WIOA STATE PLAN FOR
THE STATE OF OKLAHOMA

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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.

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

This is Oklahoma's Unified Strategic Four-year State Workforce Development Plan for Title I of the Workforce Innovation and Opportunity Act, housed at the Oklahoma Office of Workforce Development (OOWD) and implemented through the state's local workforce development areas, the Wagner-Peyser Act (Title III), housed at the Oklahoma Employment Security Commission (OESC), the Adult Education and Literacy Program (Title II), housed at the Oklahoma Department of Career and Technology Education (ODCTE), and the Vocational Rehabilitation Program (Title I of the Rehabilitation Act of 1973, as amended by Title IV), housed at the Oklahoma Department of Rehabilitation Services (DRS).

The plan covers the period from April 1, 2016 to June 30, 2020. This plan was developed in consultation with Governor Mary Fallin, OOWD, and the Governor's Council for Workforce and Economic Development (GCWED or Governor's Council), which serves as the statewide workforce development board, OESC, DRS, and ODCTE. Representatives from economic development, education, the business community, and other interested parties (though the state's Key Economic Networks (KENs), discussed in section II, A-C) were consulted through their involvement on the

GCWED, State Workforce Youth Council, now the GCWED Youth Program Committee, and local workforce boards.

Discussion and request for feedback were conducted in forums with the Oklahoma Association of Workforce Development Boards, and GCWED committees, including the Workforce System Oversight Committee and the Career Pathways Committee. The original version of the plan was posted to the Oklahoma Works website (www.OklahomaWorks.gov) in January 2016 for a 30-day comment period. Comments were reviewed and, where practical, incorporated. Other comments received will be incorporated as part of future modifications to this plan.

This process ensures that the State Plan is a living document, ever evolving and provides value and focus to our efforts to improve the efficiency and effectiveness of Oklahoma's workforce development system.

In June 2015, Oklahoma State University-Oklahoma City (OSU-OKC) became the new WIOA Title I Grant Recipient Agency and the State WIOA Title I Administrative Agency. The Office of Workforce Solutions at the Oklahoma Department of Commerce (ODOC) transferred to OSU-OKC and was renamed the Oklahoma Office of Workforce Development.

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Services to State Target Populations:

The initiatives and activities in this plan directly support Governor Mary Fallin's strategic economic and workforce development vision known as Oklahoma Works and is consistent with state and federal law. Oklahoma Works, the state's umbrella initiative, is inclusive of all State Agency Workforce System Partners who represent the voices of our target populations, including our WIOA Core Partners and is aligned to WIOA requirements.

Specifically, OK-WDES, Oklahoma's Workforce Data Quality Initiative longitudinal database project, will align state data systems to better allow for the identification of determinants and benchmarks along all levels of education and training that lead to employability in the State's demand sectors and occupations. The development of a common intake portal to identify workforce related social services for which clients are eligible and the relaunch of OKJobMatch, the state's labor exchange system, will provide better and more relevant job search information and will be fully accessible to our wide range of partners. A relaunch of the OklahomaWorks.gov website, the comprehensive platform for Oklahoma's workforce development activities, will be fully accessible to our wide range

of partners. The expansion and creation of apprenticeship opportunities through leveraged partnerships will result in expanded training and certification of Oklahoma Works system staff through system-wide partnerships of programs and shared costs in addition to other efforts to improve and access thereto for all Oklahomans, including those services needed by our target populations.

Similarly, the standards developed through our various state initiatives will be part of the workforce center certification process under WIOA, to certify our state's workforce centers, called Oklahoma Works Centers. The workforce system certification process, called NO WRONG DOOR, to be carried out after the initial implementation of WIOA, will ensure standards are implemented. The center and system certification processes are designed to provide improved access and services to ALL clients. Oklahoma also intends to use the career pathways process as a key strategy to better serve clients within these special populations. The Career Pathways framework is described in Section II Strategic Elements under C, State Strategy, Section 1.

With regional and statewide systemic integration and innovation, Oklahoma strives to connect employers (the new WIOA customer) with the skilled workforce needed to succeed and to create jobs, and to raise the education and skill levels of all citizens (including those in WIOA Sec. 3) including dislocated workers, veterans, individuals with disabilities, youth, individuals with limited English proficiency, and low-income individuals.

Dislocated Workers

Oklahoma's Dislocated Worker programs are operated on a year-round basis by the local workforce development areas. Funds allocated must be used to provide career services. There are three types of career services: basic career services, individualized career services, and follow-up services. Basic career services include eligibility determinations, outreach and intake, initial assessments, labor exchange, and referrals. Individualized career services are determined by workforce staff if necessary for an individual to obtain or retain employment. Follow-up services must be made available as determined appropriate by the Local WDB, for a minimum of 12 months following the first day of employment, to participants who are placed in unsubsidized employment. The Dislocated Worker program in Oklahoma is fully integrated with the Trade Adjustment Assistance (TAA) program.

Veterans and Others Eligible for Services under Jobs for Veterans State Grants

In Oklahoma, veterans and others eligible for services under Jobs for Veterans State Grants (JVSGs) are identified at various points of entry into Oklahoma's workforce development system. All customers so identified receive priority of service. Through an assessment process using a state provided military registration checklist designed to determine significant barriers to employment, eligible veteran customers at Workforce Centers determined to have significant barriers to employment or designated as eligible by the U.S. Department of Labor are referred for services to a Disabled Veterans Outreach Program Specialist (DVOP) when and where available. Those veterans served at Centers lacking an assigned DVOP, or if the DVOP is not available, are referred for services to other Workforce Center staff for services. Workforce Centers are also required to have a flowchart describing the process for veteran customers being served, how a significant barrier to employment is determined and when the eligible veteran is referred to the DVOP for services. OKJobMatch, the state job match and case management system, also identifies veterans with significant barriers to employment when veterans are registered in the system for center staff to refer to DVOPs.

All local office staff and workforce system partners performing labor exchange through the current Oklahoma electronic workforce system are required to provide veterans and other eligible persons with priority of service. Close monitoring through system reports, field visits, and training is conducted to ensure legislative requirements for veterans are followed. Additionally, all Local Workforce Development Boards (LWDB) are required by state policy OETI-25-2009 (Oklahoma Employment and Training Issuance) to ensure that priority of service is applied throughout their respective service delivery systems, including service delivery points maintained by all sub-recipients. The State priority of service policy obligates LWDBs to monitor local service delivery operations to ensure that their internal policies and procedures result in compliance with the priority of service requirements. Furthermore, OETI-25-2009 requires LWDBs to have policy and procedures in place for priority of service for veterans in their area.

The State assures that veterans and others eligible for JVSG-funded services will be afforded employment and training activities authorized in section 134 of the Workforce Innovation and Opportunity Act, and the activities authorized in Chapters 41 and 42 of Title 38 U.S.C. The State assures that it will comply with the Priority of Service for Veterans established in the Job for Veterans Act (Public Law 107-288). The State and the Veterans Employment and Training Service have a memorandum of understanding to ensure services will be provided to veterans as described in Title 38 U.S.C., Chapters 41, 42 and 43; at 20 CFR Chapter IX, CFR, codified at 20 CFR 1001, 100; and all applicable Training and Employment Guidance Letters (TEGLs) and Veterans' Program Letters (VPLs).

All four workforce regions follow TEGLs 10-09 and TEGL 3-15 with respect to Priority of Service for Veterans.

Individuals with Disabilities

Oklahoma is focused upon accessibility for all job seekers and businesses and employer work sites throughout all levels of Oklahoma Works. Working with the Governor's Council for Workforce and Economic Development (GCWED), state agency workforce system partners bring sharper focus on developing, supporting, and employing more Oklahoman's with disabilities, including those with the most significant disabilities.

The Oklahoma Department of Rehabilitation Services is leading Oklahoma's Workforce System towards enhanced accessibility. The objective is to provide equitable services to individuals with disabilities and to ensure that all Workforce System partners comply with the Americans with Disabilities Act (ADA).

The Access for All initiative within Oklahoma Works places a focus on recruitment, hiring, and promotion of individuals with disabilities. Access for All focuses on the Oklahoma Works system partners as well as employers in the state. This initiative provides training, consulting, and resources to ensure that individuals with disabilities are intentionally included in efforts to achieve greater household wealth for Oklahomans. Access for All equips Oklahoma's Workforce System with knowledge and resources to make it more accessible to individuals with disabilities that utilize one-stop system programs in person, on the phone, or through the web. Access for All is brought to Oklahoma Works through a partnership between the Oklahoma Department of Rehabilitation Services (Oklahoma's Vocational Rehabilitation Program) and Oklahoma ABLE Tech (Oklahoma's Assistive Technology Act Program).

The Oklahoma Employment Security Commission (OESC), the Oklahoma Office of Workforce Development (OOWD), and the Oklahoma Department of Career and Technology Education (ODCTE) through the Oklahoma Works centers, strive to expand capacity, enhance partnerships, and improve service delivery to improve training and employment opportunities and outcomes for youth and adults with disabilities who are unemployed, underemployed, and/or receiving Social Security disability benefits. Staff work daily with a variety of partners locally and across the state that provide services to individuals with disabilities and the general population either directly at the Oklahoma Works centers or through referrals to partner facilities.

These partners include education/training institutions; employers; healthcare, mental health, and childcare facilities; faith-based organizations; community-based non-profits; legal assistance providers; and other state and federal agencies, such as the Department of Rehabilitation Services, Veterans Administration, Department of Human Services, Department of Housing and Urban Development, and the Department of Corrections. Many of these linkages are formal and codified in memorandums of understanding.

OESC, OOWD, and ODCTE work to develop and support increased employment opportunities for individuals with disabilities (utilizing appropriate state and federal funding streams). Oklahoma Works Center staff routinely refer individuals with disabilities to the OKDRS for more intensive training and job placement opportunities. OKDRS has three certified Social Security Administration (SSA) Work Incentive Counselors working and co-located within Workforce Centers and another three rotating between the remainder of the Oklahoma Works Centers and OKDRS offices.

Oklahoma Works Center staff and OKDRS Benefits Planners collaborate to assist job seekers receiving SSA benefits. Specifically, when referred by center staff, an OKDRS Benefits Planner will explain the importance of working at the highest possible level and above SSA's Substantial Gainful Activity benchmark. Job seekers are provided general information concerning the impact of work on SSA disability benefits. Upon applying for VR services, these individuals would then also receive detailed reports illustrating the impact of work on other benefits and services the individual may be receiving, such as TANF, SNAP, UI compensation, Veteran's benefits, etc. OKDRS Benefits Planners address concerns of individuals with disabilities about the possibility of losing benefits and help them understand and maximize their work incentives.

OESC began a two-phase project focusing upon physical and programmatic accessibility entitled "Thinking Accessibility" within the Workforce Centers, UI Service Centers, UI Adjudication Centers and the Appeal Tribunal. This partnership brings OKDRS and OKABT together to provide the resources and tools to assist OESC on continuing their commitment in serving individuals with disabilities.

Oklahoma Adult Education Program - serving individuals with disabilities

Adults with disabilities fall into two major categories: individuals with physical disabilities and individuals with learning disabilities. Strategies for adults with physical disabilities will include ensuring that classroom sites are accessible and that reasonable and appropriate accommodations are made for the individual's disability. Adult secondary students who may need accommodations on the high school equivalency test will be referred to OKDRS, psychologists, or other resources to obtain the required documentation of a learning disability.

Adults with learning disabilities usually possess an information processing dysfunction which interferes with their ability to acquire, remember, and/or retrieve information. Strategies for adults

with both learning and physical disabilities include, training for adult education teachers on teaching adults with learning and other disabilities.

The Oklahoma Adult Education (ABE) program is in its fourth year of an intensive training effort in teaching adults with learning disabilities and other learning differences. This training prepares adult education teachers to use the ten-minute interview and the Payne Learning Needs Inventory to identify the learning strengths and needs of students, to identify accommodations, when needed, and how to use appropriate instructional strategies with adults with disabilities. A key strategy which teachers learn is how to become “co-investigators” with the student into the learning process. Adult education teachers were trained as “trainers” and are conducting regional teacher training workshops to help other teachers learn how to more effectively meet the needs of educationally-disadvantaged adults with disabilities.

Business and Employer Outreach

Oklahoma’s Workforce System recognizes opportunities to reach Oklahoma’s businesses and employers with a powerful message of Access for All. Through relationships old and new, OKDRS and OKABT will lead the workforce partners in working to arrange and deliver training to businesses and employers that will reduce their hesitation to hire job seekers with disabilities and to identify ways to educate about the benefits of directly recruiting and hiring job seekers with disabilities. The creation of fact sheets and other concise deliverables will help businesses and employers to understand not only their obligations, but also the importance of hiring and promoting job seekers with disabilities.

OKDRS utilizes its ADA Coordinator as a resource to provide consultation, technical assistance, and site reviews to identify accessibility issues to all workforce system partners and other agencies, entities, and businesses and employers. The OKDRS ADA Coordinator provides training in various aspects of the Americans with Disability Act and the 2010 ADA Standards for Accessible Design to staff and supervisors of these entities as well. These services are available in order to advance the promotion of equal access for individuals with disabilities in programs, services, and buildings statewide.

OKDRS delivers assistive technology for job seekers in their journey to employment. Assistive technology specialists complete a variety of different assistive technology assessments and evaluations for job seekers, business work sites, and system partners. The types of evaluations are home modifications, vehicle modifications, personal mobility needs, computer access, worksite modifications and activities of daily living, communication school accommodations, and accessibility reviews. Assistive technology specialists focus on the reported obstacle, rather than the disability diagnosis. A big part of an assistive technology evaluation is to identify what the real problem or obstacle is for the individual job seeker or business work site.

Oklahoma Works Center certification policy standards for accessibility

Oklahoma’s Workforce System commitment on enhanced accessibility will continue by ‘Thinking Accessibility’ while serving individuals with disabilities. The “Accessibility = Access for All” within the Oklahoma Works workforce system, is a standard that has been set to springboard success for Oklahoma’s business and employers and job seekers in reaching Oklahoma’s goal of Wealth Generation.

The Oklahoma Works Center standards and certification criteria policy will be designed utilizing the Americans with Disability Act (ADA) for physical accessibility. The Oklahoma Electronic and Information Technology Accessibility Law and Standards will be applied for accessibility of digital services. The Web Content Accessibility Guidelines (WCAG) 2.0, Levels A and AA, will be utilized for websites, web applications, and digital documents certification criteria and standards.

Ensuring opportunities for all is critical to meet the goal of creating an environment where people with disabilities have the same opportunities to participate in the workforce as do people without disabilities. As businesses and employers find that the labor pool is tightening, following through on these criteria and standards will ensure businesses and employers have access to more qualified people to fill needed positions.

OKDRS assesses every Oklahoma Works Center for accessibility and provides local program guidance to ensure access for everyone.

Youth

Oklahoma is aiming at ways of getting the most out of education programs while intermingling the programs into industry standards as the basis of all goals and ensuring that partner resources and practices are accessible and shared.

We are committed to providing youth with the skills and tools necessary for successful participation in education and training programs, resulting in credentials and/ or degrees and employment in careers in high demand sectors.

The State Youth Program Committee was established to identify and address youth workforce issues. The current state of Oklahoma's youth population is constantly scanned to ensure advancement for the purpose of developing a statewide plan in support of youth and a communication infrastructure that will inform and engage all stakeholders. This includes dropout prevention for youth 14 and above (14-21) and recovery strategies for those disengaged youth (16-24) years of age.

The State Youth Program committee consists of various state agency representatives, Job Corps, non-profit groups specializing in youth issues, private sector representatives, and youth participants in various state and federal programs. The Committee provides recommendations on policy and performance for the development and implementation of WIOA youth funded programs statewide, and creates an Oklahoma workforce strategy for youth that aligns with youth initiatives and provides common solutions that coordinate with the state's economic goals building wealth creation for all Oklahomans.

Since educational attainment among youth and adults is a critical component of workforce development, the State Workforce Youth Programs committee, working with the Governor's Council, will establish and measure targets for educational attainment in Oklahoma. One of the primary goals for the State Workforce Youth committee will be developing a strategy to increase the educational attainment targets. Initial targets may include: percentage of Oklahomans completing 8th grade; percentage of Oklahomans attaining a high school diploma or GED; percentage of Oklahomans attaining an associate degree or industry-recognized credential/certificate; percentage of Oklahomans attaining a bachelor's degree.

All youth activities focus on developing Oklahoma's youth to meet the demands of Oklahoma business. This philosophy includes emphasis on increasing the high school graduation rate so that Oklahoma has the highest rate in the nation, expansion of the Career Readiness Certificate (CRC) program in Oklahoma high schools and postsecondary institutions, expansion of early childhood education, increasing the number of postsecondary graduates in the state, and introducing youth, educators, and parents to Oklahoma's targeted industry sectors (ecosystems), the skills needed, and the career pathways and opportunities available. This vision requires facilitating and modeling meaningful youth involvement and creating system-wide solutions by aligning workforce development, education, youth-serve agencies and non-profits, and business to improve opportunities and the quality of life for Oklahoma's youth.

The Oklahoma State Youth Program Committee promotes youth development by facilitating the collaboration and alignment of statewide and local services that are of the highest quality and responsive to the needs of all youth.

Career Pathways and Apprenticeships

Oklahoma high schools and our local areas are using the WorkKeys assessments as another tool to prepare students for training and jobs. The assessment allows eligible youth to earn a CRC and demonstrate to employers and postsecondary institutions that they have the knowledge base necessary to enter the workforce and/or continue education. Local Workforce Development Boards have always seen a value in the WorkKeys assessment, requiring all clients to take the assessment prior to training and will continue to utilize it under WIOA. This tool will continue to assist youth in earning the Career Readiness Certificate.

Oklahoma has one of the highest incarceration rates in the nation, especially among women. The State is making efforts to establish the WorkKeys assessment system in adult and juvenile correctional facilities around the state. Inmates will be able to earn their CRC and several pilot programs are in operation that are placing ex-felons into employment at Oklahoma construction and manufacturing companies. Partnerships between the Oklahoma Department of Corrections, Oklahoma Office of Juvenile Affairs, and the state's career and technology and higher education system are developing innovative programs where ex-felons are going to work at wages that exceed the state's per capita personal income. The State will expand these programs as data proves that they are instrumental in reducing recidivism and provide valuable employees to Oklahoma's targeted industries.

The State has developed Oklahoma's new online career planning system which is now up and running. The official launch date was August 21, 2015. Oklahoma Career Guide (OK Career Guide) is the new and improved statewide career system supported by the Oklahoma Department of Career and Technology Education, replacing OKCIS. The system is built specifically for Oklahoma and has many of the same features as OKCIS in a new and improved format. The OK Career Guide system serves a wider audience and provides more data to administrators, among other upgrades.

Oklahoma Career Guide - an easy online tool available for all Oklahomans to explore and guide their future. You can take assessments, identify occupations, establish education plans and, ultimately, connect to employers. Whether a youth is searching for career and college options or a youth adult looking for a new career path, OK Career Guide is the powerful tool to provide all the career and educational resources you will need to chart your course for the future.

Oklahoma Career Guide will help youth explore a world of possibilities, make decisions about your future, and prepare for the next step in your education and career planning journey. Depending on your grade level, you will use Kuder Navigator® or Kuder Journey® to achieve these goals.

Middle School & High School Students: Kuder Navigator will help youth learn about themselves, build an education plan, and explore and prepare for the various options after high school. Youth may research occupations and begin to develop a portfolio to display to potential employers or educational institutions.

Postsecondary Students: With a flexible step-by-step process, Kuder Journey® is a youth's solution for selecting the right major and preparing for their first career. Oklahoma schools and all Oklahomans have access to this online tool at no cost.

Users are able to: Develop career awareness, Develop individual career plans, Create an online portfolio, Take assessments, Explore careers, Research and link to postsecondary schools, Locate scholarships, Set career goals, Connect to business and industry, and Build a resume and cover letter

The State Youth Program Committee will bridge all gaps with organizations such as Job Corps, the Chamber of Commerce, Urban League, and other groups to develop a comprehensive initiative on entrepreneurial development for youth. Oklahoma believes that by tapping into the creative spirit and initiative of our youth we can grow our own into successful entrepreneurs and citizens.

Individuals with Limited English Proficiency

Oklahoma's local areas are subject to both federal and State requirements regarding non-discrimination and equal opportunity, which includes equal access for persons with limited English proficiency (LEP), regardless of the funding source. This includes the requirement that local areas must take reasonable steps to ensure that individuals with LEP receive, free of charge, the language assistance necessary to afford them meaningful access to the programs, services, and information the local area provides. Local area equal opportunity officers receive training in a number of issues relating to equal access in all Oklahoma Works centers.

Specifically, the Integrated English Literacy and Civics Education program under ODCTE will be designed to prepare adults who are English language learners for, and place such participants in, unsubsidized employment and in-demand industries and occupations that lead to economic self-sufficiency, and assist the workforce development system in carrying out the goals of the state.

Low-Income Individuals

If the funds received by the State and allocated to the local boards for adult services are determined by the governor to be limited, priority of service will be given to public assistance recipients and other low-income individuals (in addition to those who are basic skills deficient). These funds will be used to:

• Provide career services to assist job seekers find employment as soon as possible;

• Provide intensive and training services to job seekers who do not have the skills needed to secure employment immediately; and

• Further develop the statewide network of services.

Oklahoma intends to assist individuals find employment as soon as possible. The first job may be only the first rung on a career ladder, but it is important in helping develop work skills and history. For those who need more than career services to find employment, WIOA provides for intensive training services. Local boards must set the criteria for determining acceptable employment that provides for self-sufficiency through employment in target industries and at wages at or above the average county- and/or state-per-capita wage.

The local WDBs may also use local funds to provide:

• Customized screening and referral to training;

• Customized services to employers on a fee-for-service basis; and

• Supportive services payments to individuals participating in assisted core, intensive or training services.

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.

This section will provide an analysis of the industries and occupations for which there is existing demand in Oklahoma. Oklahoma has identified five key demand industry sectors, or economic systems, which we refer to in this state as "ecosystems". We have identified these sectors / clusters as giving Oklahoma a competitive advantage in a global economy. They exhibit significant potential for employment growth, and provide wealth generating employment opportunities. The five ecosystems' demand industries produce or provide similar goods and services and therefore have similar needs in workforce, infrastructure, and economic development policy. The five key demand areas are: Aerospace & Defense, Agriculture & Biosciences, Energy, Information and Financial Services, and Transportation and Distribution. In addition to the key ecosystems, due to regional differences across the state there are also complementary ecosystems. Often, the complimentary ecosystems include health care, education, construction and/or manufacturing. Together the key and complementary ecosystems establish the varying needs in workforce, infrastructure, and economic development efforts across the state.

In addition to the five, key, wealth generating ecosystems, it is pertinent to include the complimentary ecosystem of health care which is projected to have the highest growth in Oklahoma at 11%. Registered Nurses and Personal Care Aides are two of the fastest growing occupations in the state. These occupations, especially Registered Nurses, are high demand, high growth

occupations that offer high wages. In all projected occupations by 2020, healthcare will be the industry with the highest growth.

Below is a description of the in-demand industries and clusters identified by Oklahoma Works.

Aerospace & Defense

Oklahoma is one of seven global aerospace hubs and home to the largest military and commercial aircraft maintenance, repair and overhaul operations in the United States. An estimated 6.3% of the entire state's economy is attributed to Aerospace & Defense and the Ecosystem employs more than 5% of the state's workforce.

In 2015 there were 112,650 jobs in the Aerospace & Defense Ecosystem with average earnings of approximately $64,950. Analysis of job growth due to economic demand estimates that total employment will increase to 118,100 jobs by 2020, an increase of 5,450 jobs for the state.

The top occupations within Aerospace & Defense include: Management Analysts; Machinists; Software and Application Developers; Aircraft Structure, Surfaces, Rigging and Systems Assemblers; Computer User Support Specialists; System Software Developers; General and Operations Managers; Aircraft Mechanics and Services Technicians; Civil Engineers; Industrial Machinery Mechanics; Computer Systems Analysts; and Market Research Analysts and Market Specialists. The educational requirements for the top occupations within the Aerospace & Defense Ecosystem range from long-term on-the-job training to a Bachelor's Degree. Each of these occupations employ more than 500 individuals and show growth potential of at least 8%.

In 2015 there were 2,633 Management Analyst jobs and a projected increase of 530, resulting in 3,163 jobs by 2020. The education requirement for Management Analysts is a Bachelor's degree. Machinist positions require long-term on-the-job training and in 2015 the number of jobs was 2,881 with an estimated increase of 325 totaling 3,206 in 2020. The job number of Software Applications Developers in 2015 was 1,776 and is estimated to reach 2,034 jobs by 2020, an increase of 258 positions. Moderate-term on-the-job training is required for Aircraft Structure, Surfaces, Rigging and Systems Assemblers; in 2015 there were 1,374 positions with an expected growth of 185 totaling 1,559 in 2020. Computer User Support Specialists also require Moderate-term on-the-job training. In 2015 there were 1,189 jobs with a projected 1,366 jobs by 2020, an increase of 177. Systems Software Developers require a Bachelor's degree and represented 1,037 jobs in 2015, this number is projected to increase to 1,205, or 168 jobs, by 2020. Also requiring a Bachelor's degree are positions as General and Operations Managers; in 2015 there were 1,863 jobs and a growth estimate of 167 jobs totaling 2,030 by 2020. Aircraft Mechanics and Service Technicians totaled 1,971 jobs in 2015 and require a postsecondary non-degree award; by 2020 the number of jobs is projected to reach 2,138, an increase of 167. Civil Engineers also show a projected of 167 jobs, increasing from 1,080 in 2015 to 1,247 in 2020; Civil Engineers require the completion of a Bachelor's degree. Industrial Machinery Mechanic require Long-term on the job training, and jobs totaled 892 in 2015 and is expected to increase to 1,054 in 2020. Computer Systems Analysts, Market Research Analysts and Marketing Specialists all require a Bachelor's degree. Computer Systems Analysts are projected to increase by 160 jobs, 945 in 2015 and 1,105 jobs in 2020. There were 584 Market Research Analysts and Marketing Specialists in 2015, these jobs are expected to increase by 144, totaling 728 jobs in 2020.

Figure A. Critical Occupations for Aerospace and Defense Ecosystem; Job Growth 2015-2020; Entry Level Requirements for Each Occupation

Occupation	Jobs 2015	Jobs 2020	Change	Entry Requirements
Management Analysts	2,633	3,163	530	Bachelor's degree
Machinists	2,881	3,206	325	Long-term on-the-job training
Software Developers, Applications	1,776	2,034	258	Bachelor's degree
Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	1,374	1,559	185	Moderate-term on-the-job training
Computer User Support Specialists	1,189	1,366	177	Moderate-term on-the-job training
Software Developers, Systems Software	1,037	1,205	168	Bachelor's degree
General and Operations Managers	1,863	2,030	167	Bachelor's degree
Aircraft Mechanics and Service Technicians	1,971	2,138	167	Postsecondary non-degree award
Civil Engineers	1,080	1,247	167	Bachelor's degree
Industrial Machinery Mechanics	892	1,054	162	Long-term on-the-job training
Computer Systems Analysts	945	1,105	160	Bachelor's degree
Market Research Analysts and Marketing Specialists	584	728	144	Bachelor's degree

Source: EMSI 2015.2

Energy

Historically Oklahoma's economy has been strongly supported by the Energy Industry. Approximately one-quarter of all jobs in Oklahoma are tied to energy, either directly or indirectly. Oil and gas represent one-third of the state's economic output and the state has a strong renewable offering in wind.

In 2015 the Energy Ecosystem accounted for 125,150 jobs with average earnings of $103,700. Occupations within the Energy Ecosystem are driven by demand, which means that a fluctuating market has the potential to greatly impact the number of jobs. Even with changes in the market, jobs within this Ecosystem are expected to grow by 15,550 jobs, totaling 140,700 jobs in 2020. The Energy Ecosystem is also unique due to the skills and training required to work in the industry, individuals employed in the energy industry possess skills that allow them to transfer employment from one Ecosystem to another.

Top occupations within the Energy Ecosystem include: Oil and Gas Roustabouts; Construction Laborers; Oil, Gas, and Mining Service Unit Operators; Welders, Cutters, Solderers, and Brazers; Petroleum Engineers; Heavy and Tractor-Trailer Truck Drivers; Industrial Machinery Mechanics; Oil and Gas Rotary Drill Operators; General and Operations Managers; Oil and Gas Derrick Operators; Bookkeeping, Accounting, and Auditing Clerks; and Machinists. These occupations are expected to increase from 2015 to 2020 anywhere from 10% to 28%.

In 2015 Oil and Gas Roustabouts accounted for 5,272 jobs and are projected to increase by 770, totaling 6,042 in 2020. The education requirement for these occupations is Moderate-Term on-the-job training. Construction Laborers require short-term on-the-job training and are expected to increase by 671 jobs from 2,429 in 2015 to 3,100 in 2020. Oil, Gas and Mining Service Unit Operators totaled 4,318 jobs in 2015 and are projected to grow to 4,980 in 2020, an increase of 662. Moderate-term on-the-job training is required for Oil, Gas and Mining Service Unit Operators and also for Welders, Cutters, Solderers and Brazers. These occupations are projected to increase from 4,384 in 2015 to 4,930 in 2020 an increase of 546 jobs. A Bachelor's degree is required for Petroleum Engineers, an occupation that is expected to increase from 2,963 jobs in 2015 to 3,508 jobs in 2020, an increase of 545. General and Operations Managers also require a Bachelor's degree and a growth of 314 jobs is projected, from 2,814 in 2015 to 3,128 in 2020. In 2015 there

were 3,957 Heave and Tractor-Trailer Truck Drivers, requiring a postsecondary non-degree award these occupations are expected to increase by 432 jobs, totaling 4,389. Machinists and Industrial Machinery Mechanics both require Long-term on-the-job training. In 2015 there were 1,735 Machinists an occupation projected to grow to 1,958 jobs in 2020, an increase of 223. Industrial Machinery Mechanics accounted for 2,053 jobs in 2015 and are expected to increase by 431, accounting for 2,484 jobs in 2020. Moderate-term on-the-job training is required for Oil and Gas Rotary Drill Operators as well as Bookkeeping, Accounting, and Auditing Clerks. There were 2,974 jobs for Oil and Gas Rotary Drill Operators in 2015 and there will be an estimated 3,327 jobs in 2020, an increase of 353. The number of Bookkeeping, Accounting and Auditing Clerk jobs totaled 2,158 in 2015 and is expected to increase to 2,384 jobs in 2020, a change of 226 jobs. Oil and Gas Derrick Operators require Short-term on-the-job training and accounted for 2,045 jobs in 2015 with a projected increase of 257, totaling 2,302 jobs in 2020.

Figure B. Critical Occupations for Energy Ecosystem; Job Growth 2015-2020; Entry Level Requirements for Each Occupation

Occupation	Jobs 2015	Jobs 2020	Change	Entry Requirements
Roustabouts, Oil and Gas	5,272	6,042	770	Moderate-term on-the-job training
Construction Laborers	2,429	3,100	671	Short-term on-the-job training
Service Unit Operators, Oil, Gas, and Mining	4,318	4,980	662	Moderate-term on-the-job training
Welders, Cutters, Solderers, and Brazers	4,384	4,930	546	Moderate-term on-the-job training
Petroleum Engineers	2,963	3,508	545	Bachelor's degree
Heavy and Tractor-Trailer Truck Drivers	3,957	4,389	432	Postsecondary non-degree award
Industrial Machinery Mechanics	2,053	2,484	431	Long-term on-the-job training
Rotary Drill Operators, Oil and Gas	2,974	3,327	353	Moderate-term on-the-job training
General and Operations Managers	2,814	3,128	314	Bachelor's degree
Derrick Operators, Oil and Gas	2,045	2,302	257	Short-term on-the-job training
Bookkeeping, Accounting, and Auditing Clerks	2,158	2,384	226	Moderate-term on-the-job training
Machinists	1,735	1,958	223	Long-term on-the-job training

Source: EMSI 2015.2

Agriculture & Biosciences

Agriculture & Biosciences is one of Oklahoma's leading contributors of wealth. Oklahoma has leveraged a long agricultural history of innovation with large investments in life sciences and agricultural research. Examples of industries included in this Ecosystem are: food manufacturing, commodity production and distribution, fertilizer manufacturing, and research and development.

Jobs within the Agriculture & Biosciences Ecosystem totaled 85,580 jobs in Oklahoma, with average earnings of $53,675.

The top occupations within the Agriculture & Biosciences Ecosystem include: Crop, Nursery and Greenhouse Farmworkers and Laborers; Civil Engineers; Veterinary Technologists and Technicians; Market Research Analysts and Marketing Specialists; Customer Service Representatives; General and Operations Managers; Industrial Machinery Mechanics; Management Analysts; Interpreters and Translators; Medical and Clinical Laboratory Technicians; Veterinary Assistants and Laboratory Animal Caretakers; and Mechanical Engineers. The required education ranges from Short-term on-

the-job training to a Bachelor's degree and the range of projected growth is 2% for Farmworkers to 43% for Interpreters and Translators.

Civil Engineers, Market Research Analyst and Marketing Specialists, General and Operations Managers, Management Analysts, Interpreters and Translators, and Mechanical Engineers all require a Bachelor's degree. In 2015 Civil Engineers accounted for 1,037 jobs with a projected growth of 162 jobs totaling 1,199 in 2020. There were 360 Market Research Analysts and Marketing Specialists in 2015; by 2020 there will be an estimated 474, an increase of 114. General and Operations Managers are projected to grow by 89 jobs from 1,406 in 2015 to 1,495 in 2020. There were 358 Management Analysts in 2015, and growth projections total 425 in 2020, an increase of 67. Interpreters and Translators have the highest projected growth, increasing from 155 in 2015 to 221 in 2020 a net change of 66 jobs. Mechanical Engineering jobs in 2015 totaled 505 and in 2020 will total 552, an increase of 47 jobs. Crop, Nursery and Greenhouse Farmworkers and Laborers are expected to increase from 6,962 jobs in 2015 to 7,124 jobs in 2020, an increase of 162 jobs; the educational requirement for these occupations is Short-term on-the-job training. The educational requirement for Veterinary Technologists and Technicians is an Associate degree; in 2015 there were 1,013 jobs in this field and there is an expected increase of 161, totaling 1,174 in 2020. In 2015 there were 1,083 Customer Service Representatives and there is a projected increase of 97, totaling 1,180 in 2020. Short-term on-the-job training is the requirement for Customer Service Representatives. Industrial Machinery Mechanics require Long-term on-the-job training and the number of jobs is projected to increase by 74 jobs, from 549 in 2015 to 623 in 2020. Medical and Clinical Laboratory Technicians must attain an Associate degree; the number of jobs within this occupation totaled 346 in 2015 and is expected to grow to 402, an increase of 56. Veterinary Assistants and Laboratory Animal Caretakers are expected to increase from 890 jobs in 2015 to 943 jobs in 2020, an increase of 53. The required educational attainment for these occupations is Short-term on-the-job training.

Figure C. Critical Occupations for Agriculture and Bioscience Ecosystem; Job Growth 2015-2020; Entry Level Requirements for Each Occupation

Occupation	Jobs 2015	Jobs 2020	Change	Entry Requirements
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	6,962	7,124	162	Short-term on-the-job training
Civil Engineers	1,037	1,199	162	Bachelor's degree
Veterinary Technologists and Technicians	1,013	1,174	161	Associate's degree
Market Research Analysts and Marketing Specialists	360	474	114	Bachelor's degree
Customer Service Representatives	1,083	1,180	97	Short-term on-the-job training
General and Operations Managers	1,406	1,495	89	Bachelor's degree
Industrial Machinery Mechanics	549	623	74	Long-term on-the-job training
Management Analysts	358	425	67	Bachelor's degree
Interpreters and Translators	155	221	66	Bachelor's degree
Medical and Clinical Laboratory Technicians	346	402	56	Associate's degree
Veterinary Assistants and Laboratory Animal Caretakers	890	943	53	Short-term on-the-job training
Mechanical Engineers	505	552	47	Bachelor's degree

Source: EMSI 2015.2

Information & Financial Services

As business operations across all Ecosystems become increasingly reliant on technology to deliver and manage services, the need for occupations in Information & Financial Services will continue to

grow. Oklahoma has worked to encourage that growth through incentives, increasing the availability of a skilled workforce and public private partnerships that allow growth. Industries included in the Information & Financial Services Ecosystem are: data centers, banking and investment, cyber security and computer systems.

There were 108,850 jobs in the Information & Financial Services Ecosystem in 2015 with average wages of $75,090. Growth in the Ecosystem is projected to increase by 2,350 jobs by 2020, a total of 111,200 jobs in Oklahoma.

Top occupations within the Information & Financial Services Ecosystem include: Accountants and Auditors; Software and Applications Developers; Loan Officers; Tellers; Computer Systems Analysts; Computer User Support Specialists; Software Systems Developers; Financial Managers; Personal Financial Advisors; Market Research Analysts and Marketing Specialists; Computer and Information Systems Managers; and Financial Analysts. Except for Tellers and Computer User Support Specialists, all of these occupations require a Bachelor's degree.

In 2015 there were 7,491 jobs for Accountants and Auditors, the number of jobs is projected to grow by 515, totaling 8,006 in 2020. Software and Applications Developers accounted for 2,441 jobs in 2015 with an expected growth to 2,682 jobs in 2020, an increase of 241. Loan Officers are projected to increase from 3,760 jobs in 2015 to 3,972 jobs in 2020, a total change of 212. In 2015 there were 7,375 Tellers and it is estimated that there will be 7,566 in 2020, an increase of 191 jobs. Computer Systems Analysts jobs totaled 1,471 in 2015 with a projected growth of 177 jobs totaling 1,648 in 2020. There will be a projected growth of Computer User Support Specialists increasing by 116 jobs, from 2,226 in 2015 to 2,342 jobs in 2020. Software Systems Developers accounted for 1,106 jobs in 2015 with projected growth to 1,213 in 2020, an increase of 107 jobs. The number of Financial Management jobs is estimated to grow by 104 jobs, from 2,771 jobs in 2015 to 2,875 in 2020. In 2015 Market Research Analysts and Marketing Specialists accounted for 688 jobs, in 2020 they will account for 769 jobs, an increase of 81. Computer Information Systems Managers will grow by 64 jobs, from 1,245 in 2015 to 1,309 jobs in 2020. Financial Analysts are projected to total 907 jobs in 2020, an increase of 52 from 855 jobs in 2015.

Figure D. Critical Occupations for Information and Technology Ecosystem: Job Growth 2015-2020; Entry Level Requirements for Each Occupation

Occupation	Jobs 2015	Jobs 2020	Change	Entry Requirements
Accountants and Auditors	7,491	8,006	515	Bachelor's degree
Software Developers, Applications	2,441	2,682	241	Bachelor's degree
Loan Officers	3,760	3,972	212	Bachelor's degree
Tellers	7,375	7,566	191	Short-term on-the-job training
Computer Systems Analysts	1,471	1,648	177	Bachelor's degree
Computer User Support Specialists	2,226	2,342	116	Some college, no degree
Software Developers, Systems Software	1,106	1,213	107	Bachelor's degree
Financial Managers	2,771	2,875	104	Bachelor's degree
Personal Financial Advisors	1,678	1,768	90	Bachelor's degree
Market Research Analysts and Marketing Specialists	688	769	81	Bachelor's degree
Computer and Information Systems Managers	1,245	1,309	64	Bachelor's degree
Financial Analysts	855	907	52	Bachelor's degree

Source: EMSI 2015.2

Transportation & Distribution

Oklahoma has the benefit of being centrally located in the United States, and the geographic location makes in an important setting for the Transportation & Distribution ecosystem. Oklahoma has access to multiple transportation sectors: three national Interstates such as I-35, I-40, and I-44, port systems, airports with non-stop service across the county, and national rail access. Combined road, rail, airport, and port systems, the intersection of these national transportation avenues makes Transportation & Distribution a key ecosystem for growth and wealth generation for Oklahoma.

Transportation & Distribution includes industries such as: Air, rail, water and pipeline; equipment manufacturing; Warehousing and storage; and Wholesale Brokers. The industries within the Transportation & Distribution Ecosystem are some of the leading contributors of wealth in Oklahoma, as the state's central location creates an ideal hub for cargo transportation and logistics.

In 2015 there were 126,220 jobs in the Transportation & Distribution Ecosystem with average earnings of $65,800. Based on demand projections jobs within the Ecosystem will increase by 3,230 jobs totaling 129,450 jobs by the year 2020.

Top occupations in the Transportation & Distribution Ecosystem include: Wholesale and Manufacturing Sales Representatives, except technical and scientific products; Heavy and Tractor-Trailer Truck Drivers; Laborers and Freight, Stock, and Material Movers; General and Operations Managers; Aircraft Mechanics and Service Technicians; Industrial Machinery Mechanics; Customer Service Representatives; Wholesale and Manufacturing Sales Representatives for Technical and Scientific Products; Bookkeeping, Accounting and Auditing Clerks; Light Truck or Delivery Service Drivers; Commercial Pilots; Sales Managers; Market Research Analysts and Marketing Specialists; Accountants and Auditors.

Wholesale and Manufacturing Sales Representatives, except for Technical and Scientific Products accounted for 8,905 jobs in 2015. By 2020 this number will increase by 719, totaling 9,624 jobs. Wholesale and Manufacturing Sales Representatives must complete Moderate-term on-the-job training. There were 17,956 Heavy and Tractor-Trailer Truck Drivers in 2015 and these jobs are projected to grow to 18,445 jobs in 2020, an increase of 489 jobs. A Postsecondary non-degree award is required for employment as a Heavy or Tractor-Trailer Truck Drivers. By 2020, Laborers and Freight, Stock, and Material Movers are projected to total 9,020 jobs, an increase of 468 over the 2015 total of 8,552. This group of occupations requires Short-term on-the-job training. General and Operations Managers require a Bachelor's degree; in 2015 there were 3,167 jobs in Oklahoma and this number is projected to grow to 3,326 in 2020, an increase of 159. In 2015 there was a total of 1,591 Aircraft Mechanics and Service Technician jobs with a projected increase of 137, totaling 1,728 jobs in 2020. A Postsecondary non-degree award is required for Aircraft Mechanics and Service Technicians. Long-term on-the-job training is required for Industrial Machinery Mechanics and there were 953 jobs in Oklahoma in 2015; this number is expected to increase to 1,086 jobs in 2020, a growth of 133 jobs. Customer Service Representatives require a High school diploma or the equivalent. There were 2,951 Customer Services Representatives in 2015 with a projected increase of 124, totaling 3,075 jobs in 2020. Wholesale and Manufacturing Sales Representatives for Technical and Scientific Products require a Bachelor's degree and accounted for 3,494 jobs in 2015. By 2020 this number is expected to go to 3,596, an increase of 102 jobs. The educational requirement for Bookkeeping, Accounting and Auditing Clerks is Moderate-term on-the-job training. In 2015 there were 2,594 Bookkeeping, Accounting and Auditing Clerk jobs with a projected increase of 81, totaling 2,675 in 2020. Light Truck or Delivery Service Drivers must obtain a High school diploma or an equivalent. In 2015 there were 2,673 jobs, by 2020 there will be 2,747 jobs, an increase of 74. In 2015 there were 144 Commercial Pilots, this number is expected to increase by 61 to total 205 pilots by 2020. Sales Managers, Market Research Analysts or Marketing Specialists, and

Accountants or Auditors all require a Bachelor's degree for employment. In 2015 there were 1,017 Sales Managers and this number is expected to grow by 53, totaling 1,070 in 2020. The number of Market Research Analysts and Marketing Specialists in 2015 was 374, this total is expected to increase to 427 by 2020, a growth of 53 jobs. Accountants and Auditors are expected to increase to 913 jobs by 2020 and increase of 41 jobs over the 2015 total of 872.

Figure E. Critical Occupations for Transportation and Distribution Ecosystem; Job Growth 2015-2020; Entry Level Requirements for Each Occupation

Occupation	Jobs 2015	Jobs 2020	Change	Entry Requirements
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	8,905	9,624	719	Moderate-term on-the-job training
Heavy and Tractor-Trailer Truck Drivers	17,956	18,445	489	Postsecondary non-degree award
Laborers and Freight, Stock, and Material Movers, Hand	8,552	9,020	468	Short-term on-the-job training
General and Operations Managers	3,167	3,326	159	Bachelor's degree
Aircraft Mechanics and Service Technicians	1,591	1,728	137	Postsecondary non-degree award
Industrial Machinery Mechanics	953	1,086	133	Long-term on-the-job training
Customer Service Representatives	2,951	3,075	124	High school diploma or equivalent
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	3,494	3,596	102	Bachelor's degree
Bookkeeping, Accounting, and Auditing Clerks	2,594	2,675	81	Moderate-term on-the-job training
Light Truck or Delivery Services Drivers	2,673	2,747	74	High school diploma or equivalent
Commercial Pilots	144	205	61	Moderate-term on-the-job training
Sales Managers	1,017	1,070	53	Bachelor's degree
Market Research Analysts and Marketing Specialists	374	427	53	Bachelor's degree
Accountants and Auditors	872	913	41	Bachelor's degree

Source: EMSI 2015.2

Healthcare (Complementary Ecosystem)

The top five demand occupations in Oklahoma are within the Healthcare industry, and range from personal health care aids, who need less than a high school diploma and some on-the-job training, to Audiologists, who need a Doctoral degree. Healthcare aides make an average of $18,160 a year, while Audiologists make an average of $70,760 annually.

In 2015 there were 237,100 jobs within the complementary Healthcare Ecosystem. This number is projected to grow to 263,900 by 2020, an increase of 26,800 jobs statewide.

Top occupations in Healthcare include: Registered Nurses; Personal Care Aides; Home Health Aides; Medical Secretaries; Nursing Assistants; Medical Assistants; Licensed Practical and Licensed Vocational Nurses; Dental Assistants; Emergency Medical Technicians and Paramedics; Pharmacy Technicians; Medical and Health Services Managers; Dental Hygienists; Physical Therapists; and Dentists. Registered Nurses must complete an Associate degree to gain employment and accounted for 21,964 jobs in 2015. This number is expected to increase by 2,522 jobs by 2020, totaling 24,486 jobs. Personal Care Aides and Home Health Aides both require Short-term on the job training. Personal Care Aide jobs totaled 13,714 jobs in 2015 with a projected growth of 2,405 jobs, totaling

16,119 jobs by 2020. There were 7,128 Home Health Aides in 2015. By 2020 there will be an estimated 8,422 Home Health Aides, an increase of 1,294 jobs. Medical Secretaries accounted for 6,925 jobs in 2015, requiring Moderate-term on-the-job training, this number is expected to reach 8,034 by 2020, a change of 1,109 jobs. Nursing Assistants must obtain a Postsecondary non-degree award to gain employment in the projected 17,081 jobs by 2020. This is an increase of 1,047 over the 2015 total, 16,034. Medical Assistants accounted for 7,379 jobs in 2015 and the number is projected to reach 8,272 by 2020, a change of 893 jobs. Medical Assistants require a Postsecondary non-degree award. Also requiring a Postsecondary non-degree award are Licensed Practical and Vocational Nurses. The number of jobs within these occupations totaled 9,270 in 2015 and is expected to reach 10,032 by 2020, an increase of 762. In 2015 there were 3,960 Dental Assistants in Oklahoma, requiring a Postsecondary non-degree award, the total is projected to increase by 601 jobs, totaling 4,561 by the year 2020. Emergency Medical Technicians and Paramedics accounted for 1,888 jobs in 2015. By 2020 the number is expected to reach 2,346, increasing by 458 total jobs. Emergency Medical Technicians and Paramedics require a Postsecondary non-degree award for employment. Moderate-term on-the-job training is required for Pharmacy Technicians which accounted for 3,928 jobs in 2015. With projected growth of 434 jobs, the number of Pharmacy Technicians will reach 4,362 by the year 2020. Medical and Health Services Managers accounted for 4,069 jobs in 2015, requiring a Bachelor's degree, the number is expected to reach 4,489 by 2020, and increase of 420 jobs. In 2015 there were 1,824 Dental Hygienists. This occupation has projected growth of 420 jobs, totaling 2,244 by 2020. Dental Hygienists must obtain an Associate degree to gain employment. Physical Therapists and Dentists both require a Doctoral or professional degree. In 2015 there were 1,638 Physical Therapists. By 2020 there will be an estimated 2,010 showing growth of 372 jobs. By 2020 there will be a projected 2,240 Dentists working in Oklahoma, a change of 353 of the 2015 total, 1,887.

Figure F. Critical Occupations for Healthcare Complementary Ecosystem; Job Growth 2015-2020; Entry Level Requirements for Each Occupation

Occupation	Jobs 2015	Jobs 2020	Change	Entry Requirements
Registered Nurses	21,964	24,486	2,522	Associate's degree
Personal Care Aides	13,714	16,119	2,405	Short-term on-the-job training
Home Health Aides	7,128	8,422	1,294	Short-term on-the-job training
Medical Secretaries	6,925	8,034	1,109	Moderate-term on-the-job training
Nursing Assistants	16,034	17,081	1,047	Postsecondary non-degree award
Medical Assistants	7,379	8,272	893	Postsecondary non-degree award
Licensed Practical and Licensed Vocational Nurses	9,270	10,032	762	Postsecondary non-degree award
Dental Assistants	3,960	4,561	601	Postsecondary non-degree award
Emergency Medical Technicians and Paramedics	1,888	2,346	458	Postsecondary non-degree award
Pharmacy Technicians	3,928	4,362	434	Moderate-term on-the-job training
Medical and Health Services Managers	4,069	4,489	420	Bachelor's degree
Dental Hygienists	1,824	2,244	420	Associate's degree
Physical Therapists	1,638	2,010	372	Doctoral or professional degree
Dentists, General	1,887	2,240	353	Doctoral or professional degree

Source: EMSI 2015.2

Construction (Complementary Ecosystem)

In 2015 the industries that comprise the complementary Construction Ecosystem accounted for 211,150 jobs in Oklahoma with average wages of $53,270. Construction is an ongoing operational industry in each of the five primary Ecosystems providing work directly and indirectly throughout the state. By 2020 total employment in Construction is expected to grow to 225,470 jobs, an increase of 14,320 jobs.

Top occupations within the complementary Construction Ecosystem include: Construction Laborers; Plumbers, Pipefitters and Steamfitters; Operating Engineers and other Construction Equipment Operators; Electricians; Heavy and Tractor-Trailer Truck Drivers; General and Operations Managers; Cement Masons and Concrete Finishers; Welders, Cutters, Solderers and Brazers; Machinists; Heating, Air Conditioning, and Refrigeration Mechanics and Installers; Architects, except Landscape and Naval; Civil Engineers; Cost Estimators; and Carpenters. The educational requirements for these occupations range from Short-term on-the-job training to a Bachelor's degree.

In 2015 Construction Laborers accounted for 15,702 jobs in Oklahoma. Requiring Short-term on-the-job training, the number of jobs is expected to grow by 1,546, a total of 17,248 by 2020. Plumbers, Pipefitters and Steamfitters totaled 4,801 jobs in 2015 with a projected growth of 541, bringing the job number to 5,342 by 2020. Plumbers, Pipefitters and Steamfitters all require the completion of an apprenticeship program. Construction Equipment Operators and Operating Engineers require Moderate-term on-the-job training and accounted for 3,872 jobs in 2015. By 2020 the number of jobs is expected to reach 4,412, an increase of 540. In 2015 Electricians accounted for 6,065 jobs in Oklahoma, the projected increase is 453 totaling 6,518 by 2020. Electricians must complete and apprenticeship program to gain employment. Heavy and Tractor-Trailer Truck Drivers must complete a Postsecondary non-degree award and projected growth of 3,781 jobs by 2020, an increase of 420 over the 3,361 jobs in 2015. General and Operations Managers, Architects, Civil Engineers and Cost Estimators all require a Bachelor's degree. General and Operations Managers accounted for 4,181 jobs in 2015 with a projected growth of 366, totaling 4,547 by 2020. There were 1,124 Architects, other than landscape and Naval, in 2015. By 2020 this number is expected to grow to 1,370, an increase of 246 jobs. In 2015 there were a total of 1,482 Civil Engineers working in the Construction industry and it is estimated that the number of jobs will increase by 241, reaching 1,765 jobs by 2020. Cost Estimators are projected to reach 1,693 jobs by 2020, an increase of 211 jobs over the 2015 total of 1,482. The number of Welders, Cutters, Solderers and Brazers is projected to grow from 4,700 jobs in 2015 to 5,058 jobs by 2020, an increase of 358; Moderate-term on-the-job training is required for employment in these occupations. Also requiring Moderate-term on-the-job training are Cement Mason and Concrete Finishers. The number of jobs in these occupations was 2,725 in 2015 and is projected to reach 3,084 by 2020, and increase of 359 jobs. There were 3,290 Machinists in 2015, with employment requiring Long-term on-the-job training, the number of jobs is expected to reach 3,629 by 2020, a change of 339 jobs. Heating, Air Conditioning and Refrigeration Mechanics and Installers must attain a Postsecondary non-degree award to gain employment and accounted for 3,439 jobs in 2015. The change is projected to be 298 jobs, totaling 3,737 by 2020. Carpenters accounted for 10,309 jobs in 2015, requiring the completion of an apprenticeship program, the number of jobs by 2020 is expected to reach 10,511, an increase of 202.

Figure 6. Critical Occupations for Construction Complementary Ecosystem; Job Growth 2015-2020; Entry Level Requirements for Each Occupation

Occupation	Jobs 2015	Jobs 2020	Change	Entry Requirements
Construction Laborers	15,702	17,248	1,546	Short-term on-the-job training
Plumbers, Pipefitters, and Steamfitters	4,801	5,342	541	Apprenticeship
Operating Engineers and Other Construction Equipment Operators	3,872	4,412	540	Moderate-term on-the-job training
Electricians	6,065	6,518	453	Apprenticeship
Heavy and Tractor-Trailer Truck Drivers	3,361	3,781	420	Postsecondary non-degree award
General and Operations Managers	4,181	4,547	366	Bachelor's degree
Cement Masons and Concrete Finishers	2,725	3,084	359	Moderate-term on-the-job training
Welders, Cutters, Solderers, and Brazers	4,700	5,058	358	Moderate-term on-the-job training
Machinists	3,290	3,629	339	Long-term on-the-job training
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	3,439	3,737	298	Postsecondary non-degree award
Architects, Except Landscape and Naval	1,124	1,370	246	Bachelor's degree
Civil Engineers	1,524	1,765	241	Bachelor's degree
Cost Estimators	1,482	1,693	211	Bachelor's degree
Carpenters	10,309	10,511	202	Apprenticeship

Source: EMSI 2015.2

Manufacturing (Regional Complementary Ecosystem)

Manufacturing supports Driver Ecosystems and Complementary Ecosystems throughout the state. As the availability of workforce and the presence of industries varies in different geographical locations, the type of manufacturing present also varies by region. In 2015 there were 140,550 Manufacturing jobs in Oklahoma with average wages of $66,000. As the global economy's demand continues to grow, Manufacturing is expected to increase to 141,700 jobs by 2020, a change of 1,150 jobs.

Top occupations within the complementary Manufacturing Ecosystem include: Machinists; Industrial Machinery Mechanics; Welders, Cutters, Solderers, and Brazers; Aircraft Structure, Surfaces, Rigging and Systems Assemblers; Heavy and Tractor-Trailer Drivers; Inspectors, Testers, Sorters, Samplers, and Weighers; Industrial Engineers; Mechanical Engineers; Logisticians; Software Systems Developers; Aerospace Engineers and Sheet Metal Workers.

Machinists and Industrial Machinery Mechanics require Long-term on-the-job training to gain employment. In 2015 there were 5,506 Machinists; this number is projected to grow to 5,993 jobs by 2020, an increase of 487. Industrial Machinery Mechanics are projected to reach 2,144 jobs by 2020, an increase of 209 over the 2015 total, 1,935. Moderate-term on-the-job training is required for: Welders, Cutters, Solderers and Brazers; Aircraft Structure, Surfaces, Rigging and Systems Assemblers; and Inspectors, Tester, Sorters, Samplers, and Weighers. In 2015 Welders, Cutters, Solderers and Brazers accounted for 7,014 jobs. These occupations are projected to reach a total of 7,219 jobs by 2020, and increase of 205. There were 1,285 jobs for Aircraft Structure, Surfaces, Rigging and Systems Assemblers in 2015, this number is expected to grow by 168 jobs, totaling 1,453 by 2020. By 2020 there will be an estimated 4,190 Inspectors, Tester, Sorters, Samplers, and Weighers, an increase of 103 over the 2015 total of 4,087. Heavy and Tractor-Trailer Drivers accounted for 1,670 jobs in 2015, requiring a Postsecondary non-degree award, this number is expected to reach 1,800 by 2020 which is a change of 130 jobs. Sheet Metal Workers must complete and Apprenticeship program to obtain employment in the estimated 1,324 jobs by 2020.

This is an increase of 38 jobs over the 2015 total, 1,286. Occupations as Industrial Engineers, Mechanical Engineers, Logisticians, Software Systems Developers and Aerospace Engineers require a Bachelor's degree. Industrial Engineers accounted for 1,161 jobs in 2015 and the number is projected to grow by 85 jobs, totaling 1,246 by 2020. In 2015 there were 1,475 Mechanical Engineers, by 2020 there will be an estimated 1,548 jobs, an increase of 73. The number of Logisticians is expected to reach 347 by 2020, and increase of 44 over the 2015 total 347. Software Systems Developers totaled 380 jobs in 2015. By 2020 this number is projected to reach 423, an increase of 43 jobs. Aerospace Engineers show a projected growth of 42 jobs, from 236 in 2015 to 278 by 2020.

Figure H. Critical Occupations for Manufacturing Complementary Ecosystem; Job Growth 2015-2020; Entry Level Requirements for Each Occupation

Occupation	Jobs 2015	Jobs 2020	Change	Entry Requirements
Machinists	5,506	5,993	487	Long-term on-the-job training
Industrial Machinery Mechanics	1,935	2,144	209	Long-term on-the-job training
Welders, Cutters, Solderers, and Brazers	7,014	7,219	205	Moderate-term on-the-job training
Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	1,285	1,453	168	Moderate-term on-the-job training
Heavy and Tractor-Trailer Truck Drivers	1,670	1,800	130	Postsecondary non-degree award
Inspectors, Testers, Sorters, Samplers, and Weighers	4,087	4,190	103	Moderate-term on-the-job training
Industrial Engineers	1,161	1,246	85	Bachelor's degree
Mechanical Engineers	1,475	1,548	73	Bachelor's degree
Logisticians	347	391	44	Bachelor's degree
Software Developers, Systems Software	380	423	43	Bachelor's degree
Aerospace Engineers	236	278	42	Bachelor's degree
Sheet Metal Workers	1,286	1,324	38	Apprenticeship

Source: EMSI 2015.2

Planning Region Ecosystems

Per federal regulations, Oklahoma has established four separate planning regions consisting of counties based on geographic location and competitive advantage due to demand industries and ecosystems. Planning regions are named based on their geographic position in the state: Central, Northeast, Southeast and Western.

The Central Planning Region

This section will provide an analysis of the industries and occupations for which there is existing demand in the Central planning region. The Central planning region consists of nine counties in the central area of the state, and is more densely populated than other planning regions. As a result, Central Oklahoma has competitive advantages in many areas. Due to the presence of Tinker Air Force Base, Aerospace and Defense is a significant ecosystem. Demand occupations in the Aerospace and Defense ecosystem include: military occupations, aircraft mechanics, software developers, and computer systems engineers. Because of the location and population of Oklahoma City and the intersections of interstates I-35, I-44, and I-40, Central Oklahoma also has competitive

advantages in Energy, Information and Financial Services, and Transportation and Distribution. Demand occupations in the Energy ecosystem include: roustabouts, petroleum engineers, drill operators, and machinists. Demand occupations in the Information and Financial Services ecosystem include: accountants, loan officers, and software developers. Demand occupations in the Transportation and Distribution ecosystem include: heavy tractor truck drivers, delivery service drivers and mechanics. As the Central planning region's demand industries and ecosystems continue to thrive, the complimentary ecosystems such as healthcare, manufacturing, education, and construction will also benefit.

The Northeast Planning Region

This section will provide an analysis of the industries and occupations for which there is existing demand in the Northeast planning region. The Northeast planning region consists of eighteen counties north of I-40 and east of I-35. This area varies from being densely populated in and around Tulsa, to more rural in the north and east. Significant demand industries and ecosystems in the Northeast planning region consist of Aerospace and Defense, Energy, and Transportation and Distribution. The Northeast planning region is home to aerospace manufacturing companies, where existing demand occupations include: aircraft mechanics, civil engineers, mechanical engineers, and industrial machinery mechanics. The Energy ecosystem in the Northeast planning region has existing demand occupations such as: petroleum engineers, welders, cutters, solderers, and brazers, industrial machinery mechanics, and roustabouts. The Transportation and Distribution ecosystem in the Northeast planning region include demand occupations such as: heavy tractor truck drivers, flight attendants, aircraft mechanics, and airline pilots. As the Northeast planning region's demand industries and ecosystems continue to thrive, the complimentary ecosystems such as healthcare, manufacturing, education, and construction will also benefit.

The Southeast Planning Region

This section will provide an analysis of the industries and occupations for which there is existing demand in the Southeast planning region. The Southeast planning region is comprised of seventeen counties in southeast Oklahoma, primarily south of I-40 and either on or east of I-35. The Southeast planning region is a largely rural area. The most significant ecosystem in the Southeast planning region is Transportation and Distribution. This ecosystem includes demand occupation such as: heavy truck drivers, tractor operators, tire builders and team assemblers. The Southeast planning region also has an existing manufacturing economy with occupations including: team assemblers, machinists, sheet metal workers, and industrial production managers. As the Southeast planning region's demand industries and ecosystems continue to thrive, the complimentary ecosystems such as healthcare, education, and construction will also benefit.

The Western Planning Region

This section will provide an analysis of the industries and occupations for which there is existing demand in the Western planning region. The Western planning region is comprised of thirty-three counties in the western half of the state, nearly all of them are west of I-35. This area is overwhelmingly rural and less than 20% of the state's population lives in these thirty-three counties. The two significant ecosystems in the Western planning region include Agriculture and Biosciences, and Energy. Due to the largely rural landscape of the region, crop and animal production are key occupations. Other existing demand occupations in the Western planning region include: farmers, ranchers, and other agricultural managers, slaughterers and meat packers, veterinarians, and tractor truck drivers. The Western planning region also has a substantial Energy ecosystem due to

expansive oil and gas drilling efforts. These existing demand occupations include: roustabouts, service unit operators, oil derrick operators, and rotary drill operators. As the Western planning region's demand industries and ecosystems continue to thrive, the complimentary ecosystems such as healthcare, education, and construction will also benefit.

While this section primarily discusses the five key wealth generating ecosystems, and complimentary ecosystems, there are also occupations and industries that have significant footprint in terms of growth and employment. Retail Trade, and Accommodation and Food Services are two industry groups that have high levels of employment and high projected growth. These jobs are not always included in the ecosystem clusters as they offer low wages, and require little training. It would be remiss to not mention the importance of these industries as significant employers in both Oklahoma and the four planning regions. Some of the industries in the Retail Trade group include general merchandise stores, store retailers, and gas stations. Occupations in Accommodation and Food Services industry includes: fast food restaurants, bars, and caterers.

ii. Emerging Industry Sectors and Occupation

While the five ecosystems provide an analysis of the in demand industries and occupations within those industries, further analysis shows that Oklahoma and each of the four planning regions have additional industries and occupations where demand is emerging.

State of Oklahoma

In Oklahoma there are 15 Industries that show significant job growth by the year 2020. In 2015 these 15 industries accounted for 1,320,804 jobs across the state, with average annual earnings equaling $60,910. Oklahoma's emerging industries encompass wide variety in annual earnings; the annual earning for individuals working within Accommodation and Food Services is $18,743, while the annual earning for those working in Management of Companies and Enterprise is $102,305. It is critical to identify every aspect of the economy, in order to successfully gauge whether the state's focus should be maintenance or improvement. By the year 2020 the occupations within these 15 industries are projected to produce 1,410,806 jobs. The 15 emerging industries include: Health Care and Social Assistance; Accommodation and Food Services; Government; Retail Trade; Construction; Professional, Scientific, and Technical Services; Finance and Insurance; Transportation and Warehousing; Arts, Entertainment, and Recreation; Management of Companies and Enterprises; Educational Services; Administrative and Support and Waste Management and Remediation Services; Crop and Animal Production; Utilities; and Wholesale Trade.

Due to the variation in emerging industries, there is also variation in the emerging occupations across Oklahoma. The required educational attainment ranges from no formal educational credential to a Bachelor's degree. Half of the emerging occupations do not require any sort of formal education. These occupations are projected to account for 262,643 jobs in Oklahoma by the year 2020 while occupations requiring a Bachelor's degree will account only for 71,923 jobs. The average hourly wage for the top 20 emerging occupations in Oklahoma is $14.76, while this rate is higher than minimum wage pay the majority of these occupations do not provide wealth generation for individuals which in turns creates wealth in the state's economy. The top emerging occupations in Oklahoma include: General and Operations Managers; Accountants and Auditors; Registered Nurses; Nursing Assistants; Medical Assistants; Security Guards; First-Line Supervisors of Food Preparation and Serving Workers; Cooks, Restaurant; Combined Food Preparation and Serving Workers, Including Fast Food; Waiters and Waitresses; Janitors and Cleaners, except Maids and Housekeeping Cleaners; Landscaping and Groundskeeping Workers; Personal Care Aides;

Cashiers; Retail Salespersons; First-Line Supervisors of Office and Administrative Support Workers; Customer Service Representatives; Stock Clerks and Order Fillers; Construction Laborers; and Heavy and Tractor-Trailer Truck Drivers.

Central Oklahoma Planning Region

The Central Oklahoma Planning Region is made up of nine counties: Canadian, Cleveland, Hughes, Lincoln, Logan, Okfuskee, Oklahoma, Pottawatomie, and Seminole. The Central Region is home to the Oklahoma State Capitol, some of the higher populated cities, and several colleges and universities. These aspects of the region have a significant impact on the present industries and the available occupations to Oklahomans. There are 14 emerging industries in the Central Region and by 2020, these industries are projected to provide 555,506 jobs, a change of 36,569 over the 2015 number of jobs, 518,936. The emerging industries in the Central Region have an average annual earnings of $61,679, the highest of the four regions. The emerging industries in the Central Region include: Health Care and Social Assistance; Accommodation and Food Services; Government; Retail Trade; Construction; Professional, Scientific, and Technical Services; Management of Companies and Enterprises; Finance and Insurance; Educational Services; Administrative and Support and Waste Management and Remediation Services; Transportation and Warehousing; Arts, Entertainment, and Recreation; Utilities; and Wholesale Trade.

