWs through the one-stop centers;
- ii. How the State serves agricultural employers and how it intends to improve such services.

(B) Marketing the employment service complaint system to farmworkers and other farmworker advocacy groups.

(C) Marketing the Agricultural Recruitment System to agricultural employers and how it intends

to improve such publicity.

4. Other Requirements

(A) Collaboration

Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

(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.

(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.

(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.

(E) State Monitor Advocate

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

F. Wagner-Peyser Assurances

The State Plan must include assurances that:

1. The Wagner-Peyser Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (sec 121(e)(3)); No
2. The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers; No
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; and No
4. State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations. No

Program-Specific Requirements for Adult Education and Family Literacy Act Programs

The State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under Title II, the Adult Education and Family Literacy Act (AEFLA).

A. Aligning of Content Standards

Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

B. Local Activities

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide the adult education and literacy activities, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of local activities.

Adult Education and Literacy Activities (Section 203 of WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;

- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—
 1. Provides adult education and 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.

C. Corrections Education and other Education of Institutionalized Individuals

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of Title II, subtitle C, any of the following academic programs for:

- a. Adult education and literacy activities;
- b. Special education, as determined by the eligible agency;
- c. Secondary school credit;
- d. Integrated education and training;
- e. Career pathways;
- f. Concurrent enrollment;
- g. Peer tutoring; and
- h. Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

D. Integrated English Literacy and Civics Education Program

1. Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.

2. Describe how the State will fund, in accordance with the requirements of title II, subtitle C, Integrated English Literacy and Civics Education services and how the funds will be used for those services.

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.

2. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

F. Assessing Quality

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

Certifications

States must provide written and signed certifications that

1. The plan is submitted by the State agency that is eligible to submit the plan. No
2. The State agency has authority under State law to perform the functions of the State under the program. No
3. The State legally may carry out each provision of the plan. No
4. All provisions of the plan are consistent with State law. No
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. No
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan. No
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan. No
8. The plan is the basis for State operation and administration of the program. No

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization

Full Name of Authorized Representative:

Title of Authorized Representative:

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)

(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to OCTAE_MAT@ed.gov

Assurances

The State Plan must include assurances that:

1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions). No
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. No
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. No
4. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities; No
5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program; and No
6. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. No

Program-Specific Requirements for Vocational Rehabilitation (General)

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan* must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

* Sec. 102(b)(D)(iii) of WIOA

a. Input of State Rehabilitation Council

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

1. input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;
2. the Designated State unit's response to the Council's input and recommendations; and
3. the designated State unit's explanations for rejecting any of the Council's input or

recommendations.

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;
2. the designated State unit will approve each proposed service before it is put into effect; and
3. All State plan requirements will apply

requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

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;
2. State programs carried out under section 4 of the Assistive Technology Act of 1998;
3. Programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture;
4. Noneducational agencies serving out-of-school youth; and
5. State use contracting programs.

d. Coordination with Education Officials

Describe:

1. DSU's plans

The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

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;

B. transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

C. roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

D. procedures for outreach to and identification of students with disabilities who need transition services.

e. Cooperative Agreements with Private Nonprofit Organizations

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

f. Arrangements and Cooperative Agreements for the Provision of Supported Employment Services

(Formerly known as Attachment 4.8(b)(4)). Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

g. Coordination with Employers

(Formerly known as Attachment 4.8(b)(5)). Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR services; and

2. transition services, including pre-employment transition services, for students and youth with disabilities.

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;
2. the State agency responsible for providing services for individuals with developmental disabilities; and
3. the State agency responsible for providing mental health services.

i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development

(Formerly known as Attachment 4.10)). Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. Data System on Personnel and Personnel Development

A. Qualified Personnel Needs.

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

- i. the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;
- ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and
- 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.

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;
- ii. the number of students enrolled at each of those institutions, broken down by type of program; and
- 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.

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.

3. Personnel Standards

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

A. standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and

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.

4. Staff Development.

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section 101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. System of staff development

a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology,

including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

B. Acquisition and dissemination of significant knowledge

procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

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.

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.

j. Statewide Assessment

(Formerly known as Attachment 4.11(a)).

1. Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

A. with the most significant disabilities, including their need for supported employment services;

B. who are minorities;

C. who have been unserved or underserved by the VR program;

D. who have been served through other components of the statewide workforce development system; and

E. who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

2. Identify the need to establish, develop, or improve community rehabilitation

programs within the State; and

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 .

k. Annual Estimates

(Formerly known as Attachment 4.11(b)). Describe:

1. The number of individuals in the State who are eligible for services;
2. The number of eligible individuals who will receive services under:
 - A. The VR Program;
 - B. The Supported Employment Program; and
 - C. each priority category, if under an order of selection;
3. The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and
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.

l. State Goals and Priorities

The designated State unit must:

1. Identify if the goals and priorities were jointly developed

Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

2. Identify the goals and priorities in carrying out the VR and Supported Employment programs.
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;
- B. the State's performance under the performance accountability measures of section 116 of WIOA; and
- C. other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and finding and recommendations from monitoring activities conducted under section 107.

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.
 - B. The justification for the order.
 - C. The service and outcome goals.
 - D. The time within which these goals may be achieved for individuals in each priority category within the order.
 - E. How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and
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.

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.
2. Describe the activities to be conducted, with funds reserved pursuant to section 602(d) for youth with the most significant disabilities, including:

003(a), for youth with the most significant disabilities, including:

- A. the provision of extended services for a period not to exceed 4 years; and
- 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.

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.
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.
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.
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).
5. If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.
6. Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.
7. Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.
8. How the agency's strategies will be used to:
 - A. achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

B. support innovation and expansion activities; and

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.

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.

B. Describe the factors that impeded the achievement of the goals and priorities.

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.

B. Describe the factors that impeded the achievement of the goals and priorities.

3. The VR program's performance on the performance accountability indicators under section 116 of WIOA.

4. How the funds reserved for innovation and expansion (I&E) activities were utilized.

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.

2. THE TIMING OF SUBMISSION TO CERTIFIED SERVICES.

Certifications

Name of designated State agency or designated State unit, as appropriate

Name of designated State agency

Full Name of Authorized Representative:

Title of Authorized Representative:

States must provide written and signed certifications that:

1. The **designated State agency or designated State unit (as appropriate) listed above** is authorized to submit the VR services portion of the Unified or Combined State Plan under title 1 of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA*, and its supplement under title VI of the Rehabilitation Act.** No
2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the **designated State agency listed above** agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan; No
3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan* , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;** No
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; No
5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. No
6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. No
7. The **Authorized Representative listed above** has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement; No
8. The **Authorized Representative listed above** has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services; No
9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement

of 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. No

Footnotes

Certification 1 Footnotes

* Public Law 113-128.

** Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

Certification 2 Footnotes

* All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

** No funds under title 1 of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

*** Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76,77,79,81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

Certification 3 Footnotes

* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

** Applicable regulations, in part, include the citations in *** under Certification 2 footnotes

Additional Comments on the Certifications from the State

Certification Regarding Lobbying — Vocational Rehabilitation

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any

Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization

Full Name of Authorized Representative:

Title of Authorized Representative:

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)

(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to MAT_OCTAE@ed.gov

Certification Regarding Lobbying — Supported Employment

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any

Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization

Full Name of Authorized Representative:

Title of Authorized Representative:

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)

(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>).

Assurances

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances: **The State Plan must provide assurances that:**

1. Public Comment on Policies and Procedures:

The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.

2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement:

The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

3. Administration of the VR services portion of the Unified or Combined State Plan:

The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:

a. the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.

b. the establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act.

The designated State agency or designated State unit, as applicable

c. consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act.

d. the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3).

e. the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act.

The designated State agency allows for the local administration of VR funds

f. the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.

The designated State agency allows for the shared funding and administration of joint programs:

g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.

Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? See Section 2 of this VR services portion of the Unified or Combined State Plan.

h. the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act.

i. all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act .

j. the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.

k. the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.

l. the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities.

m. the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.

4. Administration of the Provision of VR Services:

The designated State agency, or designated State unit, as appropriate, assures that it will:

a. comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act.

b. impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act .

c. provide the full range of services listed in section 103(a) of the Rehabilitation Act as

appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act?

Agency will provide the full range of services described above

d. determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.

e. comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.

f. comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act.

g. provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.

h. comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14) of the Rehabilitation Act.

i. meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs

j. with respect to students with disabilities, the State,

i. has developed and will implement,

A. strategies to address the needs identified in the assessments; and

B. strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and

ii. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25)).

5. Program Administration for the Supported Employment Title VI Supplement:

a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.

b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information

required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.

c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act.

6. Financial Administration of the Supported Employment Program:

a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act.

b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.

7. Provision of Supported Employment Services:

a. The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.

b. The designated State agency assures that:

- i. the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act
- ii. an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act.