The average hourly wage for the top 20 emerging occupations in the Central Region is $15.48, like the average annual earnings this rate is the highest of the four regions. Despite having the highest average annual earnings and the highest average hourly wage, over half of the emerging occupations do not require any formal educational credential. The Central Region is one of two regions with an emerging occupation that requires a Doctoral or professional degree. The emerging occupations in the Central Region include: General and Operations Managers; Accountants and Auditors; Postsecondary Teachers; Registered Nurses; Medical Assistants; Security Guards; First-Line Supervisors of Food Preparation and Serving Workers; Cooks, Restaurant; Food Preparation Workers; Combined Food Preparation and Serving Workers, Including Fast Food; Waiters and Waitresses; Janitors and Cleaners, Except Maids and Housekeeping Cleaners; Landscaping and Groundskeeping Workers; Personal Care Aides; Cashiers; Retail Salespersons; First-Line Supervisors of Office and Administrative Support Workers; Customer Service Representatives; Stock Clerks and Order Fillers; and Construction Laborers.

Northeast Oklahoma Planning Region

The Northeast Oklahoma Planning Region is made up of the following 18 counties: Adair, Cherokee, Craig, Creek, Delaware, Mayes, McIntosh, Muskogee, Nowata, Okmulgee, Osage, Ottawa, Pawnee, Rogers, Sequoyah, Tulsa, Wagoner and Washington. The 12 emerging industries in Oklahoma accounted for 398,761 jobs in 2015, by 2020 the number of jobs in these industries are projected to total 426,128, an increase of 27,366 jobs. The Northeast Region is home to the second largest city in Oklahoma, Tulsa. There are several colleges and universities as well as unique economic hubs such as the Port of Catoosa and the Mid-America Industrial Park. These factors play a significant role in the reason the Northeast Region is second of the four in average annual earnings, $58,345, and average annual wage for emerging occupations, $14.60. The emerging industries in the Northeast Region include: Health Care and Social Assistance; Government; Accommodation and Food Services; Retail Trade; Construction; Professional, Scientific, and Technical Services; Arts, Entertainment, and Recreation; Finance and Insurance; Utilities; Educational Services; Administrative and Support and Waste Management and Remediation Services; and Other Services (except Public Administration).

The top 20 emerging occupations in the Northeast Region are projected to total 144,756 jobs by 2020. These occupations range from Landscaping and Groundskeeping Workers which require no formal educational credential, to Registered Nurses that require a Bachelor's degree. As stated before the average hourly wage for these occupations is $14.60, the highest average hourly wage is $28.10 for Registered Nurses and the lowest is $8.62 for those employed as Counter Attendants, Cafeteria Food, Concession and Coffee Shops. Currently, the emerging occupations within the Northeast Region total 133,445 jobs. Although this growth is not as significant as some of the other Planning Regions, Registered Nurses account for the third highest growth of emerging occupations. The average hourly wage for Registered Nurses is $28.10 and the number of occupations is projected to increase by 10%. The emerging occupations for the Northeast Region include: Registered Nurses; Nursing Assistants; Medical Assistants; Police and Sherriff's Patrol Officers; Security Guards; First-Line Supervisors of Food Preparation and Serving Workers; Cooks, Restaurants; Combined Food Preparation and Serving Workers, including Fast Food; Counter Attendants, Cafeteria, Food Concession, and Coffee Shop; Waiter and Waitresses; Janitors and Cleaners, except Maids and Housekeeping Cleaners; Landscaping and Groundskeeping Workers; Personal Care Aides; Cashiers; Retail Salespersons; Customer Service Representatives; Stock Clerks and Order Fillers; Medical Secretaries; Construction Laborers; and Heavy and Tractor-Trailer Truck Drivers.

Southeast Oklahoma Planning Region

The Southeast Planning Region consists of the following 17 counties: Atoka, Bryan, Carter, Choctaw, Coal, Garvin, Haskell, Johnston, Latimer, Le Flore, Love, Marshall, McCurtain, Murray, Pittsburg, Pontotoc, and Pushmataha. The 14 emerging industries within the region total 114,454 jobs and they are projected to grow to 125,449 jobs by 2020. The average annual earnings equals $47,066, this is the lowest of the four planning regions but due to the extreme rural population within these counties, this ranking in comparison to the other areas parallels the population variation between the areas. The emerging industries in the Southeast Region include: Government; Health Care and Social Assistance; Accommodation and Food Services; Retail Trade; Transportation and Warehousing; Construction; Professional, Scientific, and Technical Services; Management of Companies and Enterprises; Real Estate and Rental and Leasing; Arts, Entertainment, and Recreation; Educational Services; Finance and Insurance; Wholesale Trade; and Information.

By the year 2020 the top 20 emerging occupations are projected to provide 47,543 jobs in the Southeast Planning Region. These occupations include Lawyers, Registered Nurses, Heavy and Tractor-Trailer Truck Drivers, and Secretaries and Administrative Assistants. Due to the spectrum of emerging occupations in the Southeast Region the average hourly wage is $14.60. The educational attainment requirements range from a Doctoral or professional degree to occupations that require no formal educational credential. The top 20 emerging occupations in the Southeast Planning Region include: General and Operations Managers; Lawyers; Registered Nurses; Home Health Aides; Police and Sheriff's Patrol Officers; Cooks, restaurant; Combined Food Preparation and Serving Workers, including Fast Food; Waiters and Waitresses; Janitors and Cleaners, Except Maids and Housekeeping Cleaners; Maids and Housekeeping Cleaners; Personal Care Aides; Cashiers; Retail Salespersons; First-Line Supervisors of Office and Administrative Support Workers; Stock Clerks and Order Fillers; Secretaries and Administrative Assistants, Except Legal, Medical, and Executive; Office Clerks, general; Construction Laborers; Heavy and Tractor-Trailer Truck Drivers; Laborers and Freight, Stock, and Material Movers, Hand.

Western Oklahoma Planning Region

The Western Planning Region is the largest of the four and encompasses the remaining 33 counties in Oklahoma: Alfalfa, Beaver, Beckham, Blaine, Caddo, Cimarron, Comanche, Cotton, Custer, Dewey, Ellis, Garfield, Grady, Grant, Greer, Harmon, Harper, Jackson, Jefferson, Kay, Kingfisher, Kiowa, Major, McClain, Noble, Payne, Roger Mills, Stephens, Texas, Tillman, Washita, Woods, and Woodward. The top 15 emerging industries in the Western Planning Region are projected to account for 230,938 jobs by 2020. Due to the size of the Western Planning Region the emerging industries vary greatly, from Crop and Animal Production, to Transportation and Warehousing, and also Finance and Insurance. Despite the number of industries with annual earnings of $40,000 or higher, the industries with low wage occupations bring the average annual earnings for the emerging industries to $56,307. The 15 top emerging industries in the Western Planning Region Include: Health Care and Social Assistance; Government; Accommodation and Food Services; Construction; Retail Trade; Professional, Scientific, and Technical Services; Crop and Animal Production; Administrative and Support and Waste Management and Remediation Services; Transportation and Warehousing; Wholesale Trade; Real Estate and Rental and Leasing; Management of Companies and Enterprises; Arts, Entertainment, and Recreation; Finance and Insurance; and Utilities.

The number of jobs from the top 20 emerging occupations in the Western Region is projected to reach 83,627 by 2020. The average hourly wage for these occupations is $14.54; this relatively low average calculated based on 14 of the 20 occupations requiring either a High School Diploma or equivalent at most, meaning a large number of the emerging occupations require no formal educational credential. The emerging occupations in the Western Planning Region include: General and Operations Managers; Accountants and Auditors; Elementary School Teachers, except Special Education; Registered Nurses; Emergency Medical Technicians and Paramedics; Home Health Aides; First-Line Supervisors of Food Preparation and Serving Workers; Cooks, restaurant; Combined Food Preparation and Serving Workers, Including Fast Food; Waiters and Waitresses; Janitors and Cleaners, Except Maids and Housekeeping Cleaners; Personal Care Aides; First-Line Supervisors of Retail Workers; Cashiers; Retail Salespersons; Secretaries and Administrative Assistants, Except Legal, Medical and Executive; Office Clerks, General; Farmworkers and Laborers, Crop, Nursery and Greenhouse; Construction Laborers; and Heavy and Tractor-Trailer Truck Drivers.

Analysis and Strategic Focus

The Oklahoma Works initiative strives to ensure that existing and new businesses in the state are successful and that Oklahoma residents have the ability to obtain work in occupations that generate wealth. A large majority of the emerging occupations require nothing more than a high school diploma or the equivalent. This level of education and the skills one possesses from this level, will not allow Oklahomans or Oklahoma's economy to thrive, which is why the occupations within the emerging industries must be analyzed and targeted strategically. There are 18 emerging industries that cover each of the four planning regions as well as the state as a whole, within those 18 industries there are several occupations with highly projected growth. By analyzing occupations that require at least a postsecondary non-degree award and choosing to focus our efforts on careers requiring that level of education at a minimum, Oklahoma can expect more than 472,330 jobs by 2020 with average hourly wages of $29.33 which equates to average annual earnings of just over $61,000. The state is determined to focus our efforts and partnerships on providing the services necessary to ensure that Oklahomans have the knowledge, skills and abilities needed to obtain employment in wealth generating occupations within the established emerging industries. The top 20 emerging occupations requiring at least a postsecondary non-degree award include: Registered Nurses; General and Operations Managers; Accountants and Auditors; Nursing Assistants; Heavy and Tractor-Trailer Truck Drivers; Medical Assistants; Elementary School Teachers, except Special

Education; postsecondary Teachers; Emergency Medication Technicians and Paramedics; Secondary School Teachers, except Special and Career/Technical Education; Dental Assistants; Lawyers; Heating, Air Conditioning, and Refrigeration Mechanics and Installers; Licensed Practical and Vocational Nurses; Medical and Health Services Managers; Firefighters; Middle School Teachers, except Special and Career/Technical Education; Physical Therapists; Business Operations Specialists; and Computer Systems Analysts.

III. Employers Employment Needs

This section will describe the employment needs of employer's in Oklahoma. Oklahoma out performs the nation in the percentage of its citizens 25 years and older with at least a high school diploma - this includes individuals with less than 9th grade education, high school dropouts, and high school graduates or GED recipients. According to U.S. Census ACS 2014 5-Year Estimates, 45% of Oklahomans 25 years and older have at least a high school diploma, compared to the national average of 41.6%. This means that for 45% of Oklahomans, high school is highest level of education received. Oklahoma and the national average are fairly comparable with the attainment of Associate degree - the national average at 7.9% and the Oklahoma average at 7.1%. However, the largest education gap emerges at the bachelor's degree and graduate or professional degree level. Together, 23.8% of Oklahomans 25 years and older have a bachelor's degree or higher, compared to the national average of 29.3%; a difference of 5.5%. The lack of a highly educated workforce, especially for occupations that require bachelor's degrees or graduate degrees, hinders the state's competitiveness given the higher demands for knowledge, skills and abilities in today's and the future global economy.

Over the next decade, only 23% of all new entry level jobs created in Oklahoma will require a high school diploma, or less. With 45% of Oklahomans' attainment at this level, this means our state faces a 22% gap between the current level of basic educational attainment, and the future new jobs created for that population. With fewer low-skilled jobs created, employers will find it increasingly difficult to hire qualified workers, unless significant steps are taken to upskill workers to ensure the workforce is trained.

A projected shift will emerge for new jobs created that require an associate degree, a postsecondary training certificate or some industry credential. For total projected jobs, 50% will require postsecondary training, but for projected new jobs created over the same period, 54% will require an associate degree, a post-secondary training certificate or some industry credential. This shift creates an ever more expansive skills gap, at 24% (as of 2015, 30% of Oklahomans have an associate degree, a postsecondary training certificate or some industry credential).

Another gap emerges in the bachelor's degree level. Based on current levels of educational attainment, 16% of Oklahomans have a bachelor's degree, but in the next decade, 19% of new jobs created will require a bachelor's degree. That educational cohort will experience a 3% gap.

There is an education gap between current levels of educational attainment and projected occupational needs, however there are specific needs and skills of employers that must be addressed. According to economic modeling tools EMSI, health care and social assistance is projected to have the largest industry growth by 2020; increasing to 219,500 jobs, a gain of 22,000. Many of the industries to experience the most growth in the health care industry are ambulatory health care centers such as physicians' offices, outpatient care centers, and offices of dentists. Hospitals are also projected to have significant job growth. In terms of smaller industry clusters, local government, limited-service restaurants, and warehouse clubs and supercenters are the top three

projected industries by 2020. Many of the skills required by these occupations are specific industry requirements, but also soft skills such as customer service, leadership, and listening.

Upon analyzing the needs of employers based on specific occupations, many line up with projected industry growth. The largest projected occupation group is food preparation and serving related occupations, followed by health care occupations. Some of the occupations that fall under the broader food preparation category are combined food preparation and serving workers, such as fast food.

Retail workers, cashiers, and waiters and waitresses are three of the top five specific occupations projected to see growth. These occupations require no formal education and require short-term on the job training. They are typically jobs that are low wage and do not contribute to wealth generation. Two of the other top five significant growth occupations are registered nurses and personal care aides. These occupations confirm what industry projections show - health care industry will be in demand by 2020. Registered nurse is an occupation that requires a bachelor's degree and offers high earnings potential, with median earnings of approximately $58,000 per year. These occupations also require soft skills such as customer service, listening, and ethics.

As previously mentioned, there is a projected 24% gap for jobs that require an associate degree, a postsecondary training certificate or some industry credential, based on current level of educational attainment and projected new jobs. Occupations that fall in this category are projected to have the most significant skills gap. Occupations that require industry credentials or certificates fall into this category. Many of these occupations are skill-based, and frequently offer earnings significantly higher than low-skilled occupations. Among the highest growth occupations that require an associate degree, a postsecondary training certificate or some industry credential include: cargo and freight agents, physical therapist aides, occupational therapist aides, fitness trainers, health technologists, personal care aides, and industrial truck and tractor operators. These are occupations that do not necessarily require significant levels of higher education, but they do require postsecondary training, or an industry certificate or credential.

Economic modeling tool EMSI provides a snapshot of real-time job postings and the intensity of what jobs are currently in high demand. These occupations may or may not be occupations projected to be in-demand in the future. For the period April 2014 to April 2016 EMSI indicates that heavy and tractor truck drivers were the most in-demand occupation with 21,000 statewide job postings over the two-year period. Heavy and tractor truck drivers fall into the category of post-secondary training, and make approximately $40,000 per year. This occupation is prevalent in all regions of the state and falls under the Transportation and Distribution ecosystem.

The second most in-demand occupation from April 2014 to April 2016 is registered nurses, with 5,700 job postings. Registered nurses fall in the bachelor's degree category and make approximately $58,000 per year. Registered nurse job postings confirm the occupation and industry growth projections mentioned in this plan. Other highly posted occupations include first-line supervisors of retail workers, retail salespersons, and combined food preparation and serving workers.

Along with the education and training requirements of the occupations, employers require necessary hard skills. The top hard skills required for occupations and industries in Oklahoma are management, training, recruitment, sales, and customer service. All of these hard skills confirm the occupation and industry projections, and employer's employment needs. In addition to the education and training requirements of the occupations, employers require necessary soft skills. The top soft

skills in Oklahoma are project management, leadership, learning capabilities, and listening. In addition to these soft skills, there are other skills that employers look for, including: showing up to work, showing up to work on time, and not being under the influence of illicit substances while at work.

Finally, as mentioned throughout this plan, training and certification is paramount to ensure Oklahoma has the necessary skills and abilities to fill job openings in the local and global economy. The top certifications in Oklahoma are commercial driver's license (CDL), registered nurse, license practical nurse, nurse practitioner, and certified benefits professional. These certificates and credentials also confirm what the industry and occupation story projects.

Based on the projected industries and occupations, employers need employees to have the proper levels of skills, knowledge, and abilities in order to be successful in various occupations. Some of these traits can be learned in a traditional classroom setting, others can be learned through on-the-job training. As indicated through the skills gap, it is evident there will be a significant gap between current levels of educational attainment and future occupational needs, especially those that require an associate degree, a postsecondary training certificate or some industry credential. Colleges, Universities, and Career and Technology Centers are instrumental in developing the workforce of Oklahoma. Fortunately, Oklahoma is home to more than 130 educational institutions across the state which help supply local businesses and organizations with a workforce to make Oklahoma competitive in todays and the future economy.

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’.

The following workforce analysis examines state unemployment, employment, labor force participation, comparisons to national averages, and analysis of Oklahoma’s population.

In April 2016, the Oklahoma unemployment rate stood at 4.5%. This is a slight increase from a five-year low of 4% in December 2014, but still maintains the five-year trend in decreasing unemployment rates from a high of 7.1% in January 2010. The April 2016 labor force of 1,871,400, has continued the progression of five-year labor force growth, increasing from 1,765,000 in January 2011. The labor force grew by 5.5% from January 2011 to April 2016.

In April 2016, total employment in Oklahoma was 1,786,300, increasing from 1,656,100 in January 2011. In April 2016 the total unemployment was 78,500, decreasing from 115,500 in January 2011.The April 2016 labor force participation rate for the state of Oklahoma was 62.8%. The current labor force participation rate is the highest since 2009. In 2009, the annual labor force participation rate was 62.7%, in 2010 it was 61.9%, in 2011 it was 61.2%, in 2012 it was 61.5%, in 2013 it was 61.1%, and in 2014 it was 59.9%.

In April 2016 the state experienced its 3rd straight month where the unemployment rate has increased. In April 2016, it stands at 4.5%, which is the highest level since June 2014. Data from the Current Population Survey suggest that an increase in longer-term unemployment played a significant role in the overall increasing number of unemployed as both the median and average duration of unemployment grew over-the-month. During April 2016, there was a net decline of 2,400 jobs and over the last 12 months the state has experienced a net loss of 2,100 jobs. This is down 12,100 jobs from the recent high employment in February 2015.

Oklahoma Employment Situation for Certain Targeted Populations

The unemployment rate for Blacks and Hispanics - 8.0% & 5.5% respectively for the 12 months ending April 2016 - were higher than the corresponding rate for whites at 3.7%. Blacks in Oklahoma who are employed part time were more likely than whites to be doing so for economic reasons, meaning they could not find full-time work, by a measure of 15.4% vs. 10.9%. The same is true of Hispanic part-time workers as well but by an even larger measure - 22.6% vs. 10.9%.

There are currently 168,000 veterans in Oklahoma. Combined, veterans have an unemployment rate of 3.5%, which is lower than the state unemployment rate of 4.5%, Oklahoma veterans have labor force participation rate well below that of nonveterans - 53.0% compared to 65.1%. There are various factors for the low labor force partition rate for veterans, however, there is a concerted effort through many government programs to hire veterans, both in Oklahoma and nationally.

In 2014, women who maintain families had an unemployment rate of 6.9% compared to an overall rate that year of 4.5%. In 2014, according to national statistics, persons with a disability had an unemployment rate of 12.5% compared to 5.9% for those with no disability. Individuals with

disabilities were more likely to be employed in part-time work than those without disabilities. We see no reason to doubt that these national statistics also hold true for Oklahoma. In Oklahoma, 583,000 people have a disability - approximately 15% of the total population. 5% of people under the age of 18 have a disability, 14% of individuals between the ages of 18-64 have a disability, and 42% of individuals over the age of 65 have a disability.

For March 2016 Current Population Survey data, employment is broken down into agriculture and non-agriculture subsets. There are approximately 64,000 agriculture workers in Oklahoma for March 2016. Of the total labor force of 1,800,000, the unemployment rate for agriculture workers is 3.5%, this is lower than the statewide average of 4.5%. The predominant age and race for agriculture workers in Oklahoma is white males, over the age of 20. Combined, they make up 46,300 of the 64,000 agriculture workers in the state.

According to the Census ACS 2014 5-Year Estimates, there are approximately 9.6% of Oklahomans who speak a language other than English at home. It is estimated there are 3,554,000 people over the age of 5 and 3,212,000, or 90.4% speak English only. The largest subset of non-English speakers is Spanish speaking, with 6.5% speaking Spanish at home, and 3% of Spanish speakers speaking English at a low level. Numerically, there are 230,700 native Spanish speakers in Oklahoma. All other languages make up no more than 1% each of other languages. Additionally, of the 214,800 foreign born people living in Oklahoma, 144,000 or 67% are not U.S. citizens. These limited English speakers are the individuals who face barriers to employment and face increased difficulties of finding and keeping employment.

Low Income Individuals

Oklahoma has established a goal to increase the number of Temporary Assistance for Needy Families (TANF) clients who complete career and technology programs or special projects in two-year colleges from 555 in 2014 to 700 by 2018. Completion of college or training with a degree or certification in a skill is critical to finding reliable work and building a pathway to future growth in family income.

Oklahoma has also created a goal to decrease the average number of weeks that recipients receive state unemployment insurance benefits from 16.58 weeks in 2013 to 13.9 weeks by 2018. Unemployment insurance measures the average number of weeks that current recipients of unemployment insurance have been receiving benefits. Oklahoma Employment Security Commission (OESC) utilizes a 12 month moving average for this to eliminate issues regarding volatility and seasonality. Long-term reductions in individuals who are dependent on unemployment would mean lower outlays from the unemployment insurance trust fund and thus lower taxes on employers. It also would likely indicate that unemployed Oklahomans are finding new jobs at a faster rate which is of great benefit to them and the overall economy. The state saw a minor increase from 16.49 weeks in 2012 to 16.58 in 2013. The number of initial claimants peaked at 6,300 in January 2009 just following the recession. Over the six-year period, initial claimants have dropped significantly to 2,200.

There are many external forces that impact this measurement, not the least of which is the overall state of the economy. However, concerted efforts and wise policy actions on the part of OESC, should apply downward pressure on this measurement over the long term.

Oklahoma Employment by Age Group

The Bureau of Labor Statistics classifies youth as those individuals 16-19 years old. Youth typically have among the highest unemployment rates of any subset. The annual 2014 BLS data shows youth unemployment at 17%, which is lower than the previous year's unemployment rate of 19.9% and also lower than the 2010 youth unemployment rate of 22%. This downward trajectory of youth unemployment rate is a welcome trend in ensuring this at-risk population is getting necessary job and training skills that can be useful in the future.

Older workers are identified as those individuals 65 years and older and typically older workers constitute a lower portion of the labor force. In 2014, there were 114,000 workers over the age of 65 in a total labor force of approximately 1,800,000. As such, the unemployment rate for workers over the age is 65 years is 1.2%. Further, the labor force participation rate for workers over the age of 65 is 3%. These numbers indicate that workers over the age of 65 have little trouble finding a job, but there are few workers over the age of 65 who are actually part of the labor force.

Oklahoma Employment for Offenders

Oklahoma has an objective to increase the percentage of offenders re-entering the workforce with vocational training or certifications from 3.76% in 2013 to 6% by 2017. Offenders re-entering the community have many hurdles to success. Vocational training assists with economic stability by making the ex-offender more employable and reduces the likelihood of returning to prison. Offenders who gain employment become taxpayers instead of tax takers, by contributing to the overall wealth of the state. The desired percentage increase represents an improvement in the number of offenders completing a vocational training program prior to release from incarceration. This population is more employable and more likely to find employment. A baseline average was established using state fiscal year 2013 data in which 997 offenders completed vocational training and were released. The 997 participants represent 3.76% of the total average population of 26,539 incarcerated offenders. The desired increase to 6% by 2017 would result in 1,560 offenders obtaining career tech certification prior to release using the baseline total average population of 26,539 incarcerated offenders. The Oklahoma Department of Corrections and the Oklahoma Department of Career and Technology Education continue to collaborate to operate multiple vocational training programs in 15 different correctional settings.

Oklahoma Long-Term Unemployment

Long term unemployment is defined by the Bureau of Labor Statistics as those individuals who have been looking for work for 27 weeks or more. According to the Current Population Survey, 18,400 individuals have been unemployed for 27 weeks or longer. As mentioned previously, total unemployment in April 2016 was 78,500. This means that approximately 24% of all unemployed Oklahomans have been looking for work for 27 weeks or longer. However, more than 3 of 4 workers find a job in less than 6 months.

Statewide Unemployment Rate vs. National Unemployment

Following the national economic downturn in 2008, unemployment rates across the country spiked to levels not seen in nearly 30 years. Oklahoma's employment situation was adversely affected, but not as severely as other states. According to seasonally-adjusted employment and labor force data obtained from the Bureau of Labor Statistics; Local Area Unemployment Statistics, from the time period dated January 2010 through July 2015, Oklahoma had among the nation's lowest unemployment rates, and consistently stayed below the national average.

After reaching a peak of 7.1% in the first quarter of 2010, the Oklahoma unemployment rate steadily declined before bottoming out at 3.9% in March 2015. A downturn, and subsequent layoffs in the energy sector in Oklahoma beginning in the second half of 2014, caused ripple effects in the energy sector - and other complementary industries - which caused the unemployment rate in Oklahoma to slightly increase beginning in late 2014, and continuing through July 2015.

The unemployment rate slightly increased from a low of 3.9% in March 2015 to 4.6% in August 2015. While this minimal increase was a reversal in the trend of declining unemployment rates, the Oklahoma unemployment rate still remained below the national average of 5.1%. During the same time period - January 2010 through August 2015 - the national unemployment rate decreased from a high of 9.9% in April 2010 to a low of 5.1% in 2015. The softening of the energy sector did not hurt the national unemployment rate as significantly as the Oklahoma unemployment rate. As a result, the gap between the national unemployment rate, and the Oklahoma unemployment rate narrowed.

Oklahoma's Changing Population

According to population data gathered from the U.S. Census Bureau and projections from economic modeling software EMSI, it is evident that Oklahoma's population will evolve and become more diverse in the short and long term. In the 5-year projections beginning in 2015 and ending in 2020, the racial subgroup that will have the most significant change in the state of Oklahoma will be Native Hawaiian or Pacific Islander. It is projected Native Hawaiian or Pacific Islander's will grow by 15%, from 5,250 to 6,025. Although this group has the largest percent change, they have the smallest total raw number change at an increase of 776 people.

The second highest percent change occurs in the Non-White Hispanic race group with growth at 14%; increasing from 72,870 to 82,860. Non-White, Hispanic consists of Hispanic individuals not of European descent such as Cuban or mixed race Hispanic. Non-White, Hispanics are expected to grow in Oklahoma by approximately 10,000 people by 2020.

The largest numerical gain in Oklahoma's population will be White, Hispanic. White Hispanics are expected to grow by 11% by 2020; increasing from 324,690 to 359,150. This race group constitutes Hispanic individuals with European descent. A significant number of White, Hispanics in Oklahoma have Mexican or Guatemalan heritage.

Two or more races are projected to have the second highest numerical gain in Oklahoma by 2020; increasing from 219,620 to 239,070, or 9%. Two or more races are individuals who have parents and/or grandparents stemming from more than one race.

White, Non-Hispanic, will continue to be the state of Oklahoma's largest demographic in 2020. White, Non-Hispanics are projected to increase from 2,603,000 to 2,617,000, an increase of approximately 14,000, or 1% growth. White, Non-Hispanic will remain the largest demographic, however with other races projected to have significant growth, the state of Oklahoma will continue to become increasingly diverse.

Overall, Hispanics are projected to have the most significant growth - an increase of approximately 45,000 people by 2020. No racial or ethnic groups are projected to have a loss during the timeframe covered by this strategic plan.

Population diversity is not homogeneously divided among the state's counties, as Oklahoma has varying amounts of racial and ethnic diversity. While the population diversity is not equally spread

out across the state, much of the racial diversity occurs in various pockets. Statewide, the Non-White population is 32%.

There are areas of the state with higher levels and areas with lower levels. Eastern and Northeastern Oklahoma have higher levels of Non-White populations. Adair, Cherokee, and Muskogee counties have significant Native American populations and contribute to their overall diversity. Each of those three counties have at least 40% of residents as Non-White. The counties in the northeast corner of the state - those east of I-35 and north of I-40 - have the highest concentration of Non-White populations in the state with 13 counties having at least 30% diversity. Southeast Oklahoma has a few counties with diversity levels higher than the state average, but most of the counties have between 20-30% Non-White population. Of all the counties west of I-35 only seven have populations with 30% or more Non-White population.

Texas County, located in the panhandle of Oklahoma, has a significant Hispanic population and the county has greater than 40% Non-White. Caddo County has a Non-White population of above 40%. Metropolitan areas are also areas that have high levels of diversity. Comanche County, home to the state's third largest city Lawton, and Oklahoma County, home to the state's largest city, Oklahoma City, have Non-White populations greater than 40%. Many counties in western Oklahoma, especially northwestern Oklahoma have Non-White populations under 20%, and in many cases under 10%. Upon looking at a diversity map of Oklahoma, it becomes clear the counties on the eastern half of the state have significantly more counties of diversity than the western half of the state. Nonetheless, when looking at statewide demographic projections, it is evident that the state of Oklahoma is becoming increasingly more diverse.

According to the United States Census Bureau, between July 2010 and July 2015, the Oklahoma population increased from 3,751,600 to 3,911,350, an increase of 4.3%, which is slightly higher than the national average of 4.1%. However, the population growth was not concentrated in any particular age cohort. According to economic modeling tool EMSI, Oklahoma continues to have an aging population, which is also consistent with the national average.

In Oklahoma, three of the five largest growth age cohorts are 60 to 64 years (increase of 20,450 people), 65 to 69 years (increase of 27,650 people) and 70 to 74 years (increase of 25,420 people).

However, the largest growth cohort of all is 15 to 19 years (35,400). Another large cohort is the under 5 age group, which is expected to increase by nearly 15,000. One troubling aspect is the loss of individuals in the 45-59 age group, which is typically in the prime of their working career. Another age cohort with losing population is the 20-24 age bracket; this age group is in their college years and it will be imperative to attract this age group back to Oklahoma.

A positive note is Oklahoma is projected to experience a baby-boom. There is significant growth in the 19 and under population in Oklahoma, especially compared to the national average.

Like the distribution of race and ethnicity, Oklahoma has a wide variance of median age among its counties. Those counties with an educational institution, such as a university or community college, or a military base, have a much lower median age than those that do not. As mentioned previously, Oklahoma has a varying age pyramid, although the median age of Oklahoma is 36.2 years, lower than the national average of 37.3 years, this is slightly misleading due to the higher number of citizens fifty years and above. Oklahoma is in the midst of a miniature baby boom, with the under 15 age cohort higher than the national average. Although the state has a lower percentage of

individuals in the 35 to 54 age bracket than the national average, the future holds a younger population.

The median age in the state of Oklahoma is not homogeneously divided equally across the state; some counties have populations with median ages 40 years or above, other counties have populations with median ages in the late 20's or early 30's. There are certain factors that play a pivotal role in determining median age. Counties that are largely rural tend to have older populations. As a result, many counties in western and northern Oklahoma have older populations, many with median ages 40 years and above. Another factor is that counties, or counties surrounding larger metropolitan areas tend to have younger populations. Counties that surround Oklahoma City, Lawton, and Tulsa tend to have younger populations, in part due to higher concentration of families with young children.

Finally, counties that are home to colleges, universities, or military installations will also have younger populations due to the higher concentration of approximately 18-24 year olds living there. Having a younger population provides those areas with a growing and more physically able workforce; however, the cumulative knowledge, skills and abilities may be low due to experience in the workforce. Rural Oklahoma faces challenges as many of the counties have an advancing median age that hinders population growth and the availability of labor for highly physical occupations, such as, production.

ii. Labor Market Trends

In April 2016, the Oklahoma unemployment rate stood at 4.5%. This is a slight increase from a five-year low of 4% in December 2014, but still maintains the five-year trend in decreasing unemployment rates from a high of 7.1% in January 2010. The April 2016 labor force of 1,871,400, has continued the progression of five-year labor force growth, increasing from 1,765,000 in January 2011. The labor force grew by 5.5% from January 2011 to April 2016.

In April 2016, total employment in Oklahoma was 1,786,300, increasing from 1,656,100 in January 2011. In April 2016 the total unemployment was 78,500, decreasing from 115,500 in January 2011.The April 2016 labor force participation rate for the state of Oklahoma was 62.8%. The current labor force participation rate is the highest since 2009. In 2009, the annual labor force participation rate was 62.7%, in 2010 it was 61.9%, in 2011 it was 61.2%, in 2012 it was 61.5%, in 2013 it was 61.1%, and in 2014 it was 59.9%.

In April 2016 the state experienced its 3rd straight month where the unemployment rate has increased. In April 2016, it stands at 4.5%, which is the highest level since June 2014. Data from the Current Population Survey suggest that an increase in longer-term unemployment played a significant role in the overall increasing number of unemployed as both the median and average duration of unemployment grew over-the-month. During April 2016, there was a net decline of 2,400 jobs and over the last 12 months the state has experienced a net loss of 2,100 jobs. This is down 12,100 jobs from the recent high employment in February 2015.

All three Goods Producing industries shed jobs during April 2016, with mining showing a particularly painful loss of 2,200 jobs (the industry has now contracted by nearly 30% from its recent high employment in Nov 2014). Construction, which had seen job growth for the last six months, registered a small decline of 100 jobs.

Retail Trade lost 2,000 jobs in April, although the sector is still in positive territory for the year (up 1,700). The Health Care & Social Assistance sector lost 300 jobs with weakness in both Hospitals and Nursing/Residential Care Facilities.

A bright spot in an otherwise dismal report is the job gain coming from Professional & Business Services - up 1,500 in April. In addition, the state continues to see remarkable employment gains in Accommodation & Food Services (up 1,200 jobs for the month). It should be noted that the recent trend has been for the state to shed jobs in industries that are higher paying (Mining, Manufacturing, etc.) while we are gaining employment in lower paying sectors like restaurants.

Workers with disabilities were more likely to be employed in production, transportation and material moving occupations (per national statistics) and in Oklahoma the industries which employ many of these occupations have recently endured good sized declines in employment (especially manufacturing). Thus it is very possible that individuals with disabilities may have been impacted more by the job losses in manufacturing than their fully abled peers. According to the U.S. Census 16.1% of Oklahomans had a disability compared to a rate of 12.6% nationally (a rank of 6th).

III. Education and Skill Levels of the Workforce

This section will describe the education and skill level of the workforce in Oklahoma. Oklahoma out performs the nation in the percentage of its citizens 25 years and older with at least a high school diploma - this includes individuals with less than 9th grade education, high school dropouts, and high school graduates or GED recipients. According to the U.S. Census ACS 2014 5-Year Estimates 45% of Oklahomans 25 years and older have at least a high school diploma, this is greater than the national average of 41.6%. 23.8% of Oklahomans have a bachelor's degree or higher, this is lower than the national average of 29.3%.

When breaking down the numbers at each cohort, it is evident that Oklahoma has higher levels of individuals 25 and older with a high school diploma, but lower percentages of individuals with higher education, when compared to the national average. 4.5% of Oklahomans have less than a 9th grade education. This is lower than national average of 5.8%. 8.8% of Oklahomans attended high school but did not graduate, or attain a GED. 31.7% of Oklahomans graduated high school but did not seek further education. Combined, these three education levels equal the 45% of Oklahomans with a high school degree or less. It is imperative for the future of the workforce in Oklahoma to encourage individuals to seek higher education; this ensures wealth generation and a robust economy for the future.

This means that for 45% of Oklahomans, high school is highest level of education received. 24% of Oklahomans attended some college, but did not attain a degree; this is higher than the national average of 21.2%. This is another cohort that could greatly benefit by attending one of Oklahoma's 130 colleges and universities. They could also benefit from an industry credential or certification. Oklahoma and the national average are fairly comparable with the attainment of associate's degree with the national average a 7.9% and the Oklahoma average at 7.1%.

The largest education gap emerges at the bachelor's degree and graduate or professional degree level. 15.9% of Oklahomans have a bachelor's degree and 7.9% of Oklahomans have a graduate degree or professional degree. Together, 23.8% of Oklahomans 25 years and older have a bachelor's degree or higher, compared to the national average of 29.3%; a difference of 5.5%. This education level results in high wage, high skilled occupations that can create wealth generation and prosperity to the state.

Numerically, approximately 593,000 of the 2.5 million people over the age of 25 in Oklahoma have a bachelor's degree or higher. This percentage is below the national average; the state needs to work to increase this percentage. The lack of a highly educated workforce, especially for occupations that require bachelor's degrees or graduate degrees, hinders the state's competitiveness given the higher demands for knowledge, skills and abilities in today's global economy.

IV. Skill Gaps

This section will describe the apparent skills gap in Oklahoma. Oklahoma out performs the nation in the percentage of its citizens 25 years and older with at least a high school diploma - this includes individuals with less than 9th grade education, high school dropouts, and high school graduates or GED recipients. According to the U.S. Census ACS 2014 5-Year Estimates 45% of Oklahomans 25 years and older have at least a high school diploma, compared to the national average of 41.6%.

This means that for 45% of Oklahomans, high school is highest level of education received. Oklahoma and the national average are fairly comparable with the attainment of associate degrees with the national average a 7.9% and the Oklahoma average at 7.1%. However, the largest education gap emerges at the bachelor's degree and graduate or professional degree level. Together, 23.8% of Oklahomans 25 years and older have a bachelor's degree or higher, compared to the national average of 29.3%; a difference of 5.5%. The lack of a highly educated workforce, especially for occupations that require bachelor's degrees or graduate degrees, hinders the state's competitiveness given the higher demands for knowledge, skills and abilities in today's global economy.

Projected Skills Gap

This section will describe the skills gap of total jobs projected in Oklahoma in 2025. It is estimated there will be 2,567,400 total jobs in Oklahoma in 2025. Based on projected demand for total occupations in 2025, 29% of all jobs in Oklahoma will have entry level requirements of a high school diploma or less. However, 50% of total jobs in Oklahoma will have entry level requirements of an associate degree, a postsecondary training certificate or some industry credential.

Only 30% of Oklahoman's - based on 2015 educational attainment data - meet those qualifications. This indicates that there is a skills gap of 20% based on current levels of education attainment for entry level jobs that require an associate degree, a postsecondary training certificate or some industry credential. 16% of Oklahoman's currently have a bachelor's degree and 8% currently have a graduate degree or higher. Based on projected demand for entry level requirements for all jobs in 2025, 17% will require a bachelor's degree and 4% will require a graduate degree or higher. The bachelor's degree and higher number indicates that based on current levels of education attainment, the state of Oklahoma is currently meeting demand for that qualification level, however, it is not expected that new higher demand occupations will enter the state in the next ten years.

This section will describe the apparent skills gap of total new jobs projected in Oklahoma in 2025. In the previous section, the skills gap was discussed based on all jobs in Oklahoma. This section will only focus on new jobs created by 2025. Again, this section will use 2015 educational attainment data provided by the Census. According to the U.S. Census ACS 2014 5-Year Estimates 45% of Oklahomans 25 years and older have at least a high school diploma, compared to the national average of 41.6%.

This means that for 45% of Oklahomans, high school is highest level of education received. Oklahoma and the national average are fairly comparable with the attainment of associate degrees with the national average a 7.9% and the Oklahoma average at 7.1%. However, the largest education gap emerges at the bachelor's degree and graduate or professional degree level. Together, 23.8% of Oklahomans 25 years and older have a bachelor's degree or higher, compared to the national average of 29.3%; a difference of 5.5%. It is estimated there will be 287,800 new jobs created in Oklahoma by 2025.

For new jobs created in Oklahoma by 2025, 23% of all new jobs created will have entry level requirements of high school diploma, or less. This means that 6% fewer new jobs created will require a high school diploma or less. The shift emerges for new jobs created that require an associate degree, a postsecondary training certificate or some industry credential. For total jobs in 2025, 50% required postsecondary training, but for new jobs created, 54% will require an associate degree, a postsecondary training certificate or some industry credential. This shift creates an ever more expansive skills gap, at 24% (as 30% of Oklahomans have an associate degree, a postsecondary training certificate or some industry credential). Another gap emerges in the bachelor's degree level. Based on current levels of educational attainment, 16% of Oklahomans have a bachelor's degree, but by 2025, 19% of new jobs created will require a bachelor's degree. That educational cohort will experience a 3% gap.

Based on current levels of educational attainment, 8% of Oklahomans have a graduate degree or professional degree, however, only 5% of new jobs by 2025 will require that training level. This indicates that higher skilled jobs will not be created, as such, a surplus of over educated individuals will be employed in occupations under their education level. It is quite evident that the most significant jobs gap emerges in the occupations requiring an associate degree, a postsecondary training certificate or some industry credential. Fortunately, Colleges, Universities, and Career Techs are instrumental in developing the workforce of Oklahoma. Oklahoma is home to more than 130 educational institutions across the state which help supply local businesses and organizations with a workforce to make Oklahoma competitive.

Based on occupation projections for 2025, the largest single occupation in the state of Oklahoma will be retail salesperson, making up approximately 54,550 jobs. This occupation falls in the high school diploma or less category, as it requires no formal education or credential. The largest projected growth occupation by 2025 is fast food preparation worker. This occupation is expected to grow by 16% by 2025. Again, this is an occupation that falls in the high school diploma or less category, as it requires no formal education or credential. The third highest growth occupation is Registered Nurse. This occupation requires a bachelor's degree and is expected to increase 2,700 jobs, or 10%.

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.*

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* 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.

Throughout the past two years, the state has enhanced, aligned and expanded its workforce development activities to address the education and skill needs of Oklahoma's employers and workforce. These efforts were coordinated under Oklahoma's and the Governor's broader workforce development initiative, Oklahoma Works, as well as through the implementation of the Workforce Innovation and Opportunity Act.

First, the Workforce system partner agencies have been heavily engaged in statewide strategic planning efforts, these efforts have influenced statewide workforce activities and strengthened the aligned focus of workforce partners throughout the state.

According to EMSI in Quarter Two of 2015, 46 percent of Oklahomans have a high school diploma or less as a level of educational attainment. Projections show that in 2025 only 23 percent of the state's increasingly robust labor market (new jobs) will be accessible to Oklahomans who have at most a high school diploma. In other words, there is a 23 percentage point skills gap between the credentials Oklahoma's current workforce possesses and what the state's future economy will require.

In order for Oklahoma to meet labor demands, for businesses and entrepreneurs to grow and prosper, and for Oklahoma citizens to maintain wealth generating occupations, Oklahoma understands the new minimum for success moving forward will increasingly include a postsecondary degree or credential. Oklahoma Works is designed to increase the wealth of all Oklahomans through providing education and training for citizens to obtain quality employment. The rationale behind these efforts is that coordinating strategic priorities and plans across education, training, and industry will increase the wealth of all Oklahomans by providing employment opportunities for workers and ready availability of highly skilled talent for business and industry. The statewide initiative is built upon a coalition of businesses, educational institutions, state agencies, Workforce Development Boards, and other partners, and is overarching state strategy, but is fully aligned with the federal Workforce Innovation and Opportunity Act.

To achieve the overarching goal of wealth generation for all Oklahomans and combat the skills gap, the Office of the Governor, its state workforce partners, and numerous other contributors developed a Strategic Delivery Plan. Beginning in the summer of 2015, the Governor toured the state to each of the Workforce Development Areas to speak with and listen to local business leaders, educators,

state agency staff from the core partners and other workforce partners (16 total state agencies), Workforce Development Board members, and representatives from private organizations about our current skills gap and Oklahoma's plan to shrink the gap. Oklahoma calls these local coalitions Key Economic Networks, or KENs.

KENs are areas in which labor market data demonstrate geographic similarities with regard to occupations and commuting patterns. Within these areas, regional business leaders, educators, private organizations, Native American tribes, economic development organization staff, Workforce Development Boards, and workforce partner staff collaborate to identify solutions to local challenges that, when addressed regionally, will help to grow a skilled workforce and encourage wealth generation in the state. Each KEN region has a Champion, a regional leader from business and industry appointed by the Governor, who coordinates local efforts to support Oklahoma Works. The ultimate goal of these meetings was to hear from local businesses about their needs, and bring all workforce partners and contributors to the discussion on what can be done at the state and local levels. From these meetings, Oklahoma gained valuable insight into business' needs, and many connections were formed among state agency staff, educators, and business leaders.

In November of 2015, the State began a strategic planning effort to improve Oklahoma's workforce development system in November of 2015. The effort involved the Core Partners (Oklahoma Department of Rehabilitation Services, the Oklahoma Employment Security Commission, Oklahoma Department of Career and Technology Education, and Office of Workforce Development) as well as other state agency partners who are a part of the state's workforce development system (Oklahoma Board of Private Vocational Schools, Center for the Advancement of Science and Technology Education, Department of Commerce, Department of Health, Department of Human Services, Department of Mental Health and Substance Abuse Services, Department of Veterans Affairs, Health Care Authority, Office of Educational Quality and Accountability, Office of Management and Enterprise Services, State Department of Education, and State Regents for Higher Education). In addition to these workforce system partners, the Oklahoma State Chamber's Educated Workforce Initiative, business leaders from all regions of the state, members of our Governor's Council for Workforce and Economic Development, members of the Workforce Development Boards, and our state leaders were involved in the planning process. The resulting Oklahoma Works Strategic Delivery Plan was approved by Governor Fallin and key state leaders on December 8, 2015. This Plan is the overarching workforce development strategy to guide workforce development activities in the state.

OKLAHOMA WORKS

Blueprint for Statewide Wealth-Generation and Workforce Success

Oklahoma's Challenge

Oklahoma's economy is more diversified than ever before in State history. Oklahoma is a national leader in employment growth and has one of the lowest unemployment rates in the country. Despite these accomplishments, Oklahoma's businesses face a substantial workforce gap. As of 2015, projections show a 23 percentage point gap in the postsecondary degrees and credentials Oklahoma's current workforce possesses and what the State's employers will need in 2025. The citizens of the State must understand the new minimum for success requires a postsecondary degree or credential.

The Solution

Governor Mary Fallin created Oklahoma Works to address this workforce crisis. Oklahoma Works is an initiative designed to increase the wealth of all Oklahomans by aligning education and training to produce a relevant workforce for Oklahoma's businesses. Oklahoma Works is composed of a coalition of businesses, educational institutions, state agencies, and other partners. This initiative is aligned with both the federal Workforce Innovation Opportunity Act (WIOA) and a 14-state National Governors Association (NGA) Policy Academy cohort.

In November of 2015, Oklahoma launched an inclusive planning effort to develop the state plan for Oklahoma Works, which serves as the guiding delivery document for and foundation of this initiative. This effort involved stakeholders from multiple agencies, and public and private sector representatives from all regions of the state. The resulting Oklahoma Works Strategic Delivery Plan was approved by Governor Fallin and key state leaders on December 8, 2015.

Oklahoma is committed to using the Oklahoma Works Strategic Delivery Plan as a catalyst for the creation of a talent pipeline ensuring all Oklahomans have the skills and education necessary to enter and advance in rewarding careers, and Oklahoma businesses have the talented workforce they need to succeed. Using Oklahoma Works' four objectives and associated strategies, we can achieve the goal of helping all Oklahomans achieve the American Dream.

Oklahoma Works: Key Objectives

Objective 1: ALIGN AND CONNECT
Develop, align, and connect the education and training pipeline with the needs of the state's regional economies by coordinating strategic priorities and plans across the education and workforce system.

Objective 2: DATA
Integrate and use workforce and economic development data to inform policy, track progress, and measure success.

Objective 3: PARTNERSHIPS
Build partnerships between local industry and education at the regional level.

Objective 4: RESOURCES
Optimize the use of resources and incentives to achieve the Oklahoma Works goal.

OKLAHOMA WORKS

Oklahoma Works: Strategic Actions

Objective 1: ALIGN AND CONNECT

1. **Career Options Exposure:** Align Career Pathways and career options with the needs of Oklahoma businesses to ensure more Oklahomans are aware of viable paths to career entry and career building, exposed to careers at an earlier age, empowered with the information needed to best use valuable resources, and workforce-ready faster.
2. **Postsecondary Opportunities in High School:** Increase postsecondary opportunities in high school to ensure more students graduate high school with specialized knowledge or credentials to enter in-demand occupations, start businesses, or continue education with less time to completion.
3. **Workforce Readiness:** Align workforce readiness services across state programs and agencies, such that Oklahomans have the employability skills necessary to obtain wealth generating employment.
4. **Transportation Services:** Provide transportation to Oklahomans in rural and urban areas, in order to address the fundamental challenge of connecting education, training, and work opportunities with those citizens who need them most.

Objective 2: DATA

5. **Using Data to Decrease Labor Supply and Demand Gap:** Utilize statewide data to decrease the skills gap by defining determinants and benchmarks along all levels of education and training that lead to employability in identified ecosystems, evaluating and utilizing competencies and assessments, and identifying and working to minimize existing data gaps.
6. **OKJobMatch:** Launch OKJobMatch as the one official job and labor exchange system for the state. OKJobMatch will connect jobseekers with employers, making it easier for job seekers to find jobs and for employers to find candidates, while improving the accuracy of data available to decision-makers.
7. **Common Intake Portal:** Create a common intake portal which allows State service providers to better identify the eligibility of citizens, and refer them to appropriate providers, ensuring more Oklahomans can enter and remain in the workforce.

Objective 3: PARTNERSHIPS

8. **Regional Partnerships:** Cultivate and maintain productive relationships between regional employers, educators, and other workforce partners to ensure an appropriately skilled workforce.

Objective 4: RESOURCES

9. **Optimize Cross-Agency Resources:** Identify and recommend creative, cross-agency, and cross-sector funding models that support similar workforce programs and include agency programs that potentially benefit from public-private partnerships.

Oklahoma Works: Guiding Measures of Success

Oklahoma has established the following measures as indicators of success for the Oklahoma Works Initiative:

- Increase employment in the five wealth generating ecosystems (Aerospace and Defense, Agriculture and Biosciences, Energy, Information and Financial Services, and Transportation and Distribution)
- Increase the total labor force participation rate
- Increase the per capita personal income as a percentage of the national average
- Decrease the state income poverty rate
- Increase the percentage of high school graduates meeting college readiness benchmarks on ACT and SAT
- Increase the number of degrees and certificates obtained
- Increase the percentage of 4th grade students statewide who score proficient or above in reading
- Decrease the state youth unemployment rate

Included in the plan are four objectives and sub-strategies on which all state workforce system partner agencies, including the Core Partners, are aligned.

Objective 1: ALIGN AND CONNECT: Develop, align and connect the education and training pipeline with the needs of the state's regional economies by coordinating strategic priorities and plans across the education and workforce system. Oklahoma is aligning and connecting across state agencies, in the local areas among state agencies and businesses, and from the local areas to the state level. The State's Align and Connect priorities are on the following issues: 1) career options exposure: aligning Career Pathways and career options with the needs of Oklahoma businesses to ensure more Oklahomans are aware of viable paths to career entry and career building, exposed to careers at an earlier age, empowered with the information needed to best use valuable resources, and workforce-ready faster; 2) postsecondary opportunities in high school: increase postsecondary opportunities in high school to ensure more students graduate high school with specialized knowledge or credentials to enter in-demand occupations, start businesses, or continue education with less time to completion; 3) workforce readiness: align workforce readiness services across state programs and agencies, such that Oklahomans have the employability skills (people, professional, technical application, also known as soft skills) necessary to obtain wealth generating employment; and 4) transportation services: better coordinate transportation services to Oklahomans in rural and urban areas, in order to address the fundamental challenge of connecting education, training, and work opportunities with those citizens who need them most.

Objective 2: DATA: Integrate and use workforce and economic development data to inform policy, track progress, and measure success by 1) using data to decrease labor supply and demand gap: utilize statewide data to decrease the skills gap by defining determinants and benchmarks along all levels of education and training that lead to employability in identified economic systems, evaluating and utilizing competencies and assessments, and identifying and working to minimize existing data gaps (the state's approach to create a State Longitudinal Data System and connect that to Workforce Data, as required under the Workforce Data Quality Initiative); 2) OKJobMatch: re-launch OKJobMatch.com as the one official job and labor exchange system for the state and case management system for all Title I program data. OKJobMatch, a shared system between the Oklahoma Employment Security Commission and the Oklahoma Office of Workforce Development, will connect jobseekers with employers, making it easier for job seekers to find jobs and for employers to find candidates while improving the accuracy of data available to decision-makers; 3) common connectivity: create a common intake portal in the state's workforce centers which allows State service providers to better identify the eligibility of citizens and refer them to appropriate providers, ensuring more Oklahomans can enter and remain in the workforce.

Objective 3: PARTNERSHIPS: Cultivate and maintain productive relationships between regional employers, educators, and other workforce partners to ensure an appropriately skilled workforce through KENs.

Objective 4: RESOURCES: Optimize use of resources and incentives to achieve the Oklahoma Works goal by identifying and recommending creative, cross-agency, and cross-sector funding models that support similar workforce programs and include agency programs that potentially benefit from public-private partnerships.

In order to achieve the ambitious goals that have been set through Oklahoma Works, the initiative's full array of workforce partners must align their efforts and take active roles in ensuring that resources are used in ways that maximize, strengthen, and support the education to workforce pipeline for all Oklahomans. Partnering with Oklahoma Works, the Oklahoma State Department of Education is aligning their JP Morgan New Skills for Youth Grant with the above objectives to ensure business-driven career pathways for all, starting in Pre-Kindergarten through 12th grade. Similarly,

the eight Workforce Development Boards across the State are partners in Oklahoma Works, and benefit from a better-aligned workforce development system.

Underpinning all Oklahoma Works efforts is a comprehensive asset map, built and maintained by the Delivery Unit within the Office of Management and Enterprise Services, which helps to describe the current set of workforce resources and activities in Oklahoma. The map acts as a plan and push to share and maximize state and federal resources in service of the Oklahoma Works goal.

OKLAHOMA WORKS

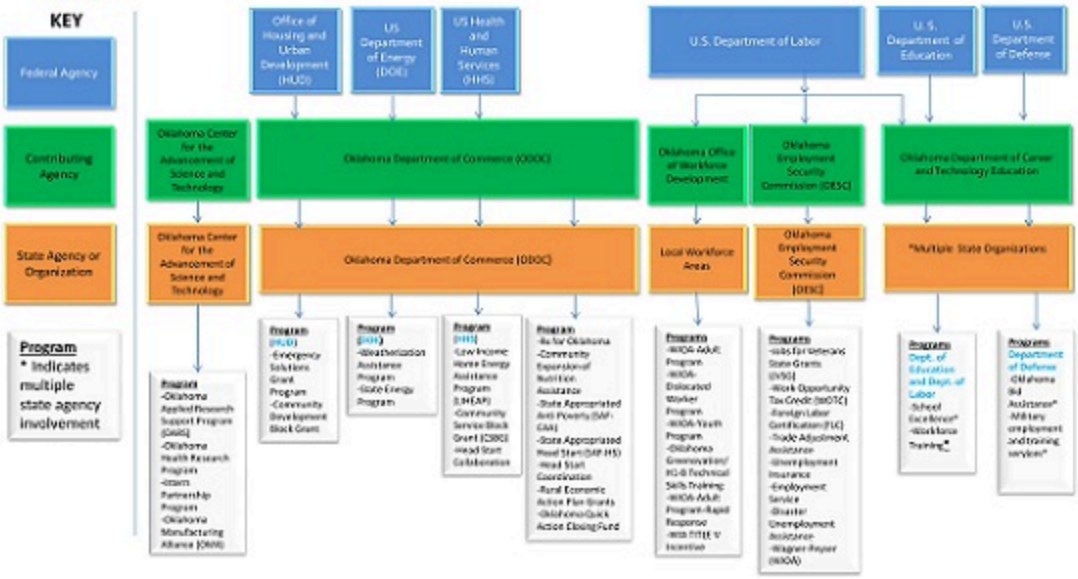
ASSET MAP VISUALIZATIONS

1. WORKFORCE: Career Tech, Workforce Development, Oklahoma Employment Security Commission (OESC), Oklahoma Center for the Advancement of Science and Technology (OCAST), Oklahoma Department of Commerce (ODOC)

2. EDUCATION: Higher Ed, Career Tech, Oklahoma Board of Private Vocational Schools, Office of Educational Quality & Accountability and Corrections

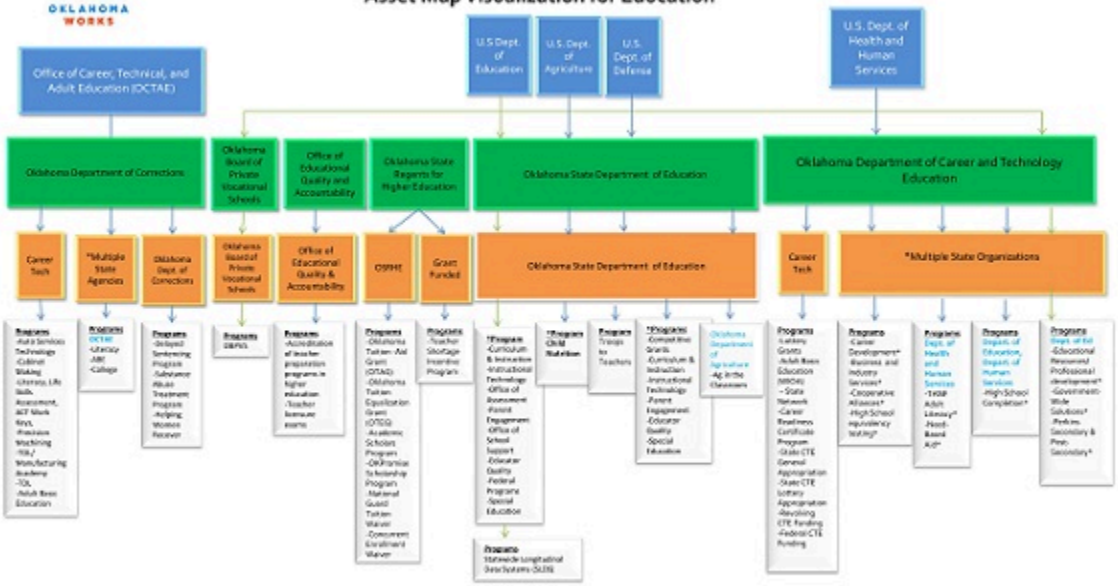
3. HEALTH AND HUMAN SERVICES: Health and Human Services (Rehab Services, DHS, HCA), Oklahoma Department of Mental Health & Substance Abuse Services (ODMHSAS)

Asset Map Visualization for Workforce Development, OESC, Career Tech



*State Agencies and Organization (Please see Asset Map in Excel for specific program details)- Career Tech, Department of Health, Department of Human Services, Department of Education, Department of Correction, Department of Commerce, Office of Juvenile Affairs, Regents, State Department of Education, Department of Agriculture, Partnerships on Assessments, Office of Management and Enterprise Services, Oklahoma State University, Veteran Affairs, Oklahoma Employment and Security Commission,

Asset Map Visualization for Education



*State Department of Education- Program boxes marked with an asterisk (*) ,see next slide for the list of programs

*State Agencies and Organization (Please see Asset Map in Excel for specific program details)- Career Tech, Department of Health, Department of Human Services, Department of Education, Department of Correction, Department of Commerce, Office of Juvenile Affairs, Regents, State Department of Education, Department of Agriculture, Partnerships on Assessments, Office of Management and Enterprise Services, Oklahoma State University, Veteran Affairs, Oklahoma Employment and Security Commission, Career Tech

Oklahoma State Department of Education- Program Descriptions

Federal Agency: None
Contributing Agency: OSDE
State Agency: OSDE

Competitive Grants (Academic Affairs & Planning Competitive Grants)
- AlphaPlus
- Catapult Learning Competitive Grant
- Katherine B. Payne Education Center
- Kiss Institute Practical Robotics
- OETA
- Oklahoma A+ Schools
- Oklahoma Arts Institute
- Oklahoma Science and Engineering Fair
- Think Through Math
- United States Foundation for Inspirational and Recognition of Science and Technology (USFIRST)

Curriculum & Instruction (Academic Affairs & Planning Curriculum & Instruction
- Advanced Placement **(AP)**
- **Advancement Via Individual Determination** (AVID)
- **English Language Learner** Program
- Gifted and Talented
- Math Implementation Strategies
- **National Math and Science Initiative** (NMSI)
- OKMath/OKSci Leadership
- PD On Your Plan
- Personal Financial Literacy
- Reading Sufficiency **Act**
- Science Implementation Strategies
- Standards Development
- WebEx Connection
- World Languages

Instructional Technology (Academic Affairs & Planning Instructional Technology)
- Instructional Technology

Parent Engagement (Academic Affairs & Planning Parent Engagement)
- Character Education

Educator Quality
- ACE Remediation
- Alternative Education
- Dropout Prevention
- Professional Development & Technical Assistance
- Staff Development for Schools
- Teacher Certification
- Teacher Leader Effectiveness (TLE)

Special Education
- Lindsey Nicole Henry Scholarship (LNHS)

Federal Agency: USDA
Contributing Agency: OSDE
State Agency: OSDE

Child Nutrition Programs
- After School Snack Program (ASSP)
- Child and Adult Care Food Program (CACFP)
- Fresh Fruit and Vegetable Program (FFVP)
- National School Lunch Program (NSLP)
- School Breakfast Program (SBP)
- Seamless Summer Option (SSO)
- Special Milk Program (SMP)
- Summer Food Service Program (SFSP)

Federal Agency: USDE
Contributing Agency: OSDE
State Agency: OSDE

Curriculum & Instruction (Academic Affairs & Planning Curriculum & Instruction)
- Presidential Award for Excellence in Mathematics and Science Teaching

Instructional Technology (Academic Affairs & Planning Instructional Technology)
- ConnectED
- Future Ready Schools

Office of Assessment (Academic Affairs & Planning Office of Assessment)
- National Assessment of Educational Progress (NAEP), or 'The Nation's Report Card
- Oklahoma School Testing Program

Parent Engagement (Academic Affairs & Planning Parent Engagement)
- 21st Century Community Learning Centers
- Parent and Community Engagement

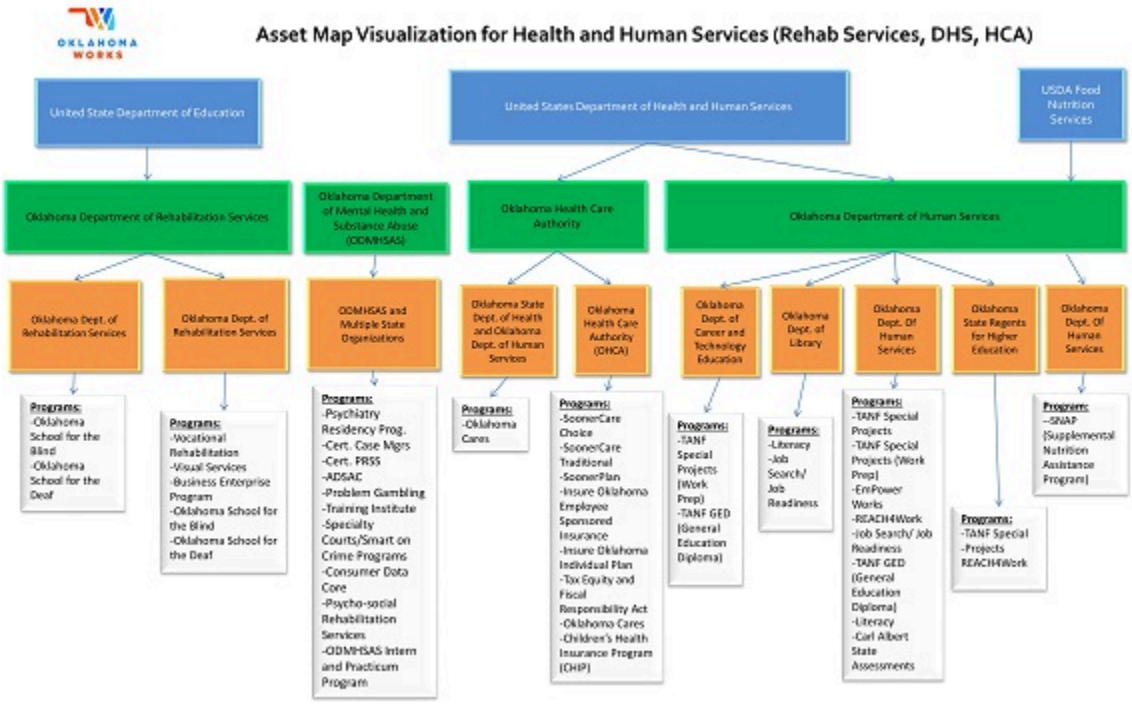
Office of School Support (Academic Affairs & Planning Office of School Support)
- School Improvement Grant
- School Improvement/ School Support

Data
- Statewide Longitudinal Data Systems (SLDS)

Educator Quality
- Bullying Prevention
- Substance Abuse Prevention
- Suicide Prevention

Federal Programs
- Title I Videoconference Network
- Title I, Part A
- Title I, Part C
- Title I, Part D
- Title II, Part A
- Title II, Part B
- Title III - (ELL) English Language Acquisition, Language acquisition, Language Enhancements and Academic Achievement Act.
- Title VI, Part B
- Title VII Indian Ed
- Title X, Part C

Special Education
- Special Education Services, IDEA Part B
- Special Education Services, State Personnel Development Grant (SPDG)



When fully leveraged, the knowledge generated from the Oklahoma Works asset map will allow us to provide our workforce partners, regional networks, and citizens with knowledge of available resources at the state and local level. We will also be able to effectively evaluate local and statewide socioeconomic and policy barriers and work toward solutions which will assist Oklahomans in

obtaining the skills and education necessary for the career path they desire. This foundational work has the potential to significantly increase Oklahomans' knowledge of resources available and subsequently reduce the current skills gap.

Second, the Core Partners and required and optional one-stop delivery system partners are all engaged in system-building. Currently, the System Oversight Subcommittee (SOS), the working arm of the Workforce System Oversight Committee of the Governor's Council for Workforce and Economic Development, is tasked with developing the system-wide framework and policy documents that will comply with WIOA legislation and Federal regulations, and are tasked with compliance review of the system (33 Oklahoma Works Centers located around the state). Staff from the following programs/agencies are represented on this committee: Career and Technical Education (Perkins and Adult Basic Education) through the Oklahoma Department of Career and Technology Education, Community Services Block Grant through the Oklahoma Department of Commerce, Senior Community Service Employment program and Temporary Assistance for Needy Families (TANF) through the Oklahoma Department of Human Services, Trade Adjustment Assistance programs and Unemployment Compensation programs through the Oklahoma Employment Security Commission, in addition to business, the Regents for Higher Education, the Department of Rehabilitation Services, among others. The SOS seeks input from the Workforce Development Boards and staff as needed when developing policy and guidance.

Within Oklahoma, the Governor's Council for Workforce and Economic Development (GCWED), the WIOA State Board, is composed of business leaders appointed to the Council who represent Oklahoma's diverse geography, who are from rural and urban areas, and who represent our state's major industry economic drivers. The Council governs, manages, and accounts for the way the state issues Department of Labor WIOA monies. Also, the Council, in alignment with the Oklahoma Works goal, has now been tasked with using data to inform policy, track progress and measure success toward ensuring wealth generation, that are state metrics in addition to federal, WIOA measures. State workforce partners, departments, and agencies impacting career readiness have developed state metrics for targeted wealth generation across Oklahoma.

Oklahoma Board of Private Vocational Schools

Critical Occupations Accredited Private Vocational School Enrollment

This measures students who enter the training component (or stage) of the workforce pipeline at accredited private vocational schools, in fields with projected job availability. For-profit institutions will play a role in Oklahoma educating its citizens in order to expand wealth generation.

Objective: Increase enrollment in critical occupation programs at accredited private vocational schools from 3,524 in 2014 to 3,700 by 2019.

Critical Occupations- Accredited Private Vocational School Completion

This measures the students who receive industry-aligned credentials or certifications at accredited private vocational schools, facilitating readiness for projected jobs. Increasing the number of graduates with credentials demonstrates state efforts to meet future workforce needs and begins to reduce the skills gap.

Objective: Increase number of graduates from critical occupations programs at accredited private vocational schools from 1,585 in 2014 to 1,664 by 2019.

Oklahoma Center for the Advancement of Science and Technology

High Quality Job Creation

Each year OCAST works hard to create a culture of innovation and entrepreneurship that leads to the creation and retention of quality high-paying jobs. Though there is a direct correlation between investment (funding) levels and job creation, we continue to enhance our investments in a manner that will lead to continued job growth. Additionally, we ask in our surveys for the number of jobs directly linked only to our portion of the funding equation of the project. This leads to a somewhat conservative estimate. In 2012 the Stanford Research Institute evaluated our programs and determined that we were likely underestimating our impact and were not at all including indirect impacts.

For FY2016 we have set a somewhat reserved growth in employment metric, largely due to uncertainties in the overall capital markets and the pressures those will create in the venture and angel capital markets.

Objective: Increase high quality job creation by OCAST Programs from 2,175 in 2015 to 2,250 by 2018.

Average Annual Wage

Our average annual wage is an important metric that we measure. One of our main missions is to create high paying jobs. One of the obstacles we have had in the wage field comes from our Health Research Program. Most of the jobs created in that program are Research Assistant jobs for graduate students who are pursuing their PhD and Post Doctorate jobs that are usually short-term contracts. If you remove our Health Research Program, our annual average wage jumps to ~$60,000 with many of the jobs in excess of $80,000.

Objective: Increase average annual wage of jobs created by OCAST from $43,348.73 in 2015 to $49,000 by 2018.

Oklahoma Department of Career and Technology Education

Career and Technology Education Industry Credentials

This measures those students who receive either industry-endorsed or industry-aligned credentials or certifications demonstrating competency and skills.

Objective: Increase the number of CTE industry credentials from 12,551 in 2013 to 13,806 by 2018.

Career Readiness Certifications

This measures the number of career readiness certifications earned. This certification informs employers of an employee's skill levels in the areas of applied math, reading for information and locating information.

Objective: Increase the number of Oklahoma Career Readiness Certificates (OKCRC) earned from 14,340 in 2014 to 15,774 by 2018.

Career and Technology Education Post-Graduation Placement

This determines the percentage of Career and Technology Education graduates that become employed, enter the military and/or continue their education. This objective measures graduates who were enrolled in a CTE course as 12th graders at a comprehensive school, as secondary students, as adults in a technology center while completing full time offerings, and as inmates who completed training with Career and Technology Skills Centers (CTSC).

Objective: Increase the percentage of CTE graduates that are employed in a full-time position related to their field of study from 84% in 2013 to 89% by 2018.

Department of Corrections

Offenders Participating in GED Training

This metric represents the number of offenders enrolled in GED preparatory classwork, typically geared for students testing at the 8th grade level and above.

Objective: Increase the percentage of participants in GED preparatory classes from 9% in 2015 to 11% by 2019.

Offenders Earning a GED

This metric represents the number of offenders who tested for and passed the GED exam while incarcerated.

Objective: Increase the percentage of offenders earning a GED from 5% in 2015 to 7% by 2019.

Offenders Re-Entering Workforce

The objective as stated represents a desired increase in the number of incarcerated offenders completing a vocational training program with a certified vocational skill who have been released back into the community.

Objective: Increase the number of offenders re-entering the workforce with vocational training or certifications from 3% in 2013 to 6% by 2017.

Department of Human Services

TANF Employment Closures

This objective measures the success of Temporary Assistance for Needy Families (TANF) in advancing self-sufficiency with sustainable employment.

Objective: Increase the percentage of TANF clients whose employment closures remain closed for 6 consecutive months from 83.5% in 2015 to 90% by 2018

TANF Vocational/Educational Training

This objective measures the success of TANF in advancing self-sufficiency with completion of education and training aimed at an established career pathway.

Objective: Increase the percentage of TANF clients who complete Career and Technology programs or Special Projects in two year colleges from 57.7% in 2015 to 67.7% by 2018.

Oklahoma Department of Mental Health and Substance Abuse Services

Drug Court GED Completion

One of the valuable aspects of drug courts, is to assist participants in becoming productive members of society. This goal can be reached by ensuring participants have a minimal level of education, as many who come into the program have not graduated from high school. This measure compares the percent of those without a high school equivalent education at admission versus the percent of those with a high school equivalent education at graduation.

Objective: Maintain the amount of drug court participants without high school equivalency who earn a high school diploma or GED at or above 30% per year through 2019.

Drug Court Graduate Unemployment

This measure compares the percent of those unemployed at admission versus the percent unemployed at graduation. Employment status is an important factor for becoming productive members of society (paying taxes, self-supporting, etc.). One important risk factor for criminal offending is unemployment. Unemployment is one of eight risk factors which increase the likelihood of criminal activity. By reducing the number of participants unemployed, drug courts decrease the likelihood of future criminal behavior.

Objective: Maintain a reduction in unemployment of drug court graduates at or above 92% through 2019

Mental Health Court Graduate Unemployment

This measure compares the percent of those unemployed at admission versus the percent unemployed at graduation. One important risk factor for criminal offending is unemployment. Unemployment is one of eight risk factors which increase the likelihood of criminal activity. By reducing the number of participants unemployed, mental health courts decrease the likelihood of future criminal behavior.

Objective: Maintain a reduction in unemployment of mental health court graduates at or above 81% through 2019

Oklahoma Department of Rehabilitation Services

Disability Clients Employed

This is the percentage of participants exiting the program who get a job after receiving services.

Objective: Increase the percentage of Department of Rehabilitation Services clients with disabilities who find employment from 50% in 2014 to 60% by 2018.

Oklahoma Department of Veterans Affairs

GI Bill Utilization

This measures the number of Oklahoma Veterans utilizing VA education benefits. The GI Bill provides funding for Veterans to pursue undergraduate and graduate degrees, vocational-technical training and certificates, on-the-job training and apprenticeships, and some licensing exam fees. This education and training results in Veterans becoming qualified for more and higher paying employment opportunities.

Objective: Increase the number of Veterans utilizing VA education benefits from 13,826 in FY2015 to 21,000 in FY2019.

Oklahoma Employment Security Commission

Unemployment Insurance Benefits

This measures the average number of weeks that current recipients of unemployment insurance have been receiving benefits. Oklahoma Employment Security Commission (OESC) utilizes a 12 month moving average for this to eliminate issues regarding volatility and seasonality.

Objective: Decrease average number of weeks recipients receive state unemployment insurance benefits from 16.6 weeks in 2013 to 13.9 weeks by 2018.

Number of UI Recipients to Re-enter the Workforce

This measures both the number and percentage of those individuals who receive their first weekly payment from UI in one quarter and who found employment by the following quarter.

Objective: Increase number of UI Recipients re-entering the workforce the quarter after their initial UI payment from 53% in 2015 to 60% in 2018

Re-employment Rate of Veteran UI Recipients

This measures the re-employment rate for veterans. Specifically, it measures increasing the percentage of those veterans who find work each quarter after receiving unemployment benefits.

Objective: Increase percentage of unemployment insurance Veteran recipients returning to work from 59% in 2013 to 74% in 2018.

Oklahoma Healthcare Authority

Average SoonerCare Enrollment Period

This measures the average number of months SoonerCare (Oklahoma Medicaid) members are enrolled in the program, and the measure is calculated using a 5-year rolling average. Enrollment segments can span multiple years, but must be continuous.

Objective: Decrease average length of SoonerCare enrollment periods by 3 months, based on a 5 year rolling average, from 27.48 in 2015 to 24.48 by 2019.

Permanent SoonerCare Disenrollments

This measures the percent of SoonerCare members who drop out of the program and never reenroll. Percentages are calculated using a 5 year rolling average of the total number of individuals that drop out of SoonerCare but do not enroll. Does not count future enrollment. End of calendar year is used as end point in counts for segments with future dates. Member has to be enrolled only one day in a Calendar Year to be counted for that year.

Objective: Increase the number of permanent SoonerCare Disenrollments, based on a 5 year rolling average, by 5% from 11.9% in 2014 to 16.9% by 2018.

Employed SoonerCare Households

This measures the percent of SoonerCare households that have at least one member who has declared an income of greater than 0. This household member may or may not be the enrolled/eligible SoonerCare Member. Includes only those members who have made an application through SoonerCare through Online Enrollment and who have been determined eligible for a SoonerCare/TANF Aid program. Data excludes ABD, Insure Oklahoma, Oklahoma Cares, and Adoption and Custody Children. Employment is by Case and is based on the most current application in eligibility data universe.

Objective: Decrease the distribution of employed SoonerCare households by 5% from 65.8% in 2015 to 60.8% by 2020.

Oklahoma Office of Workforce Development

Six Month Earnings, Average Earnings of Adults and Dislocated Workers

This measures the average meaning earnings of Title I program participants (those who received a workforce service), who maintain unsubsidized employment in the second quarter after their exit from the program.

Objective: Increase the six month earnings, average earnings of Adults and Dislocated Workers who maintain unsubsidized employment in the second quarter after their exit from the program. Target goal setting in July 2016 with guidance from the U.S. Department of Labor.

Employment and Credentials of Adults and Dislocated Workers

This measures the percentage of Title I Adult and Dislocated Worker program participants (those who received a workforce service) obtaining a recognized postsecondary credential, or a high school diploma or its equivalency, and entering employment within one year after exiting the program.

Objective: Increase the employment and credential rate of adults and dislocated workers. Target goal setting in July 2016 with guidance from the U.S. Department of Labor.

Attainment of Degree or Certificate of Youth (ages 14-21)

This measures the percentage of Title I Youth Program participants (those who received a workforce service) who obtain a recognized postsecondary credential or high school diploma or its equivalency within one year after exiting the program.

Objective: Increase the the percentage of youth program participants who obtain a recognized postsecondary credential or high school diploma or its equivalency within one year after exiting the program. Target goal setting in July 2016 with guidance from the U.S. Department of Labor.

Oklahoma State Department of Education

High School Graduation Rate

The Adjusted Historical Cohort Graduation Rate measures on-time graduation based on a 4-year high school experience resulting in the receipt of a traditional high school diploma. Under this formula, students who do not complete high school in 4 years for various reasons, while counted within the cohort (or group of students starting freshman year together) or enrollment base, are neither dropouts, nor on-time completers.

Objective: Increase the Historical Cohort Graduation Rate from 87% (class 2011-12) to 90% by 2016.

College Readiness Benchmarks

This combined objective is a measure of Oklahoma students meeting the Oklahoma college readiness benchmarks on the most common college entrance exams — the ACT and the SAT. The benchmark set for the ACT is 20 and the benchmark set for the SAT is 1410.

Objective: Increase the percentage of high school graduates meeting college readiness benchmarks on the ACT and SAT from 56% in 2014 to 62% by 2017.

Oklahoma State Regents for Higher Education

Number of Degrees and Certificates

This measures post-secondary degrees, including associate, baccalaureate, masters and doctoral degrees and certificate growth in the state.

Objective: Increase the number of degrees and certificates obtained from 40,484 in 2014 to 47,284 by 2018.

Graduation Rates- Research Tier

The research tier in Oklahoma includes the University of Oklahoma and Oklahoma State University. These institutions are defined by Carnegie classification elements that include baccalaureate degrees and graduate education through doctorate degrees and give a high priority to research activities. These institutions receive federal research grant support.

Graduation rate is the percentage of a school's first-time, first-year undergraduate students who complete their program within 150% of the published time for the program. For example, in a 4-year degree program, entering students

who complete within 6 years are counted as graduates; and for a 2-year degree program, entering students who complete within 3 years are counted as graduates.

Objective: Increase the average graduation rate at research tier institutions from 67% in 2014 to 73% by 2018.

Graduation Rates- Regional Tier

The regional tier is composed of the following institutions: Northeastern State University, Northwestern Oklahoma State University, East Central University, University of Central Oklahoma, Southeastern Oklahoma State University, Rogers State University, Southwestern Oklahoma State University, Oklahoma Panhandle University, Cameron University, Langston University, and the University of Science and Arts of Oklahoma. These institutions offer baccalaureate and graduate level degrees.

Graduation rate is the percentage of a school's first-time, first-year undergraduate students who complete their program within 150% of the published time for the program. For example, in a 4-year degree program, entering students who complete within 6 years are counted as graduates; and for a 2-year degree program, entering students who complete within 3 years are counted as graduates.

Objective: Increase the average graduation rate at regional tier institutions from 37.5% in 2014 to 38.4% by 2018.

Graduation Rates- Two Year

The 2-year tier includes associate-level degree and certificate granting institutions. The institutions in this tier include Carl Albert State College, Connors State College, Eastern Oklahoma State College, Murray State College, Northeastern Oklahoma A&M College, Northern Oklahoma College, Oklahoma City Community College, Redlands Community College, Rose State College, Seminole State College, Tulsa Community College and Western Oklahoma State College.

Graduation rate is the percentage of a school's first-time, first-year undergraduate students who complete their program within 150% of the published time for the program. For example, in a 4-year degree program, entering students who complete within 6 years are counted as graduates; and for a 2-year degree program, entering students who complete within 3 years are counted as graduates.

Objective: Increase the average graduation rate at two-year tier institutions from 16% in 2014 to 16.6% by 2018.

OHLAP Scholarship

It measures the percentage of students in grades 8-10 who meet the $50,000 family income eligibility requirements for Oklahoma's Promise (formerly known as OHLAP, Oklahoma's Higher Learning Access Program) who are actually enrolled in the program.

Objective: Increase the percentage of eligible students that enroll in the Oklahoma's Promise (OHLAP) scholarship from 48.8% in 2014 to 50.8% by 2018.

Concurrent Enrollment

This measures the number of college-transcript credit hours produced by high school students.

Objetive: Increase the number of Concurrent Enrollment (Higher Education and Career and Technology Education) hours that have been completed by incoming college freshman from 103,055 in 2014 to 105,979 by 2018.

The GCWED then selected macro indicators to follow that form the foundation of the Governor's Council Dashboard. GCWED macro indicators can be found here:

Governor Council Macro Indicators

Statewide Program	Measure	Baseline	Baseline Year	Previous Years						Source
				2009	2010	2011	2012	2013	2014	
Wealth Generation	Per Capita Personal Income (% of US)	$34,378	2009	88%	89.25%	91.95%	93.86%	94.43%	94.76%	Bureau of Economic Analysis (BEA), SA1
	Per Capita Disposable Income (% of US)	$31,722	2009	89.05%	90.96%	93.67%	95.67%	96.82%	97.28%	Bureau of Economic Analysis (BEA), SA51
	Median Household Income	$41,861	2009	$41,861	$42,979	$44,287	$44,891	$45,339	$46,235	American Community Survey (ACS) 5 Year Estimates
	Income Poverty Rate	16.40%	2009	16.40%	16.20%	16.30%	16.60%	16.90%	16.60%	ACS 5 Year Estimate
	Per Capita Income Maintenance	$710	2009	$722	$791	$799	$784	$791	$771	BEA, SA30
	Homeownership Rate	67.90%	2009	67.90%	68.20%	67.80%	67.50%	67.10%	66.50%	ACS 5 Year Estimate
	Gini Index	0.4590	2009	0.4590	0.4590	0.4589	0.4593	0.4603	0.4624	ACS
Employment Growth	Total Employment Annual Growth Rate (not seasonally adjusted)	1,652,023 (Total Statewide Employment)	2009		-0.24%	1.28%	2.15%	0.10%	-0.17%	Bureau of Labor Statistics (BLS), Local Area Unemployment Statistics (LAUS)- Not Seasonally Adjusted
	Ecosystem Employment Growth Rate	517,988	2009		-2.38%	3.45%	3.46%	0.94%	1.02%	EMSI
	Low-wage Jobs (% at or below minimum wage)	6.70%	2009	6.70%	8.60%	6.80%	7.20%	6.30%	3.80%	BLS, Occupational Employment Statistics
	Average Annual Wage	$37,649	2009	$37,650	$38,833	$40,713	$42,320	$43,108	$44,447	BEA, CA30
	Unemployment Rate (quarterly rolling average; Dec avg)	6.73%	2009	6.73%	6.41%	5.70%	5.23%	5.20%	3.97%	BLS, Local Area Unemployment Statistics (LAUS) seasonally adjusted
	Labor Underutilization U-6 (annual average)	10.5%	2009	10.5%	11.4%	10.7%	9.6%	10.2%	8.6%	BLS, Current Population Survey (CPS)
	Youth Unemployment Rate (16-19)	18.90%	2009	18.9%	22.0%	18.8%	14.5%	19.9%	17.0%	BLS, CPS
Workforce Participation	Labor Force Annual Growth Rate	1,784,432 (In Labor Force)	2009		0.22%	0.32%	1.47%	0.18%	-1.06%	ACS, LAUS
	Labor Force Participation Rate	62.75%	2009	62.75%	61.69%	61.23%	61.55%	61.11%	61.30%	ACS
	HS Degree and Higher	84.80%	2009	84.80%	85.40%	85.90%	86.20%	86.40%	86.70%	ACS
	Associates Degree	6.70%	2009	6.70%	6.70%	6.80%	6.90%	7.00%	7.10%	ACS
	Bachelors Degree and Higher	22.40%	2009	22.40%	22.60%	23.00%	23.20%	23.50%	23.80%	ACS
	Persons Above 18 and Under 65	61.71%	2009	61.71%	61.79%	61.76%	61.68%	61.51%	60.90%	ACS

This dashboard facilitates the use of data to inform policy, track progress, and measure success consistently statewide.

Similarly, GCWED underwent a structural revision in early 2016, moving the ad hoc Career Pathways committee to a standing committee of GCWED. Along with Career Pathways, the Health Care Workforce Committee was also added as a standing committee. Career Pathways and improving the state's HealthCare workforce are two priorities of the State, and are now reflected in the bylaws of the GCWED. We now have four total standing committees of the Governor's Council, including the Workforce System Oversight Committee and the Youth Program Committee.

The GCWED bylaws can be found on the front page of the Governor's Council page on the Oklahoma Works website.

Third, Oklahoma is committed to adopting an educational attainment goal by year-end 2016. Led by the Office of the Governor, Oklahoma's state educational institutions with support of other workforce system partners, will use this goal to coordinate efforts on a common target. To support this work, in early 2016, the Oklahoma Office of Workforce Development (OOWD) commissioned a comprehensive, statewide study on non-completers from high school, Career Technology programs, and higher education in order to better understand our State's barriers to educational attainment. The study is designed to explore regional differences for dropping out, and key factors for what would assist in retention. With this information, the OOWD and our Workforce System Agency Partners and Local Workforce Development Boards, Workforce Centers and One Stops, whom we will share all findings with, will be able to better message retention efforts, and better direct resources with regional precision. That is, to better identify the support services needed, and leverage partnerships among the partners to provide those services to ensure more Oklahomans receive education and training. OOWD is expecting a final report late this summer.

Finally, Oklahoma is continuing to move toward regionalism. Under WIA, Oklahoma was consistently moving toward a more system-level, regional focus. For example, Oklahoma implemented system certification, which encouraged and validated system-level practices and better coordination of services. With the roll out of WIOA, Oklahoma is continuing to move toward a more cross-sector, system-wide coordination of services and collaboration toward common goals. In 2016, Governor Fallin designated four planning regions across Oklahoma, which encompass the state's eight workforce development areas. Similarly, Core Partners have agreed that the memorandums of understanding among partners, typically developed at the local level, will now also be required at the regional level to demonstrate the state's vision for regionalism and coordination.

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.

Oklahoma's Workforce Development Activities have both strengths and weaknesses.

Initial analysis of the strengths and weaknesses of Oklahoma's workforce development activities listed in section 2A, suggest that our workforce development system is well-suited for successful progress and change due to strong leadership as well as engaged and connected cross-sector partners, among other strengths.

The Core Partners, in consult with local workforce development area feedback, collaboratively identified strengths and weaknesses of the workforce development system, and the activities listed in 2A, including: Oklahoma Works Initiative outreach and planning through the 2015 Key Economic Network tour, the strategic plan development meetings and resulting objectives, the coordination of the Core Partners and required partners in system-building, the business-led and data-driven restructuring of the Governor's Council for Workforce and Economic Development, and the commissioned study on non-completers to guide policy on increasing educational attainment.

Currently, Oklahoma's strengths include strong leadership, workforce system partner engagement, and unprecedented involvement from the business community.

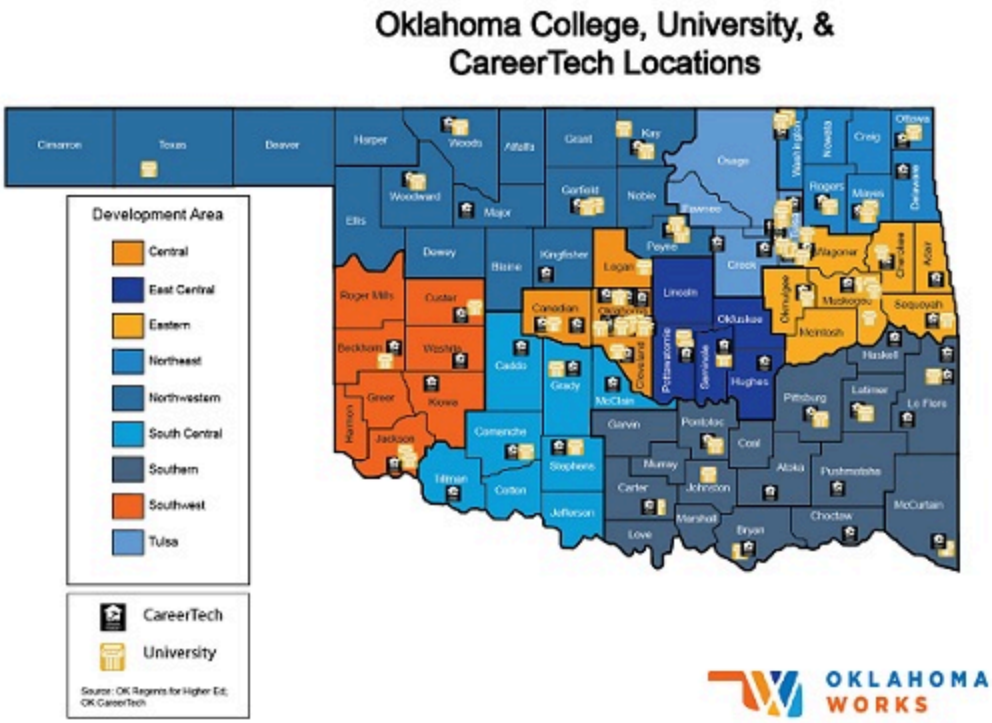
1) Oklahoma benefits from having strong leadership to guide and push forward the state's workforce development priorities through our state's Governor and Cabinet Secretaries. Governor Mary Fallin chose workforce and closing the skills gap and increasing educational attainment as her key priority, as identified in her 2015 and 2016 State of the State addresses. Through her leadership, Oklahoma's Workforce Partner Agency leadership, which includes Core Partner leadership and leadership from other partner agencies, meet once per month to discuss workforce issues and ways in which partnerships can be leveraged, and how to create a stronger state workforce system. These occur at the Office of the Governor each month. Each leader supports workforce development in the state by publicly promoting the initiative and workforce development activities in the state.

2) Also, as demonstrated by the cross-sector planning and teams under Oklahoma Works' activities, Oklahoma boasts strong engagement and partnerships from our Core Partners and workforce system partners, and Workforce Development Boards. The State's partners' leadership are fully engaged in monthly meetings, mentioned above, where agencies provide updates regarding their education and training activities, and leverage partnerships with, and promotions of, training and education. Additionally, the System Oversight Subcommittee, the working arm of the Workforce

System Oversight Committee of the Governor's Council for Workforce and Economic Development is well represented of Core Partner staff and many required partner staff. This well-attended group meets approximately once per month to discuss system-level issues and provide system-level guidance and monitoring. This group is committed to collaborating on the state-level, with local-level guidance.

3) Additionally, Oklahoma has unprecedented involvement from the business community in workforce development efforts. Business leads the Governor's Council for Workforce and Economic Development and Local Workforce Development Boards. Also, Business Champions in the Key Economic Networks (KENs), as a part of the Oklahoma Works initiative, and are engaged to vet and lead numerous Oklahoma Works efforts. Oklahoma is ensuring that business and labor market information is leading policy on the identification of skills needed, employment opportunities, and trends in industry is imperative for a responsive workforce development system. For example, the Governor's Council for Workforce and Economic Development commissioned a yearly statewide labor market information report which will include real time data as well as education assets. This report will be vetted and used by existing state-level business advisory groups, such as the State Department of Education's Business Advisory Group among others, to make institution-level policy, and disseminate among other business leaders not necessarily associated with the Governor's Council and WIOA programs. This yearly document will guide Career Pathway efforts across the state.

4) Oklahoma boasts a robust and geographically diverse postsecondary education system with our Career and Technology Education System, and our higher education institutions, which includes our community colleges and four-year educational institutions. In particular, many local Career and Technology Education institutions have strong local ties to communities and are extremely responsive to local business' needs. This robust system supports Oklahoma's path to adopt and accomplish a statewide postsecondary attainment goal.



5) Oklahoma has embraced regionalism. Previously, Oklahoma was already working toward a system-approach to workforce development by implementing system-certification and broader coordinated efforts among partners and programs.

With the addition of WIOA required Planning Regions, Oklahoma encourages further cooperation and collaboration among local areas in order to be more strategic with resources and performance targets. Thus, our eight local workforce development areas in Oklahoma are now represented by four regional planning areas. The designation of these areas has opened up new opportunities as these areas consider joint strategies and additional partnerships. For example, the Northeast planning region is meeting regularly and as of June 2016, has elected a leadership team consisting of local elected officials from each of the local areas in their region.

6) The State is supporting local pilot projects which look very promising, which focus on a) the development of MOUs and b) the development of an infrastructure and cost-sharing processes template. Both pilots report to the System Oversight Subcommittee to collect best practices and lessons learned in order to determine the state-level guidance that will come from these pilots. In the second example, Partners have agreed to jointly fund the costs of the Oklahoma Works one-stop center, and are working through the reasonable share formula and process. All core partners are represented on the committee.

Oklahoma’s Workforce Development Activities also have weaknesses that hinder us in realizing our State’s vision for economic prosperity for all of our citizens.

1) In the 2016 legislative session, Oklahoma experienced a budget shortfall of $900 million before the legislative session began, which then grew to more than $1 billion by the end of the session. Many state agencies, including some of our Core Partners, were required to offer voluntary buyouts and layoff staff. Also, postsecondary institutions were required to increase tuition to cover losing state appropriations. Thus, any mention of limited resources and fund sharing elicits anxiety and protection of already limited resources. However, in order to fully realize the vision and strategic priorities of the State, the Partners must work hard to overcome these tendencies to better deliver education and training services to Oklahomans.

2) Also, Oklahoma runs the risk of limited capacity to deliver on the ambitious strategies we've set forth. Due to the state's revamped efforts in and leadership for workforce development activities, there are numerous workforce development initiatives, new and revived, across the state that are requiring engagement from partner staff and the business communities. Thus, partner staff are engaged in numerous workforce related efforts, running the risk of duplication of efforts and burn-out due to a lack of capacity to sustain the efforts with the current amount of staff available at each agency to devote to the efforts. Similarly, the business community may be exhausted in a short amount of time due to the numerous requests for engagement from a variety of partners and initiatives.

3) Although Oklahoma has had lower than the national average of unemployment for years, Oklahoma's unemployment rate has steadily risen in 2016. January (4.1%), February (4.2%), March (4.4%), April (4.5%), May (4.7%), and June (4.8%) and may increase to be higher than the national unemployment rate (OESC, BLS).

4) Although a major goal under Oklahoma Works is for a fully functional state longitudinal data system to better track the workforce development successes of the state and provide better data to inform policy and resource distribution, the State does not yet have a fully functional system. Further resources and continued commitment of Partners to implement this system is required in order for it to be successful.

5) The State's Education and Training Provider List (ETPL), Online Case Management System, and Labor Exchange System is not as functional nor fully dynamic as necessary to ensure a seamless system. The State must select a new vendor to ensure all new WIOA reporting requirements are met, the ETPL is fully functional to prevent barriers to identifying and securing education and training for participants, and the labor exchange system is accurate and practical for both job seekers and employers.

6) Oklahoma lacks a common intake or common registration system for citizens to better access programs for which they are eligible. All core partners have their own data systems and there is limited data sharing, which results in participant duplication, and tracking shared performance is difficult. Common intake is needed in order to get participants' the services they need, quicker, and more seamlessly, and get them education, training, and/or employment as efficiently as possible.

C. STATE WORKFORCE DEVELOPMENT CAPACITY

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

Oklahoma has demonstrated the engagement in and capacity to deliver on the State's workforce development goals by leveraging volunteer business leaders, key economic networks across the

state, state agency workforce partner agencies and staff, new leadership to move the State forward, and cooperation among core partners to better coordinate and deliver services. Over the past two years, the state has enhanced, aligned, and expanded capacity to address the education and skill needs of the workforce. This has occurred under the state's and Governor's broader workforce development initiative, Oklahoma Works, and through the implementation of WIOA.

As mentioned in the Strengths and Weaknesses response, Oklahoma runs the risk of limited capacity, not because of a lack of commitment by Partner staff, but because of the increased urgency and significance of workforce development activities and initiatives in the state.

Within Oklahoma, the Governor's Council for Workforce and Economic Development (GCWED), the WIOA State Board, is composed of business leaders appointed to the Council who represent Oklahoma's diverse geography, who are from rural and urban areas, and who represent our state's major industry economic drivers. The Council, in alignment with the Oklahoma Works goal, has been tasked with using data to inform policy, track progress and measure success toward ensuring wealth generation, and governs, manages, and accounts for the way the state issues Department of Labor WIOA monies. State workforce partners, departments, and agencies impacting career readiness have developed metrics for targeted wealth generation across Oklahoma. The GCWED selected targets from these metrics, housed on OKStateStat.OK.gov, that form the foundation of the Governor's Council Dashboard. This dashboard facilitates the use of data to inform policy, track progress, and measure success consistently statewide. Recognizing that these are members of the business community and volunteers to the Council, these members meet quarterly to best make use of their time and travel from all regions of the state.

Similarly, GCWED underwent a structural revision in early 2016, moving the ad hoc Career Pathways committee to a standing committee of GCWED. Along with Career Pathways, the Health Care Workforce Committee was also added as a standing committee. We now have four total standing committees of the Governor's Council, including the Workforce System Oversight Committee and the Youth Program Committee.

Key Economic Networks (KENs) are areas in which labor market data demonstrate geographic similarities with regard to occupations and commuting patterns. Within these areas, regional business leaders, educators, private organizations, and workforce partner staff collaborate to identify solutions to local challenges that, when addressed regionally, will help to grow a skilled workforce and encourage wealth generation in the state. Each KEN region has a Champion, a regional leader from business and industry appointed by the Governor, who coordinates local efforts to support Oklahoma Works. These are volunteer business leaders who are working to identify other volunteer business leaders in their areas in order to support the grassroots efforts of regional workforce development activities. KENs provide much needed input to the State regarding business' needs, and are supported by State leadership.

As part of Oklahoma Works, state workforce partners will intentionally align and connect education and workforce resources to better provide support and remove workforce barriers for the citizens of Oklahoma. Workforce partners will also establish an annual review of funding sources and incentives provided by federal, state, and local sources and chart the effectiveness of federal and state funding used by the state's education, workforce, and economic development system. Additionally, departments and agencies impacting career readiness will continue tracking metrics for targeted wealth generation. Workforce System Partner Agencies, including the Core Partners, meet monthly to provide updates regarding their education and training activities, and to leverage partnerships with and promotions of training and education. Staff support for initiatives under the

Oklahoma Works banner and for workforce development activities is strong, especially with agency and state leadership devoted to the State's goal.

Also, the System Oversight Subcommittee, the working arm of the Workforce System Oversight Committee of the Governor's Council for Workforce and Economic Development, is tasked with developing the system-wide framework and policy documents that will comply with WIOA legislation and Federal regulations, and are tasked with compliance review of the system (Oklahoma's 33 Workforce Centers located around the state). Staff from the following programs/agencies are represented on this committee: Career and Technologyl Education (Perkins and Adult Basic Education) through the Oklahoma Department of Career and Technology Education, Community Services Block Grant and Community Services Block Grant through the Oklahoma Department of Commerce, Senior Community Service Employment program and Temporary Assistance for Needy Families (TANF) through the Oklahoma Department of Human Services, Trade Adjustment Assistance programs and Unemployment Compensation programs through the Oklahoma Employment Security Commission, in addition to business, the Regents for Higher Education, and the Department of Rehabilitation Services, among others. The SOS includes and seeks input on policy and guidance from the Workforce Development Boards and staff as necessary. Staff, who are part of the System Oversight Subcommittee, represent some of the same partners as who attend the monthly workforce system partner meetings but are different staff.

In 2015, Oklahoma's Governor moved Workforce activities from the Commerce Cabinet Secretary to the Education Cabinet Secretary, and named a new Secretary of Education and Workforce Development for the state of Oklahoma. By shifting workforce to the education Secretary's portfolio, she demonstrated the type of alignment necessary to ensure a better talent pipeline for Oklahoma. The new structure and new leadership were critical for demonstrating the state's renewed commitment to workforce development.

Additionally, core partners are committed to better deliver and coordinate resources and services to maximize capacity among staff to better deliver services to jobseekers across the state. The core partners, as well as many required partners, along with the local Workforce Development Boards, will continue to develop a streamlined customer experience through referrals from and to core, non-core, and program partners to coordinate workforce activities and increase the capacity of each partner by allowing specialized services to function optimally and assist in the elimination of the duplication of services. For example, Local Elected Official Consortium Agreements identify collective responsibilities of the LEOs with regard to services provided, funding costs, methods for referring individuals among services, procedures to ensure customers with barriers to employment have access to services, and ensuring the system is meeting the needs of business.

Oklahoma is encouraging the braiding of funding and leveraging of resources through the state's new resource leveraging tool to be released in the fall of 2016. In this online tool, state agencies, including the core partners, can identify existing workforce development activities and send requests to partner. These requests are then supported and facilitated with the assistance of the Office of the Governor, if needed. Similarly, with the release of this tool, the Office of the Governor, under Oklahoma Works, in July of 2016, challenged each state agency and each Workforce Development Board, to identify one new partner (private or public) to engage.

With stagnant or declining funding from state and federal funding streams, the State is continually seeking more efficient ways to provide services to Oklahomans. One such strategy to address increasing cost margins from private providers is for the state to competitively bid One-Stop operators to develop a pool of vendors from which to choose, a strategy which the state is exploring.

Strategies such as this will result in savings at the local board level, enabling more funding to be directed to services and training.

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.

The State's strategic vision: In order for Oklahoma to meet labor demands, for businesses and entrepreneurs to grow and prosper, and for Oklahoma citizens to maintain wealth generating occupations, Oklahoma understands the new minimum for success moving forward will increasingly include a postsecondary degree or credential.

Oklahoma Works is designed to increase the wealth of all Oklahomans through providing education and training for citizens to obtain quality employment, beyond the scope of WIOA (this cuts across all agencies regardless of funding streams). Our rationale is that coordinating strategic priorities and plans across education, training, and industry will increase the wealth of all Oklahomans by providing employment opportunities for workers and ready availability of highly skilled talent for business and industry. The statewide initiative is built upon a coalition of businesses, educational institutions, state agencies, and other partners, and is an overarching state strategy, but is fully aligned with the federal Workforce Innovation and Opportunity Act.

Within Oklahoma, the Governor's Council for Workforce and Economic Development (GCWED), the newly revamped WIOA State Board, is composed of business leaders appointed to the Council who represent Oklahoma's diverse geography, who are from rural and urban areas, and who represent our state's major industry economic drivers. The Council, in alignment with the Oklahoma Works goal, has been tasked with using data to inform policy, track progress and measure success toward ensuring wealth generation, and governs, manages, and accounts for the way the state issues Department of Labor WIOA monies. State workforce partners, departments, and agencies impacting career readiness have developed metrics for targeted wealth generation across Oklahoma. The GCWED selected targets from these metrics, housed on the newly created OKStateStat.OK.gov, that form the foundation of the Governor's Council Dashboard. This dashboard facilitates the use of data to inform policy, track progress, and measure success consistently statewide.

Key Economic Networks (KENs) are areas in which labor market data demonstrate geographic similarities with regard to occupations and commuting patterns. Within these areas, regional business leaders, educators, private organizations, and workforce partner staff collaborate to identify solutions to local challenges that, when addressed regionally, will help to grow a skilled workforce and encourage wealth generation in the state. Each KEN region has a Champion, a regional leader from business and industry appointed by the Governor who coordinates local efforts to support Oklahoma Works.

As part of Oklahoma Works, state workforce partners will intentionally align and connect education and workforce resources to better provide support and remove workforce barriers for the citizens of Oklahoma. Workforce partners will also establish an annual review of funding sources and incentives provided by federal, state, and local sources and chart the effectiveness of federal and state funding used by the state's education, workforce, and economic development system.

Additionally, departments and agencies impacting career readiness will continue tracking metrics for targeted wealth generation. Workforce System Partner Agencies, including the Core Partners, meet monthly to provide updates regarding their education and training activities, and to leverage partnerships with and promotions of training and education.

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.

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* 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.

Goal 1: Preparing a Skilled Workforce

The goals for achieving the Governor and State's vision for wealth generation, are both under the umbrella of Oklahoma Works, the workforce development initiative for the state, and specifically within the scope of WIOA at the state and local and regional levels.

First, under the umbrella workforce development initiative for the state, Oklahoma Works, the State began a strategic planning effort to improve Oklahoma's workforce development system in November of 2015. The effort involved the Core Partners (Oklahoma Department of Rehabilitation Services, the Oklahoma Employment Security Commission, Oklahoma Department of Career and Technology Education, and Office of Workforce Development) as well as other state agency partners who are a part of the state's workforce development system (Oklahoma Board of Private Vocational Schools, Center for the Advancement of Science and Technology Education, Department of Commerce, Department of Health, Department of Human Services, Department of Mental Health and Substance Abuse Services, Department of Veterans Affairs, HealthCare Authority, Office of Educational Quality and Accountability, Office of Management and Enterprise Services, State Department of Education, and State Regents for Higher Education). In addition to these workforce system partners, the Oklahoma State Chamber's Educated Workforce Initiative, business leaders from all regions of the state, members of our Governor's Council on Workforce and Economic Development, and our state leaders were involved in the planning process. The resulting Oklahoma

Works Strategic Delivery Plan was approved by Governor Fallin and key state leaders on December 8, 2015. This Plan is the overarching workforce development strategy, beyond the scope of WIOA, to guide workforce development activities in the state.

Key Economic Networks (KENs), under the Oklahoma Works initiative, are areas in which labor market data demonstrate geographic similarities with regard to occupations and commuting patterns. In the fall of 2015, the Governor led a tour of all nine KEN areas across the state to hear from local business leaders, local educators, workforce development board members, local agency staff from our workforce system partners, and the State retrieved qualitative data from each KEN regarding the workforce challenges in rural and urban areas of the state.

Thus, included in the plan are four objectives and sub-strategies on which all state workforce system partner agencies, including the Core Partners, are aligned.

Objective/Goal 1: ALIGN AND CONNECT: Develop, align and connect the education and training pipeline with the needs of the state's regional economies by coordinating strategic priorities and plans across the education and workforce system across the state level, across the local level, and from the local to state level. Oklahoma is aligning and connecting across state agencies, in the local areas among state agencies and businesses, and from the local areas to the state level. The State's Align and Connect priorities are on the following issues: 1) career options exposure: aligning Career Pathways and career options with the needs of Oklahoma businesses to ensure more Oklahomans are aware of viable paths to career entry and career building, exposed to careers at an earlier age, empowered with the information needed to best use valuable resources, and workforce-ready faster; 2) postsecondary opportunities in high school: increase postsecondary opportunities in high school to ensure more students graduate high school with specialized knowledge or credentials to enter in-demand occupations, start businesses, or continue education with less time to completion; 3) workforce readiness: align workforce readiness services across state programs and agencies, such that Oklahomans have the employability skills (people, professional, technical application, also known as soft skills) necessary to obtain wealth generating employment; and 4) transportation services: better coordinate transportation services to Oklahomans in rural and urban areas, in order to address the fundamental challenge of connecting education, training, and work opportunities with those citizens who need them most.

Objective/Goal 2: DATA: Integrate and use workforce and economic development data to inform policy, track progress, and measure success by 1) using data to decrease labor supply and demand gap: utilize statewide data to decrease the skills gap by defining determinants and benchmarks along all levels of education and training that lead to employability in identified economic systems, evaluating and utilizing competencies and assessments, and identifying and working to minimize existing data gaps, (the state's approach to create a State Longitudinal Data System and connect that to Workforce Data, as required under the Workforce Data Quality Initiative); 2) OKJobMatch: re-launch OKJobMatch.com as the one official job and labor exchange system for the state. OKJobMatch will connect jobseekers with employers, making it easier for job seekers to find jobs and for employers to find candidates while improving the accuracy of data available to decision-makers; 3) common connectivity: create a common intake portal in the state's workforce centers which allows State service providers to better identify the eligibility of citizens and refer them to appropriate providers, ensuring more Oklahomans can enter and remain in the workforce.

Objective/Goal 3: PARTNERSHIPS: Cultivate and maintain productive relationships between regional employers, educators, and other workforce partners to ensure an appropriately skilled workforce that meets the needs of employers. Use real-time demand data from local business

leaders to guide workforce development at the state, regional, and local levels. Expanding and strengthening local partnerships ensures we will meet the skilled workforce needs of our local employers.

Objective/Goal 4: RESOURCES: Optimize use of resources and incentives to achieve the Oklahoma Works goal by identifying and recommending creative, cross-agency, and cross-sector funding models that support similar workforce programs and include agency programs that potentially benefit from public-private partnerships. At the State level, OKstatestat.ok.gov was launched in 2015 and serves as the performance framework for Oklahoma's new transparent Performance-Informed Budgeting system.

Goal 2: Meeting the Needs of Employers

Second, Oklahoma intends to use all of the Oklahoma Works strategies, created in partnership with all workforce system partner agencies representing specific populations, to provide improved access and services to ALL clients. In addition to the career options exposure strategy and the career pathways process, which Oklahoma intends to use as a key strategy to better serve clients with barriers to employment, Oklahoma strives to connect employers with the workforce needed and to create jobs and to raise the education and skill levels of all citizens—dislocated workers, veterans, individuals with disabilities, youth, individuals with limited English proficiency, low-income individuals, etc. (outlined in section: How State Plan Requirements are Organized).

Finally, to fully achieve an integrated and effective workforce development system, the state's regions will build upon the state's vision in implementing WIOA. For full alignment, the local and regional plans will align with the state's plan and the Governor's vision regarding the goals of 1) align and connect across the system and to local economies, 2) integrate data to make better policy and priority decisions, and track progress, 3) expand and strengthen partnerships with business and others to better meet the needs of business, and 4) optimize their use of resources. The local areas will provide improved access and services to ALL clients, including those with barriers to employment and special populations.

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.)

Please see table in Appendix 1. Oklahoma finalized negotiations on Program Year 16 and Program Year 17 targets by the August 15 deadline.

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.

The State will measure the overall effectiveness of the system as follows:

1. The WIOA performance measures applicable to the WIOA Core Partners include measures for education, credentials and progress in education for both youth and adults. As the state collects the information quarterly. Oklahoma Works will be able to assess the progress of the partners in meeting the State's vision and goals.

2. The State Workforce System Partners, including WIOA Core Partners, will establish an annual review of funding sources and incentives provided by federal, state and local sources.

3. The State Workforce Partners will chart the effectiveness of federal and state funding for education, workforce and economic development systems throughout the state.

4. Biennial certification of local workforce boards will assure that the boards are fully appointed and include individuals with optimum policy making authority and expertise providing appropriate oversight and policy guidance to the local system.

5. Annual program and fiscal reviews of the eight local boards (as of July 1, 2016).

6. Monitor expenditure levels of the local areas and the core partners to assure services are flowing to participants.

7. Monitor the level of workforce related complaints which reach state level review.

8. Certification of local one-stop centers as required by WIOA.

9. With assistance from the Department of Vocational Rehabilitation, assure the local one-stops are accessible and accommodate individuals with disabilities.

10. Requiring that Eligible Training Providers provide assurances through their applications for inclusion in the State List of Eligible Training Providers that their facilities are accessible and that reasonable accommodations are made for students as needed.

The local boards and state partners are very familiar with the continuous improvement principles. Results of assessments both positive and negative will be communicated to the local boards and partners. As appropriate, corrective action including plans for improvement will be requested in accordance with continuous improvement principles and evaluated for their likelihood of success. Where performance or fiscal integrity is a concern the State will communicate directly with the local board chair and the chief elected official.

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).

OKLAHOMA'S CAREER PATHWAYS INITIATIVE

Career Pathways - Intended Outcomes

Oklahoma continues to have an active statewide Career Pathways initiative with the goal of having a comprehensive system in place that leads students and out-of-school youth, dislocated workers, and incumbent workers through a full range of career exploration/counseling and education and training opportunities that correspond to employer needs, thus assuring a pipeline of appropriately skilled and credentialed workers for Oklahoma's companies.

In 2016 the Governor's Council for Workforce and Economic Development changed the status of the Career Pathways Committee from ad hoc to a standing committee of the Council, to further demonstrate commitment to the Career Pathways strategy. Each State agency, including the Oklahoma Office of Workforce Development, Oklahoma State Department of Education (K-12), Oklahoma Department of Career and Technology Education (ODCTE), Regents Higher Education (two-year and four-year institutions), Department of Rehabilitation Services, Department of Human Services, Adult Basic Education, the Oklahoma Employment Security Commission and other partners that provide services to potential members of the talent pipeline has policies in place that align with career pathways.

Similarly, Career Pathway collaborators in Oklahoma include: Business and Industry, Workforce Development Boards and Service Providers, Oklahoma Employment Security Commission, one-stop centers, students and parents/guardians, State Department of Education (K-12), Adult Education, Regents for Higher Education, Oklahoma Department of Career and Technology Education, Department of Rehabilitation Services, Department of Human Services, After School Network, Oklahoma Manufacturing Alliance, Veteran's Affairs, Private staffing agencies, Professional, trade and labor organizations, Community--based organizations, Faith-based organizations, Department of Corrections, Oklahoma Office of Juvenile Affairs, Economic Developers, Chambers of Commerce, Regional Economic Development Organizations, Minority organizations (tribes, Hispanic, traditionally black institutions), Local and state elected officials, Oklahoma Department of Commerce, Department of Corrections, and Private foundations.

Oklahoma has adopted the Department of Labor definition below.

CAREER PATHWAY—The term ‘‘career pathway’’ means a combination of rigorous and high-quality education, training, and other services that—

(A) align with the skill needs of industries in the economy of the State or regional economy involved;

(B) prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the ‘‘National Apprenticeship Act’’; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an ‘‘apprenticeship’’, except in section 171);

(C) include counseling to support an individual in achieving the individual’s education and career goals;

(D) include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

(E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

(F) enable an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

(G) helps an individual enter or advance within a specific occupation or occupational cluster.

In 2015, the Governor’s Council on Workforce and Economic Development adopted the Oklahoma Works Strategic Delivery Plan. The goal of Oklahoma Works is to implement wealth generating policies across the state through the alignment of private and public strategic priorities, helping all Oklahomans to achieve the American Dream. To accomplish the overarching goal of wealth generation for all Oklahomans and combat the skills gap, the Office of the Governor, state workforce partners, private business leaders, and numerous other contributors created this plan which supports, among other things, career pathways and sector strategy efforts.

The Governor’s Council plays a key role in establishing the state vision for workforce and economic development integration. In support of career pathways and Oklahoma Works, the Governor’s Council has a Career Pathways Committee that is focusing on the workforce needs of Oklahoma employers and ensuring education providers can meet those needs, and increasing the skills of Oklahoma workers in order to close the skills gap. Solutions to these challenges are in sector strategies, attainment of credentials/degrees, reducing the high school dropout rate, and career pathways.

Sector strategies and career pathways are being developed to support and align with the five ecosystems (economic systems) of the state: Aerospace and Defense, Agriculture and Biosciences, Energy, Information and Financial Services and Transportation and Distribution, to ensure Oklahomans are exposed to those in-demand careers in wealth generating industries.

Similarly, Career Pathway collaborators in Oklahoma include: Business and Industry, Workforce Development Boards and Service Providers, Oklahoma Employment Security Commission, one-stop centers, students and parents/guardians, State Department of Education (K-12), Adult Education, Higher Education, Oklahoma Department of Career and Technology Education, Department of

Rehabilitation Services, Department of Human Services, After School Network, Oklahoma Manufacturing Alliance, Veteran's Affairs, Private staffing agencies, Professional, trade and labor organizations, Community-based organizations, Faith-based organizations, Department of Corrections, Oklahoma Office of Juvenile Affairs, Economic Developers, Chambers of Commerce, Regional Economic Development Organizations, Minority organizations (tribes, Hispanic, traditionally black institutions), Elected officials - local and state, Oklahoma Department of Commerce, Department of Corrections, and Private foundations.

Action items the Career Pathways Committee is working on include the following:

- Based on regional ecosystem industries and workforce and economic development data, identify skill gaps in specific occupations.
- Work with education and training partners to adopt or align curriculum in programs to meet needs of employers.
- Create awareness with business and industry, educators, local and regional leaders, KENs, communities, students and parents to develop understanding and importance of career plans and career pathways.
- Hold regional summits or meetings on Career Pathways and Sector Strategies.
- Develop a Career Pathway pilot in each region of the state.

Oklahoma's Youth based Career Pathways venture will focus more in depth on strengthening the collaboration with High Schools and Alternative Schools; Adult Basic Education; Training Providers; Postsecondary Education and Quality Pre-Apprenticeships Programs to bridge the education gaps between future workers and the competitive industry clusters. Sharing of partner information at the highest level will be a continuous focus to integrate both analytical and performance figures to maximize the outcomes of all state partners in the Oklahoma Works System.

Career Pathways and Adults and Dislocated Workers

The Oklahoma Works' strategic plan recognizes that career counseling and training services are critical to the employment success of many adults and dislocated workers, including unemployed and underemployed individuals. Oklahoma continues to develop strategies to support the use of career pathways for the purpose of providing individuals, including low-skilled adults, youth, and individuals with barriers to employment (including individuals with disabilities), with workforce development activities, education, and supportive services to enter or retain employment.

Also in alignment with the goals of Oklahoma Works, local boards continue to utilize Title I Youth, Adult and Dislocated Worker funds in partnership with other entities that provide workforce services, adult and basic education, and rehabilitation services. Together these partner entities expand the access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment. This facilitates the development of career pathways and co-enrollment into core programs, and improves access to activities leading to recognized postsecondary credentials, including industry-recognized certificates and certificates that are portable and stackable.

Career Pathways and Registered Apprenticeships

Registered Apprenticeship (RA) is a viable path to career entry and career building. By aligning exposure to Career Pathways and Career Options, Oklahoma will be able to prioritize education and training resources to support placement into high demand occupations, and businesses will be able

to provide the hands-on training to build the skilled workforce the businesses need to succeed. The State is committed to fully integrating RA programs as an employment and training solution for one-stop centers. Local areas will have maximum flexibility in serving participants and supporting their placement into RA programs. There are several ways in which training services may be used in conjunction with these RA programs, including developing an Individual Training Account (ITA) for a participant to receive RA training, utilizing an On-The-Job Training (OJT) contract with an RA program for providing both classroom and on-the-job instruction; a combination of an ITA to cover the classroom instruction along with an OJT contract to cover on-the-job portions of the RA; and utilizing incumbent worker training for upskilling apprentices who already have an established working/training relationship with the RA program.

Career Pathways and Youth

The Youth Program Committee of the Governor's Council play's an integral part of the State's strategy (Oklahoma Works) for implementing industry/sector partnerships related to in-demand industry sectors and occupations (ecosystems) and career pathways and will work closely and collaborate with the Career Pathways Committee and all partners. It provides recommendations on policy and performance for the development and implementation of WIOA youth funded programs statewide.

The Youth Program Committee is working on the following action items:

--Work with the education system to support the prevention and recovery of affected youth.

--Develop strategies for both in-school and out-of-school youth.

--Develop a statewide plan in support of youth which would include a communication infrastructure that will inform and engage all stakeholders.

--Provide guidance to assist local areas in achieving compliance.

Oklahoma Works Youth Innovative Approaches to Getting Youth Focused on Career Pathways:

--Career services will provide job seeking individuals with skills and tools necessary for successful participation in education and training programs, resulting in credentials and/ or degrees and employment in careers in high demand sectors.

--In alignment with the WIOA requirement to provide work experience, we will focus youth who may need summer employment, job shadowing, and work based learning such as pre-apprenticeships or internships on that component to get familiar with a work environment.

--Emphasis on the importance of the one-on-one sessions with a career coach to stress the need to get onto a career pathway.

--Ensure that we are utilizing current labor market data based on the region or where a youth plans on relocating.

--We will determine what the skills needs for the job and match the youth with the training and credentials needed to successfully complete the service strategy for the youth.

--While setting up a youth for a job ultimately, we will initially determine whether they have the basic tools for success. Career coaches must be caring enough and have the skill to determine the preparedness for mentoring, training or work experience.

--We will continue working in partnership to learn how our partners' referral system works. Since some do direct placement with employers, we will be cognitive of who their partners are and who they work with to avoid duplicate and wasteful processes.

New Skills for Youth Grant

The Oklahoma State Department of Education was recently awarded one of the J.P. Morgan Chase and Cos. New Skills for Youth grants. This grant builds on career pathway initiatives under Oklahoma Works. Outcomes from the Career Readiness Initiative will align K-12 career pathways and programs with the high-skill, high-demand needs of business and industry to better prepare students for success in college, technical/STEM careers and the 21st century world of work. This grant will help the state ensure that career pathways efforts are a part of every in-school youth's education experience. The WIOA Core Partners, among other state agency workforce partners, are involved on this committee and expand career pathways for K-12 youth in Oklahoma.

One-Stop Centers

One-Stop Centers, known as Oklahoma Works Centers, will be retooled to improve quality; and focus on employer needs with regionalism as the concentration for improving economies. The key principle is on skills development, attainment of industry-recognized/industry relevant credentials; degrees; and prioritization of career pathways in high demand sectors.

Staff now have the flexibility to provide services based on the needs of the job seeker:

We have fully implemented DOL's addition of more simplification in determining the income eligibility of youth, which puts more focus and resources on the training needs of youth and job seekers.

Oklahoma Works will take full advantage of the new reform by the Department of Labor and foster the Department's streamlining philosophy as we implement new policy and processes.

Intersecting Resources for Strong Service Delivery

Oklahoma Works will deliver by aiming at ways of getting the most out of education programs while intermingling the programs into industry standards as the basis of all goals and ensuring that partner resources and practices are accessible and shared. We will continue to demand and champion program alignments as well as assure access to the broad array of services funded across the state's workforce and education programs.

In Oklahoma, resources will be interlaced and aligned through the creation of a "stellar customer focus for all approach" with buy in from all partnerships at the state, local and regional level.

Area planning regions will use data and meetings with area employers to determine the in-demand industry sectors and/or occupations, which will, in turn, help determine the career pathways needed for specific areas of the state.

For more information on the Oklahoma Works Strategic Delivery plan visit: Oklahomaworks.gov/wp-content/uploads/2016/03/Oklahoma-Works-Strategic-Delivery-Plan-February 2016-2.pdf

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).

Central to WIOA is the integration of service delivery among multiple workforce development programs. Oklahoma, under Oklahoma Works, has strong partnerships among state agencies, the State Department of Education, two- and four-year postsecondary institutions, the career and technology education system, economic development organizations, and community-based organizations, both at the State level and at the local level with our Workforce Development Boards. Using the foundation built by these quality partnerships, Oklahoma will further align core and optional programs through the following strategies which support the ultimate goals of preparing a skilled workforce, and meeting the needs of employers, and which are fully aligned with the strategies developed under Oklahoma Works:

1) Continue to align and connect. Coordinate across agencies and programs to prevent “siloing” and duplication. For example, Oklahoma will continue to build on the foundational work of the “A New Day, New Way” process. What began as a pilot project in 2012 to create a center certification process to achieve alignment of education and training programs for the purpose of building a talent pipeline of appropriately skilled and credentialed Oklahomans to meet the demands of Oklahoma employers, has now been revamped and revived under the new requirements of WIOA. First, Oklahoma Works Center certification will be required, followed by a system certification process. Certification ensures the center and system are user-friendly, participant-focused, and business-driven. These certification processes ensure the center and system facilitates an integrated co-located partnership that seamlessly incorporates services of the core partners and other partners in a way that enhances the user-experience (both job-seeker and employer) and avoids duplication.

Also, due to the increased interest in workforce development initiatives and opportunities across the state, more opportunity is had to align and connect in order to address the issue of limited capacity. As duplicative efforts are discovered through continued partnership and communication, agencies and programs will identify more opportunities to align.

2) Utilize data. Ensure investments in employment and training programs are evidence-based, labor market driven, and accountable by utilizing and sharing historical and real-time local and state labor market data that is validated by business, and using common performance indicators to encourage shared accountability and transparency. This strategy improves access to labor market information for both employers and job seekers that will allow them to access job openings, review changing labor market trends and opportunities, and identify education, training, and support services.

3) Coordinate and enhance data systems. To ensure the State can continue to utilize meaningful, reliable data, Oklahoma seeks to address a statewide weakness, and continue to improve data and case management systems, and the coordination among data and case management systems. This

includes building the state's longitudinal data system, connecting data among other agencies, re-launching our case management and labor exchange systems with a new vendor, and working towards a common intake system.

4) Further expand partnerships. In addition to coordination and alignment among the core programs, Oklahoma seeks to strengthen the number of and relationship with required partners and other community partners, both public and private. This strategy also focuses on fostering partnerships with business, in order to improve and expand employer-driven initiatives and policy decisions to ensure Oklahoma is achieving its goal of meeting the needs of employers.

5) Optimize resources. To counter stagnate and decreasing funding streams at the state and federal levels, an identified weakness of our workforce development activities, Oklahoma will continue to identify and leverage cross-agency, cross-program resources. Although Governor Fallin's goal of increasing the wealth of Oklahomans and creating a more resilient state economic climate will occur over time, producing additional resources, in the interim, core partners and others will continue to seek strategic discretionary grants to further the State's goals and strategies. Also, with the designation of four regions, local workforce development areas will have the ability to further leverage funds and serve more citizens by merging administrative responsibilities and better-coordinating services. Through the MOU process, we anticipate the partners will identify key areas of overlap to eliminate, further expanding the capacity of the system.

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).

The Governor's Council for Workforce and Economic Development (GWED, Governor's Council) is playing a key role as the vehicle to establish the state vision for workforce and economic development integration. Integration of workforce and economic development objectives will result in a competitive advantage for Oklahoma by achieving wealth-creation for business, individuals, and communities throughout Oklahoma. Five ecosystems (economic systems) in major areas of employment throughout the state have been identified as driving wealth in Oklahoma:

1. Aerospace and Defense

2. Agriculture and Biosciences

3. Energy

4. Information and Financial Services

5. Transportation and Distribution

Complementary ecosystems, which help to expand wealth in the economy include:

1. Construction

2. Healthcare

3. Education

4. Creative Industries

The Governor's Council's focus is understanding the workforce needs of Oklahoma employers and ensuring education providers can meet those needs, and increasing the skills of Oklahoma workers in order to close the skills gap. Various solutions to these challenges are in sector strategies, attainment of credentials/degrees, reducing the high school dropout rate, and career pathways.

The Governor's Council includes private and public sector individuals that work together to support the governor's economic and workforce development vision (Oklahoma Works) across the state. The Council meets quarterly, however, interaction between its members occurs on a regular basis. Initiatives that involve long-standing partnerships between private companies and public agencies are ongoing.

Private and public sector representatives also serve on Governor's Council committees charged with developing and recommending initiatives, pilots, best practices, etc., to enhance and implement Oklahoma's workforce and economic development strategy. The committees meet monthly or as needed to accomplish their goals and objectives.

Committees, Purpose and Goal

Workforce System Oversight Committee

The Workforce System Oversight Committee (WSOC) makes decisions on program governance, policy and capacity building for the Local Workforce Development Boards and partnerships. The Committee serves as an oversight board and will ensure compliance with WIOA. WSOC has the following objectives:

- Certify Workforce Development Boards in compliance with the Workforce Innovation and Opportunity Act (WIOA).
- Continue designing, aligning and integrating Oklahoma's workforce/talent development and delivery system.
- Set system-wide metrics and performance expectations.
- Identify and conduct service delivery efficiency pilot projects.
- Research and identify operational and organizational strategies that will help make workforce boards stronger and service delivery better.
- Develop guidance to make the workforce system more effective and efficient.
- Development of the State Plan, Council Strategic Plan, and the Annual Report.
- Work with regional planning areas to develop planning documents.

Action Items

- Coordinate and ensure support at the local and state level to the Oklahoma Works vision.
- Through a partner supported subcommittee, provide guidance in the form of policy and technical assistance to ensure compliance to WIOA local areas and designated local planning regions, to ensure statewide metrics and required performance are met.
- Convene statewide workforce development partners and local workforce development boards and provide venues and opportunities for continued system building.
- Support and facilitation for pilot projects to provide models for the statewide system
- Plan and develop statewide summits for the Local Elected Officials and board members to continue regional planning.

Youth Program Committee

The Youth Program Committee provides recommendations on policy and performance for the development and implementation of WIOA youth funded programs statewide. The Committee creates an Oklahoma workforce strategy for youth that aligns with youth initiatives and provides common solutions that coordinate with the state's economic goal of building wealth creation for all Oklahomans. The Committee has the following objectives:

- Oklahomans are aware and supportive of the state's emerging workforce and the effect of current trends and issues.

- A youth system is developed through a collaborative effort of networking that is inclusive of all state and local youth organizations.
- The progress and impact of the youth system is benchmarked, measured, and rewarded and best practices reported.

Action Items

- Work with the education system to support the prevention and recovery of affected youth.
- Develop strategies for both in-school and out-of-school youth.
- Develop a statewide plan in support of youth which would include a communication infrastructure that will inform and engage all stakeholders.
- Provide guidance to assist local areas in achieving compliance.

Health Care Workforce Committee

The Health Care Workforce Committee informs, coordinates and facilitates statewide efforts to ensure that a well-trained, adequately distributed, and flexible healthcare workforce is available to meet the needs of an efficient and effective healthcare system in Oklahoma. The Committee has the following objectives:

- Statewide health workforce efforts are being coordinated through a single, centralized entity.
- Labor demand and program supply for 20 critical healthcare occupations are identified and quantified through the development of a longitudinal, multi-sourced data set that is available for public use.
- Strategies are in place to reduce identified supply gaps for 20 critical health occupations.
- At least five recommended policies and programs that support and retain an optimized health workforce have been implemented.

Action Items

- Conduct data analysis and prepare reports on health workforce supply and demand;
- Research and analysis of state health professional education and training capacity;
- Recommend recruitment and retention strategies for areas determined by the Oklahoma Primary Care Office or the Oklahoma Office of Rural Health to be areas of high need; and
- Assessment of health workforce policy, evaluation of impact on Oklahoma's health system and health outcomes, and developing health workforce policy recommendations.

Career Pathways Committee

The Career Pathways Committee makes recommendations, informs, coordinates and facilitates statewide efforts to improve Oklahomans' exposure to high-demand career and entrepreneurship opportunities, along with the education and training required for entry into and advancement within a chosen career. The Committee develops industry sector strategies in state and regional ecosystems to ensure that the education and training system is delivering the skills needed by employers. The Committee has the following objectives:

- Create a plan for Career Pathways efforts to be based on industry sectors within Oklahoma's state and regional ecosystems.

- Create and use Career Pathways approaches to increase the proportion of low-skill learners who ultimately earn a degree.
- Increase high school graduation rates - decrease high school dropout rates.
- Increase the percentage of Oklahoma workers with a postsecondary credential.
- Make Career Pathways part of the Board certification process.
- Develop or research pilots, models and best practices.

Action Items

- Based on regional ecosystem industries and workforce and economic development data, identify skill gaps in specific occupations.
- Work with education and training partners to adopt or align curriculum in programs to meet needs of employers.
- Create awareness with business and industry, educators, local and regional leaders, KENs, community, students and parents to develop understanding and importance of career plans and career pathways.
- Hold regional summits or meetings on Career Pathways and Sector Strategies.
- Develop a Career Pathway pilot in each region of the state.

Committee Meetings

Committees meet once a month or as often as necessary to carry out their work. Meetings can be in person, by conference call, video conferencing, etc.

Committee Reports

Committee recommendations are forwarded to the full Governor's Council for consideration and action.

FUNCTIONS AND PROCESSES

State Plan

The Governor's Council assists the governor in the development, implementation, and modification of the state plan by assigning staff from various entities represented on the council to collaborate on the initiatives included and the writing of the plan.

The Governor's Council develops linkages through its members and also through the Workforce Partners Team. This regular contact among partners allows for constant collaboration on issues.