Additional Comments on the Assurances from the State

Program-Specific Requirements for Vocational Rehabilitation (Blind)

The Vocational Rehabilitation (VR) Services portion of the Unified or Combined State Plan must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

* Sec. 102(b)(D)(iii) of WIOA

a. Input of State Rehabilitation Council

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

1. input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;
2. the Designated State unit's response to the Council's input and recommendations; and
3. the designated State unit's explanations for rejecting any of the Council's input or recommendations.

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;
2. the designated State unit will approve each proposed service before it is put into effect; and
3. All State plan requirements will apply

requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

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;
2. State programs carried out under section 4 of the Assistive Technology Act of 1998;
3. Programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture;
4. Noneducational agencies serving out-of-school youth; and
5. State use contracting programs.

d. Coordination with Education Officials

Describe:

1. DSU's plans

The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

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;

B. transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

C. roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

D. procedures for outreach to and identification of students with disabilities who need transition

services.

e. Cooperative Agreements with Private Nonprofit Organizations

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

f. Arrangements and Cooperative Agreements for the Provision of Supported Employment Services

(Formerly known as Attachment 4.8(b)(4)). Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

g. Coordination with Employers

(Formerly known as Attachment 4.8(b)(5)). Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR services; and
2. transition services, including pre-employment transition services, for students and youth with disabilities.

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;
2. the State agency responsible for providing services for individuals with developmental disabilities; and
3. the State agency responsible for providing mental health services.

i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development

(Formerly known as Attachment 4.10)). Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. Data System on Personnel and Personnel Development

A. Qualified Personnel Needs.

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

- i. the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;
- ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and
- 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.

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;
- ii. the number of students enrolled at each of those institutions, broken down by type of program; and
- 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.

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.

3. Personnel Standards

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

A. standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and

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.

4. Staff Development.

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section 101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. System of staff development

a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

B. Acquisition and dissemination of significant knowledge

procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

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.

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.

j. Statewide Assessment

(Formerly known as Attachment 4.11(a)).

1. Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

A. with the most significant disabilities, including their need for supported employment services;

B. who are minorities;

C. who have been unserved or underserved by the VR program;

D. who have been served through other components of the statewide workforce development system; and

E. who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

2. Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

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 .

k. Annual Estimates

(Formerly known as Attachment 4.11(b)). Describe:

1. The number of individuals in the State who are eligible for services;

2. The number of eligible individuals who will receive services under:

A. The VR Program;

B. The Supported Employment Program; and

C. each priority category, if under an order of selection;

3. The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and

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.

1. State Goals and Priorities

The designated State unit must:

1. Identify if the goals and priorities were jointly developed

Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

2. Identify the goals and priorities in carrying out the VR and Supported Employment programs.

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;

B. the State's performance under the performance accountability measures of section 116 of WIOA; and

C. other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and finding and recommendations from monitoring activities conducted under section 107.

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.

B. The justification for the order.

C. The service and outcome goals.

D. The time within which these goals may be achieved for individuals in each priority category within the order.

E. How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and

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.

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.

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

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.

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.

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.

STATEWIDE BASIS.

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.
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).
5. If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.
6. Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.
7. Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.
8. How the agency's strategies will be used to:
 - A. achieve goals and priorities by the State, consistent with the comprehensive needs assessment;
 - B. support innovation and expansion activities; and
 - 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.

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.
 - B. Describe the factors that impeded the achievement of the goals and priorities.

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.

B. Describe the factors that impeded the achievement of the goals and priorities.

3. The VR program's performance on the performance accountability indicators under section 116 of WIOA.

4. How the funds reserved for innovation and expansion (I&E) activities were utilized.

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.

2. The timing of transition to extended services.

Certifications

Name of designated State agency or designated State unit, as appropriate

Name of designated State agency

Full Name of Authorized Representative:

Title of Authorized Representative:

States must provide written and signed certifications that:

1. The **designated State agency or designated State unit (as appropriate) listed above** is authorized to submit the VR services portion of the Unified or Combined State Plan under title 1 of the Rehabilitation Act of

1973 (Rehabilitation Act), as amended by WIOA*, and its supplement under title VI of the Rehabilitation Act.** No

2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the **designated State agency listed above** agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan , the Rehabilitation

Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan; No

3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan* , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;** No

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; No

5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. No

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. No

7. The **Authorized Representative listed above** has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement; No

8. The **Authorized Representative listed above** has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services; No

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. No

Footnotes

Certification 1 Footnotes

* Public Law 113-128.

** Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

Certification 2 Footnotes

* All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

** No funds under title 1 of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

*** Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76,77,79,81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

Certification 3 Footnotes

* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

** Applicable regulations, in part, include the citations in *** under Certification 2 footnotes

Additional Comments on the Certifications from the State

Certification Regarding Lobbying — Vocational Rehabilitation

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee

member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization

Full Name of Authorized Representative:

Title of Authorized Representative:

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)

(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to MAT_OCTAE@ed.gov

Certification Regarding Lobbying – Supported Employment

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a

Member of Congress in connection with this commitment providing for the United States to insure or guarantee

member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization

Full Name of Authorized Representative:

Title of Authorized Representative:

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>).

Assurances

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:**The State Plan must provide assurances that:**

1. Public Comment on Policies and Procedures:

The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a) (16)(A) of the Rehabilitation Act.

2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement:

The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

3. Administration of the VR services portion of the Unified or Combined State Plan:

The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:

a. the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.

b. the establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act.

The designated State agency or designated State unit, as applicable

c. consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act.

d. the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3).

e. the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act.

The designated State agency allows for the local administration of VR funds

f. the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.

The designated State agency allows for the shared funding and administration of joint programs:

g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.

Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? See Section 2 of this VR services portion of the Unified or Combined State Plan.

h. the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act.

i. all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act .

j. the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.

k. the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.

l. the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities.

m. the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.

4. Administration of the Provision of VR Services:

The designated State agency, or designated State unit, as appropriate, assures that it will:

a. comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act.

b. impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act .

c. provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act?

Agency will provide the full range of services described above

d. determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.

e. comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.

f. comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act.

g. provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.

h. comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor

Standards Act of 1938, as required by section 101(a)(14) of the Rehabilitation Act.

i. meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs

j. with respect to students with disabilities, the State,

i. has developed and will implement,

A. strategies to address the needs identified in the assessments; and

B. strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and

ii. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25)).

5. Program Administration for the Supported Employment Title VI Supplement:

a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.

b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.

c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act.

6. Financial Administration of the Supported Employment Program:

a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act.

b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.

7. Provision of Supported Employment Services:

- a. The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.
- b. The designated State agency assures that:
 - i. the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act
 - ii. an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act.

Additional Comments on the Assurances from the State

VII. Program-Specific Requirements For Combined State Plan Partner Programs

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and the Vocational Rehabilitation Program—and also submit relevant information for any of the eleven partner programs it includes in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program.* If included, Combined State Plan partner programs are subject to the “common planning elements” in Sections II and III of that document, where specified, as well as the program-specific requirements for that program (available on www.regulations.gov for public comment). The requirements that a State must address for any of the partner programs it includes in its Combined State Plan are provided in this separate supplemental document. The Departments are not seeking comments on these program-specific requirements, which exist under separate OMB control numbers and do not represent requirements under WIOA. For further details on this overall collection, access the Federal eRulemaking Portal at <http://www.regulations.gov> by selecting Docket ID number ETA-2015-0006.

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

Appendix 1. Performance Goals for the Core Programs

Include the State's expected levels of performance relating to the performance accountability indicators based on primary indicators of performance described in section 116(b)(2)(A) of WIOA.

Instructions: Performance Goals for the Core Programs

Each State submitting a Unified or Combined Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The State is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education on state adjusted levels of performance for the indicators for each of the first two years of the plan.

Table 1. Employment (Second Quarter after Exit)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	60.00	Baseline	60.00	Baseline
Dislocated Workers	60.00	Baseline	60.00	Baseline
Youth	50.00	Baseline	50.00	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	60.00	Baseline	60.00	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 1

Table 2. Employment (Fourth Quarter after Exit)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	55.00	Baseline	55.00	Baseline
Dislocated Workers	55.00	Baseline	55.00	Baseline
Youth	50.00	Baseline	50.00	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	55.00	Baseline	55.00	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 2

Table 3. Median Earnings (Second Quarter after Exit)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
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Adults	4,675.00	Baseline	4,675.00	Baseline
Dislocated Workers	4,675.00	Baseline	4,675.00	Baseline
Youth	2,465.00	Baseline	2,465.00	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	4,675.00	Baseline	4,675.00	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 3

Table 4. Credential Attainment Rate

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	68.00	Baseline	68.00	Baseline
Dislocated Workers	68.00	Baseline	68.00	Baseline
Youth	30.00	Baseline	30.00	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 4

Table 5. Measureable Skill Gains

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	32.00	Baseline	32.00	Baseline
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 5

Table 6. Effectiveness in Serving Employers

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	Baseline	Baseline	Baseline	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 6

Table 7. Combined Federal Partner Measures

Measure	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level			

User remarks on Table 7

Appendix 2. Other State Attachments (Optional)