Local Plans

The Governor's Council Workforce System and Oversight Committee will review local plans submitted from each of Oklahoma's workforce development areas. This review ensures that the local plans align with the Unified State Plan and that those local plans are demand-driven with significant input from identified local industry representatives. The council provides technical assistance to local areas in the development of their plans, if needed.

Designation of Workforce Development Areas

The Governor's Council recommends designations of local workforce development areas and will continue to work with local workforce areas on re-designation requests. Any contemplated changes in areas are discussed with all parties involved including the local elected officials, Workforce Development Boards, and service providers. Changes in workforce development areas are done only in the best interests of the State and the business and job seeker customers in that area.

The Governor's Council approved initial designations for four areas: Tulsa, Southwest, South Central, and Northeast. Initial designations are effective through June 30, 2017.

The Council approved conditional designation for five areas: Central, East Central, Eastern, Northwestern, and Southern. Conditional designations are effective through June 30, 2016 at which time they will be reviewed for compliance.

For the Local Area Initial Designation Process, see link to policy - OWDI 02-2015 Local Area Initial Designation Process. Link: http://oklahomaworks.gov/wp-content/uploads/2016/04/OWDI-02-2015-Local-Area-Initial-Designation1-2.pdf.

For the process for Conditional Designation of Local Areas, see link to policy - OWDI 06-2015 Conditional Designation. Link: http://oklahomaworks.gov/wp-content/uploads/2016/04/OWDI-06-2015-Conditional-Designation.pdf.

Due to continued reductions in funding, and in an effort to increase funding for direct client services, Oklahoma has made a concentrated effort to work in conjunction with local areas to encourage them to seek re-designation and look at ways to streamline administrative costs.

As an example of the state's efforts in this area to improve effectiveness and efficiency, Oklahoma has reduced the number of local workforce areas from 11 to 9 and reduced the number of fiscal agents from 10 to 8, since 2010. Beginning July 1, 2016, due to two areas merging into a new area, Oklahoma will have eight (8) workforce development areas and six (6) fiscal agents.

To be designated, local areas must agree to the following Local Area Assurances.

Through PY 2015-2016, the local area assures that:

A. It will comply with the applicable uniform cost principles included in the appropriate circulars or rules of the Office of Management and Budget (OMB). [WIOA Section 184(a)(3)].

B. All financial reporting will be done in compliance with federal and State regulations and guidance (i.e. directives and information notices) issued by the Oklahoma Office of Workforce Development potential cash hold. [29 Code of Federal Regulations (CFR) 97.21(g)].

C. It will meet State requirements and spend a minimum of 15 percent of combined total of adult and dislocated worker formula fund allocations on training services, beginning with PY 2015-2016 funding.

D. All close out reports will comply with the policies and procedures issued by the Oklahoma Office of Workforce Development.

E. It will comply with the audit requirements specified by the State. Failure to comply may result in sanctions imposed by the State.

F. It will maintain and provide auditors, at all levels, accounting and program records including supporting source documentation.

G. No funds received under WIOA will be used to assist, promote, or deter union organizing. [WIOA Section 181(b)(7)]

H. The local board will comply with the nondiscrimination provisions of WIOA Section 188, including the collection of necessary data.

I. The local board will collect, enter, and maintain data related to participant enrollment, activities, and performance necessary to meet all reporting requirements and deadlines.

J. Funds will be spent in accordance with written Department of Labor guidance, and other applicable federal and State law and regulations.

K. It will comply with future State policies and guidelines, legislative mandates and/or other special provisions as may be required under federal law or policy, including the WIOA or State legislation.

L. Priority shall be given to veterans, recipients of public assistance, or other low-income individuals, and individuals who are basic skills deficient for receipt of career and training services funded by WIOA Adult funding. [WIOA Section 134(c)(E) and Training and Employment Guidance Letter 10-09]

M. Priority will also be given to the participation in the designated regional planning areas assisting the Chief Local Elected Officials and Local Board Chairs in developing the regional plan to assist in addressing effectiveness and the reduction of costs.

To ensure re-designation is a truly collaborative process and that the benefits and challenges of re-designation are fully understood, multiple meetings are held with the chief local elected officials, local WDBs, their board staff and service providers, with our American Job Center partners, and with the local workforce board chairs association.

Local Workforce Development Board Certification

The WIOA Section 107 states that the governor of the State, in partnership with the State Board, shall establish criteria for chief local elected officials in the local areas for the appointment of members of the local boards. The certification process is the key strategy to ensure Local Workforce Development Boards have the proper membership and structure to be highly effective in creating and continuously improving an aligned workforce development system, overseeing funds effectively and achieving established performance measures.

The Governor’s Council approves the two-year certification process for the Local Workforce Development Boards. The policy, OWDI 03-2015, provides certification guidance and also clarifies local board membership nomination and appointment as well as the requirements for greater collaboration with stakeholders in their areas including economic development, education, organized labor, transportation, housing, and other sectors, with everyone moving towards the same goals to

create community workforce solutions. As a convener of partners and employers, the Local Workforce Development Board has a key role in creating that alignment.

According to Local Workforce Development Board Two-Year Certification Process - OWDI 03-2015, all local workforce boards must be certified by the State showing proper membership established by the governor and the U.S. Department of Labor.

The following Local Workforce Development Boards in Oklahoma have submitted the proper documentation to the Oklahoma Office of Workforce Development and after review by the Governor's Council Workforce System Oversight Committee (WSOC) for accuracy, the WSOC recommended to the full Council that the Local Boards be approved. The Governor's Council approved the Board certifications.

Local Boards that received a two-year certification:

- Central Workforce Development Board

- Eastern Workforce Development Board

- Northeast Workforce Development Board

- Northwestern Workforce Development Board

- South Central Workforce Development Board

- Southern Workforce Development Board

- Southwest Workforce Development Board

- Tulsa Workforce Development Board

One board, East Central, did not receive certification because they did not meet the population or the performance criteria.

A link to the Local Workforce Development Board Two-Year Certification process policy, - OWDI 03-2015, can be found here: http://oklahomaworks.gov/wp-content/uploads/2016/04/OWDI-03-2015-WIOA-LWDB-Membership.pdf.

Allocation formulas for the distribution of funds for adult, dislocated worker and youth programs under WIOA are developed as per the federal WIOA law.

No change has been made to the formula allocation methodology for the upcoming 2 year period from that used under previous workforce legislation.

Policy Alignment

Policy alignment for Oklahoma's workforce and economic development system is a key, foundational goal for the Governor's Council. Primary efforts to align policy among the public agencies involved with workforce development and to ensure that policy enhances service delivery to employers, job

seekers, and all sub-populations covered by WIOA occur through the initiatives detailed in this plan and include: career pathways, OK-WDES, and the one-stop system and Local Workforce Board certification processes. All of these efforts occur under the umbrella of the Governor's Council. Additionally, the Workforce Partners is an interagency coordinating team that continuously works to ensure policy alignment to create a seamless service delivery experience for all of those that use Oklahoma's workforce development system.

Leveraging Resources

The public agencies involved with Oklahoma's workforce development system have agreed within the parameters of their own unique missions, they will jointly collaborate to:

• Link workforce and economic development;

• Support the Governor's Council for Workforce and Economic Development plan and the governor's vision for an aligned workforce and economic development system;

• Create a demand-driven system;

• Respond to demand skills within targeted industries;

• Support the Workforce Partners Team;

• Build on the strength of each partner for the common good;

• Model state collaboration as an example for local entities to follow;

• Demonstrate agency commitment to common goals;

• Seek alignment of service delivery for better client access;

• Support and encourage local partnerships and joint planning; and,

• Leverage and link program initiatives where possible for the purpose of achieving broader economic development goals.

The State provides monitoring and assistance to local WDBs to ensure that WIOA Title I funds are not duplicated by other services. The State has encouraged regional planning for local partnership development and continues to find ways to add value to partners and increase participation in system operations.

As formula funding continues to fluctuate, Oklahoma will continue to explore workforce system efficiencies and effectiveness. Currently, a sub-committee of the Workforce System Oversight Committee which includes state and local partners and stakeholders is working toward a system certification process that will ultimately provide a statewide framework and specific outcome standards so that our workforce system will be consistent, aligned and streamlined.

Oklahoma will, through its local planning guidance and process, ask its local WDBs to discuss how their regions are building partnerships and processes that incorporate integrated service strategies to better serve their citizens.

Oklahoma is committed to the alignment of resources at the State and local levels. The State, through the Governor's Council for Workforce and Economic Development is taking a significant step in bringing state agencies together to reduce duplication and enhance collaboration.

Local workforce areas will submit regional plans that will provide details on the current levels of alignment and collaboration and how they will be enhanced. The local boards are also expected to provide details on their efforts to reduce duplication of services and costs and to leverage resources under a regional service delivery approach.

An example of the state-led resource sharing movement are the pilot projects listed below.

McAlester Infrastructure/Cost Sharing Pilot Project

In preparation for the full implementation of Oklahoma's WIOA New Day, New Way business-driven workforce development system, the System Oversight Subcommittee reached out to one of the current workforce development areas with the intention of putting together a plan for the state to use for one-stop infrastructure and cost sharing model. We engaged their board and partnership team to select a pilot one-stop to dissect their overall operating requirements with the intended outcome to be a model for entire state to replicate. The invites also went out to the state partner directors as well as state chief financial officers. This ensured decisions made at the local level were sanctioned and designed with the state's knowledge and blessing.

What began as a pilot project in 2012 to create a center certification process, has now been revamped and revived under the new requirements of WIOA. Moving forward, "A New Day, New Way" will focus on Oklahoma Works Center certification with input and guidance from our workforce partners. After Center certification is implemented, "A New Day, New Way" will focus on system-level certification. So, although Oklahoma was on the cutting edge of system certification in WIA, WIOA ensures additional changes are made so that Oklahoma's Workforce System is comprehensive and responsive to business and job seekers. This Pilot will build on the foundation laid by the original "A New Day, New Way" initiative.

The McAlester, Oklahoma comprehensive center was selected for the pilot location and information regarding overall cost (i.e., computer related service, freight expenses, telecommunication services, rent and utilities, and office supplies) was made available by the current co-located agencies and partners. i.e. computer related service, freight expenses, telecommunication services, rent and utilities, and office supplies. A team was formed to agree upon formulas for the infrastructure costs and will be up for a vote to approve by all. Some apprehension was noted but the state-level financial representatives in the room reassured their staff all suggested was achievable and forward movement was resumed.

The projected timeline for completion of the infrastructure portion will be January 1, 2017. Consensus was reached that all partners represented in the room would be open to cost sharing in addition to infrastructure cost. The current one-stop operator for this area is an unfunded contract with one of the service providers. Even though the staff selected was very much a system oriented staff it became more and more difficult for the other service providers to see them to be a neutral coordinator. It was discussed by all the best way to achieve their goal of neutrality enabling them to

provide unbiased and quality services to their shared customers was to share that functional supervisor cost. A committee was formed to develop a comprehensive job description agreed upon by all potential funding providers. Another committee has been formed to analyze what costs would be associated with this position. This should all be decided and agreed upon by October 2016 to be able to release the RFP. Other decisions under consideration by the group will answer questions such as, will the operator be responsible for the system invoices for submission to the fiscal agent for payment?

The first draft of the one-stop operator job description is below, agreed upon and written by all partners:

Roles and Responsibilities of the One-Stop Operator

It is the responsibility of the Southern Workforce Development Board as the administrative entity and fiscal agent to provide oversight of the operation of the workforce system in the Southeast Region. The Board is firmly committed to ensuring that the Oklahoma Works Centers provide universal career services equitably to all customers. By submitting a proposal an individual or entity agrees that if awarded the contract, the resulting contractor will assume the duties of the One Stop Operator/System Operator for all the counties served by the Southern Workforce Development Board.

The role of the One-Stop Operator has been defined as:

Overall management, compliance and oversight of Oklahoma Works centers and services; and coordination of the delivery of Workforce services within the Oklahoma Works system throughout the entire region.

The Operator's specific responsibilities include, but are not limited to:

a. Management of the day-to-day operations of the Oklahoma Works centers;

b. Coordinate Service Delivery among Partners

c. Coordinate Service Delivery among Physical and Electronic sites

d. Primary Provider of Services at Physical Centers Includes:

- Manage hours of operations at all sites
- Manage technological resources such as websites, case management information, business networking software, on line testing sites
- Manage daily operation thru coordination with WIOA fiscal agent for lease, utilities and other invoice remittance
- Manage partner's responsibilities as defined in the MOU
- Manage services for individuals
- Manage services for business
- Provision of basic services such as orientations information on career and labor market and resources rooms

e. Submission of quarterly staffing and operational budgets.

- Following SWB policy, federal and state regulations pertaining to handling of EEO responsibilities, customer complaints, and physical and programmatic accessibility

f. Implementation of Board policies

g. Reporting to the One Stop Oversight Committee on operations, performance accountability and continuous improvements as well as other reports requested by the SWB.

h. Outreach and Recruitment of customers

i. Service Staff and Partner training

j. Membership and or participation with local, state association and workgroups

k. Specialized site management

l. Holding Quarterly Workforce Partners meetings

m. In collaboration with the Workforce Board and required partners market, promote, and advertise the one-stop center to educate employers, training institutions, targeted groups and the general public about what services are available, their benefits and how to access them; and industries given priority for training and placement.

n. Promote available system services to organizations by presentation to civic organization on a regular basis throughout the 17 county area.

o. Include specialized outreach methods and marketing to nontraditional and hard to reach or hard to serve groups. Target neighborhoods with high unemployment

p. Coordinate integrated services of partners in a seamless and streamlined fashion according to SWB policy

q. Ensure adaptation are available for specialized population such as those with significant language and cultural barriers including people with disabilities

r. A resource room with self-services information to help customers in selecting careers, job searching, job matching, placement, retention and advancement through ample computers, print, video, and other media. The resource room should be designed for ease of customers use, and staffed with technologically expert professionals who can answer questions and assist in information searches, decisions and connections to all partners' services.

s. The resource room provides access to labor market information including job vacancy listings, job skill requirements for job listings, and information on employment trends and career options, available training, and employment law. Information on resume writing, interview techniques, and application completion. Performance and cost information on eligible training providers and information on financial aid, performance information on the local One-Stop delivery system, information on System Partners services, information on supportive services including how to obtain them, and information performance on the local One-Stop systems. Help with establishing eligibility for WIOA services and other training and education programs Information on filing for UI.

t. Following up with customers to ascertain progress in achieving career goals to direct them to other core services, partner services.

u. Register all job seeking customers using the One-Stop services in the State of Oklahoma database system.

v. Business Services

w. Recruitment of job seeker customers with skills required by employers tailoring services to meet specific employer or sectoral needs. This includes resolving employer needs and brokering services.

x. Collect customer satisfaction information from employer customers provide SWB with collected data on a quarterly basis.

y. Offering links to training services to support on-the-job and customized training to employers whose jobs meet the criteria set forth by the Workforce Development Board and who enter into agreements as set forth by the Workforce Investment Board policy;

z. Hosting general and customized job fairs for occupation, industry, or employer;

aa. Communicating to employers about tax benefits and other incentives for participating in One-Stop Center services; Coordinate with existing job fair initiatives;

bb. Achieving the contracted performance measures and deliverables established by the SWB.

cc. Serve as the liaison to the community, partner agencies, and employers for Oklahoma Works.

Central Oklahoma WIOA Focused MOU Pilot Project

Another example of Oklahoma preparing for full implementation at the direction of the Governor's Council to promote resource leveraging, is the Central Oklahoma WIOA-focused MOU Pilot Project.

The Central Oklahoma Workforce Development Area was asked to develop a WIOA focused MOU to provide process development to provide guidance for the entire state. They engaged their core partners to sit at the table and developed a MOU group and have been providing the state system oversight subcommittee with feedback from their efforts. Members of this team include: Core Partners of the Local Board, Board staff, Board members, community college representatives, Department of Rehabilitation Services, Regents for Higher Education, Oklahoma Employment Security Commission, service provider representatives, Oklahoma Department of Career and Technology Education, K-12 education representatives, ORO Development Corporation, and Department of Human Services. The pilot project will propose a timeline for completion of the MOU in compliance with state and federal guidelines.

Oklahoma Regional Training and Development

Governor's Council and Oklahoma Association of Workforce Development Board Chairs Training- April 2016

The Governor's Council, in partnership with the Oklahoma Association of Workforce Development Board Chairs, in April 2016 provided initial training for the Local Elected Officials and board members to prepare them for the new local planning regions to explain their role and responsibilities for making this a success for their regional economies.

The consultant was nationally recognized facilitator Mary Ann Lawrence and the one-day session was well attended by board members and local elected official from all over the state with approximately 100 participants. Most of the training was focused on the basics of the new WIOA law and what it would mean for them when the planning regions are fully operational. This session prepared attendees for planning and implementation of Oklahoma local planning regions.

USDOL and Oklahoma Office of Workforce Development Training- May 2016

In partnership with the U.S. Department of Labor (DOL) the Office of Workforce Development hosted an in depth Strategic Board Training at Oklahoma State University - Oklahoma City on May 19, 2016. Titled "Strategic v. Tactical Action for Boards, Rick Maher, President and CEO, of Maher & Maher spoke and lead the event. The training focused on the important elements of the Workforce Innovation and Opportunity Act (WIOA) and the impact WIOA has on board members' critical role in the successful expansion and development of the state's workforce system. The individuals in attendance represented nearly every aspect of the workforce system including: Workforce Development Boards, Local Elected Officials (LEOs), business and industry, core partners, state agencies, and educational institutions.

After an introduction to the essential elements of WIOA and an overview of how those elements would almost certainly change the business operations of entities across the system, participants were asked to consider the vision of a transformed workforce development system. The discussion of a workforce system that has an even greater impact, stronger integration and an even longer term focus provided the mindset for teams to divide and work with regional partners on developing a "plan to plan". Some of the key topics that resulted from both the initial discussion and regional focus groups include the following: "Proceed until Apprehended!" - WIOA will only be as transformational as state and local leaders allow it to. "Build Strong Partnerships Now." - WIOA requires partnering on an advance level, early discussion and collaboration will help eliminate issues that may come about during the phases of implementation. "Don't Reinvent the Wheel." - Find emerging best practices and bring them to scale for the needs of the state as well as the individuals the state is serving.

The event was considered successful by all parties involved, setting a positive tone for a successful system wide implementation of the Workforce Innovation and Opportunity Act.

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.

Oklahoma has established a work group of stakeholders in the Workforce Development system called the System Oversight Sub-Committee to create solutions to barriers and hurdles that were preventing success to the system.

System Oversight Sub-Committee

The Oklahoma Works System Oversight Sub-committee, established in 2012, is composed of Oklahoma workforce development system partners, including the Governor's Council for Workforce and Economic Development, the Oklahoma Department of Career and Technology Education—Adult Basic Education, the Department of Rehabilitation Services - Vocational Rehabilitation, the Department of Human Services, the Oklahoma Employment Security Commission--Wagner-Peyser , the State Regents for Higher Education, the Oklahoma Department of Commerce, and Title I programs representing Adults, Dislocated Workers and Youth. The business community is also represented. It is hoped that other entities, such as the Department of Corrections, and the Departments of Health and Mental Health will eventually be added to establish a more comprehensive approach for creating solutions.

The team has been a cohesive unit since Governor Fallin recognized the necessity to build a new, more responsive, workforce development system to meet the needs of Oklahoma's businesses and create wealth for the state. This subcommittee was designed to carry out the strategic mission of GCWED and reports to the Workforce System Oversight Committee of that body.

At the present time, the committee is collaborating in writing and identifying policies and processes that will continue to align, build, and improve the workforce development system in wake of the WIOA implementation, as well as contribute to Oklahoma's overall economic well-being. They meet on a regular basis and identify program specific barriers and create solutions to move forward. Most of the local areas are in the process of building partnerships to accomplish their version of the utopian system and require guidance from this team; discovering they feel very comfortable requesting assistance from their peers representing their agency.

One of the major hurdles they identified at this point is the Memorandum of Understanding at a state and local level addressing service delivery and resource sharing. Under the new law the requirements will change from the past documents and definitions will have to be created specific to our state. For example, the MOU documents in the past have not been as effective or binding as hoped and are exploring possibilities around requiring MOU contracts instead for more impact. Resource and cost sharing creates a culture of distrust and possessiveness when it comes to the negotiating tables. However, Partners are attempting to make this a win/win for all and keep all stakeholders involved. The WIOA law required we have viable processes in place to address cost and resource sharing and this team has established pilots to address infrastructure/cost sharing and have engaged voluntary involvement of State Agency Directors and Chief Financial State Agency Officers.

The WIOA also requires local planning regions to write unified plans. The sub-committee is attempting to write a draft guidance for these plans which will include input from all the agencies involved.

The benefits are:

- A more effective, consistent, user-friendly, customer-focused, high quality service-delivery approach for Oklahoma citizens and businesses
- Efficiencies for workforce programs and staff
- Alignment among education, workforce, and economic development
- Accountability for services and results
- A maximization of all workforce development resources
- A true competitive advantage for Oklahoma's economic development efforts
- A pipeline for Oklahoma of appropriately skilled and credentialed workers ready to meet the employment needs of Oklahoma employers

The workforce system being designed will be the springboard to success for Oklahoma's business and jobseekers, helping Oklahoma reach its strategic vision that Oklahoma's workforce development system increases profitability for businesses and increases income for all Oklahomans.

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.

Oklahoma enhanced, aligned, and expanded its workforce development activities to address the education and skill needs of the workforce. This has occurred under the state's and Governor's broader workforce development initiative, Oklahoma Works, and through the implementation of WIOA. Governor Fallin's statewide initiative is built upon a coalition of businesses, educational institutions, state agencies, and other partners, and is fully aligned with the federal Workforce Innovation Opportunity Act.

To achieve the overarching goal of wealth generation for all Oklahomans and combat the skills gap, the Office of the Governor, its state workforce partners, and numerous other contributors developed a Strategic Delivery Plan through a statewide strategic planning effort. The effort involved the Core Partners as well as other state agency partners who are a part of the workforce development system. In addition to these workforce system partners, the Oklahoma State Chamber's Educated Workforce Initiative, business leaders from all regions of the state, members of our Governor's Council for Workforce and Economic Development, and our state leaders were involved in the planning process. The resulting Oklahoma Works Strategic Delivery Plan was approved by Governor Fallin and key state leaders. This Plan is the overarching workforce development strategy to guide workforce development activities in the state.

Included in the plan are four objectives and sub-strategies on which all state workforce system partner agencies, including the Core Partners, are aligned.

Objective 1: ALIGN AND CONNECT

Objective 2: DATA

Objective 3: PARTNERSHIPS

Objective 4: RESOURCES

In order to achieve the ambitious goals that have been set through Oklahoma Works, the initiative's full array of workforce partners must align their efforts and take active roles in ensuring that resources are used in ways that maximize, strengthen, and support the education to workforce pipeline for all Oklahomans. Underpinning all Oklahoma Works efforts is a comprehensive asset map, built and maintained by the Delivery Unit within the Office of Management and Enterprise Services, which helps to describe the current set of workforce resources and activities in Oklahoma. The map acts as a plan and push to share and maximize state and federal resources in service of the Oklahoma Works goal.

When fully leveraged, the knowledge generated from the Oklahoma Works asset map will allow us to provide our workforce partners, regional networks, and citizens with knowledge of available resources at the state and local level. We will also be able to effectively evaluate local and statewide socioeconomic and policy barriers and work toward solutions which will assist Oklahomans in obtaining the skills and education necessary for the career path they desire. This foundational work has the potential to significantly increase Oklahomans' knowledge of resources available and subsequently reduce the current skills gap.

The Core Partners and required and optional one-stop delivery system partners are all engaged in education and training activities at the state/system level. Currently, the Workforce System Oversight Subcommittee, the working arm of the Workforce System Oversight Committee of the Governor's Council for Workforce and Economic Development, is tasked with developing the system-wide framework and policy documents that will comply with WIOA legislation and Federal regulations, and are tasked with compliance review of the system (Oklahoma's 33 Workforce Centers located around the state).

The Governor's Council for Workforce and Economic Development (GCWED), the WIOA State Board, in alignment with the Oklahoma Works goal, has now been tasked with using data to inform policy, track progress and measure success toward ensuring wealth generation, that are state metrics in addition to federal, WIOA measures. State workforce partners, departments, and agencies impacting career readiness have developed state metrics for targeted wealth generation across Oklahoma. The GCWED selected targets from these metrics, housed on the newly created OKStateStat.OK.gov, that form the foundation of the Governor's Council Dashboard. This dashboard facilitates the use of data to inform policy, track progress, and measure success consistently statewide.

The Oklahoma Works Strategic Delivery Plan will assist Core program partners with the process to achieve alignment of education and training programs for the purpose of building a talent pipeline of appropriately skilled and credentialed Oklahoman's to meet the talent demands of Oklahoma employers.

This alignment will serve to create and build a comprehensive workforce development SYSTEM within each region. This system will:

- Create user-friendly, customer-focused service delivery models that will transcend agency programs and silos
- Provide consistent, high-quality services to employers and job seekers throughout the state
- Ensure services to employers and job seekers are consistent, while encouraging local and regional adaptation

- Create a new normal surrounding stellar customer focus, program alignment and partner collaboration.

Each region's system that will be certified is the "network of mandatory and optional partners, programs, centers and service providers that collectively address the community's workforce development needs."

To create this workforce development system, partners must

- look at the system holistically;
- look at where their particular agency and its services fit into the larger vision; and,
- commit to jointly producing the tools and processes needed to implement a workforce system.

The process evaluates:

- how well partners are working together to create a skilled and credentialed talent supply chain to help employers grow and prosper
- whether a region has built a local workforce development system from all of the local players who provide workforce development services and products to job seekers, trainees, and businesses within the region.

The process verifies that a region has implemented an effective and comprehensive workforce development system strategy that includes:

- A community-wide unified workforce development plan based on the competency requirements (skills, knowledge, and abilities) needed for current and future local jobs that are key to community growth and prosperity
- A common workforce development vision shared by all partners within the community
- Common goals to reach that vision shared by all partners within the community
- An approach to serving job seekers that is integrated across all the partner agencies
- An approach to serving businesses that is integrated across all the partner agencies

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.

Oklahoma believes the coordination, alignment and provision of services will further enhance the customer experience. In order to promote a seamless service delivery, key stakeholders such as the State Administration, Workforce Development Boards (WDB), Oklahoma Works Centers, and other Core Partners will collaborate to develop an integrated approach to providing quality, customer driven, value-added services. As a state, we realize the importance of nurturing a partnership with the core programs defined in WIOA and business. Creating this partnership on this onset will allow all stakeholders to have input and buy-in to the one-stop seamless delivery of services. This approach will effectively organize staff and facilities in a manner that further streamlines customer

service delivery, capitalizes on the strengths of staff, location, and technology capabilities. All these efforts will reduce duplication, save diminishing resources, increase customer satisfaction, and better develop our valued service delivery professionals.

Common performance measures also encourage joint responsibility for the success of all customers across the core programs and ensure access as well as the delivery of available one-stop services. With the elimination of the sequencing of services, staff now have the opportunity to provide access to services based upon the customers' assessed need. Whether customers access services at a comprehensive center, an affiliated site, a network of eligible one-stop partners or a specialized center as described in WIOA § 678.300, they will be provided information on the availability of career services, training services, program services and activities offered and/or provided.

Coordination and alignment within the Oklahoma Works Centers will be achieved by two main processes required by policy set forth in Oklahoma Workforce Development Issuance 04-2016, Local Elected Official (LEO) Consortium Agreement. Policy 04-2016 will require each area's LEO's to enter into an agreement; this agreement identifies the responsibilities of the LEO's collectively. One requirement is to agree on a Memorandum of Understanding (MOU) developed and executed by the Local WDB. The MOU is the result of the negotiations between one-stop partners, relating to the operation of the one stop delivery system and approved by the CLEO in the local area as described in WIOA § 678.500. The MOU will cover items such as: description of services to be provided in the one-stop system; an agreement on funding costs of services and operating costs of the system including infrastructure costs; funding of shared services and operating costs for one-stop delivery system; methods for referring individuals between partners for appropriate services; and procedures ensuring customers with barriers to employment, including those with disabilities, are addressed by providing access to services, whether in person or virtual, are available through the one-stop delivery system. Alignment of services will more accurately reflect to state and federal mandates, stakeholders, the public, and other interested parties on how the public workforce system is meeting the needs of business, the workforce and contributing to economic growth.

Another requirement in the consortium agreement is to agree on designation and certification of a one-stop operator through a competitive process developed and executed by the Local WDB. A one-stop operator that has been competitively procured will ensure that all one-stop partner services are coordinated and are provided in accordance with federal, state and local policies. This will assure seamless service delivery and oversight.

Oklahoma recognizes the need to provide career services through the one-stop system by the required one-stop partners defined in the WIOA. The first service option is basic career services. The first option consists of providing information on available services in the one-stop center, initial assessments, eligibility determinations, career planning, access to the career resource room for computer assistance and self-service options, resume preparation assistance, labor exchange services, labor market information, referrals to other system programs, demand occupation lists, eligible training provider lists, available supportive services, meaningful assistance for unemployment assistance claimants, and financial aid assistance.

Individualized career service is the second service delivery option. In this option customers have access to: customized assistance and specialized assessment of their skills knowledge and abilities to assist in career planning; diagnostic testing and other assessment tools, in-depth interviewing and evaluation; development of the individual employment plan; training services which may include short-term pre-vocational services, on-the-job training opportunities, internships in and work

experiences, English language acquisition; financial literacy services and out-of-area job search and relocation assistance.

Third, follow-up services must be made available as determined appropriate by the Local WDB, for a minimum of 12 months following the first day of employment, to adults or dislocated workers who are placed in unsubsidized employment. Priority of services to Veteran and other eligible persons will continue to be Oklahoma's priority. Additionally, the commitment to serve the individuals listed in the WIOA legislation such as persons with disabilities, unemployment insurance recipients, long-term unemployed, dislocated workers, low income individuals, limited English proficiency individuals and youth still remains and will continue be a focal point in the one-stop service delivery.

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.

The Partnerships objective of Oklahoma Works aims to cultivate engagement and productive relationships among business leaders in the private sector, Oklahoma's education and training systems, and other workforce partners, specifically through Key Economic Networks (KENs) within the state. These strong relationships will facilitate essential knowledge sharing and encourage the alignment of statewide and regional business and industry needs with the skills taught throughout Oklahoma's education system. Each KEN region will work to develop and engage strong private sector relationships in order to help ensure that business and industry workforce needs are heard and met. KEN region champions report directly to the Governor's liaison but also work in conjunction with The Governor's Council for Workforce and Economic Development and workforce development boards. One of the local board's roles is to coordinate workforce investment activities with economic development strategies through regional planning. Board representatives include all required system partners as well as employers that are representative of the local areas economic drivers. Workforce Boards are employer driven and service delivery strategies are determined by employers needs and implemented by the partnership.

Oversight of the system falls upon the Governor's Council whose mission is be to assist the Governor in the development, recommendation and implementation of wealth-generating policies and programs within the workforce system and consistent with the State Plan. The Governor's Council operates in accordance with the functions contained in WIOA to oversee Oklahoma's Workforce Development System. The purpose of the Governor's Council is to:

1. Guide the development of a comprehensive and coordinated workforce development system for the state and monitor its operation; and
2. Review and make recommendations that will align the workforce system, including education, with the economic development goals of the state for the purpose of creating workforce and economic development systems that are integrated and provide Oklahoma a competitive advantage in a global economy.

Members of the Governor's Council representing organizations, agencies, or other entities are individuals with optimum policymaking authority within their organizations, agencies or entities. In order to provide the Governor with wide-range perspective on workforce policy issues, the members

of the Governor's Council represent diverse regions of Oklahoma, including urban, rural, and suburban areas from both the public and private sectors.

A major driver in coordination of employer needs is the Workforce System Oversight Committee of the Governor's Council. - The Workforce System Oversight Committee is co-chaired by a member from the private sector and a member from the public sector. The Oversight Committee makes decisions on program governance, policy, and capacity building for the Local Workforce Development Boards and partnerships. Helping assure policies and practices are business driven.

The Governor's Council, Key Economic Networks, Local Workforce Development Boards, and regional planning coordination of services to employers will create the driving force and synergy needed to build a well-trained, dynamic workforce that will meet the needs of the 21st Century employers, generating wealth for all.

Employer Services Offered by Workforce Partners include:

Wagner-Peyser at the Oklahoma Employment Security Commission

- Talent Acquisition Teams - work with local employers to understand their business and the needed experience, training and expertise for employees.
- Local Employer Councils offer timely information on workforce issues
- Vet Reps - call on companies - share information with the rest of the team
- Job Fairs - Vets, Individual companies, open for all,
- Labor Exchange
- ACT Work Keys assessments
- WDB Service providers - assessments, interest inventories, training

Adult Basic Education at the Oklahoma Department of Career and Technology Education

- Full-time programs are geared to the needs of business & industry. Many result in industry certifications
- Industry-specific training - Customized short-term training for companies that introduce a new process or product
- Training for Industry Program - Customized start-up training for wealth generating companies
- Adult Basic Education and GED

Rehabilitation Services at the Oklahoma Department of Rehabilitation Services

- Vocational Rehabilitation and Visual Services staff help employers reduce turnover by matching qualified, job-ready applicants to job requirements.
- Provide pre-employment testing and offer job-related training for individuals we refer. On-the-job training and support services can be customized for the employee, if needed.
- Provide follow-up services to ensure employees' success on the job and help with affirmative action programs by referring qualified applicants with disabilities.
- Assist employers with and needed job accommodations

Title I Programs at the Oklahoma Office of Workforce Development

- Administer adult, dislocated worker, and youth WIOA programs.

- Provide Rapid Response Services with the goal of helping affected workers move into new employment as quickly as possible
- Local workforce development boards and employment service offices often provide job fairs for laid off employees and veterans which helps local employers who are hiring get seasoned employees

Workforce Development Boards

- Work with local employers to understand their workforce needs
- Training to meet the needs of employers

Apprenticeships

- The Oklahoma Office of Registered Apprenticeships has 100 occupations for which companies are gaining trained employees

Oklahoma Department of Commerce

- Helps employers get in touch with sources for a trained workforce
- Provides incentives to qualifying companies that create well-paying jobs
- Connects employers to customized training resources

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).

Oklahoma's education leaders and training providers are a vital part of the state's workforce board. The Governor's Council for Workforce & Economic Development includes the State Superintendent of Public Instruction, Chancellor of the State Regents for Higher Education, and the Director of the Oklahoma Department of Career and Technology Education as participants.

Oklahoma's Strategy for partner engagement with education and training Providers includes:

1. Increasing postsecondary opportunities for students still in high school by methods such as:

- advanced placement (AP) courses and tests which give them college credit,
- increasing the number of cooperative agreements and concurrent enrollment in in colleges, universities, and technology centers while attending high school, and,
- competency-based education platforms.

Success with this strategy increases the number of postsecondary degrees awarded to high school students so they can enter the workforce with needed skills or credentials or enter postsecondary institutions with a significant number of credit hours; ensures schools will have a better understanding of skilled labor needs in local communities and will be able to assist students in finding meaningful employment with high wages and internships; and, ensures businesses will have the appropriately skilled workforce they need in less time.

The following stakeholders are required to achieve this strategy:

- Government agencies to enhance existing and create new agreements to award credit and credentials, as well as look at more effective cost management
- School and regional business leaders to collectively identify community needs and determine common credentials and degrees of value in the community in addition to the state's ecosystems

Oklahoma's stakeholders have committed to the following workflow and milestones:

- Identify state and national best practices
- Convene regional meetings for education administrators, counselors, teachers, postsecondary institutions, and the business community to discuss models of best practice and credentials and degrees of value in KEN regions
- Identify potential pilot programs and establish state cohort for implementation
- Charge the State Department of Education's Red Tape Taskforce with identifying challenges to facilitating postsecondary activities in high schools.
- Implement pilot programs and identify successes and challenges
- Convene meetings to discuss programs and implementation strategies
- Conduct extensive outreach, capacity building, and professional development to implement models
- Evaluate and produce operational guide to implementing postsecondary degree and credential programs
- Convene a committee to discuss the development of incentives for schools and postsecondary institutions to implement postsecondary programs in high schools

Evaluate programs' effectiveness in the state and the use of incentives to encourage participation

2. Improving workforce readiness—the employability skills needed to enter and succeed in the workforce—was identified by business leaders and educators across the state as another priority issue. By aligning workforce readiness services among state programs and agencies, Oklahomans will have the employability skills necessary to start businesses or succeed in wealth-generating occupations. Workflow and milestones include:

- Develop an operational definition of "employability skills" (punctuality, attendance, written and verbal communication, ethics, etc.) necessary for employment and citizenship in partnership with the business community
- Develop a detailed asset map of workforce partner programs, including Work Keys, that offer workforce readiness in the form of employability skills
- Develop a detailed asset map of regional resources and programs that address workforce readiness
- Establish best-practices within regions and the state
- Utilize resources developed above to identify gaps, complementary workforce readiness programs (points of entry, populations, etc.)
- Utilize resources developed above to determine programs in which employability skills assessment and training can be added
- Charge the State Department of Education's Red Tape Taskforce with finding barriers to implementing employability skill programs in schools

This priority strategy requires the involvement of ALL workforce partners that have programs involving career readiness, as well as KENs and KEN Champions.

The Partnership Strategy of Oklahoma Works is to cultivate and maintain productive relationships between regional employers, educators, and other workforce partners to ensure an appropriately skilled workforce. Resources required to effectively achieve this strategy include:

- Private industry
- State Department of Education (K-12)
- Oklahoma Department of Career and Technology Education
- The State Regents for Higher Education
- Private Vocational Schools
- Local Workforce Boards
- Chambers of Commerce
- Economic development groups

The goal is to identify and recommend creative, cross-agency, and cross-sector funding models that support similar workforce programs and include agency programs that potentially benefit from public-private partnerships. The strategy will build on Oklahoma's performance-informed budgeting efforts and encourage agencies to create and/or expand pay-for-performance funding strategies.

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.

The Governor's Council for Workforce and Economic Development has developed a policy in accordance with WIOA for the application process to be used by schools wishing to be on the eligible training provider list. Local areas have been instructed to ask their current providers to apply. The intent is to create as many pathways to education as possible for interested student/participants. Eligible training and education providers will confer and strategize how we can update our services to be more job-driven and meet employers' needs. Using the states strategies, we will collaborate with our educational leaders and partners to create accessible training programs that meet the needs of our customers and will provide them with meaningful training. Oklahoma's education leaders include the State Superintendent of Public Instruction, Chancellor of the State Regents for Higher Education, and the Director of the Oklahoma Department of Career and Technology Education.

For training providers to receive WIOA funds for the provision of training services, they must meet certain performance and reporting-related criteria to be included on the Eligible Training Provider List (ETPL). This does not apply to Registered Apprenticeship (RA) programs as these evidence-based programs are placed on the statewide ETPL automatically.

Oklahoma's Eligible Training Provider List (ETPL) is available electronically at the OKJobMatch.com website. This list is an important tool for participants seeking to earn credentials, certificates or degrees in one of Oklahoma's targeted occupations. Oklahoma's list offers a wide range of programs, including classroom, online, and registered apprenticeships. Another important tool for

participants is the Oklahoma Career Guide website. OK Career Guide is the state's computerized career information system. It is an easy online tool available for all Oklahomans to explore and guide their future. Individuals can take assessments, identify occupations, and establish education plans. It is a critical tool for middle and high school students as well as adults to access current career and labor market information.

RA programs technically turn Oklahoma employers into training providers. While prioritizing education and training resources to support placement into high demand occupations, Oklahoma businesses will be able to provide the hands-on training to build the skilled workforce they need to succeed. Oklahoma is focusing on an expansion of RA programs in the state, and has received an ApprenticeshipUSA Accelerator Grant, which will focus on creating and expanding RA opportunities within the State's wealth-generating ecosystems: Aerospace and Defense; Agriculture and Biosciences; Energy; Information and Financial Services; and, Transportation and Distribution, as well as the complementary ecosystems which help to expand wealth in Oklahoma's economy - Construction, Health Care, Education and Creative Industries.

Oklahoma also has exceptional partnerships between the Oklahoma Department of Human Services and both the higher education system and the Oklahoma Department of Career and Technology Education (ODCTE) system, these partnerships provide vocational training and supportive services to adults receiving Temporary Assistance for Needy Families (TANF).

Oklahoma was also recently awarded one of the J.P. Morgan Chase and Cos. New Skills for Youth grants. Outcomes from the Career Readiness Initiative will align K-12 career pathways and programs with the high-skill, high-demand needs of business and industry to better prepare students for success in college, technical/STEM careers and the 21st century world of work. This grant will help the state assure that career pathways efforts are a part of every in-school youth's education experience.

The CareerTech Skills Centers School System is a division of the Oklahoma Department of Career and Technology Education. Skills Centers specializes in the delivery of career and technology education to inmates under the supervision of the Oklahoma Department of Corrections and juveniles under the supervision of the Oklahoma Office of Juvenile Affairs. The intent of this division of ODCTE is to continue to evolve as business and industry changes. The goal is to provide educational services that will cause skills centers students to seek and find success in the workplace and in society. Preparing these inmates for a successful transition and reentry by training these individuals for high wage, high skill, and/or high demand jobs is necessary to reduce recidivism and assist individuals in becoming productive members of society as well as closing the skills gap for our business and industry.

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).

The Oklahoma Works initiatives funded by National Governors Associations grants and interagency funding is identifying targeted strategies to keep youth in school and to increase education attainment in groups that have not attained credentials or degrees. Longitudinal data will be collected through new systems which are being created through U.S. Department of Labor and the U.S. Department of Education will provide opportunities to target at risk youth through programmatic

or educational improvement. Oklahoma is working through Complete College America programs to achieve greater completion rates, increasing economic opportunities for citizens. The Resources objective will also identify specific avenues for cross-agency solutions. Ultimately, partner agencies will be empowered to reallocate existing resources to provide a greater range of workforce services to Oklahomans. This effort will also examine opportunities to further leverage private investment in programs and services and to implement formal public-private partnerships.

The two strategies identified in III.a.2.E of the plan include the following:

1. Increasing postsecondary opportunities for students still in high school by methods such as:

- advanced placement (AP) courses and tests which give them college credit,
- increasing the number of cooperative agreements and concurrent enrollment in in colleges, universities, and technology centers while attending high school, and,
- competency-based education platforms.

2. Improving workforce readiness—the employability skills needed to enter and succeed in the workforce—was identified by business leaders and educators across the state as another priority issue. By aligning workforce readiness services among state programs and agencies, Oklahomans will have the employability skills necessary to start businesses or succeed in wealth-generating occupations.

CTE Programs of Study

One of the requirements of WIOA is that Perkins Act recipients are mandatory partners. For Oklahoma this will mean that public school career and technical education programs, technology centers, and almost all of Oklahoma's community colleges will strive to increase postsecondary opportunities for students in high school and improve workforce readiness.

This has and will continue to occur through programs of study, which are utilized in Oklahoma to link secondary and postsecondary education with occupational outcomes and industry certifications and credentials. The intentional partnerships between secondary education, postsecondary education, and business and industry allow the state to streamline its secondary and postsecondary education and instruction with that of the workforce needs.

Programs of study must lead to two of the following three: high skill, high wage, and/or high demand occupations. Oklahoma defines a high wage career as one with an average hourly rate equal to or greater than the average hourly rate of all occupations as reported by the Oklahoma Employment Security Commission. The FY16 average hourly rate was $19.64 in Oklahoma according to the Oklahoma Wage Network. A high demand industry is defined as an occupation in which state, local, or regional labor market data show that demand exceeds projected employment supply. High skill occupations require an industry-recognized certificate, credential, postsecondary training, apprenticeship, or degree.

- Courses include rigorous, coherent CTE content aligned with challenging academic standards.
- Eligible recipient's Program of Study must offer students the opportunity to earn a postsecondary level industry certification and/or licensure or an associate or bachelor's degree.

- Postsecondary eligible recipients should ensure that academics are an integral component of all Perkins-funded CTE programs.

Each approved CTE program of study will include a specific non-duplicative sequence of CTE courses and the appropriate rigorous academics required to prepare CTE students for success in postsecondary education and the high-skill, high-wage, or high-demand workplace. CTE programs incorporate content aligned with challenging state and national academic standards in language arts, mathematics, and/or science. State recognized CTE technical skill and academic assessments benchmark student attainment of both academic and technical skills.

Skills Centers

Over the forty-plus years of serving incarcerated offenders in Oklahoma, Skills Centers have evolved from a division with a few occupational training programs to a large school system with a multitude of programs and services for both adult and juvenile offenders. CareerTech has partnered with the Oklahoma Department of Corrections and has established 11 Skills Centers within correctional facilities that provide career and technical training opportunities to incarcerated individuals. Adult Basic Education is offered in most of these correctional facilities that also offer career and technical training programs. This allows funding to be provided that support Adult education and literacy activities, integrated education and training, Career pathways, concurrent enrollment, and transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

A successful transition from corrections to the workplace can mean a life of success for ex-offenders. To prepare offenders for successful transition, career and technical education, employability and life skills are integrated into this educational delivery system. Skills Centers students may seek certifications recognized by both state and national industries. Career Readiness Credentials (CRC) may be secured documenting work readiness skills many business and industry employers seek. The Skills Centers provides students with numerous interconnected and integrated components, each an integral part of preparing offenders for success in the workplace and in society. The Skills Centers works in conjunction with the Oklahoma Department of Corrections (DOC) and Oklahoma Correctional Industries (OCI) to offer a U.S. Department of Labor, Bureau of Apprenticeship and Training, registered apprenticeship programs for offenders in Cabinetmaking.

Through these and other programs the state will be able to leverage existing state, local, and federal investments and financial resources that enhance access to workforce development programs.

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.

Oklahoma has a substantial skills gap in its workforce. As we look to the year 2020, the state's greatest challenge will be increasing the number of students with workforce credentials or associate degrees, as well as increasing the number of college graduates. Current estimates show a 23-point gap between our current workforce and the skilled workforce we will need by 2020.

Complete College America

Complete College America (CCA) is the most comprehensive and ambitious higher education initiative ever undertaken by the state of Oklahoma. The goal is to increase the number of degrees and certificates earned in Oklahoma by an average of 1,700 per year, from 30,500 annually in 2011 to 50,900 annually by 2023, a 67 percent increase. This must be done to meet the projected need for additional college-educated workers to keep Oklahoma competitive in a global economy.

Gov. Mary Fallin is a strong advocate for the initiative, saying at the kickoff press conference in September 2011, "We can and must do better in producing a highly skilled and educated workforce in our state. This is part of our agenda - developing the Complete College America program."

More attention must be placed on college completion because Oklahoma's community and economic development depends on developing human capital and preparing citizens for innovation and flexibility in an ever-changing economy.

Oklahoma's five-point plan to increase degree and certificate completion has led CCA to name Oklahoma the national model for degree completion. Our state plan focuses on promoting college readiness, transforming remediation, strengthening pathways to certificates and degrees, expanding adult degree completion efforts, and rewarding performance and completion.

Significant progress is being made toward these goals. In year one of CCA deployment, our public and private colleges and universities reported 2,945 additional graduates than in the previous year, significantly exceeding our average annual goal of 1,700. Additionally, in April 2012, the State Regents, with cooperation and input from our college and university presidents, adopted a new approach to make the higher education funding formula a performance-driven model.

In year two of our CCA initiative, Oklahoma's public and private higher education institutions and career technology w conferred 3,577 additional degrees and certificates, and in year three, again surpassed the average annual goal, conferring 1,842 additional degrees and certificates.

While we have made substantial gains and exceeded these early benchmarks, we acknowledge the growing challenges we face in maintaining this significant momentum. Other CCA states have increased their investment in degree completion initiatives, while Oklahoma has repeatedly surpassed our goals on either flat or reduced budgets.

Five national foundations are providing multiyear support to Complete College America: the Carnegie Corporation of New York, the Bill and Melinda Gates Foundation, the Ford Foundation, the W.K. Kellogg Foundation and Lumina Foundation for Education.

ApprenticeshipUSA Grant

Oklahoma is the recipient of an ApprenticeshipUSA Accelerator Grant. The grant will focus on creating and expanding RA opportunities within the State's wealth-generating ecosystems: Aerospace and Defense; Agriculture and Biosciences; Energy; Information and Financial Services; and, Transportation and Distribution, as well as the complementary ecosystems which help to expand wealth in Oklahoma's economy - Construction, Health Care, Education and Creative Industries.

Registered Apprenticeship is a viable path to career entry and career building. By aligning exposure to Career Pathways and Career Options, Oklahoma will be able to prioritize education and training resources to support placement into high demand occupations, and businesses will be able to

provide the hands-on training to build the skilled workforce the businesses need to succeed. The State is committed to fully integrating RA programs as an employment and training solution for one-stop centers. Local areas will have maximum flexibility in serving participants and supporting their placement into RA programs. There are several ways in which training services may be used in conjunction with these RA programs, including developing an ITA for a participant to receive RA training, utilizing an OJT contract with a RA program for providing both classroom and on-the-job instruction; a combination of an ITA to cover the classroom instruction along with an OJT contract to cover on-the-job portions of the RA; and utilizing incumbent worker training for upskilling apprentices who already have an established working/training relationship with the RA program.

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.

Oklahoma recognizes that workforce development must be linked to economic development. That link is made in several ways and at several levels.

At the state level, The Oklahoma Department of Commerce is the state's lead economic development entity and a participant of the Governor's Council on Workforce and Economic Development. The work of the Council is driven, in part, by data and business intelligence provided by the Department of Commerce. The Department of Commerce, the OOWD and other state level workforce partners attend monthly meetings at which economic development issues can be discussed in the light of workforce needs.

At the regional level the nine Key Economic Networks (KENs), led by business champions in the area, help lead the Workforce system in creating a system that is responsive to the needs of business and industry.

In addition, local economic development professionals serve on the Workforce Development Boards, assuring that economic development issues/needs are considered as decisions are made.

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.).

OKJobMatch.com, Oklahoma's labor exchange system, is currently out for a RFP to obtain a new provider to provide better and more relevant job search information. In the meantime, Oklahoma will use our existing system until a new vendor is selected and implemented. Oklahoma uses OKJobMatch.com as its statewide job bank and case-management system. The changes to OKJobMatch, after a vendor is selected, will allow for better job search results for the job seeker, and more features to be used for the business community. A part of this site is Oklahoma Service Link (OSL), our case management system. The current system is available for job-seekers looking for work in all 77 counties as well as providing employers a place to search for talent and post jobs.

We are also committed to a relaunch of the OklahomaWorks.gov website, the comprehensive platform for Oklahoma's workforce development activities, to be fully accessible to our wide range of partners. An RFP will be released soon, which will identify a vendor to improve the site in order to truly be the state's labor market information system.

OK-WDES will consist of a multi-agency data repository that will house workforce- and education-related data to provide a platform for linking data across data-generating agencies necessary to improve data collection and dissemination, and to inform and support the objectives of Oklahoma Works. OK-WDES has been partially funded by a Workforce Data Quality Initiative (WDQI) grant. The efficiencies achieved through integrated information access and virtual services are expected to result in cost savings that will then be applied to the maintenance and enhancement of the workforce data enterprise system. Existing WIOA formula funds can be used, at the Governor's discretion, to assist with data collection and research projects at the state and local levels that are conducted and/or guided by the OOWD.

Our electronic data systems are under development to ensure they are responsive, accurate, and compliant. We will continue to pursue available strategies as guidance is issued.

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

Objective 2 of the Oklahoma Works Strategic Delivery Plan is to integrate and utilize workforce and economic development data to inform policy, track progress, and measure success. The written plan, approved by the Governor, formally engages Workforce System Agency Partners from the

State Regents for Higher Education, the State Department of Education, the Oklahoma Department of Career and Technology Education, and OMES. Effective collection and utilization of education, workforce, and economic data is essential to Oklahoma's ability to decrease the gap between labor supply and demand, and to generate wealth for all Oklahomans. OK-WDES (Oklahoma Workforce Data Enterprise System) will be the data collection instrument for Oklahoma Works.

OK-WDES will consist of a multi-agency data repository that will house workforce- and education-related data to provide a platform for linking data across data-generating agencies necessary to improve data collection and dissemination, and to inform and support the objectives of Oklahoma Works. OK-WDES has been partially funded by a Workforce Data Quality Initiative (WDQI) grant. The efficiencies achieved through integrated information access and virtual services are expected to result in cost savings that will then be applied to the maintenance and enhancement of the workforce data enterprise system. Existing WIOA formula funds can be used, at the Governor's discretion, to assist with data collection and research projects at the state and local levels that are conducted and/or guided by the OOWD.

Currently, workforce programs including Wagner-Peyser and the WIOA Title I Youth, Adult, and Dislocated Worker Programs utilize Oklahoma's virtual case management system, OKJobMatch for data collection and reporting processes

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

* 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.

The state operating systems across core partner programs are intended to provide coordinated, comprehensive services and access to resources that will support the implementation of state strategies that:

Provide workforce solutions to grow and develop an educated and skilled workforce that attract and support a strong and vibrant economy;

Promote a customer-centered delivery system for businesses/industry, jobseekers and youth that provide access to training and employment opportunities; and

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

As the state continues its implementation strategies for WIOA, stakeholders will work towards identifying co-location and case management strategies to create efficiencies that will support and help manage a shared client base, avoid duplication of services and leverage resources. The following information describes data management systems currently used by core partners.

Title I

OKJobMatch is an integrated, vendor hosted system supporting: labor exchange for employers and job seekers, case management for program requirements, training providers and approved programs, reporting capability for all required federal, system and activity reports, and some interface with Unemployment Insurance.

Job Seekers and Employers: OKJobMatch Is a self-service job matching and workplace information service for employers and job seekers. Job seekers can establish an Internet account to manage their job search activities and register with labor exchange activities. Employers can establish an account to manage job openings and view job seeker resumes. Staff can create and manage job orders on behalf of employers.

Workforce Staff: Client management application that allows case managers to track their caseload and report information required under Labor Exchange, Re-Employment Services, WIOA, TAA (TRA Adjustment Act) and other federal programs. Provides a standardized process for following participants through the workforce development system network. It eases the load for case managers by providing a tool that can manage and monitor caseloads, assess employment barriers, establish training and employment plans, search for service providers and WIOA eligible training providers and programs, and track job placements. Collects all information required to generate reports for these federal programs.

Oklahoma elects to co-enroll WIOA adults and Wagner-Peyser. Integrated service delivery was implemented to improve access to quality services through service and program integration, support the linkages between workforce programs and economic development by developing shared goals and emphases, implement the intent of the Governor’s Council and the State Strategic Plan for comprehensive workforce system integration, provide a framework to empower and support the Workforce Development Board’s integration of Wagner-Peyser and WIOA Title I Adult program operations at the local level, and reduce duplication and seek efficiencies in a time of limited resources. Thus, an integrated case management system and labor exchange system assist in ensuring the client management application allows case managers to track and report for a variety of federal programs.

Title II

LACES NexGen (Literacy, Adult, and Community Education System) is an online student data management software designed for providers of Adult Basic Education (ABE), volunteer literacy, and correctional education. With LACES NexGen, we are able to track everyone associated with our ABE/GED/ESL programs, including students, classes, and staff. It collects all NRS-related data and generates required and optional NRS tables. LACES NexGen also tracks outcome measures such as educational gains, goal achievement, cohort outcomes, demographic information, and attendance hours, so we can monitor how our program is performing over time.

LACES NexGen is NRS and OCTAE compliant, and NRS and OCTAE requirements are built into the software, which includes specific required fields and automatic population of cohorts. The software is updated when the NRS and OCTAE makes changes to the way students are tracked and reported for funding purposes.

Title III

OKJobMatch is an integrated, vendor hosted system supporting: labor exchange for employers and job seekers, case management for program requirements, training providers and approved programs, reporting capability for all required federal, system and activity reports, and some interface with Unemployment Insurance.

Job Seekers and Employers: OKJobMatch Is a self-service job matching and workplace information service for employers and job seekers. Job seekers can establish an Internet account to manage their job search activities and register with labor exchange activities. Employers can establish an account to manage job openings and view job seeker resumes. Staff can create and manage job orders on behalf of employers.

Workforce Staff: Client management application that allows case managers to track their caseload and report information required under Labor Exchange, Re-Employment Services, WIOA, TAA (TRA Adjustment Act) and other federal programs. Provides a standardized process for following participants through the workforce development system network. It eases the load for case managers by providing a tool that can manage and monitor caseloads, assess employment barriers, establish training and employment plans, search for service providers and WIOA eligible training providers and programs, and track job placements. Collects all information required to generate reports for these federal programs.

Fiscal Link allows case managers and program administrators the ability to process participant and vendor payments for all WIOA programs including NEG (National Emergency Grants) grants, and TAA activities.

ReportLink is a web-enabled One-Stop workforce development federal reporting data management system providing WIOA, TAA, Labor Exchange and WISPR reports.

Title IV

The AWARE Case Management System is an Electronic Records Managements software used by the Oklahoma Department of Rehabilitation Services, to track services provided to individuals served by the Oklahoma Department of Rehabilitation Services under the State/Federal Vocational Rehabilitation and the Older Blind Independent Living programs.

The AWARE system is an internet-based system that is accessed by a web browser on a secure network. All data elements necessary for Federal and State reporting are captured and it automates all U.S. Department of Education, Office of Rehabilitative Services, Rehabilitation Services Administration mandated reports. In addition, it maintains high accessibility standards (508 compliant) to accommodate staff who are blind (screen readers), low vision (optimized fonts and background displays) or unable to use a computer keyboard or mouse in a normal way (i.e. voice recognition systems).

Alliance Enterprises, Inc. the owners of the AWARE system, prioritizes its customers' ability to provide accurate and timely Federal reporting and it provides customized options to meet each state's needs. The data produced by the system is stored in an industry standard Microsoft Sequel Server database for each of reporting, analysis and data sharing through security data connections. Alliance also works closely with its state customers to insure it meets policy and business practice standards required by the state. In Oklahoma's case Alliance customized AWARE to handle a financial system tied to the PeopleSoft system, the State Treasurer's office, and Third Party Administrators who process Medical/Pharmacy claims via data imports and exports.

Data collection and Reporting Processes:

The workforce system partners are utilizing the Oklahoma Works, Key Objective: Data, to integrate and use workforce and economic development data to inform policy, track progress, and measure success. Under this objective, Workforce Partners have identified the "Common Connectivity" strategy in the form of a common intake portal as a priority for the state. Oklahoma is seeking the USDOL Reemployment and System Integration Dislocated Worker grant to secure the necessary resources to design and implement a common intake system in Oklahoma. If received, the State will be able to make more progress toward a coordinated system. Oklahoma is also continuing to leverage data infrastructure, such as that developed through the Workforce Data Quality Initiative and State Longitudinal Data Initiative grant, to continue to implement coordinated data collection and reporting.

State policies supporting state strategy implementation:

All Oklahoma Works workforce system policies will support the alignment of service delivery and focus on increasing the wealth of all Oklahomans. Policy development and process is a collaborative approach, utilizing the System Oversight Subcommittee (SOS) members who draft and revise policy. The Workforce System Oversight Committee (WSOC) reviews all policy upon release.

For example, under guidance of the WSOC and SOS, two pilots in the local areas are occurring with regards to the MOUs and infrastructure cost sharing and contributions. From these pilots, Oklahoma anticipates retrieving best practices and lessons learned to distribute to other regions and local areas undergoing the same negotiations. As these pilots are in process, pilot participants are continually reporting successes and set-backs to the SOS and WSOC. SOS is using these lessons learned to draft policy for the system. Once released, the guidance will be accompanied with technical assistance by the Oklahoma Office of Workforce Development and our system partners represented on the System Oversight Subcommittee.

Guidance policy for system and regional implementation will be released 30 days prior to each of the following milestones: December 1, 2016: Regional self-assessment and SWOT Analysis; February 1, 2017: Establish administrative cost agreements; March 1, 2017: Develop sector strategies framework; and April 1, 2017: Collectively negotiate and establish regional agreements or MOUs, necessary to establish local levels of performance and performance accountability measures. Once released, these policies will be located with all other policies on the Oklahoma Works website at www.oklahomaworks.gov/policy-center.

The State is also in the process of developing the State's procedure for State-administered one-stop partner programs' contributions and equitable and stable methods of infrastructure in accordance with 121(h)(1)(B), utilizing core partner leadership and staff of the SOS, if local agreements reach an

impasse. Oklahoma will issue policy governing the State's procedure for this process by July 1, 2017.

3. STATE PROGRAM AND STATE BOARD OVERVIEW

A. STATE AGENCY ORGANIZATION

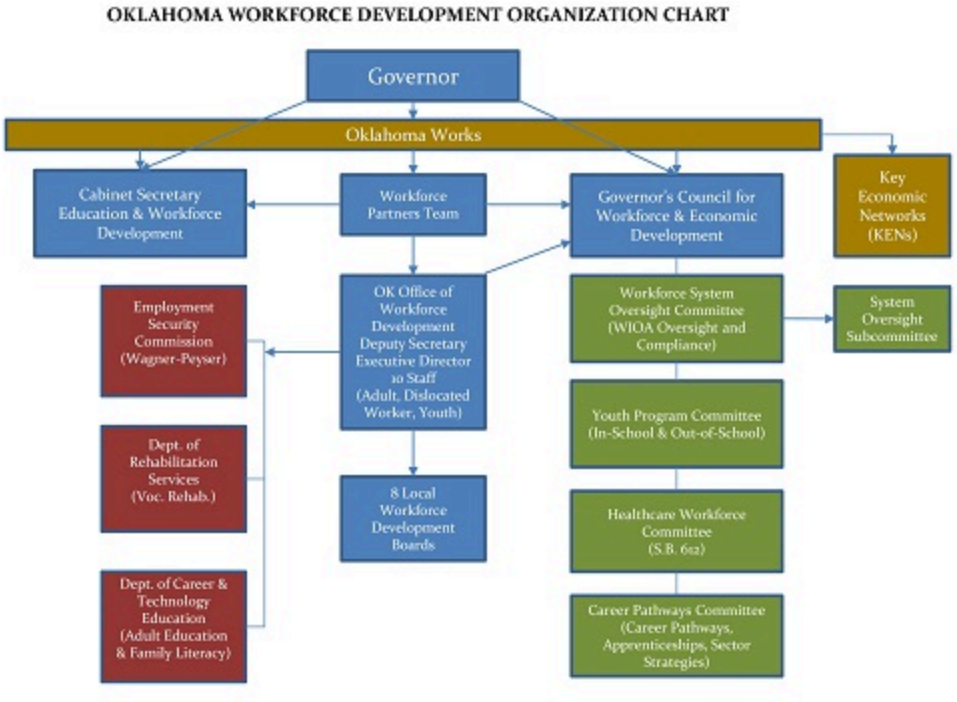
Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

The Oklahoma Office of Workforce Development (OOWD), housed at Oklahoma State University-Oklahoma City (OSU-OKC), guides the workforce development system in Oklahoma. There are four core programs in Oklahoma. The OOWD/OSU-OKC serves as the Governor's grant recipient and administrative entity for Oklahoma's WIOA Title I programs: Adult, Dislocated Worker, and Youth. They also manage various discretionary grants and National Emergency Grants (NEG) that have been awarded. Wagner-Peyser is administered by the Oklahoma Employment and Security Commission (OESC). Vocational Rehabilitation is administered by the Oklahoma Department of Rehabilitation Services (DRS), and Adult Education and Family Literacy is administered by the Oklahoma Department of Career and Technology Education (ODCTE).

These core partners work closely together as well as with the State Workforce Development Board - referred to in Oklahoma as the Governor's Council for Workforce and Economic Development (GCWED). The Governor's Council advises the Governor on workforce priorities and initiatives while also overseeing workforce activities across the state and assisting in the development and implementation of the WIOA State Plan.

The Oklahoma Office of Workforce Development provides staffing support for the Governor's Council and its committees, provides technical assistance to eight local workforce development boards, and monitors their activities. It is responsible for workforce system planning and policy, and partner and resource development. It coordinates workforce system projects and provides strategic guidance to Local Workforce Development Boards. The office also coordinates Rapid Response activities for the state.

The OOWD is under the direction of the Governor and the Cabinet Secretary for Education and Workforce Development. A Deputy Secretary for Workforce Development and an Executive Director direct the office in the day-to-day operations. (See Chart 1 State Agency Organization.)



III.b.3.A – Chart #1
State Agency Org.

The OOWD focuses Oklahoma's workforce development system on creating the innovation needed to create and retain jobs, to raise the education and skill levels of its citizens, and to connect employers with the workforce they need. Oklahoma's ultimate goal is a comprehensive workforce development system that is fully integrated and accountable. The OOWD facilitates the collaborative process of creating and implementing a systems approach to workforce development that serves business and creates employment opportunities for all Oklahomans.

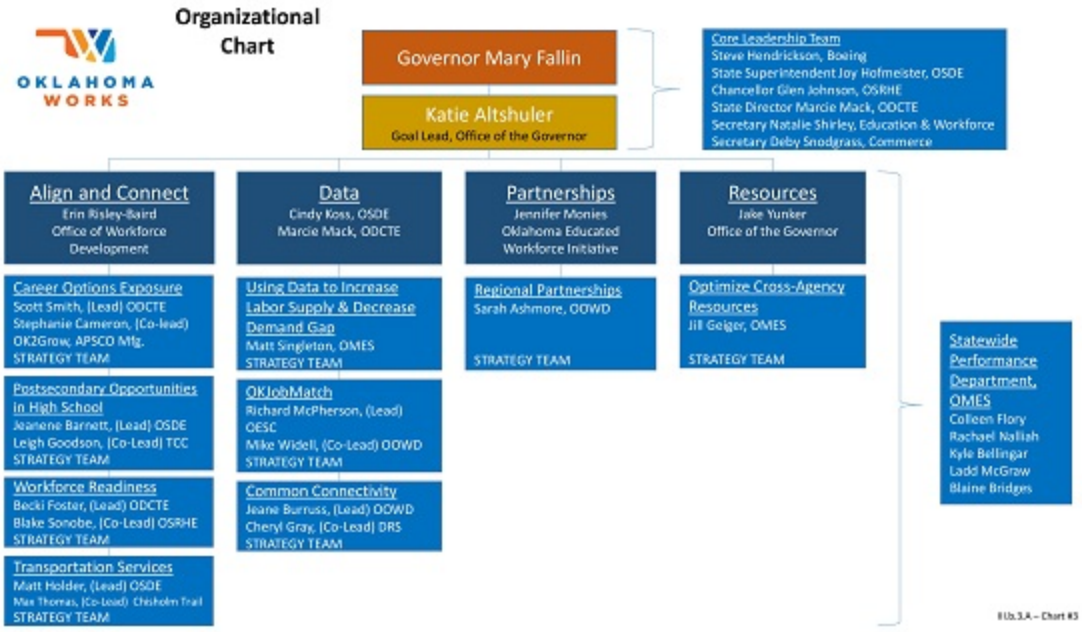
The State Workforce Partners team, originally established under the authority of an Executive Order, is an interagency team comprised of executive level staff from workforce, education and economic development agencies of the state for the purpose of providing staff support to the Governor's Council and to create efficiencies, eliminate duplication, and eliminate barriers to jointly providing a service delivery system. The Workforce Partners team works closely with the Governor, Cabinet Secretary and the Workforce Development office and assists the Governor's Council.

III.b.3.A. State Agency Organization – Workforce Partners Team – Chart #2

WORKFORCE PARTNERS	
Agency	**Designee**
Governor's Office	Katie Altshuler, Ashton Mese, Jake Yunker
Governor's Cabinet	Sec. Natalie Shirley, Education & Workforce Dev.
OK Employment & Security Commission	Richard McPherson
OK Dept. of Career & Technology Education	Marcie Mack
OK Dept. of Rehabilitation Services	Noel Tyler, Cheryl Gray
OK Office of Workforce Development	Deputy Sec. Michael Widell, Erin Risley-Baird
OK Dept. of Human Services	Ed Lake, Lee Anne Bruce Boone
OK Dept. of Health	Julie Cox-Kain
OK State Dept. of Education	Cindy Koss
OK State Regents for Higher Education	Chancellor Glen Johnson, Tony Hutchison
OK Dept. of Corrections	Clint Castleberry, Kimberly Owen
OK Management & Enterprise Services	Carol McFarland, Colleen Flory, Matt Singleton
OK Dept. of Mental Health & Substance Abuse	Commissioner Terri White
OK Health Care Authority	Nico Gomez
OK Office of Education Quality & Accountability	Sherry Labyer
OK Board of Private Vocational Schools	Mike Pugilese, Nora House
OK Educated Workforce Initiative/State Chamber	Jennifer Monies
OK Dept. of Commerce	Sec. Deby Snodgrass
OK Dept. of Veterans Affairs	Gen. Myles Deering, R. Arrington, S. Faulkner
OK Ctr. for Advancement of Science & Technology	Chad Mullen

The Oklahoma Office of Workforce Development and its Workforce Partners work in conjunction with the Governor's Oklahoma Works initiative. Oklahoma Works is an initiative designed to increase the wealth of all Oklahomans through providing education and training for citizens to obtain quality employment. The rationale is that coordinating strategic priorities and plans across education, training, and industry will increase the wealth of all Oklahomans by providing employment opportunities for workers and ready availability of highly skilled talent for business and industry. The initiative is built upon a coalition of businesses, educational institutions, state agencies, and other partners.

The goal of Oklahoma Works is to implement wealth-generating policies across the state through the alignment of private and public strategic priorities, helping all Oklahomans to achieve the American Dream. To accomplish the overarching goal of wealth generation for all Oklahomans and combat the skills gap, the Office of the Governor, State Workforce Partners, private business leaders, and numerous other contributors created this plan. Listed below are the four objectives of Oklahoma Works and organization chart. The objectives seek to provide necessary support while removing education and workforce barriers impacting the citizens of Oklahoma.



B. STATE BOARD

Provide a description of the State Board, including—

Oklahoma brings together leaders from business, government, education, and non-profit sectors to jointly develop ways to coordinate workforce development with economic development. The Governor's Council for Workforce and Economic Development works to develop creative solutions that expand and improve Oklahoma's workforce, providing better jobs for workers and a skilled workforce for business and industry.

The interrelation of agencies within Oklahoma's workforce system starts with the Governor's Council for Workforce and Economic Development. The Governor's Council serves as Oklahoma's lead workforce development entity and its statewide Workforce Innovation and Opportunity Board. The Governor, in accordance with Section 101 of the Workforce Innovation and Opportunity Act, established the State Council as an advisory body to the Governor, and the body was codified by the Oklahoma Legislature in 2006 (WIA) an in 2015 (WIOA).

The Governor's Council includes private and public sector individuals from all areas of the state that work together to support the governor's economic and workforce development vision Oklahoma Works. It is business-led with a majority of the members coming from private sector employers with optimum policymaking or hiring authority.

The Governor's Council meets quarterly; however, interaction between its members occurs on a regular basis. Initiatives that involve long-standing partnerships between private companies and public agencies are ongoing.

The governor appoints private sector representatives from Oklahoma's key industry sectors. These sectors, or ecosystems, include high-growth clusters statewide. There are five main ecosystems for the state of Oklahoma: aerospace and defense; energy; agriculture and biosciences; information and financial services; and transportation and distribution.

The governor establishes terms of appointment or other conditions governing appointment or membership on the council. Members are appointed for staggered terms. Members continue to serve until a replacement is appointed by the Office of the Governor. If vacancies occur during a term of office, the Office of the Governor makes new appointments for the duration of the term. All initial terms of office start on November 1 after receiving notification by letter from the Office of the Governor specifying an explanation of the term structure.

Private and public sector representatives also serve on Governor's Council committees charged with developing and recommending initiatives to enhance and implement Oklahoma's workforce and economic development strategy. Those committees are: Workforce System Oversight Committee, Youth Program Committee, Career Pathways Committee, and Healthcare Workforce Committee. Recommendations are taken to the full Council for action.

The Governor's Council is staffed by the Oklahoma Office of Workforce Development (OOWD). OOWD also staffs the Workforce System Oversight Committee, the Career Pathways Committee, and the Youth Programs Committee. The Department of Health staffs the Healthcare Workforce Committee.

Governor's Council Standing Committees

Workforce System Oversight Committee

PURPOSE (ACCORDING TO THE GOVERNOR'S COUNCIL BYLAWS)

Makes decisions on program governance, policy and capacity building for the Local Workforce Development Boards and partnerships. The Committee serves as an oversight board and will ensure compliance with WIOA.

Goals/Objectives

- Certify Workforce Development Boards in compliance with the Workforce Innovation and Opportunity Act (WIOA).
- Continue designing, aligning and integrating Oklahoma's workforce/talent development and delivery system.
- Set system-wide metrics and performance expectations.
- Identify and conduct service delivery efficiency pilot projects.
- Research and identify operational and organizational strategies that will help make workforce boards stronger and service delivery better.
- Develop guidance to make the workforce system more effective and efficient.
- Development of the State Plan, Council Strategic Plan, and the Annual Report.
- Work with regional planning areas to develop planning documents.

Action Items

- Coordinate and ensure support at the local and state level to the Oklahoma Works vision.
- Through a partner supported subcommittee, provide guidance in the form of policy and technical assistance to ensure compliance to WIOA local areas and designated local planning regions, to ensure statewide metrics and required performance are met.

- Convene statewide workforce development partners and local workforce development boards and provide venues and opportunities for continued system building.
- Support and facilitation for pilot projects to provide models for the statewide system
- Plan and develop statewide summits for the Local Elected Officials and board members to continue regional planning.

Youth Program Committee

PURPOSE (ACCORDING TO THE GOVERNOR'S COUNCIL BYLAWS)

Provide recommendations on policy and performance for the development and implementation of WIOA youth funded programs statewide. Create an Oklahoma workforce strategy for youth that aligns with youth initiatives and provides common solutions that coordinate with the state's economic goals building wealth creation for all Oklahomans.

Goals/Objectives

- Oklahomans are aware and supportive of the state's emerging workforce and the effect of current trends and issues.
- A youth system is developed through a collaborative effort of networking that is inclusive of all state and local youth organizations.
- The progress and impact of the youth system is benchmarked, measured, and rewarded and best practices reported.

Action Items

- Work with the education system to support the prevention and recovery of affected youth.
- Develop prevention and recovery strategies for both in-school and out-of-school youth.
- Develop a statewide plan in support of youth which would include a communication infrastructure that will inform and engage all stakeholders.
- Provide guidance to assist local areas in achieving compliance.

Healthcare Workforce Committee

Purpose (ACCORDING TO THE GOVERNOR'S COUNCIL BYLAWS AND OKLAHOMA STATUTE)

Inform, coordinate and facilitate statewide efforts to ensure that a well-trained, adequately distributed, and flexible healthcare workforce is available to meet the needs of an efficient and effective healthcare system in Oklahoma.

Goals/Objectives

- By October 2016, statewide health workforce efforts are being coordinated through a single, centralized entity.
- By January 2016, labor demand and program supply for 20 critical healthcare occupations are identified and quantified through the development of a longitudinal, multi-sourced data set that is available for public use.

- By October 2019, strategies are in place to reduce identified supply gaps for 20 critical health occupations.
- By November 2019, at least five recommended policies and programs that support and retain an optimized health workforce have been implemented.

Action Items

- Conduct data analysis and prepare reports on health workforce supply and demand;
- Research and analysis of state health professional education and training capacity;
- Recommend recruitment and retention strategies for areas determined by the Oklahoma Primary Care Office or the Oklahoma Office of Rural Health to be areas of high need; and
- Assessment of health workforce policy, evaluation of impact on Oklahoma's health system and health outcomes, and developing health workforce policy recommendations.

Career Pathways Committee

PURPOSE (ACCORDING TO THE GOVERNOR'S COUNCIL BYLAWS)

Make recommendations, inform, coordinate and facilitate statewide efforts to improve Oklahomans' exposure to high-demand career and entrepreneurship opportunities, along with the education and training required for entry into and advancement within a chosen career. Develop industry sector strategies in state and regional ecosystems to ensure that the education and training system is delivering the skills needed by employers.

Goals/Objectives

- Create a plan for Career Pathways efforts to be based on industry sectors within Oklahoma's state and regional ecosystems.
- Establish strategies to support the use of career pathways for the purpose of providing individuals, including low-skilled adults, youth, and individuals with barriers to employment (including individuals with disabilities) with workforce development activities, education, and supportive services to enter or retain employment.
- Create and use Career Pathways approaches to increase the proportion of low-skill learners who ultimately earn a degree or certificate.
- Increase high school graduation rates - decrease high school dropout rates.
- Increase the percentage of Oklahoma workers with a recognized postsecondary credential. (A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State or Federal government, or an associate or baccalaureate degree.
- Reinforce the alignment with Registered Apprenticeship for earn-and-learn opportunities.
- Use performance data to demonstrate progress and impact, thereby supporting partner buy-in and reinforcing continued engagement over time.
- Make Career Pathways part of the Board certification process.
- Introduce employers and educators to the value of partnering by describing best practices and success stories.
- Develop or research pilots and models.

Action Items

- Based on regional ecosystem industries and workforce and economic development data, identify skill gaps in specific occupations.
- Work with education and training partners to adopt or align curriculum in programs to meet needs of employers.
- Create awareness with business and industry, educators, local and regional leaders, KENs, community, students and parents to develop understanding and importance of career plans and career pathways.
- Explore and promote work-based learning opportunities (e.g., workplace simulations, school-based enterprises, cooperative work and study programs, internships (paid or unpaid), on-the-job training (OJT), job shadowing, apprenticeships, fellowships, short-term employment, and other paid or unpaid work experiences).
- Explore promising strategies that have been working for others and might be easily replicable.
- Hold regional summits or meetings on Career Pathways and Sector Strategies.
- Develop a Career Pathway pilot in each region of the state.

1. MEMBERSHIP ROSTER

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

A list of the members of the Governor's Council for Workforce and Economic Development are listed in the chart below. Membership is in compliance with WIOA Section 101 (b) Membership.

Membership consists of:

- 25 Members Total
- 13 Business/Private Sector
- 2 Labor Representatives
- 1 Apprenticeship Representative
- 2 CBO/Non-Profit
- 2 Elected Officials
- 1 Governor
- 4 Core Partners/Public
- Representation from all four Oklahoma Planning Regions

Oklahoma

Governor's Council for Workforce and Economic Development

Council Member	Title	Representing	City State Zip	Represents	Sector/Rep.	State Planning Region	Urban, Suburban, Rural	
Abshuler, Katie	Gov's Office, Policy Director	Office of Gov. Fallin (Gov's Designee)	Oklahoma City, OK 73105	Governor	Public	Central	U	*Planning regions represented:*
Carlan, Cheryl	Vice President, Human Resources	Michelin North America, Inc.	Ardmore, OK 73401	Trans/Dist	Private/Bus.	Southeast	R	Central = 8
Curry, Jimmy	President	AFL-CIO	Oklahoma City, OK 73105	Labor	Public/Labor	Central	U	Western = 6
Doyle, Kelly	State Director	Center for Employment Opportunities	Tulsa, OK 74120	Non-Profit/CBO	Public/Labor	Northeast	U	Northeast = 5
Duncan, Mel	Director of Corporate Human Resources, Corporate HR	Ditch Witch, A Charles Machine Works Co.	Perry, OK 73077	Construction	Private/Bus.	Western	R	Southeast = 3
Durham, Shelly	CEO	Okeene Municipal Hospital	Okeene, OK 73763	Healthcare	Private/Bus.	Western	R	
Gray, Chuck	President & CEO	Frontier Electronic Systems Corp.	Stillwater, OK 74074	Aerospace	Private/Bus.	Western	S	*Urban, suburban & rural defined:*
Harding, Nathaniel	President	Harding and Shelton Exploration	Oklahoma City, OK 73161	Energy	Private/Bus.	Central	U	Urban = Over 50,000
Hawkins, John	Owner/Manager	Integrated Insurance Services	Pryor, OK 74361	Info/Fin Serv	Private/Bus.	Northeast	R	Suburban = 10,000 - 50,000
Hendrickson, Steve	Director, Government Operations	Boeing Company	Oklahoma City, OK 73135	Aerospace	Private/Bus.	Northeast	U	Rural = Under 10,000
Hitch, Chris	President & CEO	Hitch Enterprises	Guymon, OK 73942	Ag/Bio	Private/Bus.	Western	S	
Jenkins, Ted	Training Director	Tulsa Electrical Joint Apprenticeship & Training	Tulsa, OK 74104	Apprenticeship	Public/Appr.	Northeast	U	*Represented:*
Keith, David	President & CEO	McAlester Regional Health Center	McAlester, OK 74501	Healthcare	Private/Bus.	Southeast	S	Urban = 12
Mack, Marcia	State Director	Oklahoma Dept. of Career and Technology Education	Stillwater, OK 74074	Core Partner/WIA	Public	Western	S	Suburban = 7
McPherson, Richard	Executive Director	Oklahoma Employment Security Commission	Oklahoma City, OK 73105	State Admin./Wagner-Peyser	Public	Central	U	Rural = 5
Miller, Donnella	Owner	Princess Transport, LLC	Durant, OK 74701	Trans/Dist	Private/Bus.	Southeast	S	
Miller, Wesley	City Councilman	Alva City Council	Alva, OK 73717	Elected Official	Public/LEO	Western	R	*Membership:*
Mills, Chuck	Owner/President	Mills Machine	Shawnee, OK 74801	Energy	Private/Bus.	Central	S	13-Private Sector
Shepelwich, Steven	Senior Community Affairs Advisor	Federal Reserve Bank of KC-OKC Branch	Oklahoma City, OK 73135	Info/Fin Serv	Private/Bus.	Central	U	2-Labor
Shirley, Natalie	Secretary of Education and Workforce Development	Education and Workforce Development	Oklahoma City, OK 73107	State Admin. Entity/Title I	Public	Central	U	1-Apprenticeship
Smallgo, Jr. John	County Commissioner	Tulsa County Commissioner	Tulsa, OK 74103	Elected Official	Public/LEO	Northeast	U	2-CBO/Non-Profit
Thompson, Valerie	Director	Urban League of Greater Oklahoma City, Inc.	Oklahoma City, OK 73111	Non-Profit/CBO	Public/Labor	Central	U	2-Elected Official
Tyler, Noel	Interim Director	Oklahoma Department of Rehabilitation Services	Oklahoma City, OK 73112	Core Partner/Rehab.	Public	Central	U	1-Governor
Wilson, Dale	Bus. Mgr./Financial Secretary	IBEW Local 1141	Apache, OK 73006	Labor	Public/Labor	Western	R	6-Core Partners/Public
Williams, Marty	Owner/Manager	Williams Farms	Red Rock, OK 74651	Ag/Bio	Private/Bus.	Western	R	25 Total

Ex-officio, non-voting, members of the Council represent the following state agencies:

Native American Liaison-Office of the Governor

OK Dept. of Commerce

OK Dept. of Corrections

OK Dept. of Health and Human Services

OK Dept. of Mental Health & Substance Abuse Services

OK Health Care Authority

OK State Dept. of Education

OK State Dept. of Health

OK State Regents for Higher Education

Oklahoma Legislators are not included on the Governor's Council, as it is not allowable by Oklahoma Statute.

2. BOARD ACTIVITIES

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

Oklahoma brings together leaders from business, government, education, and non-profit sectors to jointly develop ways to coordinate workforce development with economic development.

The Governor's Council for Workforce and Economic Development works to develop creative solutions that expand and improve Oklahoma's workforce, providing better jobs for workers and a skilled workforce for business and industry.

The Governor's Council operates in accordance with the functions contained in Section 101 (d) of the WIOA to oversee Oklahoma's workforce development system. The Governor's Council advises the governor on the creation, implementation, and continuous improvement of a comprehensive statewide workforce development system in support of economic development.

The Governor's Council uses the Workforce Partners Team, committees and work groups to facilitate an aggressive agenda that focuses resources from Oklahoma's employment, education, and economic development communities to secure statewide economic growth.

The Governor's Council assists the governor in the preparation of the state plan by assigning staff from various entities represented on the council to collaborate on the initiatives included and the writing of the plan.

The Governor's Council develops linkages through its members and also through the Workforce Partners. This regular contact among the Partners allows for constant collaboration on issues.

The Governor's Council Workforce System and Oversight Committee will review local and regional plans submitted from each of Oklahoma's workforce development areas and regions. This review ensures that the local and regional plans align with the state plan and that these plans are demand-driven with significant input from identified local industry representatives. The council provides technical assistance to local areas and regions in the development of their plans, if needed.

The Governor's Council also recommends designations of local workforce development areas and will continue to work with local workforce areas on re-designation requests. Any contemplated changes in areas are discussed with all parties involved including the local elected officials, WDBs, and service providers. Changes in workforce development areas are done only in the best interests of the State and the business and job seeker customers in that area.

The Council is responsible for certifying Local Workforce Boards. The certification process is the key strategy to ensure Local Workforce Development Boards have the proper membership and structure to be highly effective in creating and continuously improving an aligned workforce development system, overseeing funds effectively and achieving established performance measures.

As also described in the Plan, the Governor's Council was instrumental in making recommendations regarding the assignment of local workforce areas to regions. This process was an open process including input from local boards, local elected officials and stakeholders prior to the creation of the four Oklahoma Regional Workforce Planning Regions.

Allocation formulas for the distribution of funds for adult, dislocated worker and youth programs under WIOA are developed as per the federal WIOA law.

Timelines and Progress on Activities

September 2015: All required State Board members were appointed.

November 6, 2015: First WIOA compliant State Board meeting

November - January: State Board New Member Orientations Conducted

March 24, 2016: State Board and the Governor identified four Planning Regions for State

April 29, 2016: New Bylaws for the Governor's Council approved

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.

A consideration for each of the core programs will be the delivery of quality, customer service oriented, and effective programs driven by continuous improvement principles,

Once the baselines for all of the core programs has been determined with the US Departments of Labor and Education, each of the core programs whether state or locally based will be expected to invest their program funds in a manner that both meets the intent of their funding streams and targets the required performance.

The WIOA local workforce programs and more recently the Wagner Peyser program have been operating under a variation of the new performance measures under previous iterations of workforce legislation. While not all the local workforce areas met performance under WIA, corrective action has been taken and in accordance with a request from the chief elected official we have merged the failing area into its neighbor. We believe that this designation will result in improved performance.

Each of the Planning Regions will be required to describe how they plan to meet performance and a review of their Plans will include a determination of whether the described strategies are likely to result in the required performance numbers. Where they are not meeting performance, technical assistance may be offered and the regions may be instructed to continue to work on appropriate strategies.

The State's data collection and reporting system allows the state to produce monthly reports which are used by our local workforce areas as an indicator of the likelihood they will meet performance. As the state collects the information quarterly, Oklahoma Works will be able to assess the progress of the partners in meeting the State's vision and goals. Local areas and Planning Regions are expected to take actions as necessary to make course corrections based upon review of the data.

Oklahoma Works and the Governor's Council will encourage all Core Program partners to describe in the Memorandum of Understanding (MOU), to be entered into at the local level, how they will create a symbiotic environment in which the partners can be instrumental in helping each other meet the new measures through dual enrollment, leveraging funds, shared case management and shared follow up as applicable. Regional partners will be required to negotiate performance measures and

each region would conduct regular reviews internally to determine if the region is on target to meet the annual performance measures. The results of the regular reviews will be included in both the Regional MOU Annual Renewals and in the Center Certification documentation. The MOU and the Center Certifications are reviewed by Oklahoma's Workforce System Oversight Subcommittee with recommendations going to the Workforce System Oversight Committee of the Governor's Council.

Regular monitoring of the core programs, which is part of the responsibility of the regional one-stop operator, and monitoring conducted by the core programs of their locally delivered services will ensure alignment of services, coordination of partner services and advancement toward meeting and exceeding the negotiated performance measures. As deficiencies are found by state level reviews, the regional area will be notified and may receive an observation or finding in the reports with applicable corrective action requested of the core partner.

The six primary indicators of performance under WIOA for each core partner (note that primary indicator four and five do not apply to Wagner-Peyser Employment Services) are:

1. Entered Employment - The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.

- PY 2016/2017 Adult 61%
- PY 2016/2017 Dislocated Worker 75.1%
- PY 2016/2017 Youth 62.6%
- PY 2016/2017 Wagner-Peyser 61%
- PY 2016/2017 ABE - baseline
- PY 2016/2017 DRS - baseline

2. Employment Retention - The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.

- PY 2016/2017 Adult 61.5%
- PY 2016/2017 Dislocated Worker 73.9%
- PY 2016/2017 Youth 62.7%
- PY 2016/2017 Wagner-Peyser 61.5%
- PY 2016/2017 ABE - baseline
- PY 2016/2017 DRS - baseline

3. Median Earnings - The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.

- PY 2016/2017 Adult $4,664
- PY 2016/2017 Dislocated Worker $6,084
- PY 2016/2017 Wagner-Peyser $4,664
- PY 2016/2017 ABE - baseline
- PY 2016/2017 DRS - baseline

4. Credential Attainment Rate - The percentage of participants who obtained a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program. A participant who has obtained a secondary school diploma or its recognized equivalent is only included in this measure if the

participant is also employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year from program exit.

- PY 2016/2017 Adult 60.9%
- PY 2016/2017 Dislocated Worker 56.8%
- PY 2016/2017 Youth 44.5%
- PY 2016/2017 ABE - baseline
- PY 2016/2017 DRS - baseline

5. Measurable Skills Gains - The percentage of participants who during a program year are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational or other forms of progress towards such a credential or employment.

- PY 2016/2017 Adult - baseline
- PY 2016/2017 Dislocated Worker - baseline
- PY 2016/2017 ABE - baseline
- PY 2016/2017 DRS - baseline

6. Effectiveness in Serving Employers (not yet defined by DOL or ED) - This will be based on indicators developed as required by Section 116(b)(2)(A)(iv) of WIOA.

The state also ensures that local workforce development areas meet performance accountability measures in addition to the provision of quality services to individuals and employers, and the state will provide technical assistance when needed. The local boards and state partners are very familiar with the continuous improvement principles. Results of assessments both positive and negative will be communicated to the local boards and partners. As appropriate, corrective action including plans for improvement will be requested in accordance with continuous improvement principles and evaluated for their likelihood of success.

The Workforce System Oversight Committee plans to assess the need for a policy on assessments of performance to ensure that each region has a performance. Oklahoma wants to ensure that each region has a performance review to identify that the current actions are being coordinated through regional MOUs and regional plans. This approach will document the quality, effectiveness and improvement of each region thereby allowing core partners to review relevant information and take action to improve the system.

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.

Oklahoma will assess one-stop delivery partner program services by assessing performance, soliciting self-assessment, participation in the system, program effectiveness, accessibility of the system, among other assessments.

First, for example, to assess performance, the State will continue to develop standard data gathering across core and other programs to determine the structure of joint reports in the future, calling on the

expertise of core entities. The state and local areas will be assessed based on a comparison of the actual performance level with the adjusted level of performance each quarter and annually. As guidance is released from the federal office, Oklahoma will work quickly to continue to develop common performance assessment guidance and tools, in concert with our partners at the state and local levels.

Second, for example, to assess core and other one-stop delivery system partner program services each of the assessments will take into account local and regional planning goals through Memorandum of Understanding agreements (MOU), self-assessments, and Strengths, Weaknesses, Opportunity and Threats (SWOT) analyses. The regional MOU agreements that are negotiated with each partner will further detail locally-identified requirements for integrated service delivery. Each region will create a plan to measure agreed upon success factors, which will include continuous improvement strategies to ensure high quality customer service at the Oklahoma Works Centers. Currently, the state is exploring what the additional state-level criterion could be used to assess the effectiveness of partnerships and outcomes. Guidance to the local and regional areas on these criterion will be released by February 2017.

Oklahoma also seeks input from the regions using a self-assessment tool to be completed by the local boards within a region, and will be completed quarterly. The regional planning self-assessment tool is organized under the three standards categories (Governance, Business Services and Job Seekers Services) and includes corresponding indicators that are components of each element. The completion of this tool will be accompanied by completion of a SWOT analysis. SWOT analyses at the regional level will be completed every two years. The first self-assessment and the summary of the regional SWOT analysis must be submitted by December 1, 2016.

For example, information gathered from this tool includes: a sign in sheet from the regional meeting for partner participation verification, and evaluation of indicators to assess their area's progress toward submitting a Regional Plan.

Keeping in mind the objective of regionalism, as delineated at §679.200 of the WIOA Final Regulations, "the purpose of identifying regions is to align workforce development activities and resources with larger regional economic development areas and available resources to provide coordinated and efficient services to both job seekers and employers."

A four-point scale representing the phases of an ongoing development process helps the regions assess progress. Indicators are as follows:

1 = Initiation Phase: The team has discussed this indicator but has not started planning.

2 = Planning Phase: The team is engaged in a planning process to agree upon the steps necessary to move forward.

3 = Implementation Phase: The team has completed planning and is in the process of implementing strategies.

4 = Sustain/Enhance Phase: Strategies have been fully implemented. The team is managing for sustainability and further enhancement of this indicator.

This Self-Assessment Tool also contains measures of the accessibility of System components. Accessibility means that job seekers with disabilities can use System resources, both physical and

technology-based, without facing discrimination based on the job seeker's disability. Assessing accessibility, among other criterion, assists the State in ensuring a comprehensive and responsive workforce development system.

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.

The State will be assessing programs against negotiated performance on a regular basis. In negotiating new levels, the state will look at how well core partners did on the previously negotiated measures. It is anticipated that upon installation of the state's new data collection and reporting system (currently being procured and anticipated completed migration by summer 2017) that we will be better able to analyze data in real time which will help all the partners make course corrections as needed.

For programs that meet or exceed performance the state will evaluate the economy and performance of the planning region or local area as appropriate to determine the new measures. For areas where they have been barely meeting performance, the state will examine whether the area is in need of technical assistance, has implemented best practices or should be under a corrective action plan with respect to their performance. As appropriate, the state will communicate with the appropriate elected official.

Also, the state is planning to implement its own measures as allowed and encouraged under WIOA, to reflect those elements of the workforce system critical to the success of Oklahoma's workforce and businesses. The state will also consider how well the core programs are doing with the Oklahoma Works Partner measures, metrics found on OKStateStat, and macro metrics set by the Governor's Council for Workforce and Economic Development, as required by the Office of the Governor.

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 System Oversight Subcommittee (SOS), a subcommittee of the Governor's Council for Workforce and Economic Development (GCWED), is currently working together on a variety of projects and the process of evaluations. The SOS plans to get feedback from the local regions and various partners as the State transitions from WIA to WIOA. So far the SOS has not been able to take a measured look at how these programs will be evaluated.

The SOS is also creating a WIOA-compliant assessment tool, which is organized under three standards categories (Governance, Business Services and Job Seekers Services) and includes

corresponding indicators that are components of each element. Local and Regional Teams will use this tool to examine each indicator to assess their local area and region's progress toward achieving a quality system. The SOS will use this completed tool to evaluate region and local progress and implementation to create a better workforce development system for Oklahoma.

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),

The Oklahoma Office of Workforce Development (OOWD) is actively, and continuously, working on updating policies and procedures in accordance with the Workforce Innovation and Opportunities Act. By providing an understanding of the methodologies used to distribute formula funds for Youth program activities in accordance with WIOA Section 128(b)(2) and/or (b)(3) , the OOWD hopes to expand transparency and tighten partnerships across all levels of the workforce system. In an effort to avoid confusion and/or contradiction, the OOWD has decided to wait until all current and pending program year and fiscal year funds are distributed, awarded, and fully executed to each of the eight local Workforce Development Areas. The OOWD plans to issue new policy on the distribution of Youth program formula funding no later than January 31, 2017.

Effective Program Year 2017, the State of Oklahoma elects to utilize a discretionary allocation formula for Youth program funds. Upon receipt of the federal Notice of Obligation, the Oklahoma Office of Workforce Development will calculate a minimum amount of 85% to be distributed to the local areas through formula distribution. The following criteria and percentages will determine the amount of funding for Youth program activities each of the eight Workforce Development Areas will be awarded:

- Areas of Substantial Unemployment - 28.333%

The number of unemployed individuals in counties with an unemployment rate of at least 6.5% will be summed and weighted. The percent share of unemployed in areas of substantial unemployment will then be multiplied by the total calculated amount of pass through dollars. The State has elected to use counties as areas of substantial unemployment due to the ability to gather a 12 month average at the county level, as opposed to a historical five year average available for geographies such as census tracts.

- Excess Unemployed - 28.333%

The number of unemployed individuals over 4.5% of the labor force represents the number of excess unemployed for each county. The amount for each county will be divided by the total number of excess unemployed to determine the percentage of excess unemployed. This percentage will then be multiplied by the total calculated amount of pass through dollars.

- Disadvantaged Youth - 28.333%

The number of disadvantaged youth for each county will be divided by the total number of disadvantaged youth in the state. This percentage will then be multiplied by the total calculated amount of pass through dollars.

- Excess Youth Poverty - 15% (WIOA section 128(b)(3)(B)(i)(ii)

The relative number of youth, under the age of 18, per county residing in a family with an income below the poverty level.

In the event that the formula allocation determines an area is to receive less than 90% of the average percent share of previous two year's percent share, the amount needed will be ratably reduced from those areas whose data based formula allocation amount was higher than the 90% minimum award. This is done to ensure that award amounts from year to year do not result in the often extreme fluctuations of unemployment and population.

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

The OOWD is actively, and continuously, working on updating policies and procedures in accordance with the Workforce Innovation and Opportunities Act. By providing an understanding of the methodologies used to distribute formula funds for Adult program activities in accordance with WIOA Section 133(b)(2) and/or (b)(3) , the OOWD hopes to expand transparency and tighten partnerships across all levels of the workforce system. In an effort to avoid confusion and/or contradiction, the OOWD has decided to wait until all current and pending program year and fiscal year funds are distributed, awarded, and fully executed to each of the eight local Workforce Development Areas. The OOWD plans to issue new policy on the distribution of Adult program formula funding no later than January 31, 2017.

Effective Program Year 2017, the State of Oklahoma elects to utilize a discretionary allocation formula for Adult program funds. Upon receipt of the federal Notice of Obligation, the Oklahoma Office of Workforce Development will calculate a minimum amount of 85% to be distributed to the local areas through formula distribution. The following criteria and percentages will determine the amount of funding for Adult program activities each of the eight Workforce Development Areas will be awarded:

- Areas of Substantial Unemployment - 28.333%

The number of unemployed individuals in counties with an unemployment rate of at least 6.5% will be summed and weighted. The percent share of unemployed in areas of substantial unemployment will then be multiplied by the total calculated amount of pass through dollars. The State has elected to use counties as areas of substantial unemployment due to the ability to gather a 12 month average at the county level, as opposed to a historical five year average available for geographies such as census tracts.

- Excess Unemployed - 28.333%

The number of unemployed individuals over 4.5% of the labor force represents the number of excess unemployed for each county. The amount for each county will be divided by the total number of excess unemployed to determine the percentage of excess unemployed. This percentage will then be multiplied by the total calculated amount of pass through dollars.

- Disadvantaged Adults - 28.333%

The number of disadvantaged adults for each county will be divided by the total number of disadvantaged adults in the state. This percentage will then be multiplied by the total calculated amount of pass through dollars.

- Excess Adult Poverty - 15% (WIOA section 128(b)(3)(B)(i)(I)

The relative number of adults, aged 18 and older, per county residing in a family with an income level below the poverty level.

In the event that the formula allocation determines an area is to receive less than 90% of the average percent share of previous two year's percent share, the amount needed will be ratably reduced from those areas whose data based formula allocation amount was higher than the 90% minimum award. This is done to ensure that award amounts from year to year do not result in the often extreme fluctuations of unemployment and population.

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

The OOWD is actively, and continuously, working on updating policies and procedures in accordance with the Workforce Innovation and Opportunities Act. By providing an understanding of the methodologies used to distribute formula funds for Dislocated Worker program activities in accordance with WIOA Section 133(b)(2), the OOWD hopes to expand transparency and tighten partnerships across all levels of the workforce system. In an effort to avoid confusion and/or contradiction, the OOWD has decided to wait until all current and pending program year and fiscal year funds are distributed, awarded, and fully executed to each of the eight local Workforce Development Areas. The OOWD plans to issue new policy on the distribution of Dislocated Worker program formula funding no later than January 31, 2017.

Effective Program Year 2017, upon receipt of the federal Notice of Obligation, the Oklahoma Office of Workforce Development will calculate a minimum amount of 60% to be distributed to the local areas through formula distribution. Due to the state's historically low levels of unemployment, factors closely related to levels of unemployment in each county will be weighted more heavily. The following criteria and percentages will determine the amount of funding for Dislocated Worker activities each Workforce Development Area will be awarded:

- Unemployment Insurance - 25%

The relative number of allowed unemployment claims in each county over a 12 month period.

- Long-term Unemployed - 25%

The number of long-term unemployed individuals for each county will be divided by the total number of long-term unemployed to determine the percentage of funding each county should receive. The percentage will then be multiplied by the total calculated amount of pass through dollars.

- Unemployed - 25%

The number of unemployed individuals for each county will be divided by the total number of unemployed. This percentage will then be multiplied by the total calculated amount of pass through dollars.

- Declining Industries - 15%

The number of jobs lost, in each county, within industries which have experienced declining employment county will be divided by the total number jobs lost within the same industries statewide. This percentage will then be multiplied by the total calculated amount of pass through dollars.

- Farmer Rancher Economic Hardship - 10%

The decline in farm income in each county, will be divided by the total decline in farm income across the state. This percentage will then be multiplied by the total calculated amount of pass through dollars.

- Mass Layoff - 0%

As mass layoff data is no longer available through the Bureau of Labor Statistics, and the state does not track and/or report on this information, mass layoff data is weighted at zero.

In the event that the formula allocation determines an area is to receive less than 90% of the average percent share of previous two year's percent share, the amount needed will be ratably reduced from those areas whose data based formula allocation amount was higher than the 90% minimum award. This is done to ensure that award amounts from year to year do not result in the often extreme fluctuations of unemployment and population.

Due to the differences and fluctuations in federal, state, and local economic and unemployment situations the Governor will, if necessary, adjust the formula no more than once per program year to ensure that dislocated worker funding is awarded based on the most relevant circumstances and data in relation to the period of time for which the data is analyzed.

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 Funds for the Adult Basic Education Grant

Oklahoma has grouped each of its 77 counties into four Oklahoma WIOA regions. These four Oklahoma WIOA regions are further divided into a total of eight Workforce Development Areas. The Oklahoma Department of Career and Technology Education (ODCTE) will group these 77 counties into Adult Basic Education (ABE) Service Areas. No more than 30 ABE service areas will be determined using multiple criteria including their location relative to the four WIOA regions, the eight Workforce Development Areas, current and potential service provider areas, and input from stakeholders. After collecting this input ODCTE staff will determine these ABE service areas. Each ABE service area will be a combination of one or more Oklahoma counties. A county can be in only one ABE service area, and all 77 counties will be served and included in a service area.

Once these ABE service areas are determined, ODCTE staff will determine an allocation amount by using data for each of Oklahoma's 77 counties. This initial allocation will include 1) number of eligible individuals within a service area, and 2) ABE service area need. A formula will then be determined using these two variables to determine an allocation amount for each county. The amount for each county within an ABE service area will be totaled, and then eligible providers will compete for this amount in their application. This amount will be held steady for not more than three years. After this period allocation amounts for each service provider will be determined using a formula that accounts for the ABE service area need, number of eligible individuals within a service area, and performance of the service provider.

Distribution of funds for EL Civics and Corrections grants

The ODCTE will fund English Literacy (EL) Civics in conjunction with an integrated education and training activities. Components funded within this program are adult education and literacy activities, workforce preparation activities, and workforce training. Eligible recipients will have the opportunity to apply for EL Civics and Corrections grants. The formula used for each of these grants will be 1) a base amount for each recipient and 2) service provider need. Recipients will receive a hold steady amount of not more than three years. After this period allocation amounts will be determined through a formula that includes 1) a base amount for each recipient, 2) service provider need, and 3) performance of the recipient after two years of providing the service. An eligible recipient for either the EL Civics or the Corrections grants do not have to be a recipient of the Adult Basic Education grant. Service areas of both EL Civics and Corrections grants may not mirror that of the ABE service areas.

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

Eligible provider means an organization that has demonstrated effectiveness in providing adult education and literacy activities. This may include a local educational agency, a community-based organization or faith-based organization, a volunteer literacy organization, an institution of higher education, a public or private nonprofit agency, a library, a public housing authority, a nonprofit institution that has the ability to provide adult education and literacy activities to eligible individuals.

In the Fall/Winter of 2016 the Oklahoma Department of Career and Technology Education will hold a competition to award funds in a multi-year competition for Adult Basic Education grants, English Literacy Civics grants, and Corrections grants. Eligible agencies will have the option of being able to apply for one or more of these grants. Eligible agencies will have the option of applying for one or more service areas in the Adult Basic Education grant. Agencies will also have the option to apply for an English Literacy Civics grant and/or a Corrections grant. One RFP will be utilized in this

process for all three grants. The same grant application and process will be used by all eligible applicants.

The application will contain the local application criteria listed within Section 232 and the 13 considerations listed in Section 231(e) of the Workforce Innovation and Opportunity Act Title II Adult Education and Literacy.

The following elements may be used by the ODCTE in determining demonstrated effectiveness of eligible training providers:

- Credential Attainment Rate
- Measurable Skills Gain
- Effectiveness in Serving Employers
- Median Earnings
- Employment Rate
- Total number of individuals served
- Program of Study Completer

In order to demonstrate past effectiveness eligible providers will provide performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the State's application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

There are two ways in which an eligible provider may meet these requirements:

(1) An eligible provider that has been funded under title II of the Act must provide performance data required under section 116 to demonstrate past effectiveness.

(2) An eligible provider that has not been previously funded under title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of the following:

- Reading
- Writing
- Mathematics
- English language acquisition
- Other subject areas relevant to the services

Eligible provider applications will be initially reviewed by the Local Workforce Development Boards (WDBs) in the Adult Basic Education (ABE) service area in which they are applying and determine if their application aligns to the local WDB plan. Eligible providers will receive this input from the WDBs, have an opportunity to revise their application, and then submit to their application to the ODCTE. WDBs would then review the whole application and provide their recommendations to the ODCTE regarding the applications of the eligible provider. The ODCTE would then take into consideration these recommendations and select the ABE service provider/s for each of the ABE service areas.

A rubric will be developed and the evaluation criteria will include the 13 considerations in 231(e) of the Workforce Innovation and Opportunity Act Title II Adult Education and Literacy, as well as other components deemed necessary to review the application.

The award cycle for all grants will be four years. Awards will be given for program years 2017-2018, 2018-2019, 2019-2020, and 2020-2121. After this time, recipients may have the option of applying for a grant extension. This grant extension can be renewed in subsequent years until the ODCTE determines that a new multi-year competition for the grant needs to occur.

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.

Eligible providers will apply for the Adult Basic Education Grant, EL Civics Grant, and Corrections Grant directly to the Oklahoma Department of Career and Technology Education. Notification of the RFP will first take place on the ODCTE website. Subsequent notification may follow through electronic as well as other means to those parties potentially interested in applying for the grant. Core WIOA partners and one-stop partners will also be notified at the same time as the RFP is published on the website. The application will be available as a Microsoft Word document that can be downloaded from the ODCTE website. The completed application will be emailed to the Oklahoma State ABE Director. Upon receiving the application the Oklahoma State ABE Director will send a notification with 24 hours to the applicant that the ODCTE has received the application. Each applicant will fill out the same application and submit their application through the same means. This will ensure direct and equitable access to all eligible providers.

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.

The Oklahoma Department of Rehabilitation Services (OKDRS) is the single Designated State Unit for these funds. OKDRS is a combined agency, no distribution is required.

Title I, Part B, Priority Group 1 - Estimated Funds = 11,481,000 (Average Cost of Services = 2,922)

Title I, Part B, Priority Group 2 - Estimated Funds = 13,617,000 (Average Cost of Services = 2,922)

Title I, Part B, Priority Group 3 - Estimated Funds = 1,602,000 (Average Cost of Services = 2,923)

Title VI, Part B - Estimated Funds = 300,000 (Average Cost of Services = 4,700)

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.

Currently, two partners under WIOA operate the same case management/reporting system for their respective programs. Labor Exchange and Title 1 programs have utilized an integrated case management/reporting system for many years. This system uses real time data across programs to prevent duplication of services, track program services and calculate integrated performance data and while it has been practical and economical, it is not utilized by all of the core partners. All of the partners have a computerized case management system that meets the specific requirements of each program. Integrating to a unified system and adjusting for a streamlined intake and service delivery system is high priority. Oklahoma is currently in the process of reviewing case management/reporting systems that have the capability of meeting the requirements for integrated case management and reporting across core programs.

Currently each core partner will use their existing systems, updated as necessary, to gather the needed information for performance reporting as required by the WIOA. The Oklahoma Employment Security Commission, through data sharing MOUs, will provide the required wage information for federal reporting purposes in compliance with applicable federal and state laws.

Oklahoma expects the regions to enter into data sharing agreements based on local MOUs. In the future as data systems are procured and upgraded, the state will look at ways in which the data can be accessible between among our one-stop partners along with the appropriate confidentiality agreements.

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.

Oklahoma is committed to the goals of eliminating duplication of services and addressing the needs of common intake and case management, however we do not have an immediate plan for integrating data systems. Therefore, the core partners are in discussions to increase the exchange of data to the maximum extent possible. The core partners are in the process of developing WIOA specific MOUs in order to exchange data, establish governance, specify common intake, and track program participation. Additionally, data sharing MOUs will address the use of wage record data in order to successfully comply with WIOA performance accountability measures and state indicators of

performance. Oklahoma is currently exploring strategies and funding sources to achieve these goals.

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.

Oklahoma is dedicated to developing a roadmap towards greater data alignment and integration of participant and performance data across core programs with the ultimate goal of providing effective and efficient services that leads to the participants' certificate attainment and employment. The development and implementation of a data system that will allow the sharing of participant information and services across core programs will make benchmarking a reality.

An objective of the Oklahoma Works Strategic Delivery Plan is to integrate and utilize workforce and economic development data to inform policy, track progress, and measure success. The written plan, approved by the Governor, formally engages Workforce System Agency Partners from the State Regents for Higher Education, the State Department of Education, the Oklahoma Department of Career and Technology Education, and the Oklahoma Office of Management and Enterprise Services. Effective collection and utilization of education, workforce, and economic data is essential to Oklahoma's ability to decrease the gap between labor supply and demand, and to generate wealth for all Oklahomans.

A multi-agency data repository will be developed that will house workforce- and education-related data to provide a platform for linking data across data-generating agencies necessary to improve data collection and dissemination, and to inform and support the objectives of Oklahoma Works. The efficiencies achieved through integrated information access and virtual services are expected to result in cost savings that will then be applied to the maintenance and enhancement of the workforce data enterprise system. Existing WIOA formula funds can be used, at the Governor's discretion, to assist with data collection and research projects at the state and local levels that are conducted and/or guided by Oklahoma State University-Oklahoma City.

Given this context, the state is approaching the matter of data-sharing and the building of interoperable data systems with the following principles in mind:

• The technological construction for interoperable data-systems is constructed to aid the objectives of the programs they are designed for and will not wrongly constrain or predetermine the policy choices of program administrators and operators in a way that restricts the capacity for policy innovation.

• Data-sharing and data integration efforts are most logical where there is a commonality of importance, necessity, or purpose and set goals. All efforts to improve data-sharing agreements or, where appropriate, move towards data-integration will proceed on the basis of value-added partnership such that all partners gain something from the partnership.

• Agreements recognize and take into account the varied needs of different programs and consumer populations, the varying privacy requirements of different programs, recognition of data-ownership

by program operators, and the need to work collaboratively to create shared solutions that serve both the programs being operated, and the consumer receiving services.

• Data-sharing and data integration was developed in order to meet state and federal privacy and security standards as well as those of each partner agency.

•The State Board has created workgroups to assist the Governor in aligning technology across core programs and One-Stop mandatory partners with the goal of improving service delivery to individuals.

Representatives from all WIOA core programs, Title I, Adult Basic Education, Department of Rehabilitation Services, and The Oklahoma Employment Security Commission, have all participated in workgroups, with representatives meeting with State Board staff either collectively or program to program. To date, the workgroup has done all of the following:

• exchanged information about common data elements that support assessment and evaluation

• exchanged information about data systems in-use and extant performance reporting processes

• shared information on WIOA performance metrics, reporting requirements, regulations, and guidelines

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

State agencies will work with the Governor's Council for Workforce and Economic Development to ensure required reports for the performance accountability are completed to the best of the state's ability. The priority is to identify and deploy a third-party, non-agency entity to receive, clean and report from multiple data sources in the short term and ultimately to assist in the development of common reports when a common system is implemented.

Oklahoma will also await guidance from the Departments of Labor and Education.

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.

The State Workforce Partners will establish an annual review of funding sources and incentives provided by federal, state and local sources. In addition, the State Workforce Partners will chart the effectiveness of federal and state funding for education, workforce and economic development systems throughout the state.

The Governor of Oklahoma has set a performance funding budget model for each of Oklahoma's agencies which includes all core workforce partners to deliver the performance expected while staying within their monetary allotments.

The core workforce partners will utilize the WIOA Performance Measures for the Core Programs to monitor and improve all WIOA core programs. These performance measures include Employment (Second Quarter and Fourth Quarter after Exit), Median Earnings, Credential Attainment Rate, Measureable Skill Gains, and Effectiveness in Serving Employers. Performance for each of these measures will be segmented by Adults, Dislocated Workers, Youth, Adult Education, Wagner-Peyser, and Vocational Rehabilitation. State and local workforce boards will utilize these performance measures in measuring the progress of the core partners in their area. These measures will assist Oklahoma in determining the effectiveness of its workforce development system and allow the state to continuously improve this system.

The workforce system oversight subcommittee will conduct an annual review of the funding sources and incentives provided by federal, state and local sources. This review will assist in charting the way federal and state funds are utilized by both the educational system and workforce development system in the state. The measures, goals and objectives negotiated by the core partners will be used to gage the effectiveness of the workforce system as a whole. The Local Workforce Development Areas will be reviewed to ensure they are meeting the goals and objectives outlined in their local plans for effectively using workforce dollars to meet the educational and employment needs of the participants seeking service through the integrated workforce system. The Oklahoma Works centers will be measured using the "New Day, New Way" guidelines developed by the Governor's Council for Workforce Development ensuring ease of access for all.

"A New Day, New Way" began under the Workforce Investment Act and has been revived under the Workforce Innovation and Opportunity Act, and focuses on Oklahoma Works Center certification with input and guidance from all workforce partners. After Center certification is implemented, "A New Day, New Way" will focus on system-level certification.

The state will use the Eligible Training Provider (ETP) system to monitor the completion and employment rate of all participants receiving training services through the workforce system. The ability to review educational programs to ensure that participants are becoming employed in the occupations in which they are trained will assist both the educational system and the workforce system in determining the effectiveness of the training programs being developed and offered in our state. Programs eligible to receive workforce funding for the training of participants will be reviewed on a bi-annual basis and the programs not meeting performance levels set by the state will be removed.

The Oklahoma Workforce Development Enterprise System (OK-WDES), Oklahoma's response to the Workforce Data Quality Initiative (WDQI), will connect a diverse range of tools for common presentation to customers and integrative use of common data. OK-WDES will eventually be linked to the State Department of Education's Statewide Longitudinal Data System (SLDS), and together they will conduct analysis, implement continuous process improvement in the delivery of workforce and education services, enhance return on investment, and drive strategic policy making.

Additionally, a Common Connectivity team has been developed, as part of the Oklahoma Works initiative, to make decisions on the statewide data sharing component.

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.)

The state is currently working on MOUs with core partners as well as reviewing state statutes to allow for data sharing among core partners.

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.

Data security and privacy is key to ensuring Oklahoma statewide core partner operations are available as authorized to share vital data that is necessary for WIOA and Oklahoma Works partner activities.

The State of Oklahoma consolidated data and operational systems and provides a centralized CyberCommand Security Operations Center within the Office of Management and Enterprise Services Information Services (OMES IS) that protects workforce systems from cyber threats. Automated tools assist with protecting the network. OMES IS ensures that all workforce systems provide security authorization and user authentication. The data retention polices are required by the Oklahoma Records Management Act for agencies to identify, and adopt a records retention schedule for the retention of documents and data following state and federal mandates. Due to the nature of consolidated operations the state adheres to the U.S Department of Defense standards for data protection and end of life destruction.

The privacy requirements for Family Educational Rights and Privacy Act (FERPA) outlined in section 444 of the General Education Provisions Act (20 U.S.C. 1232g) are enforced through role based user operations that ensure separation of duties and data disclosure. The state mandates the local system staff must be compliant and must sign state confidentiality agreements following data security training. All data sharing agreements and Memorandum of Understanding (MOU) documents are strictly enforced and utilized for all data sharing. Aggregated data is used to ensure user privacy unless approved agreements allow for participant data that support workforce or education operational and reporting needs.

To further protect personally identifiable information collected in WIOA, Unemployment Insurance (UI), and statewide reporting or operational systems including OKJobMatch and ServiceLink, have implemented state level security measures. These include limiting and logging physical access to database servers, 128-byte encryption, SSL and individual password protection to guard against unauthorized access as mandated by state laws and guidelines enforced by OMES IS.

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.

Governor Fallin has indicated her strong support of efforts to support returning and transitioning service members, veterans and their families. A special committee was formed consisting of cross agency members who worked on various efforts to coordinate services and to plan hiring events for returning military personnel and their families.

In support of this effort, OSU-OKC and the Governor's Council launched a website (OKmilitaryconnection.com) to connect veterans with a variety of state and national resources and services; especially hiring events sponsored by OKmilitaryconnection.com. This site will be expanded and enhanced over time, and it will ultimately be a key part of the OK-WDES.

The State is also working with employer councils, trade associations, the State Chamber, local chambers, state and federal agencies and education/training providers to connect transitioning service members, veterans and other eligible persons with quality training and employment. Efforts are also under way with Oklahoma's ODCTE technology centers, community colleges, and four-year institutions to develop fast-track credentialing and degree programs that offer credit for experience gained during military service.

In Oklahoma, veterans and others eligible for services under Jobs for Veterans State Grants (JVSGs) are identified at various points of entry into Oklahoma's workforce development system. All customers so identified receive priority of service. Through an assessment process using a state provided military registration checklist designed to determine significant barriers to employment, eligible veteran customers at Workforce Centers determined to have significant barriers to employment or designated as eligible by the U.S. Department of Labor are referred for services to a Disabled Veterans Outreach Program Specialist (DVOP) when and where available. Those veterans served at Centers lacking an assigned DVOP or if the DVOP is not available are referred for services to other Workforce Center staff. Workforce Centers are also required to have a flowchart describing the process for veteran customers being served and how a significant barrier to employment is determined and if eligible, when the veteran is referred to the DVOP for services. OKJobMatch, the state job match and case management system also identifies veterans with significant barriers to employment when veterans are registered in the system for center staff to refer to DVOPs.

All local office staff and workforce system partners performing labor exchange through the current Oklahoma electronic workforce system are required to provide veterans and other eligible persons with priority of service. Close monitoring through system reports, field visits, and training is conducted to ensure legislative requirements for veterans are followed. Additionally, all Local Workforce Development Boards (LWDB) are required by state policy OETI-25-2009 (Oklahoma Employment and Training Issuance) to ensure that priority of service is applied throughout their respective service delivery systems, including service delivery points maintained by all sub-recipients. The State priority of service policy obligates LWDBs to monitor local service delivery operations to ensure that their internal policies and procedures result in compliance with the priority

of service requirements. Furthermore, OETI-25-2009 requires LWDBs to have policy and procedures in place for priority of service for veterans in their area.

The State assures that veterans and others eligible for JVSG-funded services will be afforded employment and training activities authorized in section 134 of the Workforce Innovation and Opportunity Act, and the activities authorized in Chapters 41 and 42 of Title 38 U.S.C. The State assures that it will comply with the Priority of Service for Veterans established in the Job for Veterans Act (Public Law 107-288). The State and the Veterans Employment and Training Service have a memorandum of understanding to ensure services will be provided to veterans as described in Title 38 U.S.C., Chapters 41, 42 and 43; at 20 CFR Chapter IX, CFR, codified at 20 CFR 1001, 100; and all applicable Training and Employment Guidance Letters (TEGLs) and Veterans' Program Letters (VPLs).

All four workforce regions follow TEGLs 10-09 and TEGL 3-15 with Priority of Service for Veterans.

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.

Oklahoma is focused on accessibility for all job seekers and businesses and employer's work sites throughout all levels of Oklahoma Works. Working with the Governor's Council for Workforce and Economic Development (GCWED), system partners bring sharper focus on developing and employing more Oklahoman's with disabilities.

The Oklahoma Department of Rehabilitation Services is leading Oklahoma's Workforce System towards enhanced accessibility. The objective is to provide equitable services to individuals with disabilities and to ensure that all Workforce System partners comply with the Americans with Disabilities Act (ADA).

Access for All Initiative

The Access for All initiative within Oklahoma Works places a focus on recruitment, hiring, and promotion of individuals with disabilities in the state of Oklahoma's workforce system. Access for All focuses on the Oklahoma Works system partners as well as employers in the state. This initiative provides training, consulting, and resources to ensure that individuals with disabilities are intentionally included in efforts to achieve greater household wealth for Oklahomans. Access for All equips Oklahoma's Workforce System with knowledge and resources to make it more accessible to individuals with disabilities that utilize one-stop system programs in person, on the phone, or through the web. Access for All is brought to Oklahoma Works through a partnership between the Oklahoma Department of Rehabilitation Services (Oklahoma's Vocational Rehabilitation Program) and Oklahoma ABLE Tech (Oklahoma's Assistive Technology Act Program).

To help build a foundation for the Access for All initiative, the Oklahoma Department of Rehabilitation Services (OKDRS) and Oklahoma ABLE Tech (OKABT), partnered to provide regional Access for All academies, webinars, newsletters, and weekly tips statewide. The one-day seminars focused on accessibility in the built environment and in technology, as well as some of the legal drivers, to create accessible points of contact between workforce system partners and job seekers in Oklahoma. These academies are critical training components to help staff close the gaps in workforce utilization, income, and poverty among people with disabilities. To best prepare job seekers to gain employment, workforce system staff must be aware of the benefits and requirements for ensuring accessible workforce services and environments. The academies help workforce system staff focus on the requirements for better employer engagement and promoting physical and programmatic accessibility to employment and training services for individuals with disabilities.

The Access for All webinar series will bring focus on accessibility, legal, policy, and technology as they relate to job seekers with disabilities. Topics will include: An Overview of the Access for All Initiative in Oklahoma; Technology Accessibility 101: An Introduction to Accessibility in the Web; Accessibility Basics in Microsoft Word 2010; Basic Technology Accessibility Testing; An Overview of the Workforce Innovation and Opportunity Act; and Workforce Center Structural Accessibility Toolkit Update.

The Access for All weekly tips and newsletters are scheduled emails to workforce system partners that will provide continued coverage and the most current accessibility information regarding physical and programmatic accessibility, including assistive technology.

Oklahoma Employment Security Commission - Modeling the way to “Thinking Accessibility”

The Oklahoma Employment Security Commission (OESC), through the Oklahoma Works Centers, strive to expand capacity, enhance partnerships, and improve service delivery to improve training and employment opportunities and outcomes for youth and adults with disabilities who are unemployed, underemployed, and/or receiving Social Security disability benefits. Staff work daily with a variety of partners locally and across the state that provide services to individuals with disabilities and the general population either directly at the Oklahoma Works centers or through referrals to partner facilities.

These partners include education/training institutions; employers; healthcare, mental health, and childcare facilities; faith-based organizations; community-based non-profits; legal assistance providers; and other state and federal agencies, such as the Department of Rehabilitation Services (OKDRS), Veterans Administration, Department of Human Services, Department of Housing and Urban Development, and the Department of Corrections. Many of these linkages are formal and codified in memorandums of understanding.

OESC works to develop and support increased employment opportunities for individuals with disabilities. Oklahoma Works Center staff routinely refer individuals with disabilities to the OKDRS for more intensive training and job placement opportunities. OKDRS has three certified Social Security Administration (SSA) Work Incentive Counselors working and co-located within Workforce Centers and another three rotating between the remainder of the Workforce Centers and OKDRS offices.

Workforce Center staff and OKDRS Benefits Planners collaborate to assist job seekers receiving SSA benefits. Specifically, when referred by center staff, an OKDRS Benefits Planner will explain the importance of working at the highest possible level and above SSA’s Substantial Gainful Activity

benchmark. Job seekers are provided general information concerning the impact of work on SSA disability benefits. Upon applying for VR services, these individuals would then also receive detailed reports illustrating the impact of work on other benefits and services the individual may be receiving, such as TANF, SNAP, UI compensation, Veteran's benefits, etc. OKDRS Benefits Planners address concerns of individuals with disabilities about the possibility of losing benefits and help them understand and maximize their work incentives.

OESC began a two-phase project focusing upon physical and programmatic accessibility entitled "Thinking Accessibility" within the Oklahoma Works Centers, UI Service Centers, UI Adjudication Centers and the Appeal Tribunal. This partnership brings OKDRS and OKABT together to provide the resources and tools needed to assist OESC on continuing their commitment in serving individuals with disabilities.

Phase 1 - "Thinking Accessibility"

The Oklahoma Department of Rehabilitation Services, Division of Vocational Rehabilitation, Assistive Technology Specialists, conducted physical accessibility reviews of all Oklahoma Works Centers statewide. The physical site accessibility review instrument included an assessment of parking area(s) and pathway(s), entrance(s), bathroom(s), water fountain(s), public telephones, and fire alarm systems. Final assessment reports were provided to each OESC Program Manager III and the directors of the Oklahoma Works Centers for final discussions and understanding of findings.

The OKABT program created individual Accessibility Toolkits for each Oklahoma Works Center in the state along with the UI Service Centers, UI Adjudication Centers and the Appeal Tribunal. The Accessibility Toolkit abstracted findings from the physical accessibility reviews conducted by OKDRS, and added suggested remedies and, where feasible, possible expected costs associated with the suggested remedies. Each Toolkit includes the full itemized set of findings and suggested remedies as well as a summary report for each area. The Toolkits will serve as the foundation for an ongoing effort to make the state's Oklahoma Works Centers and OESC offices more accessible to job seekers with disabilities.

As OESC reviews the Accessibility Toolkits, both OKDRS and OKABT will be available to provide additional guidance and technical assistance. This will help OESC finalize budgets, coordinate efforts, and create timelines for remediation where suggested in the Accessibility Toolkit.

Phase 2 - "Thinking Accessibility"

The OKDRS and OKABT will provide a focused effort to work with OESC to identify ways to improve accessibility of technology resources that it provides to job seekers in the state. OKABT will first work to analyze information and communication technology procurement and development within OESC, then identify and help narrow gaps identified in this analysis. Over time, OKABT will help OESC to create and maintain a technology accessibility program that ensures the continuing delivery of accessible technology solutions to Oklahoma's job seekers.

OKABT will assist OESC to assure accessibility of a new website through assessment, consultation, or other means, and to assure that accessibility is part of their technology procurement process by utilizing the Technology Accessibility Program Review. This review is performed to identify key technology tools and resources for job seekers and internal audiences using the Technology Accessibility Integration Plan which will identity and prioritize technology tools such as web applications, website, documents, and/or multimedia, identify owners and managers of identified

tools, formulate basis for technology accessibility training and technical assistance, identify relevant practitioners and leadership for focused training, assess tools for accessibility, and assist in technology barrier removal.

Oklahoma Adult Education Program - serving individuals with disabilities

Adults with disabilities fall into two major categories: individuals with physical disabilities and individuals with learning disabilities. Strategies for adults with physical disabilities include ensuring that classroom sites are accessible and that reasonable and appropriate accommodations are made for the individual's disability. Adult secondary students who may need accommodations on the high school equivalency test will be referred to OKDRS, psychologists, or other resources to obtain the required documentation of a learning disability.

Adults with learning disabilities usually possess an information processing dysfunction which interferes with their ability to acquire, remember, and/or retrieve information. Strategies for adults with both learning and physical disabilities include, training for adult education teachers on teaching adults with learning and other disabilities.

The Oklahoma Adult Education (ABE) program is in its fourth year of an intensive training effort in teaching adults with learning disabilities and other learning differences. This training prepares adult education teachers to use the ten-minute interview and the Payne Learning Needs Inventory to identify the learning strengths and needs of students, to identify accommodations, when needed, and how to use appropriate instructional strategies with adults with disabilities. A key strategy which teachers learn is how to become "co-investigators" with the student into the learning process. Adult education teachers were trained as "trainers" and are conducting regional teacher training workshops to help other teachers learn how to more effectively meet the needs of educationally-disadvantaged adults with disabilities.

Business and Employer Outreach

Oklahoma's Workforce System recognizes opportunities to reach Oklahoma's businesses and employers with a powerful message of Access for All. Through relationships old and new, OKDRS and OKABT will lead the workforce partners in arranging and developing training to businesses and employers in order to reduce their hesitation to hire job seekers with disabilities and to identify ways to educate employers about the benefits of directly recruiting and hiring job seekers with disabilities. The creation of fact sheets and other concise deliverables will help businesses and employers to understand not only their obligations, but also the importance of hiring and promoting job seekers with disabilities.

OKDRS utilizes its ADA Coordinator as a resource to provide consultation, technical assistance, and site reviews to identify accessibility issues to all workforce system partners and other agencies, entities, and businesses and employers. The OKDRS ADA Coordinator provides training in various aspects of the Americans with Disability Act and the 2010 ADA Standards for Accessible Design to staff and supervisors of these entities as well. These services are available in order to advance the promotion of equal access for individuals with disabilities in programs, services, and buildings statewide.

OKDRS delivers assistive technology for job seekers in their journey to employment. Assistive technology specialists complete a variety of assistive technology assessments and evaluations for job seekers, business work sites, and system partners. Evaluations include home modifications,

vehicle modifications, personal mobility needs, computer access, worksite modifications, activities of daily living, communication school accommodations, and accessibility reviews. Assistive technology specialists focus on the reported obstacle, rather than the disability diagnosis. A big part of an assistive technology evaluation is to identify what the real problem or obstacle is for the individual job seeker or business work site.

One-stop system certification policy standards for accessibility

Oklahoma's Workforce System commitment on enhanced accessibility will continue by 'Thinking Accessibility' while serving individuals with disabilities. The "Accessibility = Access for All" within the Oklahoma Works system, is a standard that has been set to springboard success for Oklahoma's business and employers and job seekers in reaching Oklahoma's Goal of Wealth Generation.

The one-stop system standards and certification criteria policy will be designed utilizing the Americans with Disability Act (ADA) for physical accessibility. The Oklahoma Electronic and Information Technology Accessibility Law and Standards will be applied for accessibility of digital services. The Web Content Accessibility Guidelines (WCAG) 2.0, Levels A and AA, will be utilized for websites, web applications, and digital documents certification criteria and standards.

Ensuring opportunities for all is critical to meet the goal of creating an environment where people with disabilities have the same opportunities to participate in the workforce as do people without disabilities. As businesses and employers find that the labor pool is tightening, following through on these criteria and standards will ensure businesses and employers have access to more qualified people to fill needed positions.

OKDRS assesses every one-stop for accessibility and provides local program guidance to ensure access for everyone.

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.

The one-stop delivery system will meet the needs of English Language Learners through a variety of methods.

For example, one of the policies provides quality and timely language assistance services to customers with English language learners by ensuring meaningful access and accessibility to all programs, services and activities, regardless of the funding source.

OESC complies with Section 188 of the Workforce Innovation and Opportunity Act of 2014 (WIOA) [29 CFR 38]; there are trained bi-lingual staff located in the Workforce Centers and Unemployment Insurance Service Centers for on-site language interpreting for English language learners customers, as well as, Telephone Language Interpretive Services and Document Translation Services. The local one-stop center, based on funding availability, may provide access to Google Translate for individuals who are English-language learners and for whom translators may not be

available. Additionally, the one-stop center will partner with local Adult Learning Centers to provide literacy services to LEP clients.

Training for staff will be conducted and presented by subject matter experts on federal, state, and local policies on serving clients with limited English proficiency, as well as etiquette for both the internal and external customers.

The professional development of staff and technological resources provided will assist English language learners in understanding the services available to them in the one-stop centers.

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.

The Oklahoma Core Partner Agency Directors, a discussion group working on Core Partner WIOA Programs compliance, were engaged in writing and also, appointed staff to draft the state plan. The core partner staff organized to develop the planning process.

In developing the Unified State Plan, the core partners met and continue to meet to share information, compile data, and focus on the outcomes of the workforce system and state plan process. The Unified State Plan was approved by the Governor's Council for Workforce and Economic Development on January 29, 2016. Following approval, the plan was placed on www.OklahomaWorks.gov for formal public comment and review. The Plan was revised and submitted in June 2016 at that request of the USDOL.

The following statewide initiatives highlight the specific state plan programs representing the work of core partner programs and the state workforce system:

Oklahoma Works Initiative

Within Oklahoma, The Governor's Council for Workforce and Economic Development (GCWED) has been tasked with using data to inform policy, track progress and measure success. State workforce partners, departments, and agencies impacting career readiness have developed metrics for targeted wealth generation across Oklahoma. The GCWED selected targets from these metrics, housed on OKStateStat.OK.gov, that form the foundation of the Governor's Council Dashboard. This dashboard facilitates the use of data to inform policy, track progress, and measure success consistently statewide.

Key Economic Networks (KENs) are areas in which labor market data demonstrate geographic similarities with regard to occupations and commuting patterns. Within these areas, regional business leaders, educators, private organizations, and workforce partner staff collaborate to identify solutions to local challenges that, when addressed regionally, will help to grow a skilled workforce and encourage wealth generation in the state. Each KEN region has a Champion, a regional leader from business and industry appointed by the Governor who coordinates local efforts to support Oklahoma Works.

Oklahoma Works is an initiative designed to increase the wealth of all Oklahomans through providing education and training for citizens to obtain quality employment. The goal of Oklahoma Works is to implement wealth-generating policies across the state through the alignment of private and public strategic priorities, helping all Oklahomans to achieve the American Dream. To achieve the overarching goal of wealth generation for all Oklahomans and combat the skills gap, the Office of the Governor, its state workforce partners, and numerous other contributors created this plan.

As part of Oklahoma Works, state workforce partners will intentionally align and connect education and workforce resources to better provide support and remove workforce barriers for the citizens of Oklahoma. Workforce partners will also establish an annual review of funding sources and incentives provided by federal, state, and local sources and chart the effectiveness of federal and

state funding used by the state's education, workforce, and economic development system. Additionally, departments and agencies impacting career readiness will continue tracking metrics for targeted wealth generation.

Oklahoma launched OklahomaWorks.gov to serve as the state's comprehensive platform and interactive labor market tool for a broad audience, including job seekers, employers, workforce partners, and policy makers. The site includes information on job openings, labor market data, degree and credential requirements, and available education and training resources. Departments and agencies impacting career readiness will continue tracking metrics for targeted wealth generation.

System Oversight Subcommittee

The Oklahoma Works System Oversight Sub-committee, established in 2012, is composed of Oklahoma workforce development system partners, including the Governor's Council for Workforce and Economic Development, the Oklahoma Department of Career and Technology Education—Adult Basic Education, the Department of Rehabilitation Services - Vocational Rehabilitation, the Department of Human Services, the Oklahoma Employment Security Commission--Wagner-Peyser , the State Regents for Higher Education, the Oklahoma Department of Commerce, and Title I programs representing Adults, Dislocated Workers and Youth. The business community is also represented. It is hoped that other entities, such as the Department of Corrections, and the Departments of Health and Mental Health will eventually be added to establish a more comprehensive approach for creating solutions.

The team has been a cohesive unit since Governor Fallin recognized the necessity to build a new, more responsive, workforce development system to meet the needs of Oklahoma's businesses and create wealth for the state. This subcommittee was designed to carry out the strategic mission of GCWED and reports to the Workforce System Oversight Committee of that body.

At the present time, the committee is collaborating in writing and identifying policies and processes that will continue to build and improve the workforce development system in wake of the WIOA implementation, as well as contribute to Oklahoma's overall economic well-being. They meet on a regular basis and identify program specific barriers and create solutions to move forward. Most of the local areas are in the process of building partnerships to accomplish their version of the utopian system and require guidance from this team; discovering they feel very comfortable requesting assistance from their peers representing their agency.

One of the major hurdles they identified at this point is the Memorandum of Understanding at a state and local level addressing service delivery and resource sharing. Under the new law the requirements will change from the past documents and definitions will have to be created specific to our state. For example, the MOU documents in the past have not been as effective or binding as hoped and we are exploring possibilities around requiring MOU contracts instead for more impact. Resource and cost sharing creates a culture of distrust and possessiveness when it comes to the negotiating tables. However, Partners are attempting to make this a win/win for all and keep all stakeholders involved. The WIOA law required we have viable processes in place to address cost and resource sharing and this team has established pilots to address infrastructure/cost sharing and have engaged voluntary involvement of State Agency Directors and Chief Financial State Agency Officers.

The WIOA also requires local planning regions to write unified plans. The sub-committee is actively working on draft guidance for these plans which will include input from all the agencies involved. There are several ways the state's workforce system will benefit from the regional unified plans, some which include: a more effective, consistent, user-friendly, customer-focused, high quality service-delivery approach for Oklahoma citizens and businesses; efficiencies for workforce programs and staff; alignment among education, workforce, and economic development; accountability for services and results; maximizing all workforce development resources; a true competitive advantage for Oklahoma's economic development efforts; and a pipeline of appropriately skilled and credentialed workers ready to meet the employment needs of Oklahoma employers

The workforce system being designed will be the springboard to success for Oklahoma's business and jobseekers, helping Oklahoma reach its strategic vision that Oklahoma's workforce development system increases profitability for businesses and increases income for all Oklahomans.

Access for All Initiative

Oklahoma is focused on accessibility for all jobseekers, businesses and employer's work sites throughout Oklahoma; Governor Mary Fallin implemented the Oklahoma Works Initiative focusing on Education and Training for Tomorrow's Jobs. The Governor's Council for Workforce and Economic Development (GCWED) is playing a key role as the vehicle to establish the state vision for workforce and economic development integration. Working with Oklahoma Works, the system partners bring sharper focus on developing and employing more Oklahomans with disabilities. The Oklahoma Department of Rehabilitation Services is leading Oklahoma's Workforce System towards enhanced accessibility. The objective is to provide equitable services to individuals with disabilities and to ensure that all Workforce System partners comply with the Americans with Disabilities Act (ADA).

The Access for All Initiative within Oklahoma Works places a focus on recruitment, hiring, and promotion of individuals with disabilities in the State of Oklahoma's workforce. Access for All focuses on the Oklahoma Works system partners as well as employers in the state. The initiative provides training, consulting, and resources to ensure that individuals with disabilities are intentionally included in efforts to achieve greater household wealth for Oklahomans. Access for All equips Oklahoma's Workforce System with knowledge and resources to make it more accessible to individuals with disabilities that utilize one-stop programs in person, on the phone, or through the web. Access for All is brought to Oklahoma Works through a partnership between the Oklahoma Department of Rehabilitation Services and Oklahoma ABLE Tech (Oklahoma's Assistive Technology Act Program).

The one-stop system standards and certification criteria policy will be designed utilizing the Americans with Disability Act (ADA) for physical accessibility. The Oklahoma Electronic and Information Technology Accessibility Law and Standards will be applied for accessibility of digital services. The Web Content Accessibility Guidelines (WCAG) 2.0, Levels A and AA, will be utilized for websites, web applications, and digital documents certification criteria and standards.

Ensuring opportunities for all is critical to meet the goal in creating an environment where people with disabilities have the same opportunities to participate in the workforce as do people without disabilities. As businesses and employers find that the labor pool is tightening, following through on these criteria and standards will ensure businesses and employers have access to more qualified people to fill needed positions.

Youth

Oklahoma is aiming at ways of getting the most out of education programs while intermingling the programs into industry standards as the basis of all goals and ensuring that partner resources and practices are accessible and shared.

We are committed to providing youth with skills and tools necessary for successful participation in education and training programs, resulting in credentials and/ or degrees and employment in careers in high demand sectors.

The State Workforce Youth Committee was established to identify and address youth workforce issues. The current state of Oklahoma youth population is constantly scanned to ensure advancement for the purpose of developing a statewide plan in support of youth and a communication infrastructure that will inform and engage all stakeholders. This includes dropout prevention for youth 14 and above (14-21) and recovery strategies for those disengaged youth (16-24) years of age.

The State Workforce Youth Programs committee consists of various state agency representatives, juvenile court judges, Job Corps., non-profit groups specializing in youth issues, private sector representatives, and youth participants in various state and federal programs. The Committee provides recommendations on policy and performance for the development and implementation of WIOA youth funded programs statewide, and creates an Oklahoma workforce strategy for youth that aligns with youth initiatives and provides common solutions that coordinate with the state's economic goals building wealth creation for all Oklahomans.

Since educational attainment among youth and adults is a critical component of workforce development, the State Workforce Youth Programs committee, working with the Governor's Council, will establish and measure targets for educational attainment in Oklahoma. One of the primary goals for the State Workforce Youth committee will be developing strategy to increase the target numbers. Initial targets may include: percentage of Oklahomans completing 8th grade; percentage of Oklahomans attaining a high school diploma or GED; percentage of Oklahomans attaining an associate degree or industry-recognized credential/certificate; percentage of Oklahomans attaining a bachelor's degree.

All youth activities focus on developing Oklahoma's youth to meet the demands of Oklahoma business. This philosophy includes emphasis on increasing the high school graduation rate so that Oklahoma has the highest rate in the nation, expansion of the Career Readiness Certificate (CRC) program in Oklahoma high schools and postsecondary institutions, expansion of early childhood education, increasing the number of postsecondary graduates in the state, and introducing youth, educators, and parents to Oklahoma's targeted industry sectors (ecosystems), the skills needed, and the career pathways and opportunities available. This vision requires facilitating and modeling meaningful youth involvement and creating system-wide solutions by aligning workforce development, education, youth-serve agencies and non-profits, and business to improve opportunities and the quality of life for Oklahoma's youth.

The Oklahoma State Workforce Youth Programs committee promotes youth development by facilitating the collaboration and alignment of statewide and local services that are of the highest quality and responsive to the needs of all youth.

Central Oklahoma WDA WIOA Focused MOU

The Central Oklahoma Workforce Development Area was asked to develop a WIOA-focused and WIOA-compliant MOU to provide process development and guidance for the entire state. Workforce development system partners participate in this group, including: the Core Partners of area Boards, Workforce Development Board members, local community college representatives, staff from the Department of Rehabilitation Services, the Regents for Higher Education, Oklahoma Employment Security Commission, local service providers, Oklahoma Department of Career and Technology Education, local K-12 educators, ORO Development Corporation, and the Oklahoma Office of Workforce Development. As the MOU is being developed, the group is consistently providing feedback from their efforts to the state system oversight subcommittee, who will develop system-wide guidance. Although the group has a tentative timeline for completion, shared services and cost agreements likely will not be developed and finalized until further USDOL guidance is released.

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 administrating the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board; Yes

5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities; Yes

6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3); Yes

7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable; Yes

8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program; Yes

9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs; Yes

10. The State has a One-Stop certification policy that ensures the physical and programmatic accessibility of all One-Stop centers with the Americans with Disabilities Act of 1990 (ADA); Yes

11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and Yes

12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor. Yes

VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

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

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

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

A. GENERAL REQUIREMENTS

1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

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

Oklahoma Governor Mary Fallin designated four planning regions identified as Central, Northeast, Western and Southeast that are comprised of the eight Oklahoma local workforce development areas.

These regions were identified through nine public state-wide meetings, with input from the Oklahoma Employment Security Commission, Oklahoma Department of Career and Technology Education, and the Oklahoma Department of Rehabilitation Services, the regional Key Economic Network collaborative business leader sessions and identified through labor market areas, regional assessments, regional asset mapping, market areas, commuting patterns, employment, population and demographics.

The four planning regions provide the best alignment with areas such as the Oklahoma Department of Commerce Economic Development Areas and the Oklahoma Health Care Authority Regions. In addition, Governor Fallin ensured that each area would have sufficient federal and non-federal funding and appropriate education and training providers to administer regional activity.

The four designated Planning Regions consist of the following counties and local workforce development areas. Please note, although under WIOA Workforce Investment Boards became Workforce Development Boards, our local areas are still indicated as WIB because that is their legal entity.

CENTRAL PLANNING REGION

The Central Planning Region is comprised of one (1) Workforce Development Area:

Central Oklahoma Workforce Investment Board

The Central Planning Region is comprised of the following nine (9) counties:

Canadian, Cleveland, Hughes, Lincoln, Logan, Okfuskee, Oklahoma, Pottawatomie, and Seminole

NORTHEAST PLANNING REGION

The Northeast Planning Region is comprised of three (3) Workforce Development Areas:

Eastern WIB, Northeast Oklahoma Workforce Investment Board, Workforce Tulsa

The Northeast Planning Region is comprised of the following eighteen (18) counties.

Adair, Cherokee, Craig, Creek, Delaware, Mayes, McIntosh, Muskogee, Nowata, Okmulgee, Osage, Ottawa, Pawnee, Rogers, Sequoyah, Tulsa, Wagoner, Washington

SOUTHEAST PLANNING REGION

The Southeast Planning Region is comprised of the one (1) Workforce Development Area:

Southern Workforce Board

The Southeast Planning Region is comprised of the following seventeen (17) counties:

Atoka, Bryan, Carter, Choctaw, Coal, Garvin, Haskell, Johnston, Latimer, Le Flore, Love, Marshall, McCurtain, Murray, Pittsburg, Pontotoc, Pushmataha

WESTERN PLANNING REGION

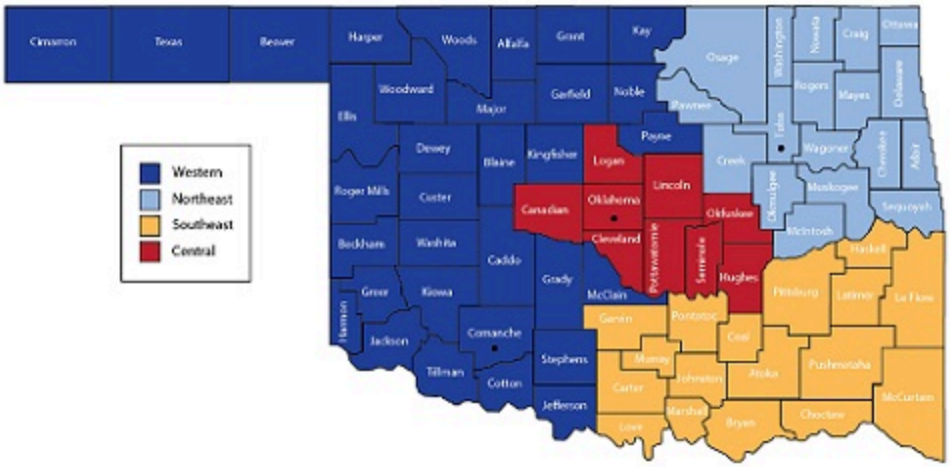
The Western Planning Region is comprised of three (3) Workforce Development Areas:

Northwestern Oklahoma Workforce Board, South Central Workforce Investment Board, Southwest Oklahoma Workforce Investment Board

The Western Planning Region is comprised of the following thirty-three (33) counties:

Alfalfa, Beaver, Beckham, Blaine, Caddo., Comanche, Cimarron, Cotton, Custer, Dewey, Ellis, Garfield, Grady, Grant, Greer, Harmon, Harper, Jackson, Jefferson, Kay, Kingfisher, Kiowa, Major, McClain, Noble, Payne, Roger Mills, Stephens, Texas, Tillman, Washita, Woods, Woodward

Oklahoma Four Planning Regions



Central Oklahoma Workforce Development Area

In 2015 the Central Oklahoma Workforce Development Area's (WDA) population was 1,387,706. The Central WDA is composed of the following counties: Canadian, Cleveland, Logan, Oklahoma, Hughes, Lincoln, Okfuskee, Pottawatomie, Seminole.

Eastern Oklahoma Workforce Development Area

The Eastern Oklahoma Workforce Development Area is composed of the following counties: Adair, Cherokee, McIntosh, Muskogee, Okmulgee, Sequoyah, and Wagoner. The Eastern WDA's population was 317,818 in 2015.

Northeast Oklahoma Workforce Development Area

In 2015 the Northeast Workforce Development Area's population was 282,284. The Northeast WDA is composed of the following counties: Craig, Delaware, Mayes, Nowata, Ottawa, Rogers and Washington.

Northwestern Oklahoma Workforce Development Area

The Northwestern Workforce Development Area is composed of the following counties: Alfalfa, Beaver, Blaine, Cimarron, Dewey, Ellis, Garfield, Grant, Harper, Kay, Kingfisher, Major, Noble, Payne, Texas, Woods and Woodward. In 2015, the Northwestern Oklahoma WDA's population was 318,711.

South Central Oklahoma Workforce Development Area

In 2015 South Central Workforce Development Area's population was 311,747. The South Central WDA is composed of the following counties: Caddo, Comanche, Cotton, Grady, Jefferson, McClain, Stephens and Tillman.

Southern Oklahoma Workforce Development Area

In 2015 the Southern Oklahoma Workforce Development Area's population was 407,547. The Southern WDA is composed of the following counties: Atoka, Bryan, Carter, Choctaw, Coal, Garvin, Haskell, Johnston, Latimer, Le Flore, Love, Marshall, McCurtain, Murray, Pittsburg, Pontotoc and Pushmataha.

Southwest Oklahoma Workforce Development Area

The Southwest Oklahoma Workforce Development Area is composed of the following counties: Beckham, Custer, Greer, Harmon, Jackson, Kiowa, Roger Mills and Washita. In 2015 the Southwest WDA's population was 113,571.

Tulsa Oklahoma Workforce Development Area

In 2015 the Tulsa Oklahoma Workforce Development Area's population was 770,870. The Tulsa WDA is composed of the following counties: Creek, Osage, Pawnee and Tulsa.

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.

The Oklahoma process to identify and designate local planning areas is outlined in Oklahoma Policy OWDI 02-2015- Local Area Initial Designation Process. This policy was developed to comply with The Workforce and Innovation and Opportunity Act (WIOA). WIOA mandates that the Oklahoma Governor's Council for Workforce and Economic Development (GCWED) (or "State Board") assists the Governor in initial designation of Workforce Areas, in accordance with Section 106.

The Governor of Oklahoma designates local workforce development areas within the State:

(i) Through consultation with the State Board; and

(ii) After consultation with chief local elected officials and after consideration of comments received through the public comment process as described in Section 102(b)(2)(E)(iii)(II).

WIOA further states that the considerations should include the following:

(i) The extent to which the areas are consistent with the labor market areas in the State;

(ii) The extent to which the areas are consistent with regional economic development areas in the State; and

(iii) The extent to which the areas have available the Federal and non-Federal resources necessary to effectively administer activities under subtitle B and other applicable provisions of the Act, including whether the areas have the appropriate education and training providers, such as institutions of higher education and area career and technical education schools.

Initial Local Area Designation

As stated in WIOA section 106, the Oklahoma Governor approved the requests for initial designation by any local area if, during Program Years (PYs) 2012 and 2013, the local area:

(1) was designated as a local area under WIA;

(2) performed successfully; and

(3) sustained fiscal integrity.

Initial designation is effective July 1, 2015 through June 30, 2017. Local areas must apply for initial designation using the process included in Oklahoma Workforce Development Issuance (OWDI) 02-2015, Local Area Initial Designation Policy, found on the Oklahoma Works website with all other statewide policies. Included in this policy are applications for initial designation and for modified designation. Local areas that would like to modify their current geographical boundaries are eligible to apply under their new structure using the modified area application.

Subsequent designation will be effective July 1, 2017. Therefore, during the initial designation period, local areas should be planning and preparing to meet the WIOA requirements for subsequent designation [i.e., perform successfully, sustain fiscal integrity, and in the case of a local area in the planning region, meet the regional planning requirements in WIOA section 106(c)(1)]. Additionally, local areas should be preparing to meet the new Office of Management of Budget (OMB) Omni-Circular regulations which apply to new awards and additional funding (funding increments) to existing awards made after December 26, 2014, (i.e., the youth allocations beginning April 1, 2015, and all subsequent allocations).

DEFINITIONS:

Performed Successfully - A local area has achieved at least 80 percent of their local performance goal on each performance measure for PYs 2012 and 2013.

Sustained Fiscal Integrity - The local area has not been found in violation of one or more of the following during PYs 2012 or 2013:

(1) Final determination finding(s) from audits, evaluations, or other reviews conducted by State or local governmental agencies or the Department of Labor identifying issues of fiscal integrity or misexpended funds due to the willful disregard or failure to comply with any WIA requirement, such as failure to grant priority of service or verify participant eligibility: or

(2) Gross negligence - defined as a conscious and voluntary disregard of the need to use reasonable care, which is likely to cause foreseeable grave injury or harm to persons, property, or both; or

(3) Any failure to observe accepted standards of administration. Local areas must adhere to the uniform administrative requirements set forth in Title 2 CFR Part 200, and Title 29 CFR Parts 95 and 97. Local areas must have fully met their federally mandated responsibilities for the two previous program years (PY 2012 and PY 2013) and including timely reporting of WIA participant and expenditure data, timely completion and submission of the required annual single audit, and have not been placed on cash hold for longer than 30 days. [In alignment with WIOA Section 106(e)(2).]

DESIGNATION:

WIOA requires that existing federally recognized workforce areas are designated during the first two program years, which is referred to as Initial Designation, and again after the first two program years, which is referred to as Subsequent Designation. Units of general local government that desire to become new or new modified local workforce area should follow the WIOA Designation for New Areas requirements within OWDI 02-2015.

A. INITIAL WIOA DESIGNATION FOR EXISTING REGIONS: Existing workforce regions operating in accordance with the Workforce Investment Act of 1998 may request initial designation as a Local Workforce Development Area if they have performed successfully and sustained fiscal integrity. An area seeking initial designation must address the following:

1. Submit a completed application to the Governor's Council for Workforce and Economic Development by close of business July 15, 2015.

2. The completed application must include evidence that the area, in program years 2012 and 2013, met or exceeded the agreed upon adjusted levels of performance for the Common Measures, as defined by existing performance agreements, and was not subject to the sanctions process resulting from missing the same measure two years in a row.

3. Provide assurance that during program years 2012 or 2013, the U.S. Secretary of Labor, or the State in place of the Secretary, has not made a formal determination that the grant recipient or administrative entity for the local area has misexpended funds due to willful disregard, gross negligence, or failure to comply with accepted standards of administration.

4. Provide evidence that the area, in program years 2012 and 2013, was committed to providing quality service through continuous improvement efforts and implemented plans that supported sector partnerships or career pathways; or enhanced services to employers or outreach efforts to the local community. Progress reports submitted to the Oklahoma Office of Workforce Development (OOWD) on annual plans for the years will serve as sufficient data.

The Oklahoma Office of Workforce Development (OOWD) would recommend approval to the Governor of a local area's request that satisfies these requirements in accordance with WIOA Section 106(b)(2). Initial designation as a local area will remain valid until June 30, 2017.

B. WIOA DESIGNATION FOR NEW AREAS: Any unit of general local government may request designation as a Local Workforce Development Area under WIOA. Modified Local Area Designations for Initial Designation will only become effective on July 1 of the next program year. In

order for designation to be approved for the start of the next program year, the following steps and timeline must be met.

1. A Modified Local Area Application must be submitted to the Oklahoma Office of Workforce Development (OOWD) no later than February 15, 2016. The OOWD will work with the requesting area to determine the deadline for the full request.

2. The application must clearly outline the circumstances for the request of designation.

3. The application must also address and explain how the following criteria are met:

a. Consistency with natural labor market areas

b. Consistency with regional economic development areas

c. Existence of education and training providers, such as institutions of higher education and career and technical education schools in the area.

Once a completed application was received, the Governor's Council for Workforce and Economic Development Workforce System Oversight Committee (WSOC), in collaboration with the appropriate staff from the OOWD will verify the information provided in the application. The WSOC will use the results of this assessment to determine whether to recommend approval or denial of the application.

The CLEO was notified in writing by July 30, 2015 regarding the approval or denial of its initial designation application. If approved, the initial designation will be effective July 1, 2015 through June 30, 2017. If denied, the CLEO may contest the decision using the appeal process below.

Oklahoma's nine local workforce development areas were offered the opportunity to apply for initial designation. Four local workforce development areas qualified for Initial Designation. These four areas included Tulsa Workforce Development Area, Northeast Workforce Development Area, South Central Workforce Development Area, and Southwest Workforce Development Area.

Those areas that did not meet the criteria were given the conditional designation for one year ending June 30, 2016 and would be assessed by OOWD September 1, 2016. They were charged with meeting the assurances outlined in the conditional designation. These areas included, Central Oklahoma Workforce Development Board, Northwestern, Eastern Workforce Development Board, Southern Workforce Development Board and East Central Workforce Investment Development Board. Please note, although under WIOA Workforce Investment Boards became Workforce Development Boards, our local areas are still indicated as WIB because that is their legal entity.

Oklahoma added a qualification of population of 200,000 to achieve initial designation.

The East Central Workforce Investment Development Board did not meet the population nor the performance requirements and will request to combine with Central Oklahoma Workforce Development Board to form a new area. Southwest Workforce Development Board did not meet the population requirement but were given initial designation through June 30, 2017 because all other performance measures were met.

PLANNING REGION DEVELOPMENT

Oklahoma Governor Mary Fallin designated four planning regions identified as Central, Northeast, Western and Southeast that are comprised of the then nine, now eight, Oklahoma local workforce development areas. The Oklahoma Planning Regions were developed with input from the local elected officials and stakeholders through the nine public meetings that were held in 2015 in the Oklahoma cities of Atoka, Claremore, Lawton, Muskogee, Tulsa, Oklahoma City, Seminole, Woodward, and Weatherford. At these statewide meetings comments were gathered and the process for determining the planning regions was presented as proposed under WIOA. Contributions were incorporated in the development of the regions and provided essential guidance for the Governor's consideration for planning area designation. Input was received from the Oklahoma Employment Security Commission, Oklahoma Department of Career and Technology Education, and the Oklahoma Department of Rehabilitation Services, the regional Key Economic Network collaborative business leader sessions and identified through labor market areas, regional assessments, regional asset mapping, market areas, commuting patterns, employment, population and demographics. The four planning regions provide the best alignment with areas such as the Oklahoma Department of Commerce Economic Development Areas and the Oklahoma Health Care Authority Regions. In addition, Governor Fallin ensured that each area would have sufficient federal and non-federal funding and appropriate education and training providers to administer regional activity.

The Governor identified planning regions within Oklahoma and has submitted them to the U.S. Department of Labor in accordance with Section 106 of WIOA. Guidance for the framework of the regional plan will be issued in the near future from the Oklahoma Office of Workforce Development.

As the state implements WIOA aligned with Oklahoma Works, it is vital that more dollars are available and used for direct training. By creating planning regions that share administrative costs among local areas, more resources can be prioritized towards training individuals for the state's most in-demand occupations, thereby enhancing our efforts in building wealth-creation for all Oklahomans and providing the qualified workforce businesses need to meet current demand.

C. PROVIDE THE APPEALS PROCESS REFERRED TO IN SECTION 106(B)(5) OF WIOA RELATING TO DESIGNATION OF LOCAL AREAS.

An area or areas seeking to be designated as a Local Workforce Development Area, which has requested but has been denied its request for initial designation as a Local Area, may appeal the decision to the Governor's Council for Workforce and Economic Development, Workforce System Oversight Committee (WSOC) and request a hearing by the following process:

1. An appeal and request for a hearing must be mailed to the (WSOC) within 20 calendar days from the mailing date of the notice of denial of initial designation.
2. The appeal must be in writing and contain a specific statement of the grounds upon which the appeal is sought and, must state the reasons why the appellant should be initially designated.
3. Within five (5) calendar days of the receipt of the appeal, the WSOC will contact the appellant to schedule a hearing date. The hearing will be scheduled within five (5) calendar days.
4. The WSOC will conduct the appeal hearing process and provide a written decision to the appellant no later than five (5) calendar days after the hearing. The approval or denial will be sent as a recommendation to the Governor.
5. The final decision rests with the Governor.

Appeal of Workforce System Oversight Committee Decision: An area seeking to be designated as a Local Workforce Development Area, which has requested and has been denied its request for initial or subsequent designation by the WSOC, may also appeal the denial to the U.S. Department of Labor. [WIOA Section 106 (b)(5)] This second level of appeal must be sent within 14 days to:

Assistant Secretary of Employment and Training U.S. Department of Labor 200 Constitutional Avenue, N.W. Washington, DC 20210

A copy of the appeal must also be provided to the: ETA Regional Administrator U.S. Department of Labor 525 S. Griffin Street Dallas, TX 75202

D. PROVIDE THE APPEALS PROCESS REFERRED TO IN SECTION 121(H)(2)(E) OF WIOA RELATING TO DETERMINATIONS FOR INFRASTRUCTURE FUNDING.

The State will issue its policy on the requirements for funding infrastructure costs when local negotiations reach an impasse in an Oklahoma Workforce Development Issuance policy no later than June 30, 2017. In part, the final policy will address the requirement to enter into memorandums of understanding (MOU's) with statutorily required one-stop partners for operation and funding of a one-stop delivery system. Optional partners may also enter into the MOU. Among several required provisions, the MOU must include a plan on how the infrastructure costs of the one-stop centers will be funded. The appeals process will be outlined in the policy issuance.

The Workforce System Oversight Committee (WSOC) is the WIOA compliance committee responsible for developing and designing the workforce development system providing policy and guidance to the system partners. The WSOC committee is developing the policy to govern One-Stop center activity as described in WIOA. The current process in effect guiding the MOU and shared infrastructure funding One-Stop activity states, “local boards and One Stop system partners must enter into good-faith negotiations.” This process was approved under WIA and will be reviewed and updated as appropriate to accommodate WIOA operations.

Local boards and partners may request assistance from the State, and the State from federal funding agencies, to address impasse situations with regards to MOUs and shared infrastructure costs. Should these efforts fail the local board and reluctant partners must document negotiations and efforts that they have taken. Any failure to execute an MOU must be reported by the local board and the reluctant partner to the WSOC and the State agency responsible for administering the partner’s program. The State must then report this to the Secretary of Labor and to the head of any other federal agency with responsibility for oversight for the partner’s program. Any partner that fails to execute an MOU may not be permitted to serve on the local board. In addition, any local area in which a Local Board fails to execute an MOU, with all required local partners, is not eligible for State incentive grants.

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.

The Oklahoma Office of Workforce Development (OOWD) oversees the administration of the Workforce Innovation and Opportunity Act (WIOA) Title I programs. As administrator, OOWD issues

policy guidance through its series of Oklahoma Workforce Development Issuances (OWDIs) and formal memos that are posted online on the Oklahoma Works website at www.oklahomaworks.gov/policy-center.

State funds are used to support Oklahoma Works which is the umbrella entity for both workforce and education coordination. In addition, the funds are used to augment funds at the local level to provide incentives for performance and for statewide activities that might be identified by the Governor.

The Workforce Innovation and Opportunity Act provides new opportunities for use of funds to support integrated workforce activities across the state. Oklahoma will follow all applicable Federal regulations and guidance pertaining to the use of each individual funding source while allowing limited amount of funding for statewide initiatives at the discretion of the Governor. Funding will be primarily used in the support and development of strong regional sector strategies. Also, planning regions that share administrative costs will allow more resources to be prioritized toward training individuals for the state's most in-demand occupations enhancing wealth-creation for all Oklahomans.

System governance policies and guidance are being collaboratively developed by the System Oversight Subcommittee of the Workforce System Oversight Committee of the Governor's Council for Workforce and Economic Development.

Guidance policy for system and regional implementation will be released 30 days prior to each of the following milestones: December 1, 2016: Regional self-assessment and SWOT Analysis; February 1, 2017: Establish administrative cost agreements; March 1, 2017: Develop sector strategies framework; and April 1, 2017: Collectively negotiate and establish regional agreements or MOUs, necessary to establish local levels of performance and performance accountability measures. Once released, these policies will be located on the Oklahoma Works website.

OOWD is continuing to issue new policies and update old policies to be in full compliance with WIOA. Policies issued thus far under WIOA include Local Area Initial Designation Process, Local Workforce Development Board Two-Year Certification Process, Workforce Innovation and Opportunity Act Youth Title I Program, the Eligible Training Provider List Policy, Conditional Designation, Process for Identifying Workforce Planning Regions, Governor's Council for Workforce and Economic Development Policy Issuance Process, and Local Elected Official (LEO) Consortium Agreement. WIA policies remain in effect until updated or rescinded. However, forthcoming policies on system guidance and use of state funds are forthcoming, and will be posted with all other policies at www.oklahomaworks.gov/policy-center.

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

Historically, the Governor's set aside funding has been used to expand and supplement the state's workforce systems. These efforts have included activities ranging from access to data through licenses to sponsorships of events to bridge the gap between education and business & industry. In

the past, these activities have impacted the Workforce system at the state, regional and local level. Examples of the statewide impact of use of the Governor's set aside funding include:

Monitoring & Technical Assistance: In addition to the required monitoring for WIOA Title I programs, the Governor's set aside funding is used for additional technical assistance for financial, programmatic and strategic operations. As the local Workforce Development Board Areas have worked to reevaluate their strategic plans and focus on system building, the assistance of subject matter experts was utilized to ensure an efficient and successful process. The utilization of set aside funds, has been critical in assisting the Workforce Development Areas transition from WIA to WIOA.

Oklahoma Works: The Governor's set aside funds have also been used to develop and expand the Oklahoma Works Initiative. This initiative is the Governor's vision for workforce across the state. Oklahoma Works brings all of the state's workforce resources together, connecting employers, employees and job-seekers to information and programs that help build Oklahoma's workforce and generate wealth for Oklahomans and Oklahoma's economy.

Performance Incentives: The State uses a portion of the Governor's set aside funds to provide incentive awards to Local Workforce Development Areas who meet or exceed the negotiated performance levels for achievement in Youth, Adult and Dislocated Worker Programs.

Software & Systems: Set aside funding has been used to purchase access to the Career Ready 101 Assessment System at 45 testing locations and 10 administration locations ensuring accessibility for all Oklahomans. The Career Ready 101 assessment allows residents to determine a personal starting point to work through the progression process of obtaining new skills which are needed by employers. Set aside funding is also used to purchase licenses with access to EMSI Analyst and up to 10 authorized users for each of the local Workforce Development Boards. EMSI is an online data tool that provides some of the highest quality workforce and economic data to its users. Data and analysis available includes demographics, industry information, occupation information and job outlooks at different geographic levels. Set aside funding is also used for the development and maintenance of an online grants management system that allows the State to award, track and closeout pass through and incentive funds in a secure method with controls built into the system.

Sponsorships: The set aside funding used to sponsor events throughout the state is used only on events that encourage collaboration and partnerships between business & industry, education and the core partners within WIOA. One outstanding example is the Oklahoma Education and Industry Partnership initiative. This initiative strives to bridge the gap between the needs of the private sector and the educations Oklahomans are receiving starting at a young age. The closer we can bring all of the partners, the further each generation of workforce will be able to carry Oklahoma's economy. The Oklahoma Works Partners Conference is another yearly sponsorship that brings individuals with a variety of positions from the partners together for education, professional development and collaboration. Subject matter experts including representatives from different federal agencies are present to offer their expertise, improving the knowledge of the individuals working to serve Oklahoma's population.

Moving forward the state will continue to utilize the Governor's set aside funds for the successful activities like those described. Additionally, the state goals include expanding the amount of technical assistance provided to the Workforce Development Areas and the four established Planning Regions. Set aside funding will also be evaluated and used appropriately in other areas of incentives for planning regions and partners. As a recipient of a State Accelerator Grant, which is a component of the ApprenticeshipUSA funding, set aside dollars will be used to supplement the

award to expand available apprenticeship programs in the state so that underserved populations have access for successful completion in a program. Finally, the state will use the Governor's set aside to leverage resources from the other partners to provide training and education for current and new employees within the workforce system; ensuring that the individuals serving the citizens of Oklahoma are well equipped with the knowledge needed to best carry out WIOA programming.

The Oklahoma Office of Workforce Development (OOWD) assumes responsibility for all statewide Rapid Response efforts. These activities are provided as part of a comprehensive workforce investment system designed to respond quickly when a layoff and/or plant closure appears imminent. Staff members at OOWD, the Oklahoma Employment Security Commission (OESC), local WDBs, Oklahoma Department of Career and Technology Education (ODCTE), Rehabilitation Services and other system partners respond quickly to employer, employee and community needs when layoffs and/or plant closures occur. The objective of the Rapid Response team is to help workers transition from notification of layoff to re-employment as soon as possible.

Oklahoma maintains a database of WARN and non-WARN layoffs and plant closings. This database captures the number and job titles of workers laid off, the reason for layoff, presence of a labor union, and tracks the services provided to the employers and affected workers. This information is available to the public at www.okjobmatch.com.

When the layoff or closure involves organized labor, Rapid Response works closely with organized labor representatives in conducting Rapid Response activities.

Rapid Response funds are used at the state level by OOWD and OESC. They are set aside for emergencies, or for when all allocated resources are expended. The local areas are involved as a part of the Rapid Response Team, but Rapid Response funds are not allocated to local workforce boards. Rapid Response funds may be used by local workforce boards through application for emergency funding as needed for specific layoff events.

The vast majority of companies in Oklahoma do not fall under the WARN Act provisions, so most are not statutorily required to file a WARN notification. Notices of impending layoffs received from these employers are informal in nature. These may include telephone calls from local elected officials, local workforce area service providers, economic development professionals, the employer, or the affected workers themselves. The affected workers in this situation are also offered Rapid Response services.

Once the OOWD receives notification of a layoff, a telephone call or personal visit is made to the company to gather information about the layoff, explain Rapid Response services and processes, and set up employee meetings. The remainder of the Rapid Response team (including the partners listed previously) is then notified. The team makes every effort to work with the employer to set up meetings during the affected workers' shifts so workers can continue to be paid while learning about the various services available.

This often results in Rapid Response meetings held during early morning hours, on weekends, and late in the evenings. If it is not possible to conduct Rapid Response meetings on company time, then the workers are notified by announcement at the workplace and/or through the news media of the time and place for the meetings.

A team of workforce and other service providers give information to affected workers at all Rapid Response meetings. Workers are given a 40-page handbook - Tools and Resources for

Transitioning to Your Next Job, the handbook includes information about services provided by the local Oklahoma Works Center, programs available to dislocated workers, tips for job searches - including resume development and interviewing skills, community services like consumer credit counseling, healthcare, and childcare, access to websites, and physical locations of local Oklahoma Works centers. Workers are told which documentation they will need to register for Oklahoma Works and Unemployment Insurance programs/benefits, and they are given an approximate timetable on how quickly services can be provided. In many cases, job fairs are scheduled and held for the affected workers on the day of the Rapid Response meeting.

Employers are also informed about the many business services available through the state's workforce system. Downsizing businesses use the system to assess, screen, and hire workers as their situations change and they are able to re-staff and/or expand. There are also numerous instances when companies scale back layoffs because they have learned about the number of free services available that can cut costs and still leave workers employed.

Because receipt of a WARN notice is not sufficient, in most cases, for helping to avert a layoff, proactive layoff aversion strategies are needed. Oklahoma has a number of strategies in place.

Current layoff aversion strategies include:

- Oklahoma Works Rapid Response staff monitor news feeds for information related to Oklahoma companies that may be in distress. When companies are identified, contact is made with company and/or local economic development officials to offer support and needed services.
- Local Workforce Development Boards have strong relationships with local economic development staff and the companies in their area. These relationships sometimes allow the WDB to become aware of challenges a company is experiencing and provides an opportunity to offer layoff aversion assistance.
- Oklahoma Employment Security Commission - Local Oklahoma Works Centers often hear about companies in their area that may be struggling. Working with local and/or state economic developers allows for proactive efforts to avert potential layoffs.
- Oklahoma Department of Commerce - Rural Development Specialists (RDSs) live and work in their assigned areas across the state. They call on companies, provide resource referrals as needed, and build relationships with the companies. When companies experience difficulties, they often turn to the RDSs, who bring in a variety of resources to help solve problems. The Commerce Research Team provides research services for companies as needed. For example, recently a company in rural Oklahoma was having supply chain issues. The Commerce research team pulled together information and resources to help the company find additional/alternative supply chain resources. Without that assistance, layoffs may have been necessary. Proactive communications and call trips to corporate headquarters of Oklahoma companies, often by the Governor, help Oklahoma know of any issues corporate offices see at the local level. Issues can then be addressed effectively.
- Oklahoma's Career and Technology Education (ODCTE) system of 29 technology center districts with 59 campuses provides technical, management, safety, and process improvement training for incumbent workers in Oklahoma companies. ODCTE also provides startup training when qualifying companies that are expanding and hiring new employees for that expansion.
- The Oklahoma Bid Assistance Network, a part of the ODCTE system, provides marketing and technical assistance to companies bidding on federal, state, local, and tribal government projects.

Oklahoma is currently working on an improved and better coordinated layoff aversion plan that will provide a policy framework and strategies from which services can be provided holistically to reduce layoffs.

The project goals are to:

- Identify and validate existing relevant programs, services, and initiatives as effective tools for Lay-off Aversion (LoA)/Business Retention & Expansion (BR&E);
- Identify programs, services, and initiatives that are missing;
- Organize programs, services, and initiatives into an interconnected system for BR&E/LoA; and,
- Develop a comprehensive BR&E/LoA plan that illustrates how all partners contribute to retaining and growing jobs in Oklahoma.

A key part of this project will be to validate that Oklahoma's workforce strategies identified in this plan will be effective as lay-off aversion tools.

Ultimately, Oklahoma's workforce system will ensure that we have the business intelligence necessary to understand employer needs, are aware of challenges they are experiencing, and have the ability to help them overcome those challenges. Also, the system will ensure that we are creating the talent pipeline necessary to provide the skills and credentials demanded by employers and needed by Oklahomans to enter the labor market or return to the labor market as quickly as possible.

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.

Oklahoma is no stranger to natural disasters in recent years including devastating tornadoes, wildfires, and ice storms.

In the event of a natural disaster or other calamity, Rapid Response will work with the Oklahoma Department of Emergency Management and FEMA; local Oklahoma Works One-Stop Centers, local Workforce Development Boards; Chief Elected Officials; Chambers of Commerce; Economic development organizations; Labor and industry organizations; the USDOL, and affected employers to get a clear understanding of the situation and make plans to assist affected employers and workers as needed, including applying for available federal funding. As needed, additional information and processing services and staffing will be provided.

Key to this operation is communications with those affected. Updated information related to transition and re-employment services will be posted on the Oklahoma Works and the OESC websites.

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.

In the case of a possible TAA situation, employees at Oklahoma Works Centers and at the Oklahoma Employment Security Commission provide information and advice to employers and employees. If TAA status has been approved before the layoff, informational brochures are provided to affected workers at Rapid Response events. TAA petitions are often filed by Oklahoma Works Center personnel on behalf of the affected employees at the time of the layoff. If approved for TAA, the state TAA Coordinator mails notifications to each affected employee, discussing the approved petition and indicating the steps needed to take to take advantage of the TAA benefits.

Early Intervention

OESC manages Oklahoma's TAA program and all TAA petitions file through that agency. OESC's involvement with the state's Rapid Response Team ensures that when TAA petitions are filed, the team is notified immediately and can spring into action to assist the employers and workers affected.

Co-Enrollment, Assessments, and Employer-Driven Skills Development

Oklahoma Works one-stop center staff often dual enroll dislocated workers/TAA applicants. All applicants seeking services under the TAA program are referred to the Dislocated Worker program for core, intensive, and/or training services. The total cost of training is paid for by TAA funds, Dislocated Worker funds, or a combination of both. Consolidation and collaboration among functions (functional integration) in Oklahoma Works centers enables seamless, efficient service delivery.

Center staff members use WorkKeys assessments as well as labor market data from EMSI and OKJobMatch.com, the state's online labor market exchange tool, to determine an individual worker's skill level, the high-demand occupations in the area, and where the two might meet for successful employment.

The WorkKeys assessments are available in hundreds of sites across the state, including all Oklahoma Works one-stop centers, ODCTE technology centers, community colleges, public libraries, other public agency service locations, and throughout the secondary education system. The use of WorkKeys, KeyTrain, and the state's Career Readiness Certificates ensure that dislocated workers and all entering the workforce system are being guided to acquire applied skills vital to Oklahoma's employers.

Further, the Governor's Council has long embraced sector strategies as a way to ensure that the skills being developed across the state meet the needs of employers within specific locales, regions, and industries.

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.

Oklahoma's strategic plan recognizes that training services are critical to the employment success of many adults and dislocated workers, including unemployed and underemployed individuals. Workforce center staff may determine training is appropriate regardless of whether an individual has received basic or individualized career services first. Training services may be provided if determined after an interview, evaluation, or assessment, that an individual is unlikely or unable to obtain or retain employment that leads to economic self-sufficiency, or wages comparable to or higher than wages from previous employment. The assessment determines: 1) the need for career services alone or combined with training, 2) the need for training services to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment, and 3) whether an individual has the skills and qualifications to successfully participate in the selected program of training services.

Individual Training Accounts (ITAs) are the primary method to be used for procuring training services in Oklahoma. Training services must be provided in a manner that maximizes the individual's choice in the selection of a training provider. To accomplish this, each local board must make available an Eligible Training Provider List (ETPL) as described in Sec. 122 of the Act.

Priority consideration for inclusion on the local ETPL will be given to programs that lead to recognized postsecondary credentials aligned with the local in-demand industry sectors, also known as the drivers of the area's wealth generating ecosystems, as well as the complementary systems that support them.

Although ITAs are the primary method to be used for procuring training services, in certain circumstances a contract for training services may be developed instead of an ITA. The determination of when training needs to be provided by contract in lieu of an ITA is made by the local board based on factors including, but not limited to, an insufficient number of eligible training providers in the area, the availability of a training program of demonstrated effectiveness already offered in the community, and/or the facilitation of training for multiple individuals in in-demand occupations at an institution of higher education. Additionally, a local board may determine that a combination of ITAs and contracts is an effective approach for placement into programs such as Registered Apprenticeship (RA) and other work-based training. Local boards must develop policy and procedures for when contracts will be used in lieu of ITAs, describing the factors used to support the policy.

Oklahoma's strategic plan enforces the ideal that training services need to be directly linked to an in-demand industry sector or occupation in the local or planning region, or in an area where the adult or dislocated worker is willing to relocate. The local board may make an exception to approve training services for occupations determined to be in sectors of the economy that have a high potential for sustained demand or growth in the local area.

Oklahoma plans to increase the utilization of several work-based training models to ensure high quality training for individuals and for the success of Oklahoma businesses.

The state is currently developing and implementing the state's Registered Apprenticeship (RA) strategy and partner/industry engagement activities to support RA as a viable path to career entry

and career building. By aligning exposure to Career Pathways and Career Options, Oklahoma will be able to prioritize education and training resources to support placement into high demand occupations, and businesses will be able to provide the hands-on training to build the skilled workforce that businesses need to succeed. The State is committed to fully integrating RA programs as an employment and training solution for one-stop centers. Local areas will have maximum flexibility in serving participants and supporting their placement into RA programs. There are several ways in which Oklahoma plans to use training services in conjunction with RA programs, including developing an ITA for a participant to receive RA training; utilizing an OJT contract with a RA program for providing both classroom and on-the-job instruction; a combination of an ITA to cover the classroom instruction along with an OJT contract to cover on-the-job portions of the RA; and utilizing incumbent worker training for upskilling apprentices who already have an established working/training relationship with the RA program.

Strategies for increasing RA in Oklahoma include outreach to specific industry sectors where there is potential for growth in occupations related to Health Care, Advanced Manufacturing, IT, and others, and to underserved populations such as women, individuals with disabilities, formerly incarcerated individuals, minorities, veterans and out-of-school youth. Outreach will include the involvement of local workforce development boards, the Oklahoma Office of Apprenticeship, Oklahoma's Key Economic Network (KEN) regions, and the Governor's Council for Workforce and Economic Development, as well as the development of an apprenticeship website that will be linked to the Oklahoma Works website, OESC, Veterans sites, Women's organizations and others. Joint ventures with workforce partners and industry sector representatives will include presentations, job fairs and other statewide events.

To encourage existing apprenticeship programs to become RAs, Oklahoma's outreach plan includes developing materials containing information about the advantages of becoming a registered apprenticeship program, including the exemption of performance and reporting-related requirements for RA programs, which enables them to be placed on the statewide ETPL with minimal burden.

On-the-job Training (OJT) continues to be a successful method of delivering training services to adults and dislocated workers, allowing businesses to provide specific job instruction to new employees in a normal work environment. Oklahoma's Business and Industry Services (BIS) departments at local technology centers build customized classes for companies and businesses that cover specific training needs.

With the added flexibility under WIOA that local areas may increase the reimbursement level for OJT to up to 75 percent of the wage rate of the participant to employers for the costs of training, the following factors will be taken into consideration: the characteristics of the participants (e.g. length of unemployment, current skill level, and barriers to employment); the size of the employer (e.g. small and medium-sized businesses often have more barriers to participation at lower reimbursement rates); the quality of employer-provided training and advancement opportunities; and, other factors such as the number of employees participating in the training, pre- and post-program wage and benefit levels of the employees, and relation of the training to the competitiveness of the participant.

Incumbent Worker Training will be utilized to help avert potential layoffs of employees, or as a Registered Apprenticeship strategy to increase the skill levels of employees so they can be promoted within the company and create backfill opportunities for the employers. Local boards can use up to 20 percent of their adult and dislocated worker funds to provide for the federal share of the cost of providing Incumbent Worker training, while taking into account the characteristics of the participants in the program; the relationship of the training to the competitiveness of a participant and

the employer; and other factors which may include the number of employees participating in the training, pre- and post-participation earnings and benefits levels of the employees, and the existence of other training and advancement opportunities provided by the employer. Additionally, Oklahoma will follow WIOA section 134(d)(4)(D) regarding the minimum amount of employer share in the Incumbent Worker Training based on the size of the employer: at least 10 percent of the cost, for employers with 50 or fewer employees; at least 25 percent of the cost, for employers with 51 to 100 employees; and at least 50 percent of the cost, for employers with more than 100 employees.

Work experience is a tool that has been used to assist the long-term unemployed and new entrants into the workforce across all three funding streams, adult, dislocated worker, and youth, as well as by workforce system partners such as the TANF program and the Department of Rehabilitation Services. Transitional jobs, like traditional work experience, are planned, structured learning experiences arranged within the private sector, public sector or non-profit sector. Transitional jobs will be wage-paid and subsidized for individuals with barriers to employment who are chronically unemployed or have inconsistent work history, as determined by the Local Workforce Board.

Strategies for the implementation of Transitional Jobs as a work-based training model include encouraging local workforce boards to adopt policies and identify employers that can provide quality work experiences for individuals to help them eventually obtain unsubsidized employment. Local policies will need to include information regarding the duration of transitional job placements, the amount of reimbursements to employers, and what supportive services will be made available to participants to remove barriers to employment while in the transitional job placement. Local boards will be encouraged to develop strategies to utilize Transitional Jobs as a gateway to unsubsidized employment for individuals who are chronically unemployed or have inconsistent work history such as: formerly incarcerated individuals; low-income individuals who must meet employment or training requirements to receive Supplemental Nutrition Assistance Program (SNAP) benefits; out-of-school youth, veterans, and other individuals with barriers to employment.

2. DESCRIBE HOW THE STATE WILL INCORPORATE REGISTERED APPRENTICESHIP INTO ITS STRATEGY AND SERVICES.

Registered Apprenticeship (RA) is a viable path to career entry and career building. By aligning exposure to Career Pathways and Career Options, Oklahoma will be able to prioritize education and training resources to support placement into high demand occupations, and businesses will be able to provide the hands-on training to build the skilled workforce that businesses need to succeed. The State is committed to fully integrating RA programs as an employment and training solution for one-stop centers. Local areas will have maximum flexibility in serving participants and supporting their placement into RA programs. There are several ways in which training services may be used in conjunction with these RA programs, including developing an ITA for a participant to receive RA training, utilizing an OJT contract with a RA program for providing both classroom and on-the-job instruction; a combination of an ITA to cover the classroom instruction along with an OJT contract to cover on-the-job portions of the RA; and utilizing incumbent worker training for upskilling apprentices who already have an established working/training relationship with the RA program.

Oklahoma is the recipient of an ApprenticeshipUSA Accelerator Grant. The grant will focus on creating and expanding RA opportunities within the State’s wealth-generating ecosystems: Aerospace and Defense; Agriculture and Biosciences; Energy; Information and Financial Services; and, Transportation and Distribution, as well as the complementary ecosystems which help to expand wealth in Oklahoma’s economy - Construction, Health Care, Education and Creative Industries.

Outreach and communication will be essential components of developing and implementing the State's RA strategy and partner/industry engagement activities. The inclusion of subject matter experts such as the Oklahoma Department of Career and Technology Education, the Oklahoma Manufacturing Alliance, the Oklahoma Center for the Advancement of Science and Technology and other established Oklahoma Works partners during the strategic planning phase of the grant will help the State build upon existing strategies to expand and diversify Registered Apprenticeship (RA) as a viable workforce development strategy in Oklahoma, and to reach grant milestones and expand apprenticeships to additional businesses and industries, and additional, underserved populations. Oklahoma will have a strong focus on creating RA opportunities for individuals displaced due to the decline of the State's Oil and Gas Industries, and increasing RA opportunities for special populations such as women, out-of-school youth, minorities, individuals with disabilities, veterans and others. Career pathways for the health care industry will also be a focus as Oklahoma expands Registered Apprenticeship opportunities in the State. There are currently no known apprenticeships in the health care industry.

Productive relationships among private sector business leaders, the State's education and training systems, and other workforce partners, specifically through Key Economic Networks (KENs) within the state, and the engagement of those essential partners, will serve to build a strong base for RA in Oklahoma.

3. PROVIDE THE PROCEDURE, ELIGIBILITY CRITERIA, AND INFORMATION REQUIREMENTS FOR DETERMINING TRAINING PROVIDER INITIAL AND CONTINUED ELIGIBILITY, INCLUDING REGISTERED APPRENTICESHIP PROGRAMS (WIOA SECTION 122).

Oklahoma recognizes that WIOA expanded the WIA requirements by increasing accountability and transparency through reporting and biennial review, and the establishment of criteria and procedures regarding the eligibility of training providers to receive WIOA funds for the provision of training services. The state ETPL will identify training providers whose performance qualifies them to receive WIOA training funds through Individual Training Accounts (ITAs). A list of Registered Apprenticeship programs is included on the state's ETPL although these programs are not subject to the requirements that other training providers must meet.

Registered Apprenticeship (RA) programs are exempt from performance and reporting-related requirements in order to enable these evidence-based programs to be placed on the statewide ETPL with minimal burden. These programs have already gone through a rigorous assessment as part of the registration process with the U.S. Department of Labor, Office of Apprenticeship (DOLETA/OA). Inclusion of Registered Apprenticeship programs on the state ETPL enhances participants' awareness of the programs and provides local workforce systems with a mechanism to support this valuable training model. Registered Apprenticeship is a proven approach for employers to build a pipeline of highly-skilled workers, promoting employee retention and increasing productivity. All Registered Apprenticeship openings listed on the ETPL will automatically be considered as a statewide demand occupation for as long as the opening(s) remain unfilled. This will allow ITAs in RA to support participants and more directly connect those programs to one-stop centers. On-the-job training, internships, and paid or unpaid work experience, or transitional employment are not required to be listed on the ETPL. Oklahoma's ETPL was recognized by the USDOL as a model policy for our removing of obstructions for Registered Apprenticeships to be automatically considered as approved training providers. Oklahoma's ETPL can be found at: http://oklahomaworks.gov/wp-content/uploads/2016/05/OWDI-03-2016-OK-ETPL-Policy-Final.pdf

The categories of training providers are: Category 1: An institution of higher education that provides a program that leads to a recognized postsecondary credential; Category 2: An entity - generally known as a Registered Apprenticeship program sponsor - that carries out programs registered under the Act of August 15, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663l 29 U.S.C. 50 et seq.); or Category 3: Another public or private provider of a program of training services, which may include joint labor-management organizations, and eligible providers of adult education and literacy activities under Title II if such activities are provided in combination with occupational skills training.

A provider described as either a Category 1 or 3 Provider must comply with the criteria, information requirements, and procedures established under WIOA Section 122 is included on the list of eligible providers of training services. Category 2, Registered Apprenticeship programs, are exempt from initial eligibility procedures and shall be included, maintained, and considered in-demand on the EPTL for so long as the corresponding program of the provider remains open and registered with DOLETA/OA or until the program asks to be removed from the list. The State will work closely with the State Director of DOLETA/OA to obtain relevant information and provide technical assistance as necessary.

As part of the Oklahoma Works Strategic Delivery Plan, training opportunities should focus on community talent growth and aligning the workforce with targeted industry clusters that lead qualifying individuals to self-sufficiency. The Local Workforce Development Board (LWDB) will assist individuals in the selection of training programs that are directly linked to employment opportunities in their local area. Each local board must establish, maintain, review and update annually a list of existing or emerging occupations that are determined by the LWDB to: be part of the sector of the economy that has a high potential for sustained demand or growth in the local area; target industry clusters within the local area; support economic growth priorities; and, address industry-specific shortages.

If openings for new apprenticeships exist in the local area, RA programs, will automatically be considered in-demand training. LWDB staff should contact the Oklahoma Office of Workforce Development (OOWD) for assistance with specific Registered Apprenticeship program inquiries.

Initial eligibility for all new Category 1 and 3 training providers under WIOA was extended to June 30, 2016. New providers may seek initial eligibility electronically through the Local Workforce Development Areas (LWDAs) and, if approved by OOWD, will remain eligible and listed on the ETPL for only 1 year for a particular program. After the first year, if the provider/program meets subsequent approval requirements, continued eligibility will be reviewed every two years. The criteria and information requirements established by the OOWD require a provider and/or program not previously eligible under this section to provide verifiable information pertaining to: program-specific performance information; description of each program of training service to be offered; program-specific performance information as outlined in state policy; a description of the provider’s partnership with at least one business if such a partnership exists; other factors that indicate high-quality training services leading to a recognized postsecondary credential; and, information addressing the alignment of the training services with in-demand industry sectors and occupations, to the extent practicable.

To meet the subsequent eligibility determination requirements, the following factors must be considered by Local Workforce Development Boards (LWDBs) when electronically recommending to OOWD subsequent eligibility approval to the State: the specific economic, geographic, and demographic factors in the workforce areas in which providers seeking eligibility are located; the

characteristics of the population served by providers seeking eligibility, including the demonstrated difficulties in serving such populations, where applicable; the degree to which training programs relate to in-demand industry sectors and occupations within the state; the performance of a provider of program(s) of training services as outlined by the Oklahoma Office of Workforce Development; the program cost of training services; the involvement of employers in the establishment of skill requirements for the training program.

The impact provider performance will have on State-negotiated WIOA Performance Measures for all program participants.

Initial and subsequent eligibility will be based on verifiable performance data, as well as programmatic and cost information. This section does not apply to Registered Apprenticeship programs or other excluded types of training programs as stated earlier in this policy.

Eligible Training Providers are required to submit annual performance reports. The results will apply to both WIOA and ALL student populations. Additional reporting clarification and reporting templates are still needed from USDOL before required performance levels will be set.

The Performance Requirements for Category 1 and Category 3 Providers:

Entered Employment Rate: The percentage of program participants who are in unsubsidized employment in the second quarter after exit from the program;

Employment Retention Rate: The percentage of program participants who are in unsubsidized employment in the fourth quarter after exit; and

Median Earnings: The median earnings of program participants who are in unsubsidized employment during the second quarter after exit.

Conditions for Removal from the ETPL

The State may remove a program or programs from the list for failing to meet the established criteria or for not providing all required performance information for subsequent eligibility. Removal is also appropriate if the program has failed to attain or lost the accreditation required for professional licensure. A training provider that is removed from the list for reasons stated above may reapply for continued eligibility when they can demonstrate that they meet all requirements. Any providers that willfully supply false performance information, misrepresent costs or services, or substantially violate requirements of WIOA law will be removed from the ETPL by the State for a period of not less than two years. Providers are liable to repay all adult, dislocated workers, and youth funds received during the period of non-compliance. No training provider debarred by the Federal Government may be permitted to be placed or remain on the ETPL. In the case of a training provider or a program of training services that is removed from the list while WIOA participants are enrolled, the participants may complete the program unless the provider or program has lost state licensing, certification, or authorization to operate by the appropriate state oversight agency. This section does not apply to Registered Apprenticeship programs, whose registration status is required to be assessed by the OOWD on a biennial basis at a minimum.

Appeal Process

Training providers can choose to appeal the rejection of their program for inclusion on the ETPL, or its subsequent termination of eligibility. The appeal must be submitted in writing via email to Office of Workforce Development within 14 days after notification of the decision. The appeal must include the justification for the appeal in the request. The provider must also have the right to request a hearing to discuss their appeal. If a hearing is requested, a board will be convened consisting of OOWD management, the OOWD ETPL Administrator, and the LWDB Director. A decision will be made within 60 days of appeal. This will be a final decision and, if the removal is upheld, the program will be prohibited from reapplying for one year from the date of the final decision or for two years if the removal was for submittal of false information.

The Oklahoma Office of Workforce Development is responsible for: the development, maintenance and dissemination of the State list of providers and programs; ensuring programs meet the eligibility criteria and performance levels established by the State; verifying the accuracy of submitted information; removing programs that do not meet established program criteria or performance levels; ensuring performance and cost information relating to each provider is available to the public; finalizing approval for providers and programs recommended by the Local Workforce Development Boards (LWDB); ensuring Registered Apprenticeship program sponsors are contacted to voice their willingness to be part of the ETPL (with assistance from DOLETA/OA); verifying the registration status of Registered Apprenticeship programs on at least a biennial basis; and ensuring new Registered Apprenticeship programs are placed on the ETPL in a timely manner.

The LWDB is responsible for carrying out the following procedures assigned by the State: identification of in-demand sectors or occupations for the local area using relevant labor market information; reviewing new and subsequent training providers and programs of training services to ensure accurate eligibility criteria and performance information has been provided prior to submission to the OOWD for final approval; recommending the termination of providers due to the provider's submission of inaccurate eligibility and/or performance information; working with the State to ensure that sufficient numbers of providers of training services have the expertise in assisting individuals with disabilities and training providers are available to assist adults in need of adult education and literacy activities; and, making recommendations to OOWD for approval or denial of providers and/or programs based on the local area's demand occupation information and the program's performance.

With the exception of Registered Apprenticeships, LWDBs may require additional information and/or set higher levels of performance for providers to become or remain eligible to provider services in their particular area. If a Local Board establishes minimum standards in local policy, the Local Board may direct the removal of a provider program from the eligible programs in that local area for failure to meet established criteria. The appeal process outlined in state must be followed for rejected training providers or those providers removed for cause.

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.

The state will implement policy addressing the priority for public assistance recipients, other low-income individuals, or individuals who are basic skills deficient through Oklahoma Workforce Development Issuances (OWDI). Priority of service requirements will be established with respect to

WIOA Title 1 formula funds allocated to Local Workforce Development Areas for adult employment and training activities. This will be demonstrated through documentation uploaded and maintained in the states virtual case management system for monitoring purposes.

Oklahoma requires that the priority of service must be provided regardless of the level of funds.

Veterans and eligible spouses continue to receive priority of service for all DOL-funded job training programs, which include WIOA programs. When programs are statutorily required to provide priority for a particular group of individuals, priority must be provided in the following order:

First, to veterans and eligible spouses who are also included in the groups given statutory priority for WIOA adult formula funds. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first priority for services provided with WIOA adult formula funds.

Second, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA adult formula funds.

Third, to veterans and eligible spouses who are not included in WIOA's priority groups.

Last, to non-covered persons outside the groups given priority under WIOA.

Local areas must establish written policies and procedures to ensure priority for the populations described above for participants served in the WIOA Adult program, for eligibility determinations beginning on or after July 1, 2015. As part of regular monitoring and oversight responsibilities, State Workforce staff is required to ensure that all local areas have developed and implemented such policies.

The state in accordance with WIOA monitors local areas at least once a year to ensure program and fiscal compliance. Local areas are also required to monitor their programs for program and fiscal problem. During the state's annual monitoring the local areas are reviewed to see if they've been compliant with monitoring requirements.

5. DESCRIBE THE STATE'S CRITERIA REGARDING LOCAL AREA TRANSFER OF FUNDS BETWEEN THE ADULT AND DISLOCATED WORKER PROGRAMS.

Oklahoma will allow local boards the flexibility to transfer up to 100 percent of the funds allocated to the local area for adult and dislocated worker employment and training services between the Adult Program and DLW Program as prescribed in WIOA section 133. To ensure that local areas reserve sufficient Adult and Dislocated Worker funds for the Program year, criteria for the transfer of funds between the programs will include factors such as local data which is comprised of the number of TAA petitions and Rapid Response events in the local area, anticipated layoffs based on local economic conditions, and overall program performance. Local areas must also guarantee that the transfer of funds will not unfavorably impact: 1) The employment and training activities of the program that funds are being transferred from or the program that funds are being transferred to; and 2) The WIOA Title I performance measures for the WIOA Adult or Dislocated Worker programs. Additionally, Transfer of Funds Request forms have been developed by the State for use by the local areas. Separate forms will be required to document the Participant Plan and the Budget Plan.

Local boards will be required to submit the Transfer of Funds Requests to the State and must receive an affirmative reply from the OOWD prior to moving funds between the Adult and Dislocated Workers 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)

The state developed criteria for local boards to utilize in awarding grants for youth workforce investment activities is OETI 11-2003, Change 2 “State Procurement and Contracting Policy.” Local areas must also follow the procurement requirements in the Uniform Code at 2 CFR 200.320.

The local board will evaluate the ability of the solicited contractors to deliver the full array of youth services within the workforce development area. Ability/experience normally includes a background in service provision within WIA and/ or WIOA programs including experience in making performance measures and a track record in meeting or exceeding mandated performance criteria. All local areas must explain how the 14 WIOA youth elements will be available to youth on an as needed basis and must include the elements in their procurements.

EXCEPTIONS.—A local board may award grants or contracts on a sole-source basis if such board determines there is an insufficient number of eligible providers of youth workforce investment activities in the local area involved (such as a rural area) for grants and contracts to be awarded on a competitive basis under subsection (a).

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.

The State expects Workforce Development Boards to focus a higher percentage of Out-of-School Youth (OSY) Funding on direct costs to OSY since this population of youth is more difficult to locate, engage, and will potentially require a longer range of services to be successfully served. We also expect as a result of higher expenditure requirements of OSY funds:

- Increased collaboration amongst core partners through sharing of costs and information to ensure that youth have access to all available clusters of needs based services.

- A focus on forming and/ or improving alliances with the Department of Education, Pre-Apprenticeship Programs, Employers, Training Providers as well as Community Based Organization which have traditional connections to disconnected youth.
- Greater disseminating of documented strategies/models amongst Workforce Development Boards that demonstrate success in locating and engaging eligible youth. The state will also support this practice by adopting best practices demonstrated by local partners and/or agencies that have successfully served similar populations of youth with state, federal or other limited funds.

According to data provided by the US Department of Education Approximately 16% of Oklahoma school aged children or a little more than 90,000 youth have disabilities as compared to 12.9% of school aged youth nationwide. Assuming for planning purposes that the youth are evenly distributed between grades 1 - 12, there are approximately 30,000 eligible WIOA youth in our high schools with a documented disability. As our state's vocational rehabilitation agency must set aside at least 15 percent of their funding to provide transition services to youth with disabilities to ensure high school completion the state sees an opportunity for partnerships between Vocational Rehabilitation. Local boards will be asked to describe these proposed partnerships in their local plans.

As youth enrolled in a GED program are considered out of school and drop outs, many of the obstacles related to perfecting eligibility under WIA for out of school youth are no longer present under WIOA. Similar to Vocational Rehabilitation, local boards will be encouraged to work with their local GED providers. By reviewing the plans of Adult Education and Family Literacy Act providers , local boards will also have an opportunity to drive performance toward those established for youth in the WIOA programs further enhancing coordination efforts.

The state will continue to direct local staff to utilize a portion of the 75% out-of-school youth funding on reengagement strategies and program related transitional planning for reconnecting disconnected youth to the education and workforce system.

Our focus is on:

- Championing these high priority youth receiving industry recognized occupational skills credentials.
- Reinforcing the needs for drop-out recovery programs, and;
- Reiterating the need to incentivize participation and monumental achievements of the youth for retention purposes
- Recommending and supporting the relationship with community agencies and In-kind resources to leverage the costs of serving these youth.

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)(I)

During annual monitoring the state will require the local areas to submit documentation describing how the 14 program elements are being implemented. The state will also include a sample of youth RFP's and contracts in their annual monitoring to assure that the 14 elements were included in the program design and framework and are available to all youth in the WIOA program. There is a

section in our youth program monitoring tool that specifically asks our local boards for a description of how the following program elements are being implemented and we request a list of the entities providing the elements and the services available at least annual in accordance with monitoring requirements:

- Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential:
- Alternative secondary school services, or dropout recovery services, as appropriate:
- Paid and unpaid work experiences that have academic and occupational education as a component of the work experience:
- Occupational skill training, which includes priority consideration for training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the local area involved, if the Local WDB determines that the programs meet the quality criteria described in WIOA sec. 123:
- Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster:
- Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors:
- Supportive services, including the services listed in § 681.570:
- Adult mentoring for a duration of at least 12 months that may occur both during and after program participation:
- Follow-up services for not less than 12 months after the completion of participation, as provided in § 681.580:
- Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth:
- Financial literacy education:
- Entrepreneurial skills training:
- Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services:
- Activities that help youth prepare for and transition to postsecondary education and training:

The current youth policy also addresses each of the 14 program elements in detail and the state has set the elements as Service Delivery requirements in accordance with the WIOA statute; provided definitions of each element in detail in policy, and we also in policy have provided Oklahoma Service Link uploading, data entry and source documentation requirements to ensure that our local boards have the technical resources needed to successfully apply these elements.

Our local boards have been made aware through our policy and monitoring component that the discretion to determine what specific program services a youth participant receives is based on each participant’s objective assessment and individual service strategy (ISS). Technical assistance has also been provided in policy and the monitoring component that our local programs staff are not required to provide every program service to each participant. Again, provision of the required elements is based on the objective assessment and ISS.

We have advised our local boards of the necessity of consorting and will continue to support local partnering with authorized and proven organizations capable of providing the elements. The goal is to introduce youth to outlets to aid them in graduating from high school and venturing into postsecondary education.

The state expects the providers of youth elements to evolve into the process for the purpose of providing specific elements via WIOA funding and leveraged funds and agreement or referral to a provider of the unique services. Examples of these providers are the public school system, youth based contractors, nonprofit organizations such a Habitat for Humanity, Salvation Army and the Urban League, Career Tech & Community Colleges, State Housing Agencies, YMCA and civil authorities.

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).

An individual who requires additional assistance to complete an educational program or to secure and hold employment is an individual who is low income and meets at least one of the following criteria:

- Resides with a parent or legal guardian that is currently or previously incarcerated for a felony conviction.
- Resides with a parent or legal guardian who lacks a high school diploma or GED.
- Who attends or has attended chronically under performing schools listed as a priority or targeted intervention school on the State Department of Education website. http://www.ok.gov/sde/priority-schools
- Low Income Youth between 18-24 years of age with a pattern of Poor Work History. Poor Work History includes non-reoccurring employment income and sporadic employment.

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.

Attending School under WIOA is defined as a youth not younger than 14 years of age, nor older than 21 years of age and attending any school recognized under Oklahoma Law.

Similar to the WIOA definition, which defines a dropout under the age of mandatory attendance to be a youth who has not attended for a full term or semester, in Oklahoma "school dropout means any student who is under the age of nineteen (19) and has not graduated from high school and is not attending any public or private school or is otherwise receiving an education pursuant to law for the full term the schools of the school district in which he resides are in session."

Further in Oklahoma, youth in GED programs are considered both out of school and drop outs.

6. IF NOT USING THE BASIC SKILLS DEFICIENT DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INCLUDE THE SPECIFIC STATE DEFINITION.

BASIC SKILLS DEFICIENT - With respect to an individual, the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test or a comparable score on a criterion referenced test.

Note: Grade level scores below 9.0 (e.g., 8.9) should be considered as “at or below the 8th grade level.”

The State of Oklahoma uses the WIOA definition of Basic Skills Deficient.

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 DISBURSAL 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).)

Not applicable

E. WAIVER REQUESTS (OPTIONAL)

States wanting to request waivers as part of their Title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

1. IDENTIFIES THE STATUTORY OR REGULATORY REQUIREMENTS FOR WHICH A WAIVER IS REQUESTED AND THE GOALS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, INTENDS TO ACHIEVE AS A RESULT OF THE WAIVER AND HOW THOSE GOALS RELATE TO THE UNIFIED OR COMBINED STATE PLAN;

2. DESCRIBES THE ACTIONS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, HAS UNDERTAKEN TO REMOVE STATE OR LOCAL STATUTORY OR REGULATORY BARRIERS;

3. DESCRIBES THE GOALS OF THE WAIVER AND THE EXPECTED PROGRAMMATIC OUTCOMES IF THE REQUEST IS GRANTED;

4. DESCRIBES HOW THE WAIVER WILL ALIGN WITH THE DEPARTMENT'S POLICY PRIORITIES, SUCH AS:

A. SUPPORTING EMPLOYER ENGAGEMENT;

B. CONNECTING EDUCATION AND TRAINING STRATEGIES;

C. SUPPORTING WORK-BASED LEARNING;

D. IMPROVING JOB AND CAREER RESULTS, AND

E. OTHER GUIDANCE ISSUED BY THE DEPARTMENT.

5. DESCRIBES THE INDIVIDUALS AFFECTED BY THE WAIVER, INCLUDING HOW THE WAIVER WILL IMPACT SERVICES FOR DISADVANTAGED POPULATIONS OR INDIVIDUALS WITH MULTIPLE BARRIERS TO EMPLOYMENT; AND

6. DESCRIBES THE 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;

Oklahoma is not submitting any waiver request as part of this initial plan. Waiver requests may be submitted as part of future modifications to this plan upon publication of the WIOA final regulations, issuance of federal guidance, or as the need arises.

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; Yes

2. The state has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist; Yes

3. The state established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members. Yes

4. The state established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2). Yes

5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership. Yes

6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce 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. Yes

7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7). Yes

8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan. Yes

9. If a State Workforce Development Board, department, or agency administers state laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I. Yes

10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report. Yes

11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3); Yes

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.

The Oklahoma Employment Security Commission ("OESC") supports the professional development of staff. As an agency, a dedicated Training, Policy and Staff development team was formed to meet the training demands of the workforce system, managers, and staff. This team provides relevant training to OESC staff and system partners at times. The training consists of national and state demands, system and procedure matters, and other service delivery development opportunities.

With the implementation of WIOA along with other training and development needs, OESC has developed a training schedule for OESC staff in the workforce centers to ensure high quality services are appropriately delivered to workforce customers. We will continue to review and strengthen our product box in order for staff to provide the best service the first time.

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.

The Oklahoma Employment Security Commission (OESC) is a very active, involved partner in the delivery of services in the Centers. In Oklahoma, both the Unemployment Insurance (UI) and Wagner-Peyser/Employment Services (ES) programs are administered by OESC. As an agency, they have approached service delivery to customers by cross-training all Center staff, both State Merit and Partner staff, on these two major Federal programs.

The following types of training have been and will continue to be provided to Center staff to assist with identification of potential UI eligibility issues and referral to UI for adjudication:

1. What kinds of issues create eligibility problems for those claimants receiving UI? Some of the common UI issues covered in training: a. Ability to work, b. Availability to seek and accept work, c. Refusal of a job referral, d. How to report acceptance of employment, e. Failure to report for a scheduled, required reemployment session.

2. What kind of information is important to gather when it comes to "fact-finding" about potential UI issues? Some of the common topics covered in training: a. Instruction to all staff on how to conduct quality fact-finding when taking statements for UI purposes. b. Instruction on how to add issues to or report issues about claims so they will be assigned to an Adjudicator for further investigation and subsequent determination.

3. What are the processes for reporting of issues and subsequent Adjudication procedures? a. Information about reporting potential issues to UI staff such as using specified forms and emailing specified departments, b. Information on the Adjudication processes for reemployment services such as call-ins being sent to obtain claimant information when the claimant fails to report, when denials are issued on a claim, length of disqualifications, etc. c. Information on the process to be followed when a claimant reports to a required reemployment service after a disqualification has been issued. In addition, reference material is provided to Center Staff and One-Stop Operators and/or Managers provide supplemental training to an integrated staff through weekly Center meetings. This detailed approach fosters an environment for knowledge growth and continues to keep Oklahoma focused on service delivery as defined by WIOA.

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.

Oklahoma has thirty-five (35) Centers, all part of the American Job Center network, which provide an array of career and training services as well as the best upfront information to file their initial Unemployment Insurance (UI) claim and provide meaningful assistance the first time a customer accesses the center.

Oklahoma has two options for filing a UI claim: by telephone or online. All individuals requiring staff-assisted service in filing an online claim can come into a Center where there are trained, knowledgeable, integrated staff members available to sit down and walk the customer through the online claims filing process. There are also telephones available in quiet areas for those who wish to file by phone. Staff members have received comprehensive training and are able to answer questions regarding the initial claims process as well as any questions about claimant rights and responsibilities. In addition, a detailed, illustrated online claims system user's manual is available at all Centers in the Resource room.

For those claimants who are Limited English Proficient, the online claims system has a language translator. Center staff can assist the customer in accessing the translator or use language lines to assist such individuals during the claims filing process. When needed, for those individuals who are Deaf or Hard of Hearing, TTY services are available.

The services available to claimants do not end with the filing of the initial claim. Centers have supports and resources available at any time and for all other parts of the claims process: sending documents to UI, speaking with Inquiry or Adjudication, filing for weekly benefits, and participating in Appeals hearings. The rapid reemployment of claimants is also a focal point for Oklahoma. In addition to assistance with the work registration and work search requirements, State Merit staff provide one of two reemployment services tracks (Reemployment Services and Eligibility Assessment and 50% Eligibility Review Interview) at designated times during the claim series depending on the claimant's circumstance.

C. DESCRIBE THE STATE'S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UNEMPLOYMENT INSURANCE CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS.

Over the past couple of years, our reintegration initiative has realigned the resources of two of our foundational programs, Employment Services and Unemployment Insurance. One of main purposes for our decision to reintegrate the Employment Service and Unemployment Insurance programs was to provide prompt, efficient reemployment services for our customers early and often during their unemployment claims process. For OESC, the primary goal of reintegration is the reemployment of our customers to meaningful employment as quickly as possible.

Our decision to reintegrate these major programs has better equipped our agency to respond to the needs of our claimants. The amount of work dedicated to this effort has yielded great success for our customers, employers, stakeholders and staff. In 2013, on average a claimant received unemployment insurance benefits for 16.9 weeks. One of the goals of this effort was to decrease the average duration a claimant received benefits by one week. Several strategies were initiated to meet this goal such as: • Integrated staff training of both Wagner-Peyser and Unemployment Insurance programs including service offerings • Enhanced messaging to claimants about reemployment services in the Workforce Centers early in the initial claims filing process • Modified the Worker Profiling processes reemphasizing a reemployment message • Improved outreach to employers on the benefits of timely new hire reporting • The implementation of an automated system to verify that claimants have registered for work

As a result of these efforts, OESC assisted in reducing the average week duration by exactly one week in 2014 to 15.89 weeks. In fact, the latest weekly average duration for 2015 ending July 31, 2015, shows a continued reduction at 15.36 weeks. Since this goal was initiated, the average weekly duration a claimant is receiving unemployment insurance benefits has decreased by over one and half weeks. In addition to helping claimants get connected back to work sooner, this has resulted in significant cost savings to the trust fund.

As reintegration of Oklahoma's Employment Services and Unemployment Insurance divisions nears completion, our focus will shift to training staff who have taken over new roles as a result of reintegration and WIOA so that they may develop proficiency in their program areas. Meanwhile, OESC will continue to analyze our processes and look for methods to improve the service delivery for the customers served in WIOA.

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;

As described in the previous responses, the OESC complies with this requirement to use Wagner–Peyser funds to support UI claimants. In Oklahoma both the Unemployment Insurance Program and Wagner-Peyser are administered by the same agency, OESC. Labor exchange services are provided to all customers accessing the workforce centers by Wagner-Peyser staff. In fact, there is a special emphasis placed on serving UI claimants to help connect them back to work as quickly as possible.

We have embarked on several reemployment initiatives that have proven to be effective. Recently, we have implemented the Eligibility Rights Interview (ERI). The ERI is an in–person interview designed to assist identified unemployment insurance (UI) claimants in returning to work. The ERI is conducted by Wagner-Peyser staff and will provide reemployment services to the UI Claimant earlier in the UI claims filing process. Claimants selected for ERI are in demand occupations and have filed for UI benefits, been paid for at least five weeks and are still receiving benefits. Some of the services provided include a review of work search efforts, referral to other services and job referrals. Through reemployment efforts such as the ERI, it is the goal of the OESC to continue reducing the amount of weeks a claimant receives benefits because they would be reemployed quicker. The reduction in weeks paid to claimants because they are employed yields significant savings to the UI Trust Fund and reduces employer taxes.

2. REGISTRATION OF UI CLAIMANTS WITH THE STATE'S EMPLOYMENT SERVICE IF REQUIRED BY STATE LAW;

In Oklahoma, it is required that claimants register for work in the state labor exchange system within seven days of filing their initial claim. For those filing their initial claim online, the system automatically directs them to the labor exchange system to register for work before the completion of the initial claim. For those claimants filing by telephone, they are requested to complete the registration for work within the seven–day requirement. If a claimant does not comply with this requirement, benefits will not be awarded until the requirement has been met.

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

Oklahoma allows two ways for claimants to file an unemployment claim, by telephone and through the Oklahoma Network Initial Claims (ONIC). Through both of these processes, potential eligibility issues are identified based upon the claimants' response to questions during the application for benefits process. Reemployment of claimants continues to be at the forefront for Oklahoma. OESC has modified and enhanced services to claimants to ensure the registration for work requirement is met along with required attendance and completion of other reemployment assistance services. UI claimants receive reemployment information throughout their claims process to include but not limited to; information of available services in Oklahoma Works Centers, resume assistance, job referrals, job search workshops, work search review and access to skills based training. Regardless of the career path the claimant chooses, the end result continues to be reemployment.

4. PROVISION OF REFERRALS TO AND APPLICATION ASSISTANCE FOR TRAINING AND EDUCATION PROGRAMS AND RESOURCES.

Within the Oklahoma workforce development system, known as Oklahoma Works, is a network of Centers or One-Stop offices where employment, education and training providers are integrating services to assist both job seekers and employers. Job Seeker customers receive assistance preparing for and searching for work, making career decisions, and accessing training opportunities.

Most people who walk into an Oklahoma Works Center are in search of information such as where the job openings are located, what training opportunities exist, or what kinds of community services are available. They may also be in need of a computer, phone, or fax. These core services are

available to everyone through the Centers, usually with limited assistance. In fact, there are full–service, comprehensive “Resource Rooms” set aside for self–help, or limited assistance, much like a community library. There are computers and software for customers to prepare a resume, for instance, with books, videos, and even staff nearby to answer basic questions or give limited guidance.

For those individuals who require more in-depth assistance, Oklahoma requires applicants to complete questionnaires which will assist us in determining what services will best fit the customer’s needs and which agencies or partners will be best equipped to fill such needs. The customer and the Center staff will discuss items like background, education and/or certifications, experience and work history, skills, etc. and then map out a strategy to get the customer on a career or training path. The information that is obtained creates a “snapshot” of potential program eligibility thus allowing Center staff to make proper referrals to additional programs or resources.

As mention briefly in VI.b, Oklahoma provides two reemployment services tracks to help Unemployment Insurance (UI) claimants return to work more quickly: Reemployment Services and Eligibility Assessment and 50% Eligibility Review Interview.

Reemployment Services and Eligibility Assessment (RESEA)

RESEA is an individualized process consisting of an orientation to the Center and all available workforce system resources, a UI eligibility review, an assessment of a claimant’s skills and career goals including any necessary transferable skills discussions, a discussion of job search strategies, establishment of an individual reemployment plan, provision of job referrals, and follow-up appointments. This program addresses the “harder to serve/need intensive” category i.e. those with multiple barriers to employment needing a variety of assistive services to return to work. RESEA claimants have been identified as likely to exhaust UI benefits and unlikely to return to their previous occupation; therefore, they must be scheduled before receiving the 5th week of UI benefits. Additionally, RESEA will serve Unemployment Compensation for eX-Service Members (UCX) claimants. These reemployment services are provided in an effort to reduce the time a claimant will be paid UI benefits and increase the likelihood the claimant will attain self-sufficient employment.

50% Eligibility Review Interview (ERI)

The 50% Eligibility Review Interview (ERI) is delivered in a group process consisting of information on available services, work search review, expansion of work search efforts, and the provision of job referrals. This group is intended to be a triage type, informational session designed to serve the masses; taking far less time than its Reemployment Services counterpart, RESEA. The ERI is conducted with claimants in demand occupations who possess the skills and experience to return to work, often in the same or similar occupation. These claimants are equipped with additional reemployment strategies and tools, and are expected to return to work more quickly.

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.

In Oklahoma, 2% of all farms and ranches hire migrant workers. A total of 858 migrant workers were reported by the 2012 USDA, Census of Agriculture for Oklahoma. Other sources give estimates as high as approximately 8,000 MSFWs in the state, not including their family members. The discrepancy of available data makes it difficult to identify true number of MSFWs in the state and where they are located. It is anticipated that the number of migrant workers will continue to range between 800-1,000 workers in the future for Oklahoma. However, data from O*NET Online, gives an average increase of 1-3% per year for all MSFWs, so there may possibly be a slight increase in numbers.

Oklahoma continues to seek identification of and contact with the changing face of its migrant and seasonal farmworker (MSFW) population. The increasing changes in agricultural based technology and mechanization, along with the second worst drought period in Oklahoma history, seem to have contributed to a leveling off of our MSFW population. However, despite these factors, Oklahoma continues to be one of the top agricultural states and recognizes the MSFW population who does work and live here.

Assessing the unique needs of the MSFW population in Oklahoma, like many other states, presents several challenges. The MSFW is difficult to identify, share information with or locate. Despite high agricultural activity within the state, it appears many MSFWs pass through Oklahoma for seasonal work and continue to other states, looking at Oklahoma as merely a “stopover”. While it is believed the MSFW population will remain stable for the coming years, the introduction of more organic and “natural” based agricultural products may lead to an increase in their population.

Typical comments from the field represent the MSFW as someone who is here to work, earn their money and move to the next location. They most generally are sending a significant portion of their pay to their families and must bring in a paycheck. They have no time for training for other employment, unless they can no longer work in the fields due to age, health or other factors. Employers, obviously, want to keep these valued workers and would be reluctant to encourage training or employment outside of meeting the agricultural needs they have. Housing, if provided, is a place to eat, sleep and shower. Minimum requirements established by DOL-ETA and OSHA are met. If housing is not provided by the employer, a migrant worker is left to find his/her own housing.

Other factors such as healthcare, schooling for children, employer requirements, rights, insurance, health & safety information, availability of adequate work clothing and transportation, among others, are needs of the MSFWs. Lack of identification and contact makes it difficult to know how great the needs are. MSFWs are rarely provided transportation to be able to come to town or a career center. Career centers are not available when they are not working. The needed information must be brought to the MSFW in the fields, communities, or frequented businesses/services they utilize.

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.

The following information regarding Oklahoma agriculture was obtained from the 2015 Oklahoma Agricultural Statistics, issued cooperatively by the National Agricultural Statistics Service and the Oklahoma Department of Agriculture, Food and Forestry. (This is a summary of data through 2014, which is the most currently available data.)

Most major crops in Oklahoma are no longer considered labor-intensive with the exception of watermelon. Increased mechanization/technology, herbicides and genetically superior seeds/plants have continued to greatly reduce the need for vast numbers of laborers as in years past. However, the specialty crops/livestock related products and vegetables/produce for Farmer's Markets are increasingly providing labor-intense work opportunities. Others have pursued some of these new ventures such as: Grass-fed dairy/beef, free range chicken and revitalization of sheep for meat, wool and wool products. The leading agricultural activities in Oklahoma are: 1. Cattle and Calves 2. Grain, Oilseeds, Dry Beans & Dry Peas 3. Poultry and Eggs 4. Hogs and Pigs 5. Other Crops & Hay 6. Nursery, Greenhouse, Floriculture & Sod 7. Milk from Cows 8. Cotton and Cottonseed 9. Horses, Ponies, Mules, Burros and Donkeys 10. Fruits, Tree Nuts and Berries 11. Vegetables, Melons, Potatoes and Sweet Potatoes 12. Sheep, Goats, Wool, Mohair and Milk 13. Other Animals and Other Animal Products 14. Aquaculture 15. Cut Christmas Trees & Short Rotation Woody Crops The frost free period is from mid-April until the 3rd week of October. Heaviest crop activity related to planting and harvesting breaks out as follows:

Oklahoma Crop Calendar • Frost free growing Mid-April to Late October • Winter Wheat Planting - Early September to Early November; Harvest - June to Early-July • Canola Planting - Early September to Early October; Harvest - Mid-May through June • Spring Oats Planting - Mid February to March; Harvest - June to Mid-July • Corn Planting - Late March to Mid-May; Harvest - Mid-August to Late-October • Soybeans Planting - Mid-April to Mid-July; Harvest - Mid-September through November • Sorghum Planting - Mid-April to Mid-July; Harvest - Mid-September through November • Peanuts Planting - Late April to Mid-June; Harvest - October to Late- November • Sunflowers Planting - May to July; Harvest - August to Mid-December • Cotton Planting - May to Late- June; Harvest - October through December • Alfalfa Hay Harvest - Late April to Mid-October

Oklahoma is most easily divided west and east with regard to agricultural activity.

WESTERN OKLAHOMA- is a predominant supplier of wheat, sorghum, canola, peanuts, cotton, corn and alfalfa.

EASTERN OKLAHOMA- is a predominant supplier of soybeans, hay, and corn.

A review of various sources found no viable information for MSFW labor involvement and/or shortages in Oklahoma agriculture. The 2012 USDA, Census of Agriculture at the state level did provide some general information. • 18,108 Oklahoma farms hired 51,119 workers in 2012. Of those,

189 total farms reported total migrant workers of 858. A further breakout reveals 49 farms reporting only contract MSFW labor of 104 and 140 farms reporting 754 migrant workers with hired labor. • Trends from the 2002, 2007 & 2012 census present the following: Total farms utilizing migrant workers have shown 379 farms in 2002, 919 farms in 2007 and only 189 farms in 2012. A drop off of farms utilizing this type of worker is found to be 79% in the past 5 years. Despite the migrant worker numbers, total farms with hired farm labor, in general, have continued to grow. * 17,700 farms/50,134 workers in 2002 * 16,826 farms/48,644 workers in 2007 * 18,108 farms/51,119 workers in 2012 This would seem to indicate more local labor being on the payroll versus migrant workers being brought in to work. Oklahoma is a state of many climates and ecosystems. It is found in the Great Plains, is geographically centered within the 48 contiguous states and is the 20th largest state at 69,903 square miles. Ecosystems range from dry, arid plains to subtropical forests and mountains, having more ecological regions than any other state. Elevations range from 4,368 feet above sea level in the western panhandle to 289 feet above sea level in the southeast portion of the state. The mean elevation of the Oklahoma is considered to be 1,300 feet above sea level. Because of Oklahoma's location between regions of varying prevailing winds, its climate, winds, temperatures and weather, it makes for extreme variance in a locality's weather from day-to-day and extreme change between areas in close proximity. Because of this, an average of 62 tornados a year, drought, flood, extreme temperature variations and unpredictable weather in general, Oklahoma farmers deal with very unpredictable seasons, making for constantly changing plans for raising and changing crops and livestock in an attempt to turn a profit. Average annual precipitation ranges from 18" over 59 days in the western portion of the state to 51.9" over 96 days in the eastern portion of the state. Frost free periods in the western portions are typically about 143 days and 185 days in the eastern portion. The following information regarding Oklahoma agriculture was obtained from the 2013 Oklahoma Agricultural Statistics, issued cooperatively by the National Agricultural Statistics Service and the Oklahoma Department of Agriculture, Food and Forestry. (This is a summary of data through 2012, which is the most currently available data.) • Total harvested acres of principal crops: 8,160,300 acres • Total Value of 17 top Commodities: $ 6,701 billion • Total number of farms: 85,500 • Total land in farms: 34,800,000 acres • Average farm size: 407 acres Oklahoma national agricultural rankings for crop production: * Rye 1 * Canola & Winter Wheat 2 * All Wheat, Pecans & all Other Hay 4 * All Hay, Sorghum, Grain 6 * Peanuts, Sunflower & Sorghum, Silage 9 * Watermelons 14 * All Cotton and Cottonseed 15 * Oats 25 * Soybeans 27 * Corn, Grain & Alfalfa Hay 28 * Corn, Silage 30 Oklahoma national agricultural rankings for livestock: * Beef Cows 4 * All Cows, Cattle & Calves 5 * Calf Crop 6 * Cattle on Feed 7 * Hogs 8 * Broiler Production 11 * Red Meat Production 14 * Sheep and Lambs 20 * All Chickens 25 * Eggs 26 * Wool Production 28 * Milk Production and Milk Cows 30 Preliminary data from USDA, National Agricultural Statistics Service and the Oklahoma Department of Agriculture, Food and Forestry indicate: Wheat production in 2014 was down 55%from the previous year. Production of row crops during 2014 were mixed compared to the 2013 crop year with corn for grain down 5%, sorghum yields slightly higher, cotton planting up 68% and cotton yield up 75%, soybeans unchanged, canola production 54% less, sunflower production down 38% and peanuts 26% lower. Hay was up 7.55%, pecans were 40% lower and watermelon was up 50%. Livestock related data for 2014 reflected cattle inventory up 300 thousand head; sheep and lambs decreased 6,000 head and hog inventory up 130 thousand head. Overall commercial red meat production was down 8% from 2013. Dairy related numbers found a decrease of 11% for average number of milk cows and total milk production. Poultry data found chickens (except broilers) up 133 thousand birds; egg production was down 34 million and broilers down 800 thousand birds. 2015 data is not available. Predicting Oklahoma weather in the long term is almost impossible because of the dynamics of various regions influences upon it. It can be said, at the worst point of extreme/exceptional drought and a mild winter, rains did come in June 2014. Reviewing 2014-2015 statistics available, Oklahoma did continue its trend of unpredictable and extreme weather. The Oklahoma Climatology survey reported warmer than usual temperatures and increased precipitation occurred during 2014. 2015 found snow, sleet & freezing rain early and

historic rains (almost quadrupling average rainfall), 60 tornadoes, catastrophic flooding and 11 fatalities by May, 2015. The US Drought Monitor showed 59% of the state in drought at the beginning of May and only 3% by the end of the month. The abundance of flooding and cooler temperatures provided a new set of problems for spring of 2015. Flash drought developed in late summer/fall and by the end of 2015 a powerful winter storm December 26-28th provided blizzard, ice storm and winter storms throughout with flash flooding in the eastern portion of the state & high winds throughout. The impact of this 2015 extreme weather on Oklahoma agriculture has not been published.

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.

Oklahoma’s foreign MSFWs primarily are from Mexico and other South American countries. Other foreign MSFWs include South African, Australian/New Zealand, Vietnamese and East European workers. The primary language spoken by MSFWs is Spanish with some MSFWs speaking Vietnamese, Romanian and Afrikaans, with English frequently being a primary or secondary language for Australia/New Zealand and South Africa. Data from 2013-2014 indicates a continuing downward trend for the use of MSFWs in traditional crop production due to unpredictable season & weather factors, continuing improvements and use of agricultural machinery, herbicides, and seeds/plantings. Weather will play a large role in seasonal prep, planting, maintaining, harvesting and finishing of all crops, frequently changing numbers of workers needed onsite from day to day. Weather also will bring long periods waiting on the weather to break, resulting in short bursts of high activity, mostly being completed by local and available workers.

A review of Oklahoma’s Foreign Labor certification program for CY 2015 finds that H-2A posted 40% (223) of their openings during a 3 month period from April to June (our peak season), representing almost half of all positions posted. The remaining 56% (285) positions were spread throughout the rest of the year during our low season. The most recent National Center for Farmworker Health (NCFH) MSFW Enumeration Profiles Study for Oklahoma indicated 8,112 MSFWs (including US workers) in the state. This would indicate that visa workers are not Oklahoma’s primary resource for MSFW employment. The H-2A workers are primarily migrant and seasonal, as would be expected. The NCFH Enumeration study identified 3,391 migrant and 4,721 seasonal workers. It is known that some workers pick up more than 1 temporary agricultural worker position in a year, which could amount to a type of “year-round” farm working, but not with just one employer.

Data from O*Net Online. Reviewing their 10 year - 2014-2024 predictions agricultural positions in Oklahoma will show some growth and some loss: • 45-2091.00 Agricultural Equipment Operators +2% • 45-2092.00 Farmworkers and Laborers, Crop, Nursery, and Greenhouse -8% • 45-2093.00 Farmworkers, Farm, Ranch and Aquacultural Animals +5% • 45-2041.00 Graders and Sorters, Agricultural Products -7%%

These numbers could be reflective of employers hiring more permanent workers to maintain their business year-round and dealing with severe/extreme weather factors. A review of DOL ETA 9002 series reports has provided the following data for MSFWs in Oklahoma:

12/31/2012 Total = 65 Entered Employment= 43.9% Employed at 6 months= 75% 12/31/2013 Total = 49 Entered Employment= 67.39% Employed at 6 months= 70.97% 12/31/2014 Total = 48 Entered Employment = 77.27% Employed at 6 months = 68.97% 12/31/2015 Total = 56 Entered Employment= 75% Employed at 6 months = 82.22%

These numbers could be reflective of more self-identification as MSFW and/or increased numbers of MSFW not being employed & registering for unemployment or seeking work. It would be anticipated MSFW workers will remain approximately the same.

Finally, casual discussion with WIA Section 167 National Farmworker Jobs Program (NJJP) grantee and employers in agriculture during the 2014 Annual Prevailing Wage Survey has presented two additional factors for consideration:

1. Energy and infrastructure related employment in Oklahoma entices away many of the ranchers', farmers and harvesters best workers away. Unable to keep up with these related wages, agricultural workers are reportedly less skilled and less dependable. Several employers report dealing with many who want to work on a day-to-day basis, with no commitment to the job.

2. Another unfortunate reality is that although Oklahoma has made it difficult to hire illegal immigrants through tougher laws and regulations than most states, Oklahoma now has the fastest increase in the nation for people without legal status. According to the Pew Research Center, 75,000 undocumented immigrants (mostly Mexican) call Oklahoma home. Of those, it is very likely a large number are working in agricultural settings, where enforcement of laws and regulations is nearly impossible and they go uncounted. Any activity such as this does and will continue to affect the agricultural worker numbers.

2% of all Oklahoma farms and ranches hire migrant workers. In 2012, a total of 858 migrant workers were reported by the 2012 USDA, Census of Agriculture. It is anticipated the number of migrant workers will range between 800-1,000 workers for the next year. Using data from O*Net online, an average increase of 1-3% per year of all MSFW could be projected.

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:

Oklahoma strives to continue improvement interacting with and providing assistance to our MSFW community. Oklahoma is not designated as a significant MSFW state due to the low percentage of MSFWs identified. Most contact with MSFWs is through our Oklahoma Works Centers when MSFWs register for unemployment or other center services. This typically represents 50 or less registered MSFWs in OKJobMatch. Additional partnerships will provide more sources for dissemination of information about the Oklahoma Employment Security Commission's (OESC) and other partners' services, training opportunities, and MSFW rights, health and safety information. Available resources for potential outreach activities include, but are not limited to ORO, OSHA, DOL Wage & Hour, the Oklahoma Department of Human Services, the Oklahoma Department of Education, Oklahoma

Department of Agriculture, Workforce development Boards, Oklahoma Works, and various health, medical and charitable organizations which serve the MSFWs. More specifically, Oklahoma will train and assign state merit center staff who meet the required qualifications for an outreach worker and who are currently working in areas of high MSFW activity. These outreach workers will, upon completion of outreach training, begin locating and contacting MSFWs in their assigned area of the state, as part-time outreach workers. This outreach activity will be revisited a minimum of once a year to review data collected and determine if the number of outreach workers or their locations need to be adjusted. Upon completion of training, the outreach workers will begin identifying MSFW populations, including their locations to provide outreach activities as the first order of priority. The State Monitor Advocate (SMA) will ensure fluid communication of data, information and provision of manpower in a unified manner throughout the state. This would allow various reporting requirements to be met in a more efficient manner.

A. CONTACTING FARMWORKERS WHO ARE NOT BEING REACHED BY THE NORMAL INTAKE ACTIVITIES CONDUCTED BY THE EMPLOYMENT SERVICE OFFICES.

The OESC and its outreach workers will increase the publicizing of its employment, training and supportive services available at centers by promoting these centers as a viable resource for MSFWs through increased outreach activities. OESC outreach workers will contact those MSFWs not coming into local office where they work or live and will target community based businesses and events in MSFW communities (i.e., shopping center, stores, restaurants, etc.…) to reach MSFWs with informational materials about center services and opportunities.

The strategic placement of qualified outreach workers throughout the state is crucial for contacting farmworkers who cannot be reached through normal intake activities at the local centers.

Several proposed outreach activities continue to be in the planning stage or in their infancy at this time. A brief summary of each follows: • Limited English Proficiency (LEP) group - The policy of OESC is to provide quality and timely language assistance services to customers with LEP to ensure meaningful access to programs, services and activities. The LEP program is identifying significant documents, informational materials and other items used on a daily basis in our workforce centers to translate to Spanish or any other native language. Our OKJobMatch database systems allows for a variety of language options. • Placement of bilingual Oklahoma Works Centers – OESC has 7 Spanish speaking staff in local offices and various state office positions. Bilingual staff are being placed in high volume offices or units (i.e., call center for unemployment) to assist Spanish speaking customers. • Identification of pertinent groups, organizations and associations involved with the agricultural community. OESC continues to maintain relationships with agencies who may assist or who work specifically with the MSFWs; including, but not limited to: the Oklahoma Works, Oklahoma Department of Education, the U.S. Department of Labor, the Oklahoma Department of Labor, ORO Development Corporation (Section 167 Farmworker Program grant recipient), and the local WIOA Workforce Development Boards. The OESC will continue to work in establishing new alliances with those entities which will be of assistance to us and the provision of services to MSFWs. Additional connections are being sought with OSHA, US Department of Justice, EPA, CDC, and Health & Human Services, as they relate to MSFWs and other agricultural workers. • Establish networking and some structured communication with these groups, organizations and associations to help to identify ongoing needs and services. An agricultural outreach group was established in February 2016 with the intent of facilitating an exchange of information regarding services, communication of events, and identifying the needs for each member with regard to working with Oklahoma agricultural employers and workers. Meetings to realize a joint effort with others to locate and assist

MSFWs will be attended within the limits of available resources. The OESC plans to be a unifying force for this activity and networking in the future. Identify and provide increased literature and media outreach to the agricultural community. • Develop MSFW informational packet for workers and for employers summarizing available resources. Early stage planning for an MSFW Handbook and an Agricultural Employment Handbook has begun. A goal of summer, 2017 is planned for the MSFW handbook as a media outreach activity. • Establish a more visible MSFW State Monitor Advocate internet presence. An Oklahoma State Monitor Advocate webpage was placed on the OESC agency website in January, 2015. In addition to the basic role, items such as agricultural related materials for the worker and employer, links and location of centers and agency/community resources, complaint process, safety and other informational items are now displayed. • Provide more extensive training to OESC and partner staffs in Oklahoma Works Centers to better identify MSFWs, their needs and service requirements, and provide informational material to those MSFWs, employers and organizations in their counties served. A desk aid for staff to assist in the proper identification of MSFWs has been discussed, created and distributed. This is a first step in acclimating center staff & partners to more aggressive identification of and assistance to MSFWs. • Market Oklahoma Works Centers as viable assistance centers for the MSFWs. Both flyers and web-based information will be used for this purpose. The OESC webpage currently displays all offices, with information on each. Links to this site will be available in more locations. Handouts will be developed for outreach activities, job fairs or other events. • Partnering with the ORO Development Corporation, a current grantee provider of the WIOA Title I Section 167 program and non-profit corporation of the State of Oklahoma will continue to be developed and utilized by our Oklahoma Works Centers. ORO provides employment, training and supportive services to Oklahoma's MSFWs, often through referral from our LOs. ORO is located in 5 Oklahoma Works Centers and works alongside OESC staff and other partners to provide increased services in the parts of the state with higher concentration of MSFW population.

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.

Training for OESC and outreach staff will include training modules that are being developed to address multiple aspects such as: agricultural employer or jobseeker contacts, job order requirements, referrals to posted jobs and all center services, identification of MSFWs, rights, complaints, etc. This training will be extended to partners, OESC related divisions (including UI) and other agriculturally related agencies and providers as needed. OESC will coordinate with the WIOA Section 167 NFJPMSFW needs, and to facilitate or provide intensive services and training services. This will be facilitated by a Memorandum of Understanding (MOU). The OESC will continue to engage with other agricultural groups, associations and organizations for the purpose of identifying and assisting MSFWs. OESC continues to maintain relationships with agencies who may assist or who work specifically with the MSFW; included but not limited to the Oklahoma Works, Oklahoma Department of Education, and US and Oklahoma Departments of Labor, ORO Development Corporation (Section 167 Farmworker Program grant recipient), and the local WIOA Workforce Development Boards. Additional connections are being sought with OSHA, US Department of

Justice, EPA, CDC, and Health & Human Services, as they relate to MSFWs and other agricultural workers. OESC will work to establish networking and some structured communication with these groups, organizations and associations to help to identify ongoing needs and services.

Contact with other relevant agencies is planned, including the Red Cross and Catholic Charities for assistance with stranded travelers. Visits with Oklahoma Department of Agriculture, Legal Aid of Oklahoma, the Mexican Consulate and various health related organizations are also planned. There are other plans to become a more active participant in WIOA Board, Area Manager and statewide Oklahoma Works Center meetings. An agricultural based work group has been established. Meetings to realize a joint effort with others to locate and assist MSFWs will be attended within the limits of available resources. Communicate with others the need for agencies/providers sharing a common forum. OESC plans to be a unifying force for this activity and networking in the future.

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.

As part of the initial outreach worker training and ongoing training modules, outreach workers will become familiar with core elements of partner programs, including the Unemployment Insurance (UI) program and UI eligibility. This training will address items such as eligibility, program services and benefits, resources for additional or more detailed information, application and contact information. Plans are for both this topic of training as well as other outreach related topics, to occur a minimum of once a year, with training on any adjustments, new topics or responsibilities occurring as needed.

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.

For the continuing training and development of outreach workers, state or national professional development opportunities will be attended by State merit staff outreach workers within the limits of available resources. These continuing training and development opportunities for State merit staff outreach workers will take advantage of statewide WIOA related trainings, employee continuing education and other related training/informational events which will benefit their knowledge and skills. Pertinent national training and development opportunities will be considered as information becomes available.

E. COORDINATING OUTREACH EFFORTS WITH NFJP GRANTEES AS WELL AS WITH PUBLIC AND PRIVATE COMMUNITY SERVICE AGENCIES AND MSFW GROUPS.

OESC will continue to coordinate with the WIOA Section 167 NFJP grantee, Oro Development Corporation (ORO), to identify MSFW needs, and to facilitate needed outreach. This effort will be aided by a Memorandum of Understanding (MOU). The OESC will engage with other agricultural groups, associations and organizations for the purpose of identifying and assisting MSFWs. Much of this engagement will continue to occur through our agricultural outreach group.

OESC continues to maintain relationships with agencies who may assist or who work specifically with the MSFW; included but not limited to the Oklahoma Works, Oklahoma Department of

Education, and US and Oklahoma Departments of Labor, ORO Development Corporation (Section 167 Farmworker Program grant recipient), and the local WIOA Workforce Development Boards.

OESC will continue to work in establishing new alliances with those entities which will be of assistance to us and the provision of services to MSFWs. Additional connections are being sought with OSHA, US Department of Justice, EPA, CDC, and Health & Human Services, as they relate to MSFWs and other agricultural workers. OESC will work to establish networking and some structured communication with these agricultural groups, organizations and associations to help to identify ongoing needs and services.

Contact with other relevant agencies is planned, including the Red Cross and Catholic Charities for assistance with stranded travelers. Visits with Oklahoma Department of Agriculture, Legal Aid of Oklahoma, the Mexican Consulate and various health related organizations are also planned. The SMA and outreach workers will become more active participants in WIOA Board, Area Manager and statewide Oklahoma Works Center meetings. Meetings to realize a joint effort with others to locate and assist MSFWs will be attended within the limits of available resources. Communicating with others the need for agencies/providers sharing a common forum is a priority for Oklahoma. The OESC plans to be a unifying force for this activity and networking opportunity in the coming year.

OESC hosted an Oklahoma agricultural outreach group meeting in February 2016. Attending this first meeting were representatives from various U.S. DOL and Oklahoma Departments of Labor divisions, the regional Mexican Consulate, USDA, Oklahoma Department of Agriculture, Food & Forestry, ORO Development Corporation, Oklahoma Employment Security Commission, and an H-2A/H-2B agent. Additional members being sought are some additional sections of the USDA, OSU agricultural researchers & educators, Legal Aid, Farm Bureau, Oklahoma Farmers Union, 4H, FFA, the Oklahoma Health Department, Workforce Development Boards, and the medical community. These meetings are intended to be a joint effort of all agricultural entities within the state to better coordinate, communicate and reach all agriculturally impacted patrons, whatever their position or need.

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.

Oklahoma’s strategy for addressing career and training services required under the WIOA Title I provided to MSFWs through the one stop centers includes a variety of programs, services and assistance available at our centers or through partners. Such strategies include: • Informational

flyers and access to computers for online application provided in outreach activities at workforce centers, at cultural/community events and through media outlets (radio) represent the best methods at this time. • Oklahoma prides itself on taking care of its citizens by whatever means are necessary within available resources. The MSFW, who seeks services through our workforce centers, is provided the same level of services as any other customer who walks through our doors. Center services include access to job postings, referrals and job developments to all types of jobs; training services through WIOA partners; assistance in registering in OKJobMatch; assessments; information on employee rights with MSFW specific rights included; a system for registering complaints; information and referrals to other agencies and providers outside of the centers; labor market information, use of computers, phones and faxes, a variety of workshops, resume assistance and language services. • The Limited English Proficiency (LEP) program is identifying significant documents, informational materials and other items used on a daily basis in our workforce centers to translate to Spanish. Additionally, translation services, in many languages, are available as needed. • Oklahoma's OKJobMatch database system allows for a variety of language options. Additionally, there are computers available for online applications, external job search and research. • Bilingual staffs are located in offices serving those of Hispanic descent. Currently the state has seven (7) bi-lingual Spanish-speaking staff employed by OESC and five (5) bi-lingual Spanish speaking staff employed by ORO in centers where more Spanish–speaking clientele are more likely to visit. No other language group is identified to require the placement of bi-lingual staff in any other language. • Partnership with the ORO Development Corporation (ORO), a current grantee provider of the WIOA Title I Section 167 program and non-profit corporation of the State of Oklahoma, will continue to be developed and utilized by our workforce centers. ORO provides employment, training and supportive services to Oklahoma's MSFWs, often through referral from our workforce centers. ORO is located in 5 Oklahoma Works centers and work alongside OESC staff and other partners to provide increased services in the parts of the state with higher concentration of MSFW population. Co-enrollment of ORO clients into OKJobMatch is being assessed. • OESC continues to maintain relationships with agencies who may assist or who work specifically with the MSFW; included but not limited to the Oklahoma Works, Oklahoma Department of Education, and US and Oklahoma Departments of Labor. OESC will continue to work in establishing new alliances with those entities which will be of assistance to us and the provision of services to MSFWs. • Meetings to realize a joint effort with others to locate and assist MSFWs will be attended. OESC plans to be a unifying force for this activity and networking in the future. • Cooperation between OESC's Director of Reemployment Services Customer Service Division, WIOA Director and State Monitor Advocate will ensure MSFW needs and services are addressed throughout the State's Workforce and WDA systems. • Increased interaction with Workforce Development Boards is anticipated to communicate needs and ensure their commitment to working with the MSFW. • Training for all center staff will include modules on definition and identification of the MSFW, addressment of rights, complaints and potential language services needed, and the Agricultural Recruitment System (ARS) as a means for proper placement of MSFWs in all agricultural jobs, especially those outside of the Foreign Labor Certification (FLC) program's H-2A and H-2B job orders. Staff will be trained on additional resources for the MSFW and/or employers when handbook(s) are completed. A viewing of a state developed PowerPoint will be required of all new center staff addressing these items and will be available for all OESC staff new hire orientation. • Development of a center practice which requires staff to pursue contact with those MSFWs, who are registered (typically through self-registration) but not engaged in programs or services, to insure they are knowledgeable of what is available to them. • Outreach workers will take center information and services to the MSFW population unable to come to the centers. Marketing center services as a viable option for MSFWs to encourage them visiting the center in the area they work or live. • Agricultural employer services are not only addressed through common employer service at the centers, such as assistance with Federal, State and Local regulatory compliance; skills and proficiency testing; screening of applicants if required or requested; LMI; registration on OKJobMatch which includes job posting and resume search capabilities;

information on several incentive programs for hiring targeted populations; and Career Readiness Certification. Agricultural employers specifically receive specialized assistance in filling their job openings through compliant job orders in OKJobMatch. Applicants are informed by Center staff regarding the conditions, duties, pay, etc… of these unique posting and applicants are screened for meeting job requirements before referral to the employer. For farmworkers or employers, presentations and technical assistance by outreach workers and/or compliance agencies is available. The use of the Agricultural Recruitment System (ARS), providing pre-occupancy housing inspections and assisting agents/employers with job posting requirements represents some other services provided.

(B) MARKETING THE EMPLOYMENT SERVICE COMPLAINT SYSTEM TO FARMWORKERS AND OTHER FARMWORKER ADVOCACY GROUPS.

The Oklahoma employment service complaint system is currently under review with a revision for implementation in a unified center anticipated for completion by January 2017. It is also anticipated that giving further training to one-stop center staff in properly identifying MSFWs will result in more MSFW complaints being identified. Outreach workers and their activity in work and community settings, will allow for increased knowledge of not only the complaint system but all available resources. Additionally, training of the complaint system for all one-stop center staff should also lead to increased use of the complaint system. Outreach materials to be developed will include complaint system information for workers, employers and organizations who work with MSFWs.

(C) MARKETING THE AGRICULTURAL RECRUITMENT SYSTEM TO AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH PUBLICITY.

Oklahoma currently markets the Agricultural Recruitment System (ARS) through the Oklahoma Employment Security website, which also includes references to USDOL websites. We will also improve the marketing of the ARS by developing and distributing agricultural handbooks for employers and farmworkers which will incorporate the ARS as handled in Oklahoma. The handbook will also be available electronically on the OESC website. Once available, these handbooks will be marketed through Centers, employer associations and agents. Center staff will be required to have training on not only the ARS, but other related MSFW and agricultural employer topics. Additionally, ARS information will be marketed through attachments to our annual Wage and Hour surveys; email or mailing blasts to those employers with agricultural NAICS codes; focused promotional telephone contacts and advertisements in Oklahoma agricultural magazines, newsletters or other media outlets and targeted presentations. Training to address the specific requirements for all agricultural job orders handled by center staff is being planned so that staff will be able to better communicate the advantages and requirements of the ARS.

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).

There are Non-Financial Cooperative Agreements in place between OESC, the Area Workforce Development Boards, the State Monitor Advocate and ORO, our NFJP partner. Oklahoma established an agricultural outreach committee with the first meeting held in February 2016. The intent of the committee is to increase collaboration between federal, state and other government agencies as well as other service and community providers.

(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.

The Oklahoma AOP was sent out for review and comment as required. The director of Oklahomans for Rural Opportunities Development Corporation (ORO, our NFJP grantee), the director of the OESC RES - Customer Support Division and the Policy and Program Officer of the Oklahoma Office of Workforce Development have reported back as to the plan being “a good plan of action” and “moving in the right direction”. This AOP was available for review and comment as part of the Oklahoma 4-year state plan with no comments received relating to the AOP portions. It is intended that the new Oklahoma agricultural outreach committee will be provided all future AOPs for review and comment.

(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.

A review of the past four (4) years of data from the USDOL Labor Exchange Agricultural Reporting System (LEARS) addressing that MSFWs are provided quantitatively proportionate services as non-MSFWs are shows that Oklahoma met the required levels in 15 of 20 quarters reviewed. 5 quarters did not meet the minimum of 4 indicators required. 3 of these quarters were in Qtrs. 2, 3 & 4 of PY 2012 and 2 of these quarters were in Qtrs. 2 & 3 PY 2015. With regard to these 2 most recent quarters, it was found that 79 MSFWs were reported from our Centers, when in fact, 31 were later identified as actually meeting the definition of a MSFW. This could have resulted in the reporting of MSFW data for visitors to the centers who did not receive services. A review of every MSFW registrant, who may have misidentified or did not receive any center service, would allow centers to reach out to those MSFWs to ensure availability of programs and services are communicated. Centers are not available after hours and when MSFWs would be seeking their services. We believe

this is resulting in an increase of self-service activities, outside of “in-center” contact, and would be equitable to others who access OKJobMatch through this method. Again, having centers contacting those MSFWs who have not pursued services would be indicated. The state believes the proper identification of MSFWs at Centers and in OKJobMatch will result in the meeting of 4 or more equity indicators each quarter, in the future. This will continue to be monitored, researched and commented upon, if needed.

(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.

Progress from the last plan has been made. This includes but is not limited to: 1) the establishment of an agricultural outreach group as a joint effort between OESC and DOL Wage & Hour; 2) identification of significant documents, informational materials and other items used daily by our centers which need translation to Spanish, the primary non-English language identified; 3) identification of pertinent agricultural groups, organizations and associations and pursuing alliances with them; 4) establishment of a more visible MSFW internet presence through the development of an Oklahoma State Monitor webpage on the OESC website in January 2015; 5) Ongoing training to center staff with a desk aid for proper identification of MSFWs; 6) improved partnership and developing an MOU with our NFJP partner and 7) Identification of community based events related to MSFWs or their communities. Several activities needing further attention which are carried over to this plan, include but are not limited to: 1) Outreach staffing and required activities; 2) the marketing of state centers as a viable resource for farmworkers; 3) established training modules to train center staff and partners in identification of MSFWs, service and programs needed; proper registration and follow-up of registered farmworkers, and the ARS system as a venue for all agricultural job orders placed and those requirements; 4) the development and distribution of handbooks to assist both farmworkers and employers; 5) development of OESC MSFW policy and procedures; and 6) improvement to the LMI and other data resources for better identification of MSFWs in the state.

(E) STATE MONITOR ADVOCATE

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

The State AOP was reviewed and approved by Pam Hoskins, Oklahoma State Monitor Advocate.

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)); Yes

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; Yes

3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; and Yes

4. State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations. Yes

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)).

By July 1, 2016 ODCTE Adult Basic Education Division will utilize the Oklahoma state approved standards adopted by the Oklahoma State Department of Education. State adopted standards: • Do focus on deep thinking, conceptual understanding, and real-world problem solving skills • Do set expectations for students to be College, Career, and Citizenship ready • Do incorporate literacy in Science, Social Studies, and Technical Subjects • Do emphasize the use of citations and examples from texts when creating opinions and arguments • Do increase rigor and grade-level expectations • Do determine the full range of support for English

Oklahoma's approved assessments are standardized, valid, reliable, and approved for use by the Office of Career and Technical Education (OCTAE). Standardized is defined as having directions, time limits, materials, and scoring procedures that are designed to remain constant each time the test is given. Valid is defined as the degree to which the assessment actually measures what it is intended to measure. Reliable is defined as the consistency with which an assessment produces results. Pre-assessment is defined as the initial assessment administered to a student when they first enroll in the program for the current fiscal year. Post-assessment is defined as an assessment administered to a student to measure learning gains since the pre-assessment or their last assessment in the current fiscal year.

Educational functioning level of a student is determined by the National Reporting System (NRS) approved standardized assessment scale scores (http://www.nrsweb.org/). All students are placed into an appropriate Educational Functioning Level (EFL) as determined by the student's scale score of the standardized assessments chosen by the state. State performance targets for the NRS educational functioning levels are negotiated between the state and OCTAE each fiscal year. Local programs are responsible for meeting these state EFL targets. The state's aggregated pre- and post-assessment data collected from local programs determines whether or not the state meets its performance targets for a fiscal year. In addition to using required standardized assessments for NRS reporting and accountability, programs use assessments for instructional purposes. Accountability and reporting purposes of assessment include but are not limited to: 1. Uniform measurement of learner gains that are aligned with the NRS educational functioning levels. 2. Consistent comparison of the success of programs in meeting state performance targets. 3. Consistent comparison of program data for performance-based funding.

Instructional purposes of assessment include but are not limited to: 1. Determining the instructional needs of individual learners. 2. Determining the effectiveness of instruction through learner gains. 3. Providing information regarding local program and/or statewide professional development needs.

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 literacty 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.

All Adult Education and Literacy activities under WIOA are authorized by the Oklahoma Department of Career and Technology Education. ODCTE administers and monitors federal and state adult education and literacy funds to local providers and provides program development and training activities in order to assure quality basic skills services for all students across the State. Under WIOA, ODCTE will fund Adult education; Literacy; Workplace adult education and literacy activities; Family literacy activities; English language acquisition activities; Integrated English literacy and civics education; Workplace preparation activities or; Integrated education and training that provide adult education concurrently and contextually for the purpose of educational and career advancement. Every ABE service provider will provide one or more of these local activities. ABE service providers not providing all local activities listed may assist ABE students in referring those students to organizations that provide those activities. For example, if an ABE service provider who is providing adult education and literacy but is not providing integrated education and training, then said provider will need to assist interested students to those organizations providing workforce preparation activities. Definition of Activities: a. Adult Education: academic instruction and educations services below the postsecondary level that include an individual's ability to • Read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its equivalent; • Transition to postsecondary education and training; and • Obtain employment. b. Literacy: the ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family, and in society. c. Workplace Adult Education and literacy activities: Adult Education and literacy activities in collaboration with an employer or employee organization at a workplace or off site location that is designed to improve the productivity of the workforce. d. Family literacy activities: activities of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities: • Parent or family Adult Education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency; • Interactive literacy activities between parents or family members and their children; • Training for parents or family members regarding how to be the

primary teacher for their children and full partners in the education of their children; and • Age - appropriate education to prepare children for success in school and life experiences. • No funds under this grant may be used 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. e. English language acquisition activities: a program of instruction designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language and that leads to • Attainment of a secondary school diploma or its equivalent and • Transition to postsecondary education and training; or • Employment. f. Integrated English literacy and civics activities: education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enable them to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training. g. Workforce preparation activities: activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. h. Integrated education and training: a service approach that provides Adult Education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. This includes offering courses in collaboration with community colleges that are team taught by and Adult Education basic skills teacher and a career/technical teacher.

Adult education and literacy activities, including adult education, literacy, and family literacy activities, will utilize the Oklahoma Academic Standards established by the Oklahoma State Department of Education. Standards have been developed by the Oklahoma SDE that include English Language Arts, Mathematics, Science, Social Studies, and Personal Financial Literacy. The Oklahoma Academic Standards serve as expectations for what students should know and be able to do by the time they complete their high school equivalency. These standards may assist the Oklahoma ABE providers in providing the guidance and expectations necessary for a student to receive their secondary school diploma.

The ODCTE strives to serve more adult basic education students and serve those more efficiently in order to transition them as quickly as possible to postsecondary education and/or family-sustaining jobs. The ODCTE assists those adults who are most in need of literacy services, including low income individuals, adults with minimal literacy skills, and adults with disabilities, in improving their ability to read, write, and speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family, and in society. The ODCTE will conduct an open competition for new grants to be awarded July 1, 2017. The grant application will address the thirteen considerations established in Title II. The competition will be open to all eligible providers. The grant application will contain the local application criteria listed in Section 232 of the Workforce Innovation and Opportunity Act Title II Adult Education and Literacy. Applications will be reviewed by a review panel selected by ODCTE staff members. A rubric will be developed and evaluation criteria

will include the 13 considerations in 231(e) of the Workforce Innovation and Opportunity Act Title II Adult Education and Literacy, as well as other components deemed necessary to review the application. Evaluation criteria may include performance of current and past providers and overall effectiveness and efficiency of their program operations.

Regarding the federal money ODCTE receives: up to 12.5 percent is allowed for Leadership activities; 5 percent of the Federal money is allowed for administrative activities; a minimum of 82.5 percent of the Federal money must be distributed to grantees 1. Allocation for correctional programs are subtracted from the money distributed to grantees (minimum of 82.5 percent) prior to allocating monies to local grantees. The total amount allocated to correctional programs may be up to 20 percent of the 82.5% of the total grant award (this may be up to 16.5% of the total award that is allowed for corrections education). 2. The remaining balance (after corrections) of the minimum of 82.5% is the amount to be allocated to local grantees.

ODCTE staff will determine an initial allocation amount for each ABE service area using data for each of Oklahoma's 77 counties. This initial allocation will include 1) number of eligible individuals within a service area, and 2) ABE service area need. A formula will then be determined using these two variables to determine an allocation amount for each county. The amount for each county within an ABE service area will be summed, and this is the amount that an eligible provider will compete for in their application. This amount will be held steady for not more than three years. After this period allocation amounts for each service provider will be determined using a formula that accounts for ABE service area need, number of eligible individuals within a service area, and performance of the service provider. Each ABE service provider may, at the discretion of ODCTE and based on past eligible provider expenditures and need, receive at a minimum allocation of $50,000 (combined federal and state funds). This minimum allocation does not include any funds for corrections education or integrated English literacy and civics education.

The following may be used to calculate the allocation after the hold steady period: 1) Up to fifty percent may be used toward service area need and number of eligible students within a service area, 2) Up to seventy percent of the base money may be allocated based on the total number of fundable students each program served in the hold steady period of up to three years. Fundable students are defined as meeting the following criteria: i. Educational funding level to be tracked for educational gain during 12 or more attendance hours; ii. A pre-assessment score for the fiscal year that places them in a National Reporting System (NRS the fiscal year; iii. A per fundable student dollar amount will be calculated by dividing the total number of fundable students in the state (two years prior to allocation year) into the seventy percent dollar amount. 3) Up to forty percent of the base money is allocated based on program performance points earned by each program two years prior to the allocation year. Performance points include the following: i. Meeting or exceeding the state's target goal percentage in each NRS educations functioning level - total of 11 points; ii. Meeting or exceeding the state's target goal percentage in each NRS Core performance area (obtaining a high school equivalency diploma, entering postsecondary education/training, entering employment, retaining employment) - total of 4 points; iii. Meeting or exceeding the state's target percentage of 60 percent for students receiving a pre- and post-assessment score within the fiscal year - total of 1 point. The total percentage for each of these three variables (performance points, number of fundable students, and the money based on total number of eligible students and service area need) will equal 100%. The ODCTE may allocate funds to each service provider based on an ABE service provider meeting negotiated performance levels. Service providers not meeting negotiated performance levels may see a reduction in their allocation for the following year. Those service providers meeting or exceeding their performance levels may be eligible for an increase in their allocation in their funding for the following year from the pool of funds not allocated to those

providers not meeting performance levels. Performance funding will be based on the average of two years of performance data.

The ODCTE may limit the carryover of an ABE service provider. The carryover limit may not exceed 75% of their projected allocation for the upcoming year. The overage will then be redistributed to other service providers below the 75% carryover limit.

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.

Oklahoma may fund academic programs for Adult education and literacy activities; Special education, as determined by the eligible agency; Secondary school credit; Integrated education and training; Career pathways; Concurrent enrollment; Peer tutoring; or Transition to re-entry initiatives and other post release services with the goal of reducing recidivism. Adult education and literacy classes will be provided in correctional facilities. Instructional strategies for this population will include: • academic programs which teach basic skills in reading, writing, and math • adult secondary

programs leading to a GED or its equivalent • workplace education programs which teach job-specific basic skills related to the offenders' job assignments in the correctional facilities • instruction in job readiness • life skills and self-esteem • English literacy Since it is recognized that a large number of offenders may have a learning disability, students may be screened for learning disabilities using the Payne Learning Needs Inventory or other screening instruments, if it is deemed appropriate by the instructor. Other institutionalized adults may include those in mental institutions, juvenile detention centers, and drug abuse and treatment centers. Strategies for these adults will include teaching basic skills and literacy in the contexts of real-life situations, such as life skills, self-esteem, employment, and citizenship.

The ODCTE has partnered with the Oklahoma Department of Corrections and has established 11 Skills Centers within correctional facilities that provide career and technical training opportunities to incarcerated individuals. Adult Basic Education is offered in most of these correctional facilities that also offer career and technical training programs. This allows funding to be provided that support Adult education and literacy activities, Integrated education and training, Career pathways, concurrent enrollment, and transition to re-entry initiatives and other post release services with the goal of reducing recidivism. The ODCTE will provide funds to correctional institutions and institutions that wish to provide services to criminal offenders and juveniles in detention centers. The ODCTE provides state funds that are used to fund the CareerTech training programs in the skills centers within these correctional facilities, however federal ABE funds are used to support the Adult Basic Education activities in many of the correctional institutions.

During our forty-plus years of serving incarcerated offenders in Oklahoma, Skills Centers have evolved from a division with a few occupational training programs to a large school system with a multitude of programs and services for both adult and juvenile offenders. The school system began at the Jim E. Hamilton CareerTech Skills Center inside the Jim E. Hamilton (formerly Ouachita) Correctional Center at Hodgen, Oklahoma. Today, the Skills Centers offers services in state correctional facilities, juvenile detention facilities and community correctional facilities.

A successful transition from corrections to the workplace can mean a life of success for ex-offenders. To prepare offenders for successful transition, career and technical education, employability and life skills are integrated into this educational delivery system. Skills Centers students may seek certifications recognized by both state and national industries. Career Readiness Credentials (CRC) may be secured documenting work readiness skills many business and industry employers seek. The Skills Centers provides students with numerous interconnected and integrated components, each an integral part of preparing offenders for success in the workplace and in society. The Skills Centers works in conjunction with the Oklahoma Department of Corrections (DOC) and Oklahoma Correctional Industries (OCI) to offer a U.S. Department of Labor, Bureau of Apprenticeship and Training, registered apprenticeship programs for offenders in Cabinetmaking.

Allocation for correctional programs are subtracted from the 82.5 percent prior to allocating monies to local grantees. The total amount allocated to correctional programs may be up to twenty percent of the 82.5% of the total award. Funding method and considerations for Corrections will ensure equitable access and consideration for all eligible providers. The Corrections funding process will be conducted separately, and additional consideration will be given to how the applicant plans to integrate correctional programming. ODCTE will conduct an open competition for new grants to be awarded July 1, 2017. The grant application will address the thirteen considerations established in Title II. The competition will be open to all eligible providers. The grant application will contain the local application criteria listed in Section 32 of the Workforce Innovation and Opportunity Act Title II Adult Education and Literacy. Each applicant will fill out the same application. This will ensure direct

and equitable access to all eligible providers.Applications will be reviewed by the local workforce development board and by ODCTE staff members. A rubric will be developed and evaluation criteria will include the 13 considerations in 231(e) of the Workforce Innovation and Opportunity Act Title II Adult Education and Literacy, as well as other components deemed necessary to review the application.

The 13 considerations are as follows:

1. Describe the degree to which your organization would be responsive to—

i. regional needs as identified in the local workforce development area plan under section 108 of title I of WIOA;

ii. serving individuals in the community who were identified in the local workforce development area plan as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners;

2. The ability of your organization to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;

3. Past effectiveness of your organization in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in question 4 above, especially with respect to eligible individuals who have low levels of literacy;

4. The extent to which your organization demonstrates alignment between proposed activities and services and the strategy and goals of the local workforce development area plan (section 108), as well as the activities and services of the one-stop partners;

5. Whether your organization's program is 1) of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and (2) uses instructional practices that include the essential components of reading instruction;

6. Whether your organization's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;

7. Whether your organization's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;

8. Whether your organization's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;

9. Whether your organization's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means;

10. Whether your organization's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;

11. Whether your organization's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

12. Whether your organization maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with question 4 above) and to monitor program performance; and

13. Whether the local areas in which your organization is located have a demonstrated need for additional English language acquisition programs and civics education programs.

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.

English Literacy: The purposes of English literacy instruction are to: 1. Assist adults whose native language is other than English and who have limited English proficiency to increase their ability to speak, read, write, and understand the English language; 2. Assist adults with limited English proficiency in obtaining the literacy and basic skills necessary to compete in the workplace, become self-sufficient, and exercise the rights and responsibilities of citizenship. The key elements of English literacy instructional programs include the following: a. Classroom Environment: Classroom environments that are nonthreatening will be provided in order to facilitate the second language acquisition process and to enhance self-esteem and teamwork; b. Instructional Strategies: English language skills will be taught in the real-life contexts of the workplace, the family, and the community to ensure that limited English speaking adults acquire the English language survival skills needed in a variety of work, academic, and social settings; c. Assessment: Students' listening, speaking, reading, and writing skills will be assessed using the Basic English Skills Test (BEST) or other formal ESL assessment instruments. The pre- and post-assessments will establish baseline and progress data in order to meet the core indicators of performance as identified in Section 5.0 of the State Plan. d. Goal Setting: English literacy students will be assisted in setting realistic goals based on the initial assessment of their skills and on their personal goals; e. Citizenship Instruction: Students will be provided with English language and citizenship instruction necessary to successfully complete the citizenship application and interview process where appropriate.

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.

Funding method and considerations for EL/Civics will ensure equitable access and consideration for all eligible providers. The EL/Civics funding process will be conducted separately, and additional consideration will be given to how the applicant plans to integrate EL/Civics programming.

ODCTE will conduct an open competition for new grants to be awarded July 1, 2017. The grant application will address the thirteen considerations established in Title II. The competition will be open to all eligible providers. The grant application will contain the local application criteria listed in Section 223(e) of the Workforce Innovation and Opportunity Act Title II Adult Education and Literacy. Applications will be reviewed by the local workforce development boards and ODCTE staff. A rubric will be developed and evaluation criteria will include the 13 considerations in 223(e) of the Workforce Innovation and Opportunity Act Title II Adult Education and Literacy, as well as other components deemed necessary to review the application. Each applicant will fill out the same application. This will ensure direct and equitable access to all eligible providers.

The ODCTE will fund EL Civics in conjunction with an integrated education and training activities. Components funded within this program are adult education and literacy activities, workforce preparation activities, and workforce training. The integrated education and training activities will include a balance of instruction across two areas: **Civics Participation and Citizenship preparation**, and will deliver the components simultaneously, and use occupationally relevant instructional materials. A single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce competencies will be established. The two areas are outlined below:

Civic Participation: This program supports the design, creation, implementation and delivery of instructional activities that integrates civics education content with ESL instruction. This program connects literacy to the lives of learners and reflects their experiences as community members, parents and participants in the community and workforce system. Through these programs, adults understand and deal with social issues through community research projects, collecting and analyzing information, and interpreting findings that provide a direct connection to classroom learning with personal knowledge and community experience.

Citizenship Preparation: This program uses ESL best practices, methodologies and citizenship preparation material to prepare learners to take and pass the USCIS written and oral citizenship test. The program includes outreach services, skills assessment, curriculum development and instruction, professional development, naturalization preparation and assistance and program evaluation.

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.

ODCTE administers and monitors federal and state adult education and literacy funds to local providers and provides program development and training activities in order to assure quality basic skills services for all students across the State.

12.5 percent of the Federal money is allowed for Leadership activities; 5 percent of the Federal money is allowed for administrative activities; 82.5 percent of the Federal money must be distributed to grantees. All funded providers will be required to detail the process that will be used to collaborate with all stakeholders and align adult basic education programming with all core and combined partners. Eligible providers will provide services in alignment with local plans detailing how they will promote concurrent enrollment with Title I programs and activities in order to meet the state adjusted levels of performance and collect data to report on performance indicators. In addition, all providers will describe how they will fulfill one-stop responsibilities in their region. The following activities are ongoing in Oklahoma in preparation to meet the new requirements: 1. The alignment of adult education and literacy activities with other core programs and one-stop partners: The implementation of strategies identified in the state plan and the development of career pathways to deliver access to training and employment services for individuals involved in adult education programs. ODCTE ABE staff meet regularly with other core partners in aligning adult basic education activities with the activities of the core partners. These meetings are used to establish policies and guidance for the workforce development boards in implementing these policies. Such policies will provide the guidance necessary in the implementing career pathways and allowing individuals access to employment and training services for individuals in adult education and literacy activities. 2. The establishment and operation of high quality professional development programs: Oklahoma may provide state administration funds annually for each ABE provider to participate in high quality professional development of their choosing. The state will reimburse each provider for these activities The state will also provide professional development utilizing conference calls, regional meetings, webinars, and other means. Professional development topics to be covered may include areas suggested by the ABE service providers as well as areas necessary for the advancement of adult education in Oklahoma. These areas may include best practices in instruction, classroom management, learning disabilities for adults, retention of students, blended learning, interactive pedagogy, and best practices for ESL in teaching multilevel ESL classroom, 3. Technical assistance will be provided to eligible providers and may include 1) assistance in the use of technology, including for staff training to eligible providers especially the use of technology to improve data collection efficiencies, 2) the development and distribution of instructional practices based on the most current and valid research available, 3) student retention, 4) budget and claims, 5) student records, and 6) providing guidance to eligible providers as they fulfull their role as one-stop partners in providing access to employment, education, and training services. ODCTE staff will regularly meet on-site with eligible providers to assist these providers in these and other areas. 4. Monitoring and evaluation of adult education and literacy activities will be conducted through program monitoring visits for each provider and ongoing technical assistance. Regular fiscal reviews for all funded programs will also be conducted. The ODCTE will follow its risk assessment policy and its new monitoring policy. Monitoring visits will regularly be conducted to check student records and other data, support for the ABE program by the organization, staff development, instruction and curriculum, testing, and other areas. Professional development activities will be evaluated utilizing a survey instrument issued by ODCTE staff. The survey utilized will assist the ODCTE in evaluating its professional development activities through by allowing feedback from eligible providers. This feedback will be used to improve future professional development activitie as well as assist the ODCTE in determining future professional development topics.

2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE.

ODCTE will use 12.5 percent of its federal allocation for adult education and literacy for statewide leadership activities. The following state leadership activities will be conducted:

I. ODCTE will offer year-round adult education teacher training workshops in order to improve the quality of instructional programs for adult learners. Adult education teachers will be required to attend at least one teacher training workshop during each program year. 1. Supporting Adults with Learning Disabilities and other Learning Differences: ODCTE will continue to provide intensive teacher training on Supporting Adults with Learning Disabilities and other Learning Differences. This training series provides increased awareness of learning disabilities (LD) and other learning differences in adults and instructional strategies to better meet the needs of these adult learners. Teachers are also trained in the use of the Payne Learning Needs Inventory, an LD screening instrument. A group of five adult education teachers and one state staff member has been trained as LD trainers. These trainers will conduct regional and local training series with small groups of adult education teachers during the period of the four-year State Plan. Learning Disabilities Sustainment training will be provided for those teachers who have already completed the initial LD training. A second “Train the Trainers” series is also being planned in order to have a sufficient number of trainers to meet the need in this important professional development area. 2. Developing and Implementing Work-based Education Programs Regional work-based education training workshops will be provided to prepare adult education teachers to form partnerships with local businesses and industries and to develop and implement work-based education programs for incumbent workers at the job sites. The process involves forming an advisory council at the business or industry level, conducting an Essential Skills Analysis (ESA) of the critical job, developing a customized curriculum and a criterion-referenced assessment based on the skills identified in the ESA, and providing instruction which links the skills being taught to the actual job. The training will be provided by Oklahoma’s three work-based education trainers. 3. Integrating Work-based Education into the Adult Education Classroom This workshop will enable adult education teachers to offer workplace-relevant instruction within their existing adult education and literacy programs. By integrating the skills identified by the Secretary’s Commission on Achieving Necessary Skills (SCANS) into traditional adult education instruction, students will acquire the skills needed to compete in the workplace and become economically self-sufficient. 4. Implementing a Comprehensive Family Literacy Program Family literacy training will be offered for adult education and early childhood teachers who plan to implement a comprehensive family literacy program. The training will focus on the four essential components of family literacy: adult education and literacy for the parents, early childhood education for their children, Parent and Child Together Time, and effective parenting. During the training, teachers will learn how to integrate these four components into an effective family literacy program. Family Literacy Sustainment training will be offered for teachers who have completed the initial workshop. 5. Teaching English as a Second Language (ESL) Training for ESL teachers will focus on instructional methods for teaching English language skills in the context of real-life situations. It will include strategies to teach ESL students to use the English language in a variety of social, work, and community settings. Additional training on using the Crossroads Cafe ESL video series will also be provided. In addition, ODCTE will provide an ESL “Train the Trainers” series in order to prepare a group of ESL teachers to provide ongoing training for ESL teachers across the state. 6. Assessment of Adult Learners Workshops on using the Tests of Adult Basic Education (TABE) will be offered. This training will assist teachers in administering standardized tests, interpreting test results, and using test results to plan instructional programs for adults. It will also address the importance of a valid assessment process in meeting the core indicators of performance identified in Section 5.0 of this State Plan. 7. Assessment of Limited English Speaking Adults Training on the use of the Basic English Skills Test (BEST), a standardized assessment for ESL students, will be provided for English literacy teachers. In addition to the process for administering and scoring the BEST, the training will address the importance of a valid assessment in meeting the core indicators of performance for ESL students as identified in Section 5.0 of this State Plan. 8. The LiteracyPro System Oklahoma’s state-adopted Management Information System, LiteracyPro, provides local adult education and literacy programs the capacity to report participant outcomes and to monitor program performance against ODCTE’s performance measures. Training will be offered to local program providers in the

continued use of LiteracyPro for maximum effectiveness in reporting participant outcomes and program performance. 9. Technology Training Being able to understand and use technology in the adult education and literacy classroom is critical for the success of adult students in their daily lives. ODCTE will provide a series of technology workshops which will include: (1) an introduction to assistive technology; (2) an understanding of low-technology versus high-technology; (3) increasing knowledge of how to use technology in teaching reading, writing, math, and life skills; and (4) use of practical methodologies which can be implemented with students. 10. Other Topics for Professional Development Training on additional topics, such as learning styles, teaching life skills, team learning, and other topics may also be offered. In addition, both a fall and spring Adult Education Directors' Conference will be held each year to assist program directors in implementing the Adult Education and Family Literacy Act.

II. ODCTE will provide technical assistance and support to local adult education and literacy programs in the following areas:

Pre/post-assessment and student performance data collection; 1. Use of the LiteracyPro System, the state-adopted Information Management System; 2. Strategies and screening for adults with learning disabilities; 3. Implementing family literacy programs; 4. Implementing work-based education programs; 5. Coordination with the local One-Stop Centers; 6. Integrating adult education and literacy activities with job training programs; 7. Promoting linkages with employers; 8. Other areas, as needed.

A variety of activities will be used by ODCTE in providing technical assistance and support to local programs. These activities include on site and telephone technical assistance, conducting staff development workshops, collecting and disseminating information on best practices in family literacy, workplace education, supporting adults with learning disabilities, and job readiness, and facilitating local planning sessions with One-Stop providers, employers, and job training providers.

III. The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities. ODCTE will monitor the adult education and literacy activities through on site visits periodically throughout the program year. Monitoring activities will ensure that valid and reliable student performance data is being collected and reported. It will also ensure that instructional programs are being carried out in accordance with the approved applications and with the previously-established Indicators of Program Quality.

In addition, ODCTE will develop a self-evaluation instrument for use by local program providers. This instrument will enable local providers to evaluate their own performance based upon the criteria for funding as described in Section 6.5 and upon Oklahoma's Indicators of Program Quality.

IV. ODCTE plans to provide a limited number of incentive grants for those adult education and literacy programs which demonstrate one of the following: (1) a high level of program coordination and integration with their local One-Stop delivery system; (2) a high level of performance and quality of literacy services based on exceeding the state's performance levels on the core indicators of performance and on the Indicators of Program Quality.

V. Other activities of statewide significance which promote the purpose of the Adult Education and Family Literacy Act will also be supported as part of the State Leadership Activities. These may include such activities as statewide marketing of the adult education and literacy program, the publication of the Adult Education and Literacy Review, support for the State Workforce

Development Board, support for screening for adults with learning disabilities and other adult literacy related activities.

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.

ODCTE will evaluate annually the effectiveness of adult education and literacy programs. The annual evaluation is designed to measure the ability of local programs to meet or exceed the established performance levels based on the federal and state Core Indicators of Performance as well as their ability to reach high standards related to Oklahoma's Indicators of Program Quality and the criteria for funding. Annual evaluation activities will include the following:

1. Performance results achieved on each of the federal and state Core Indicators of Performance will be compiled and compared to the ODCTE's performance levels negotiated with the United States Department of Education. Progress towards meeting the levels of performance will be tracked through the LiteracyPro Management Information System (MIS) which has been adopted for use statewide by Oklahoma's adult education and literacy programs. LiteracyPro allows local programs to collect, compile, and report student identification and demographic information, contact hours, placement level at program entry, learning goals, pre and post testing information, student progress and follow-up, and other needed information. ODCTE will build on the National Reporting System (NRS) pilot to identify strategies that local providers can use to obtain follow-up information in students who leave the program and obtain employment, retain employment or job advancement, enter post-secondary education or job training programs, and/or obtain a high school equivalency. These strategies may include sampling techniques which conform to ODCTE's specifications as identified in the annual performance report and approved by the Office of Management and Budget.

2. On-site evaluations of at least four local programs will be conducted annually. The on-site evaluations will be conducted by a review team consisting of state adult education and literacy staff members, local adult education professionals and/or Title I partners, if appropriate. The on-site evaluations will consist of an entry interview with the local program directors and one or more adult education teachers, a review of documentation which supports the Core Indicators of Performance, the Indicators of Program Quality, and the criteria for funding, visits to adult education classes, student interviews, and an exit interview. Based on the findings of the on-site evaluation, a final evaluation report detailing program strengths and recommendations for improvement will be completed for each program reviewed.

3. ODCTE will perform desk-top monitoring of all local adult education and Literacy programs throughout the entire fiscal year. Based on any potential non-compliant findings of the desk-top monitoring, on-site evaluations will be conducted. Monitoring and evaluation of adult education and literacy activities will be conducted through program monitoring visits for each provider and ongoing technical assistance. Regular fiscal reviews for all funded programs will also be conducted. The ODCTE will follow its risk assessment policy and its new monitoring policy. Monitoring visits will regularly be conducted to check student records and other data, support for the ABE program by the organization, staff development, instruction and curriculum, testing, and other areas.

4. The development and implementation of professional development based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics,

English language acquisition programs, distance education, and staff training will be provided throughout the state. An annual needs assessment will assist in determining PD offerings. The ABE division of the ODCTE will evaluate the professional development through surveys and student data to evaluate effectiveness. Professional development activities will be evaluated utilizing a survey instrument issued by ODCTE staff. The survey utilized will assist the ODCTE in evaluating its professional development activities through by allowing feedback from eligible providers. This feedback will be used to improve future professional development activities as well as assist the ODCTE in determining future professional development topics.

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. Yes

2. The State agency has authority under State law to perform the functions of the State under the program. Yes

3. The State legally may carry out each provision of the plan. Yes

4. All provisions of the plan are consistent with State law. Yes

5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. Yes

6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan. Yes

7. The agency that is submitting the plan has adopted or otherwise formally approved the plan. Yes

8. The plan is the basis for State operation and administration of the program. Yes

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 **Oklahoma Department of Career and Technology Education**

Full Name of Authorized Representative: **Kimberly Sadler**

Title of Authorized Representative: **Associate State Director**

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). Yes

2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA. Yes

3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible

individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA. Yes

4. 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; Yes

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 Yes

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. Yes

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION

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;

The Oklahoma Rehabilitation Council complies with the Federal Rehabilitation Act mandates through its strategic plan process and the following functions and related tasks.

The Mission of the Oklahoma Rehabilitation Council (ORC) is "To facilitate consumer education and empowerment, to assure services are of high quality, and lead to employment of individuals with disabilities within the state of Oklahoma."

Program and Planning Committee: Review, analyze and advise DSU on the

standards and indicators as laid out by Section 106 of the Rehabilitation

Act of 1973, as amended. Active participation on the DSU State Plan

Meetings. Active participation on the DSU Comprehensive Needs

Assessment development initiative. Analyze the trends of the Customer

Satisfaction Survey.

Goal 1: In accordance with Section 105 (A)(c)(i), the Program and

Planning Committee, will quarterly or as necessary, review,

analyze and advise DSU on the standards and indicators,

customer satisfaction statewide comprehensive needs

assessment, and other relevant data.

Program and Planning Committee Objectives:

Objective 1-1: The Council must, after consulting with the State Workforce Development Board-- Review, analyze, and advise the Designated State unit regarding the performance of the State unit's responsibilities under this part, particularly responsibilities related to-- Eligibility, including order of selection.

Objective 1-2: The extent, scope, and effectiveness of services provided; and functions performed by State agencies that affect or potentially affect the ability of individuals with disabilities in achieving employment outcomes under this part.

Objective 1-3: In partnership with the designated State unit— develop, agree to, and review State goals and priorities in accordance with Sec. 361.29(c).

Objective 1-4: Evaluate the effectiveness of the vocational rehabilitation program and submit reports of progress to the Secretary in accordance with Sec. 361.29(e).

Objective 1-5: Advise the designated State agency and the designated State unit regarding activities carried out under this part and assist in the preparation of the State plan and amendments to the plan, applications, reports, needs assessments, and evaluations required by this part.

Objective 1-6: To the extent feasible, conduct a review and analysis of the effectiveness of, and consumer satisfaction with —The functions performed by the designated State agency; The vocational rehabilitation services provided by State agencies and other public and private entities responsible for providing vocational rehabilitation services to individuals with disabilities under the Act; and the employment outcomes achieved by eligible individuals receiving services under this part, including the availability of health and other employment benefits in connection with those employment outcomes.

Goal 2: The Program and Planning Committee will support quality customer services, career planning and effective employment.

Program and Planning Committee Activities:

Activity 1 - Request the DSU to report the findings of the customer satisfaction survey for open and closed cases, annually or every two years as conducted.

Activity 2 - Field Coordinators will continue to report on the performance activities using the standards and indicators data template at the quarterly ORC meetings.

Activity 3 - Report and Recommend current data to the Oklahoma Rehabilitation Council Program Manager for inclusion on the Oklahoma Rehabilitation Council website.

Activity 4 - Continue to support all disability groups and report any new information regarding them to the Oklahoma Rehabilitation Council.

Activity 5 - Collaborate with the DSU through the state plan process to include the development of the goals and priorities.

Activity 6 - Serve as a repository from consumer disability information groups to make recommendations to the Oklahoma Rehabilitation Council for potential collaborations, partnerships and/or initiatives.

Goal 3: Maintain standing committees that address the goals and objectives outlined by the ORC, the DSU State Plan, and the Rehabilitation Act (i.e., Policy and Legislative Committee, Program and Planning Committee, and Transition and Employment Committee). Every ORC member will serve on a committee(s).

Executive Committee - Comprised of the SRC Chair, Vice-Chair, and 2 members-at-large. The Executive Committee also consists of the Associate Director and Director of Sponsored Programs of the OSU, Department of Wellness, who oversees the contractual administration of the ORC. Ensures that committees are assigned to meet the requirements of Section 105 of the Rehab Act with regard to Public Hearings, State Plan, Comprehensive Needs Assessment, Customer Satisfaction and Annual Report.

Executive Committee Objectives:

Objective 1-1: Prepare and submit to the Governor and to the Secretary no later than 90 days after the end of the Federal fiscal year an annual report on the status of vocational rehabilitation programs operated within the State and make the report available to the public through appropriate modes of communication.

Objective 1-2: Perform other comparable functions, consistent with the purpose of this part, as the Council determines to be appropriate, that are comparable to the other functions performed by the Council.

Objective 1-3: Resources - The Council, in conjunction with the Designated State unit, must prepare a plan for the provision of resources, including staff and other personnel that may be necessary and sufficient for the Council to carry out its functions under this part. The resource plan must, to the maximum extent possible, rely on the use of resources in existence during the period of implementation of the plan. Any disagreements between the designated State unit and the Council regarding the amount of resources necessary to carry out the functions of the Council must be resolved by the Governor, consistent with paragraphs (i)(1) and (2) of this section. The Council must, consistent with State law, supervise and evaluate the staff and personnel that are necessary to carry out its functions. Those staff and personnel that are assisting the Council in carrying out its functions may not be assigned duties by the designated State unit or any other agency or office of the State that would create a conflict of interest.

Executive Committee Activities:

Activity 1: Meet with DSU Division Administrators and the State Director, quarterly, or as needed, to maintain regular communication and collaborate on the development of the agenda.

Activity 2: As a Council vacancy opens, the Program Manager will recruit, recommend, and consult with the Governor’s Deputy of Appointments to ensure membership compliance with the Rehabilitation Act.

Activity 3: Actively recruit and outreach with businesses and disability organizations to educate them on the services of DSU as well as the SRC purpose.

Activity 4: Continue to coordinate with the DSU Division Administrators to ensure attendance of Field Coordinators and associate members to attend quarterly meetings.

Activity 5: The Program Manager will participate on the DSU's Oklahoma Works Team.

Activity 6: The ORC will send at least one representative to the SILC quarterly meetings and a SILC representative will attend and report to the ORC on SILC activities.

Activity 7: Explore opportunities for orientation of SILC members on the role of the ORC.

Activity 8: Continually review and update the ORC Website.

Policy and Legislative Committee: Activities include, but are not limited to, advocacy and education, policy and State Plan review, State Plan Public Hearings and Success Stories. Also, responsible for the reviewing/monitoring of pending and current disability-related legislation, particularly with respect to impact on funding; suggest/develop legislation as needed. Active participation on the DSU Policy Re-engineering Committee. Support DSU with both national and state efforts to enhance advocacy activities and services for VR/VS clientele.

Goal 4: The ORC will build capacity for consumer education and empowerment to showcase awareness and education for both consumers and employers.

Policy and Legislative Committee Objectives:

Objective 1-1: To avoid duplication of efforts and enhance the number of individuals served, coordinate activities with the activities of other councils within the State, including the Statewide Independent Living Council established under 34 CFR part 364, the advisory panel established under section 612(a)(21) of the Individuals with Disabilities Education Act, the State Developmental Disabilities Planning Council described in section 124 of the Developmental Disabilities Assistance and Bill of Rights Act, the State mental health planning council established under section 1914(a) of the Public Health Service Act, the assistive technology grant and the State workforce investment board.

Objective 1-2: Provide for coordination and the establishment of working relationships between the designated State agency and the Statewide Independent Living Council and centers for independent living within the State.

Objective 1-3: Support DSU with disability-related legislation during the Oklahoma Legislative Session.

• Insignia legislation to support new ADA icon project

• Cell phone surcharge to generate more revenue to support AT purchases for those who are deaf, hard of hearing and/or speech-impaired

• Establish Oklahoma ABLE savings accounts for individuals with disabilities 26 years of age and above

Objective 1-4: Support DSU efforts with Access for All Initiative for all job seekers and businesses and employers work sites through all levels of Oklahoma Works. Working with the Governor's Council for Workforce and Economic Development (GCWED), system partners bring sharper focus on developing and employing more Oklahomans with disabilities.

Policy and Legislative Committee Activities:

Activity 1 - Promote and increase the number of Job Seeker Success Stories (JSS) to be distributed annually to key stakeholders at the DSU Disability Awareness Day, Council of State Administrators of Vocational Rehabilitation Capitol Hill visits, the Governor, and the Lieutenant Governor. Post new stories quarterly on the ORC website and share with members at the ORC quarterly meetings.

Note: The target would be 50 a year/10 per region (Central, Northwest, Southwest, Northeast and Southeast). Also, in addition to the job seeker success stories, create an 'employer' component when possible, making the success story stronger by showcasing successful employment of DSU job seekers with disabilities. Emphasis will be placed on gathering DVR and DVS transition stories. A short video showcasing the more impactful stories will also be created.

Activity 2 - Continue participation and input with DVR/DVS staff to ensure the DSU policies are in alignment with the Rehabilitation Act, Oklahoma consumer needs and employment outcomes.

Activity 3 - Partner with DSU on "Disability Awareness Day at the Capitol", by marketing the event, setting up an exhibitor booth, and assisting consumers by being legislative guides.

Activity 4 - Continue to partner with other consumer advocacy groups to host the "Meet the Candidates Forum", as events occur during State election years.

Activity 5 - The ORC will partner with the Council of State Administrators of Vocational Rehabilitation (CSAVR) and National Council of State Administrators of the Blind (NCSAB) on federal legislative initiatives by attending the spring and/or fall meetings and by participating in national sub-committee activities and providing updates to full council. Council members to go as well. The ORC Program Manager will provide the Council with any DSU policy updates during each ORC Council Quarterly meeting.

Activity 6 - Provide public comment on policy changes, promote consumer attendance at all public hearings and distribute flyers with summary of proposed changes and information on public hearings.

Transition and Employment Committee: Active participation on the Oklahoma Transition Council. Support DSU with statewide efforts to enhance transition activities and services for youth in secondary settings to increase successful employment outcomes. The primary focus of this committee will be to support activities which provide enhanced services to youth and students with disabilities to help them prepare for life after high school, including, but not limited to, further education/training, competitive integrated employment, independent living and social skills, self-determination, and self-advocacy.

Goal 5: Collaborate with the DSU to address the utilization of in-demand occupation information during the career planning process as well as the enhancement of a job seeker page on the DSU website in accessible formats for all DSU consumers.

Transition and Employment Committee Objectives:

Objective1.1: Partner to add links to the DSU website with live links to host demand occupation information gathered from the Department of Commerce, Bureau of Labor Statistics and other sources. We may have to have examples on how to understand the website information. Gather information regarding programs that are currently missing from the website.

Items to be considered:

1. Identify existing job preparation tools (e.g., www.okcareerguide.com) to be included as resources on this dedicated page.

2. Create and develop the content of the page to be provided in layout format for DSU Communications Office.

3. Develop partnership buy-in from ORC member organizations to link with this resource from their websites

4. Market the Page

5. Integrate 2.4 in the Job Seeker page. OK Career Guide replacing OKCIS. Add transition care notebook, increase job shadowing, in demand occupations, host events about these things, list programs available, like Project Search and Ijobs. Imbed this information with the new web page.

Objective 1.2: Review DSU successful closure data for adults and transition age youth to determine if there is a correlation between agency closures and demand occupations.

Objective 1.3: Identify underutilized in demand occupation areas that could be potential job match for consumers. Develop ways to encourage and support to facilitate training with staff. Where is the gap? Where is our focus? Nationwide, Regional or Statewide?

Goal 6: Develop an instrument to assist DSU consumers to inform all disability support organizations in OK. This would complement the Transition Planning Folder and Keeping Track of Your Progress tools. It will be disseminated to parents, students, teachers and other stakeholders.

Transition and Employment Committee Activities:

Activity 1 - Invite transition teams to present the progress of their team plans, including best practices, at the quarterly ORC meetings.

Activity 2 - The DSU Transition Coordinator will share Indicator 14 - Post-School Outcome reports provided by the Oklahoma State Department of Education, Special Education Services with the committee.

Activity 3 - ORC will support participation of Oklahoma Transition Council (OTC) including its collaboration with National Centers - NSTTACC - National Technical Assistance Center on Transition (NTACT).

Activity 4 - Highlight Success Stories of transition students with legislators in each region. There are plans to do this activity.

Activity 5 - Annually review the State Department of Education, Special Education Child Count Data to study trends and report to DSU in order for the DSU to have an awareness of future needs of both consumers and personnel.

Activity 6 - Invite local workforce development board and youth committee representatives to attend ORC quarterly meetings to report on the efforts made toward employment for persons with disabilities within their area.

Goal 7: Develop and conduct a needs assessment of individuals with disabilities for transition career services and pre-employment transition services, including services coordinated with transition services provided under IDEA.

Note: This goal will satisfy the final requirement listed in the VR Services portion of the Unified State Plan - Description - Statewide Assessment.

Transition and Employment Activities:

Activity 1: Invite the DSU, State Department of Education, and state workforce system partners to discuss the ideas for conducting a needs assessment on transition services.

Activity 2: Collaborate with the DSU Programs Standards staff to develop a timeline, needs assessment instrument, and final report on transition services.

Activity 3: Utilize the needs assessment on transition services final report in the next state planning update.

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

The DSU concurs with the SRC's position and recommendations as stated in this section. The DSU continues to have an extremely cooperative, productive, and interactive relationship with the Oklahoma SRC. The DSU administration fully participates in the SRC activities including their quarterly meetings. Designated DSU liaisons attend and fully participate in SRC committee meetings and serve as associate members of the SRC. The DSU also continues to work with the SRC on joint projects. The SRC's involvement in the development and revision of agency policy has been of particular value in identifying consumer issues related to policy and in developing rules that respond effectively to both client and agency concerns. Formal planning meetings for the state plan included the SRC program manager as a member of the team, as well as for both divisions of vocational rehabilitation and visual services strategic planning teams. The DSU and the SRC are committed as partners in leading the Oklahoma Workforce System towards enhanced accessibility for all individuals, including those with disabilities.

3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

This is not applicable.

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;

The Oklahoma Department of Rehabilitation Services is not requesting a waiver of statewideness.

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

This is not applicable.

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.

This is not applicable.

C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM.

Describe interagency cooperation with and utilization of the servivces 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;

Oklahoma ABLE Tech - AgrAbility

FFY 14 was the final no cost extension year in which Oklahoma AgrAbility received federal funds from the USDA. The funded grant officially ended on April 14, 2015. At this point in time, ABLE Tech, in partnership with the Oklahoma Cooperative Extension Services (OCES) continues as an affiliate AgrAbility Project known as Ag4Life. Ag4Life provides Oklahoma farmers/ranchers with information pertaining to various statewide agricultural resources via Information and Referral, the internet and also provides AT device demonstrations and short-term loans through ABLE Tech's Demo/Loan Program which can be accessed at: oec.okstate.edu/loan/

In FFY14, 30 client cases were closed. OSU OCES did not apply for continued AgrAbility funding for FFY 14; therefore, the Oklahoma AgrAbility Project will become a national affiliate project. ABLE Tech will continue to provide information to DSU field staff about agriculture cases annually through the DSU new employee academy training. DSU agricultural job seekers may continue to utilize ABLE Tech for device demonstration, device short-term loan, device reutilization and state financing.

Thunderbird and Crossroads Clubhouses

The DSU entered into contracted agreements with the Thunderbird Clubhouse in Norman and Crossroads Clubhouse in Tulsa, both of which are certified through the International Center for Clubhouse Development (ICCD). The agreements are for establishing employment services for DSU clients with severe mental illness for the purpose of obtaining and maintaining employment. These services are based on the ICCD Standards for Clubhouse Programs.

Oklahoma Department of Corrections

The DSU partners with the Oklahoma Department of Corrections (ODOC) to provide VR services to offenders with disabilities and the exchange of electronic medical records from the ODOC to DSU.

The DSU has the primary responsibility to evaluate and determine eligibility of individuals in order to receive Vocational Rehabilitation services leading to an employment outcome. In this capacity, DSU requests medical/psychological records from providers including ODOC. The goal of this collaboration is to support offenders' activities related to accessing Vocational Rehabilitation services and expedite the secure and efficient transfer of medical/psychological records in an electronic format from ODOC to DSU.

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

Oklahoma ABLE Tech (ABLE Tech) (Oklahoma's AT Act Program) and the DSU have partnered to provide statewide assistive technology (AT) services and programs. Additionally, ABLE Tech has established a proactive marketing strategy to regularly and consistently provide DSU personnel with ongoing information regarding ABLE Tech's State Level and State Leadership programs and services. This new marketing calendar shares content 50 weeks of the year to provide focused AT information to increase employment opportunities for DSU job seekers with disabilities.

The mission of Oklahoma ABLE Tech is to get assistive technology "AT" into the hands of Oklahomans with disabilities through activities that provide increased access and acquisition. The DSU has a long standing history of working closely with Oklahoma ABLE Tech to enhance the provision of assistive technology services across the state.

Oklahoma ABLE Tech receives $99,000 in state appropriations through a line item on the DSU's budget. In turn, DSU contracts with Oklahoma ABLE Tech for assistive technology related activities. Oklahoma ABLE Tech will continue as a subcontractor to DSU for the implementation of assistive technology related activities through a contractual agreement.

Oklahoma ABLE Tech - Assistive Technology: Device Demonstration and Device Short Term Loan

Oklahoma ABLE Tech is required by the Administration for Community Living (ACL) under the Assistive Technology Act (ATA) of 1998 as amended to implement device short-term loan programs and device demonstration programs. In pursuit of this mission, ABLE Tech has partnered with DSU to achieve AT outcomes for DSU job seekers by purchasing $92,500 of assistive technology.

CURRENT PROJECT STATUS

During FFY 14, the Division of Visual Services (DVS) loaned 89 devices and 109 demonstrations occurred for AT categories of vision, daily living, hearing, learning cognition and computer access. During FFY14, the Division of Vocational Rehabilitation (DVR) loaned 3 devices and 22 demonstrations occurred. The Memorandum of Agreements (MOA) are renewable on an annual basis utilizing the federal calendar year.

In January 2015, DVS partnered with ABLE Tech to begin an “iPad Demonstration Initiative”. ABLE Tech provided 12 iPads to be placed in each DVS field office in the state to provide consumer demonstrations. DVS staff is able to demonstrate the built-in accessible features and specialized applications of the devices. Goal

The DVS will continue to operate a device short-term loan program and device demonstration center utilizing AT that has been purchased by both ABLE Tech and DVS.

STRATEGIES

- Support DVS with information on interagency loans, device materials, emerging application technology, and knowledge of funding options by holding trainings and email updates.

- Invest in new equipment as ABLE Tech funding allows.

- ABLE Tech will market DVS device short-term loan program and device demonstration center to stakeholder groups, such as disability related organizations, parent support groups, providers and agencies by conducting overview presentations, quarterly newsletter articles, and fully accessible web site.

- Continue use of the Association of Assistive Technology Act Programs, Federal Data Collection web system to collect and report demonstrations and short term equipment loans.

MEASURES

- DVS will increase the number of individuals that have access to AT in the short-term loan program by 10%; from FFY14 which was 89.

- DVS will maintain an outcome performance measure in which 91% of the individuals that accessed AT in the short term loan program were able to make an AT decision.

- DVS will increase the number of demonstrations by AT category to individuals by 20%; from FFY14 which was 109.

- Each DVS field office which operates a “VS iPad Initiative” will complete 48 demonstrations.

- DVS will maintain the outcome performance measure of 95% of individuals having had a demonstration being able to make an informed choice about AT.

Oklahoma ABLE Tech - Alternative Financing Program & Access to Telework Fund

Oklahoma ABLE Tech is required by ACL to implement state financing activities. In pursuit of this goal, DSU has contracted with ABLE Tech for thirteen years to operate an Alternative Financing Program (AFP) and an Access to Telework Fund (ATF) program. State appropriations are utilized for this contractual arrangement. These programs have created an innovative alternative for individuals with disabilities to borrow money at a low interest rate to purchase needed assistive technology and equipment to enhance their ability to live independently and successfully telework. To date, the program has utilized $455,000 in State and private funds as cash match to receive $1,955,854 in Federal funds and has leveraged $5.6 million in BancFirst funds toward 977 loans with 97% of all loans paid in full by the borrowers. ABLE Tech in partnership with the Oklahoma Assistive Technology Foundation has established a direct loan program for individuals with disabilities to borrow up to $1,500 to purchase assistive technology. The loans were made to Oklahomans in need of assistive technology and equipment needed for telework opportunities. ABLE Tech has annually provided the DSU Commission for Rehabilitation Services with a progress report on all loan and default activity of these programs. Additionally, ABLE Tech has annually provided the DSU Executive Director with a written report on all programmatic activity.

CURRENT PROJECT STATUS

The Alternative Financing Program (AFP) and the Access to Telework Fund (ATF) program contract also continued during FFY14. During FFY14, 47 AFP loans in the amount of $303,373 and 18 Telework loans in the amount of $89,443 have been provided to Oklahomans to purchase assistive technology and equipment. The contract is renewable on an annual basis utilizing state appropriations and the state calendar year.

GOAL

DSU will collaborate with ABLE Tech to offer state financing programs to DSU job seekers to provide an alternative to funding assistive technology.

STRATEGIES

- Provide quarterly updates to DSU on the outcomes and successes of individuals that purchased assistive technology through an AFP/ATF at the ABLE Tech Consumer Advisory Council meetings.

- ABLE Tech and DSU web sites will link to each other as a resource to Oklahomans with disabilities.

MEASURES

- ABLE Tech will maintain the outcome performance measure of 94% for individuals that acquired AT through the AFP or ATF and could only access AT through one of the following ACL measurements:

1. Could only afford the AT through this program

2. AT was only available through this program

3. AT was available through another program but the wait was too long and/or the program too complex

3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE UNITED STATES DEPARTMENT OF AGRICULTURE;

No interagency agreement reached at this time, however, discussions are under way.

4. NONEDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

Oklahoma Office of Juvenile Affairs

The DSU partners with the Office of Juvenile Affairs (OJA) to co-locate a VR counselor within the Central Oklahoma Juvenile Center and the Southwest Oklahoma Juvenile Center to work with youth with disabilities. The DSU also partners to co-locate a VR counselor who is dedicated to working within OJA facilities and through the Oklahoma Department of Human Services facilities including group homes, short-term and long-term facilities, treatment centers, etc.

The VR Counselors connect with youth upon intake, encourage application at appropriate ages, complete vocational evaluations, and provide additional services to youth transitioning out of the facilities. The VR counselors also work closely with OJA to assist the youth in getting resources they need to increase their chances of being successfully employed and decrease the recidivism rate upon release.

Oklahoma NOW IS the Time (ONIT)

The DSU partners with the Oklahoma Department of Mental Health and Substance Abuse Services to focus on helping youth adults with mental illness and coordinating connections, resources, and referrals for services in the areas of education, employment, housing, maintaining mental/emotional health, and legal/system related needs. Many of the youth have goals tied to going to school, getting/maintaining a job, moving into their own place, having meaningful relationships, getting their driver’s license, getting a car, etc. Transition teams of ONIT staff, local providers, DSU counselors, and others help the youth and work with their families in these areas.

This is a federal grant program helping five sites in Oklahoma (Red Rock Behavioral Health Services, Northcare, and HOPE Community Services), Okmulgee, and Washington Counties. The providers will have a contract with the DSU to provide job placement for those involved in ONIT and referrals to expand their opportunities for other DSU job seekers served.

5. STATE USE CONTRACTING PROGRAMS.

The State of Oklahoma recognizes the value of people with significant disabilities by having established a State Use Program that provides jobs for people with significant disabilities in producing products and services that can be purchased from a state contract for state use. The jobs range from products sorting and repackaging to the provision of services such as janitorial, maintenance, security, lawn care, and trash pickup.

Each vendor to the State Use program must demonstrate that a minimum of 75% of their work force is comprised of persons with severe disabilities. During state FY 2015 one of the vendors for State Use was required to report as to why their percentage of severely disabled workers had fallen below the required level. As it happened, there was a clerical error which resulted in the low number. Subsequent reporting proved to demonstrate that the vendor in question does in fact employ more than the required percentage of severely disabled personnel. In another matter one vendor had dropped their workers' compensation coverage which resulted in the cancellation of their contract.

By state statute, the administrator of the Division of Visual Services of the DSU, or a representative designated by the administrator, serves on the executive committee of the Oklahoma State Use Program. At present, this committee position is held by the contract monitor for non-medical vendors to DSU.

The State Use Program continues to utilize a system of purchasing through a recognized portal system. All state agencies are required to purchase off of the portal contract before seeking goods or services elsewhere. There is a process in place that assures state entities of being able to acquire an exception when State Use vendors aren't able to provide the goods or services needed, either by quality or competitive price.

The State Use committee meets regularly throughout the fiscal year to perform its main function of approving or disproving competitive pricing for State Use program goods and services. A subcommittee meets as needed to review pricing requested by State Use vendors, whether for a new product or service or to adjust prices upward when warranted. This subcommittee makes its recommendations to the full State Use committee once it has determined fair market value in line with competitors outside of the State Use program. This assures the taxpayers of the State of Oklahoma that the goods and services procured through the State Use program will be in line with the current market.

The DSU administrator or his/her designated representative will engage in a strategic role to encourage vendors to increase competitive employment, develop relationships and outreach, and review data for potential improvements. Training is necessary on the philosophy of upward mobility and competitive employment and is aided by the annual training conference for State Use vendors. The administrator and administrative assistant for State Use this year attended the SUPRA Conference in Scottsdale, Arizona to further this goal. Many comprehensive presentations were given during this out of state conference to share helpful insights for Oklahoma into new goods and services and better delivery.

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.

The DSU will maintain a formal interagency agreement with the State Educational Agency (SEA) as well as relationships at the local level with LEAs. The focus of our work will be to forage those relationships and partner with stakeholders to provide services to youth and students with disabilities to help them prepare for life after high school, including, but not limited to, further education/training, competitive integrated employment, independent living and social skills, self-determination, and self-advocacy. It is our intent to perform outreach to underrepresented groups, such as those on Section 504 Plans, youth in foster care, adjudicated youth, out-of-school youth, and those with other disabilities not documented on a 504 or IEP.

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;

The DSU will utilize all methods of communication and interaction to afford parents and students/youth the opportunity to fully participate in the planning for their vocational goals. DSU staff will attend meetings at schools to the best of their ability when invited and notified by school personnel. DSU staff will provide information and referral resources to schools, parents, and other stakeholders about the VR process as well as other existing resources to help prepare for employment.

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

The DSU will coordinate services with local educational agency staff to help prepare youth and students with disabilities for competitive integrated employment. DSU staff will share results of the vocational evaluation and other assessments, as well as progress reports for various work experiences with school personnel for the purpose of including information in the IEP and transition planning process. The DSU will work with school personnel to not only have input into the IEP process but also to access a copy of the IEP for assistance with coordination with the VR IPE.

C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

The DSU will work with the SEA and LEAs to negotiate payment for services as relevant and appropriate for the implementation of transition planning and coordination. Special education and related services, including assistive technology, required to complete educational programs toward high school completion is the responsibility of the local schools. The DSU will provide funding for services as agreed upon to help youth and students prepare for competitive integrated employment. The DSU will seek every opportunity to partner with the SEA, LEAs, other agencies, organizations, families, and businesses to provide activities and resources to prepare youth and students for competitive employment.

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

The DSU will interact with the SEA and LEAs to identify youth and students with disabilities in the public school systems. The DSU will perform outreach to charter schools, virtual educational programs, homeschool networks, and other partners to identify youth and students with disabilities who need transition services. The DSU will utilize annual Child Count information from the SEA to help identify low incidence disabilities across the state.

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.

Community Rehabilitation Service Providers

DSU has contracts with private non-profit, for-profit, and government Community Rehabilitation Service Providers (CRPs) of Supported Employment and other employment programs for individuals with significant barriers to employment. CRPs request the opportunity to provide Supported Employment, employment and retention (i.e. short term job coaching), job placement, JOBS (short-term placement), work-adjustment training, employment support and transitional employment services for DSU job seekers. DSU approves contracts based on pre-established criteria, including acceptable levels of payment for outcomes achieved.

DSU will continue to increase employment CRPs to meet the needs statewide focusing on rural areas. The Employment Support Services Unit (ESS) educates potential CRPs and DSU field staff of available contracts. The list of contracts and CRPs is available on the DSU intranet.

Centers for Independent Living

The DSU maintains cooperative relationships with the Centers for Independent Living (CILs) through regular communication including attendance at SILC quarterly meetings. DSU encourages the CILs to provide informative training programs to the DSU field staff to access services available through the CILs. DSU is committed to working with the Statewide Independent Living Council (SILC) to improve relationships between the CILs and DSU.

Initiatives include:

• Educate DSU field staff about services available from CIL's.

• Encourage the CILs to communicate with the DSU field staff to determine other services that could be created and provided by the CILs to the DSU.

• Encourage CIL's to market their services to DSU field staff.

• Survey DSU field staff about CIL usage and needs.

• Improve communication between the SILC and DSU.

• Find and/or develop services that will enhance the independent living concerns for consumers.

• Market these services to the DSU's field staff and consumer service professionals for inclusion in case services and plans.

• Continue to educate the SILC about the components, requirements and limitations of the contract and purchasing systems.

• Attendance of Director and/or designee at quarterly SILC meetings.

• Attendance of the DSU director in major SILC and CIL meetings where services are discussed and planned: i.e., creation of the state plan for Independent Living.

• DSU (administration, accounting, and legal) will meet annually (or as needed) with the SILC Executive Board to address issues and difficulties.

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.

DSU enters into contracted agreements with CRPs for the provision of Supported Employment services. There are 53 CRPs with a total of 180 contracts. Assigned staff continues outreach activities in an attempt to recruit new CRPs.

DSU maintains an MOA with the Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS) describing collaboration on delivery of Supported Employment services and transitional employment services.

The DSU has initiated a pilot project with ODMHSAS and five-community mental health centers to provide individualized career planning and employment to individuals between the ages of 16-25 with serious mental illness.

DSU maintains an MOA with the DDS to improve employment outcomes for individuals with intellectual disabilities. The MOA outlines the coordination of services and identifies the DSU as first dollar funding source for competitive integrated employment. DDS continues to provide extended services for individuals with intellectual disabilities in Supported Employment services by utilizing the DDS Home and Community Based Waiver (HCBW) and DDS state dollars. The HCBW is utilized to provide the long-term on-going supports. DSU has maintained an MOA with DDS since 1989. Under the MOA, the HCBW is also utilized to provide pre-vocational services.

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

The DSU is committed to working with businesses and employers in recognizing competitive integrated employment and career exploration opportunities in serving job seekers with disabilities. Further, the DSU will focus upon pre-employment transition services when serving students with disabilities.

Utilization of Statewide Partners

In order to more effectively interface with Oklahoma companies, the DSU will maintain regular contact with statewide partner agencies that regularly contact and serve Oklahoma companies as a part of their mission. The DSU Business Services Coordinator (BSC) will meet with each statewide agency partner to discuss how to work together and leverage resources which can benefit job seekers with disabilities in competitive employment positions. Informational sharing with agencies will be mutually beneficial, enhancing the DSU's ability to expand hiring opportunities for individuals with disabilities, and meeting workforce needs for Oklahoma companies. The DSU BSC will:

• Conduct meetings with statewide partners to discuss areas of mutual concern, protocol for working with each agency and their respective field staff.

• Attend regular meetings of any and all relevant agencies/entities who directly or indirectly work with Oklahoma employers as a part of their primary mission.

• Obtain relevant data on number and types of companies who are seeking employees and ascertain job ready qualifications requirements and/or specific training needs.

• Develop presentations for use with statewide partner agencies which will describe the type of job seekers available through the DSU. The presentation will describe the type of skill sets available to companies through DSU job seekers, ability to secure specific job training to meet the company's needs and all associated benefits regarding the hiring of job seekers with disabilities, including incentives and any on-going assistance from the DSU. The presentation will also open a dialogue regarding the fears, misinformation, misconceptions, increased costs of doing business, etc. which need to be addressed.

• Develop MOUs/Partnership Agreements to execute with Oklahoma companies, whether in writing or by mutual consent.

Strategic Alliances & Intel

The DSU's ability to coordinate with local, state and federal entities is imperative for success. Community and economic development partners are the best link to disseminating the DSU's message to employers. Many of whom are federal contractors, especially in manufacturing. These

partners potentially hold the key to the resources necessary in order to facilitate the DSU mission of increasing quality employment opportunities for job seekers with disabilities.

Through direct communications with strategic partners, the DSU will be able to ascertain information on prospective businesses which may be relocating to our state, especially in regard to the types of companies, numbers of positions, and skill sets they intend to hire. Additionally, partners have the ability to provide DSU with intelligence on existing business expansions, especially at the local level where economic developers and chambers of commerce may potentially be points of contact.

The Oklahoma Department of Commerce's Regional Development Specialists (RDS) conducts Business Retention & Expansion activities in their respective service delivery areas, which gathers first-hand information from companies on issues such as expansion planning, new product lines, and employment needs. The DSU partners with RDS's statewide to utilize their expertise in working with businesses and employers in service delivery areas.

Regional Approach

In order to facilitate a regional approach, the DSU will take advantage of regional alignment of federal and state partners. In some cases, DSU staff will coordinate with multiple individuals who represent the same programs, such as workforce development boards, manufacturing extension agents (MEAs), small business development centers (SBDCs), and regional development specialists, who serve smaller geographic regions.

Each region of the state is unique and has its own distinctive economic development climate and structure. The intent in this regard will be to develop regional working meetings with statewide partners to incorporate DSU business development staff into the regional economic development landscape. The quarterly informational sharing meetings will be designed to inform partnering agencies regarding their programs, initiatives, and activities. This will become a valuable integration piece providing a platform to inform partners regarding DSU programs, services, products, and needs; while offering DSU business development staff the ability to form valuable networking connections and educate them on the activities of partnering entities, particularly as it relates to economic development.

Internal Coordination

Dissemination of information and the ability to coordinate and communicate with all DSU field staff responsible for job development activities will be critical to the overall success of efforts in achieving goals regarding statewide outreach to businesses and statewide partners. In order to better understand the role of the individual job development specialists and the processes of business contacts and customer job readiness, the DSU BSC will:

• Meet individually with all DSU field staff and attend meetings where appropriate.

• Become familiar with DSU field staff and their responsibilities.

• Discover how DSU staff responsible for job development is currently contacting companies and what outreach methodology is being deployed statewide.

• Determine if the DSU message to business entities is consistent within each area across the state and exactly what that message is.

• Understand the criteria currently being used to evaluate which job seekers are job ready and how deficiencies in their ability to become job ready are being addressed.

Business Services Team

In order to address the need for providing unified job development services throughout the state, the DSU BSC will form a Business Service Team (BST) which will be designed to interface with statewide partners and private sector businesses in their assigned regions. The ability to provide a structured approach to building a unified business team is vital to efficiently serve the employment and job readiness needs of counselors and job seekers.

The DSU BST will consist of DVR & DVS staff members who are engaged in job development activities. However, job development field staff will remain under the supervision of the program manager in their respective units.

To facilitate branding of the DSU BST, it will be necessary to change staff titles to align with a professional business nomenclature. Therefore, moving forward the following titles will be adopted for the DSU BST staff: Business Services Director (BSD), Business Services Representative (BSR), Business Advisory Council Coordinator (BACC), and Business Services Specialists (BSS), former Job Placement Specialists.

Staff Development Aspects

Following evaluation of DSU BST staff to determine current skills levels and identify gaps, the DSU BSD will meet individually with designated staff in order to make recommendations as to how to maximize their skills and abilities, and develop a training curriculum designed to meet those needs. Moving forward, quarterly learning sessions will be conducted to continually upgrade the knowledge and skills base of the DSU BST in regard to best practices in expanding employment opportunities for DSU job seekers utilizing available resources. The DSU BSD will:

• Provide appropriate training opportunities for DSU BSS, or designated staff who have been assigned to work directly with businesses.

• Initiate quarterly retreats for all DSU BST staff to share ideas and provide training opportunities.

• Familiarize DSU BST with economic development entities in their respective regions and seek opportunities to facilitate their introduction to them.

• Develop a working relationship with the DSU BST to brief them on the economic development assets in their region and integrate them into the business and economic development landscape.

• Facilitate their introduction to economic development entities to create connections to employment and networking opportunities in their regions.

• Introduce DSU BST members wherever possible to local, regional, state and federal leadership individuals in the community and economic development arenas.

• Familiarize DSU BST members with the economic development entities in the state, regarding their structure, missions and programs.

• Conduct ongoing training for DSU on national disability employment tools such as the Talent Acquisition Portal (TAP) and National Employment Team (NET) job opportunities.

Programs & Services

The need to broaden DSU employment services to the business community and DSU job seekers is evident by the lack of soft skills and actual work experience required by hiring entities. In order to address the deficiency among DSU job seekers, DSU BST and DSU counselors will become active in remedial learning activities to enhance the ability of DSU job seekers to find meaningful employment opportunities. The following initiatives will become a part of DSU services.

- Job Clubs
- Job Search Tools
- Interpersonal Skills
- Resume Development
- Cover Letter Construction
- Interviewing Skills
- Mock Interviewing
- Appearance
- Internship and Work Experience Opportunities

Statewide Partner Entities

- Oklahoma Manufacturing Alliance (OMA)
- Oklahoma Department of Commerce (ODOC)
- National Recruiting
- Regional Development Team
- Global Division
- CDBG-EDIF
- Oklahoma Works
- Rural Action Partnership Program Advisory Team
- Oklahoma Quality Jobs Program
- Oklahoma Career & Technology Schools
- Small Business Development Directors
- SET Program Directors
- State Office of Career Tech
- Oklahoma Small Business Development Centers
- U.S. and Oklahoma Small Business Administration
- USDA Rural Development
- Regional Councils of Government
- Local Chambers of Commerce
- Regional Economic Development Partnerships
- Local Economic Developers
- Oklahoma State Regents for Higher Education
- Governor’s Economic Development Marketing Team
- Oklahoma Department of Corrections

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

The DSU will work with businesses to identify opportunities for youth and students with disabilities to prepare for employment through activities, such as job shadowing, internships (paid and unpaid), paid work experiences, summer programs, guest speakers, mock interviews, and career fairs. The DSU Business Services Coordinator will work with the DSU Transition Coordinator to seek out opportunities with the businesses across the state.

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;

The Oklahoma Health Care Authority (OHCA) serves as the Medicaid Agency for provisions of title XIX of the Social Security Act. The OHCA and Department of Human Services (DHS) maintain an MOA for provision of services. The DHS administers waiver programs which include extended services as a part of the waiver. The DHS and DSU MOA outline the provisions and responsibilities for extended services utilized in Medicaid funded programs.

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

Developmental Disabilities Services (DDS) of the Oklahoma Department of Human Services (DHS)

DSU maintains a Memorandum of Agreement (MOA) with the DDS to improve employment outcomes for individuals with intellectual disabilities. DDS continues to provide extended services for individuals with intellectual disabilities in Supported Employment services.

Initiatives include:

Regular meetings with DSU programs managers, DSU programs field representatives and DDS staff. Monthly meetings address and solve problems identified by field staff of both agencies. Training to staff is based on challenges identified. DSU staff also provide individual case consultations at the request of the Community Rehabilitation Programs (CRP), DDS staff and/or DSU staff.

Provide regular written reports to DSU Executive Staff to keep them informed of current field issues discussed at the monthly meetings.

DSU Programs Field Representatives serve on the Developmental Disabilities Advisory Council. DSU Employment Support Services (ESS) staff and State level Transition Staff participate on the Employment First Alliance, which has a national goal of increased competitive integrated employment by 50% in the states. As a result of the Employment First Alliance, the Oklahoma Legislature passed the Employment First Law which became effective November 1, 2015.

DSU ESS staff and State Level Transition Staff participate on the State Employment Leadership Network (SELN) -DSU ESS staff represents DSU on the Oklahoma Developmental Disabilities Council.

DDS Staff serves on the Oklahoma Transition Council (OTC) which is chaired by the Statewide Transition Coordinator from the DSU. Statewide conferences, resources, technical assistance, and additional professional development come out of the OTC. Many issues and challenges are brought forth with a wide range of experts to assist the DSU and DDS in resolving them and achieving their goals.

The DSU Statewide Transition Coordinator will work with DDS staff to ensure staff from each agency, schools, families, and CRPs understand the changes in WIOA regarding sub-minimum wage, are well-trained, and that Pre-Employment Transition Services (PETS) are provided to students with disabilities accessing vocational rehabilitation services through the DSU.

The DSU ESS staff will work with DDS staff to ensure CRPs and staff at each agency is provided ongoing training and consultation required by WIOA for any youth with a significant disability hired at subminimum wage. The partners will also ensure the required reviews take place according to WIOA to ensure every opportunity for achieving full competitive integrated employment.

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

The DSU maintains a Memorandum of Agreement (MOA) with the Oklahoma Department of Mental Health Substance Abuse and Services (ODMHSAS) to improve the employment outcomes of individuals with serious mental illness. DSU Director is a voting member of the Governor's Transformation Advisory Board providing guidance on expenditures of federal mental health grants.

Initiatives include:

• Monthly Oklahoma Systems of Care Social Marketing Committee

• Monthly Oklahoma Mental Health Planning and Advisory Council

• Monthly Oklahoma Systems of Care State Advisory Team

• Monthly Oklahoma Health Care Authority Behavioral Health Advisory Council

• Participation in study teams and work groups as appropriate and necessary

The DSU has a second MOA for the Partnership for Infant's, Children's, Youth's and Young Adult's Mental, Emotional and Behavioral Health. The partnership ensures the creation and efficient operation of a unified and integrated system of care for all of Oklahoma's infants, children, youth, and young adults with or at risk for mental, emotional, and behavioral disorders (MEB's). This includes an array of prevention, education, outreach, service and support for them and their families.

The commissioners and directors of the child-serving state agencies will serve personally on the partnership alongside the Directors of the Oklahoma Family Network (OFN), National Alliance on

Mental Illness (NAMI) Oklahoma, family members, youth, and young adults. The partnership meets two or more times annually to receive reports and give approvals for actions and initiatives.

The partnership monitors for the following outcomes:

• **For all with or at risk for an MEB:**

o Increased resiliency as shown by improved daily functioning

o Increased wellness activities and improved school/community functioning

o Reduced risk behaviors

• **For all those identified with serious MEBs:**

o Increased days at home and in school

o Improved grades and less detention and suspension

o Increased time periods with no contact with law enforcement

o Improved mental health functioning

o Success in decreasing substance abuse

o Having and making progress on wellness goals

• **For young adults:**

o Completion of educational goals

o Stable and meaningful employment

o Social connectedness

o Reliable transportation

• **System Outcomes**

o Increased and fully supported cross-system collaborative initiatives

o Transparency and accountability across systems, including data sharing

o Annual financial mapping to assist developing shared priorities

o Evidence based practice and an outcomes-driven service system

o Increased capacity, serving more families more efficiently and effectively

o Joint budget requests that pertain to the prevention, early intervention, treatment and support for those with MEB disorders.

As a result of the second MOA, the DSU initiated a pilot project with ODMHSAS and five community mental health centers to provide individualized career planning and employment to individuals between the ages of 16-25 with serious mental illness.

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;

The DSU is committed to maintaining Comprehensive System of Personnel Development (CSPD) standards as set forth in section 101 of the Act. The DSU maintains a complete data system that facilitates the analysis of current and future personnel needs and resources. Data is continuously collected and updated allowing for retrieval of information to determine the DSU's profile of success in relation to the CSPD Plan.

The Professional Development Unit specifically assigned to the Divisions of Vocational Rehabilitation and Visual Services, in cooperation with the Human Resources Unit for the DSU, maintains the database. Staff is required to provide updated educational and professional certification/licensure information whenever there is a change. The accuracy of this information is verified during the CSPD annual review.

The DSU maintains a counselor to job seeker ratio of 1 counselor per an average of 95 job seekers; DVR average is 105 and DVS average is 57. The DSU will continue to focus on appropriate caseload size by ensuring services are provided to eligible individuals with disabilities who actively participate in the vocational rehabilitation program leading to competitive employment.

CURRENT POSITIONS FOR DSU:

Programs Manager = 25

Programs Field Representative = 15

VR Specialist - Counselor = 153

VR Specialist - Vocational Evaluator = 8

Assistive Technology Specialist = 8

Rehab of the Blind Specialist = 19

Specialist on Deaf/Blindness = 2

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

Listed is the current vacancies needing filled to adequately serve the DSU's job seekers. The numbers indicated are and continue to be based on historical and projected turnover rates.

Programs Manager - Current Vacancies = 3

Programs Field Representative - Current Vacancies = 1

VR Specialist -Counselor - Current Vacancies = 22

VR Specialist -Vocational Evaluator - Current Vacancies = 3

Assistive Technology Specialist - Current Vacancies = 1

Rehab of the Blind Specialist - Current Vacancies = 4

Specialist on Deaf/Blindness - Current Vacancies = 1

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.

Listed is the number of personnel projected vacancies over the next 5 years. The numbers indicated are and continue to be based on historical and projected turnover rates.

Programs Manager = 4

Programs Field Representative = 2

VR Specialist - Counselor = 25

VR Specialist - Vocational Evaluator = 1

Assistive Technology Specialist = 2

Rehab of the Blind Specialist = 5

Specialist on Deaf/Blindness = 1

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;

There are two institutions of higher education in Oklahoma that prepare vocational rehabilitation professionals by awarding Masters of Science Degrees with Vocational Rehabilitation Counselor emphasis. These programs are Langston University and East Central University. Langston University is recognized by RSA as a historically black college/university (HBCU).

Both of these programs are Council on Rehabilitation Education (CORE) accredited. Graduating from a CORE accredited program automatically qualifies its graduates to test for the Certified Rehabilitation Counselor (CRC) certification. As such, all the graduates have the credentials necessary for taking the CRC exam, thereby meeting the DSU's CSPD standard of a qualified rehabilitation professional.

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

The number of students enrolled in the Masters of Science Degree program with Vocational Rehabilitation Counselor emphasis at Langston University = 108 and at East Central University = 62.

iii. the number of students who graduated during the prior year from each of theose 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.

The number of students graduating from the Masters of Science Degree program with Vocational Rehabilitation Counselor emphasis from Langston University = 40 and from East Central University = 17.

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.

A variety of methods are used to address our current and projected needs for qualified rehabilitation personnel. Methods used include annual reviews of existing data, workforce planning using an

established model, conducting outreach and networking, and the utilization of a Project Coordinator for Diversity Management position that focuses on recruitment of individuals with disabilities and others of minority backgrounds. The goals and activities listed below indicate the actions to take place during this plan year.

GOAL

Using existing data and an established workforce planning model to identify current status and predict future needs of qualified rehabilitation personnel

ACTIVITY

• Identify current staff capacities and compare to future needs to identify gaps

• Initiate actions to fill the gaps through staff development, capacity building, and recruitment efforts

GOAL

Expand applicant pool for VR Counselor positions

ACTIVITY

• DSU will fund two trips for recruitment by the DSU Project Coordinator. The dates and locations are yet to be determined.

• We currently have 18 staff taking advantage of the Agency's Educational Sponsorship Program. Of the 18, six are pursuing a Master's in Rehabilitation Counseling, two are working on their Master's in Visual Rehabilitation Counseling, four are pursuing their Master's in a field related to their profession, four are working on their Bachelor's, one is pursuing an Associate's, and one is working on a Doctorate Degree. Spring 2015 Graduates, three Bachelor's and one Master's in Visual Rehabilitation Counseling.

• To alleviate difficulties experienced with applicants being determined for CSPD eligible when applying for a VR Specialist II or above position, a new Family Description has been written and implemented with Human Capital Management (HCM). It clarifies that graduates of a Council on Rehabilitation Education (CORE) accredited master's program are to be deemed eligible without further review.

GOAL

Retention of qualified rehabilitation professionals

ACTIVITY

• Provide for personal and professional growth by providing in-service development opportunities that enhance their knowledge, skills, and abilities

• Continue to offer a skill based pay adjustment for obtaining a professional certification or licensure appropriate with their position

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

Although there is no longer a federal requirement, the DSU continues to follow the CSPD standard that was set in 1999 for all existing staff and qualified applicants for VR Counselor positions. At the request of the Oklahoma Commission for Rehabilitation Services, all applicants for the positions of counselor, field services coordinator, and programs manager are reviewed by the DSU expert on CSPD.

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.

The DSU recognizes the importance of maintaining collegial relationships with professional organizations whose missions relate to empowering individuals with disabilities. The goal and activities listed below are the efforts to aid in this area.

GOAL

Expand relationships with professional organizations

ACTIVITY

• Support state, regional, and national professional organizations by:

o Staff attendance at events

o Encouraging staff to become members of their professional organizations

o Assisting organizations to hold their events in Oklahoma

As a strategy to increase recruitment and retention of a diverse professional counselor staff from traditionally underrepresented and underserved populations, the DSU has assigned a Project Coordinator position for national diversity recruitment of CSPD qualified staff. The Project Coordinator participates in career days and does class presentations designed to extenuate the positive value of DSU employment to students enrolled in CORE-accredited masters of rehabilitation counseling programs. During such presentations, the Project Coordinator discusses the State of Oklahoma’s low cost of living, the potential benefits contained in the State’s employee compensation

package and the State of Oklahoma's Carl Albert Public Internship Program (a paid internship training program).

The aforementioned activities are accomplished on a national basis, with a particular emphasis, at colleges and universities which serve, predominately, student populations from traditionally underserved and underrepresented populations. Moreover, these activities occur at colleges and universities, which include but are not limited to: Historically Black Colleges and Universities (HBCUs), such as, Langston University, Southern University (Baton Rouge, Louisiana), and South Carolina State University; Historically Spanish-Serving Colleges (HSCs), such as, University of Texas Rio Grande Valley (formerly, Pan American), University of Texas El Paso, California State University San Bernardino and the University of New Mexico-Highlands; and, Historically Native American Colleges, such as the Cheyenne and Arapaho Tribal College (Weatherford), the College of the Muscogee Nation (Okmulgee, Oklahoma), the Comanche Nation College (Lawton, Oklahoma), the Pawnee Nation College (Pawnee, Oklahoma), Bacone (Muskogee, Oklahoma) and the University of Arizona (Tucson).Moreover, the assigned Project Coordinator and other DSU staff will engage in outreach activities with colleges and universities which have special emphasis on programs serving individuals who are blind or visually impaired, such as, Louisiana Tech University-Ruston, University of Arkansas-Little Rock, University of Illinois at Urbana-Champaign, and Mississippi State University's National Research and Training Center on Blindness & Low Vision. Also, the Project Coordinator will engage in outreach activities with colleges and universities that have rehabilitation counseling programs geared to serve individuals who are deaf or hard of hearing, such as, Western Oregon University and Winston-Salem University.

Finally, the Project Coordinator counsels with potential interns and institutional instructional staff about the requirements for obtaining paid internship and performs liaison activities with the universities such as coordinating letters of support from the DSU for their grant writing efforts.

The DSU point of contact impacts diversity issues within programs, such as, Section 121 Oklahoma Tribal Vocational Rehabilitation Programs, Consortia of Administrators for Native American Rehabilitation, Inc. (CANAR), state and local Chambers of Commerce, city councils, Hispanic Chambers, Legislative Black Caucus and community-based rehabilitation programs.

4. STAFF DEVELOPMENT.

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. 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

Bi-annually a comprehensive needs assessment is performed to afford continuing educational and in-service opportunities for the DSU professional and paraprofessional staff. From this assessment a Staff Development Plan is formulated to address those needs. The goals and activities associated with staff development are detailed below.

GOAL

Provide opportunities for increasing individual knowledge, skills, and abilities

ACTIVITY

Over 220 activities have been provided to staff since October 1, 2014 in areas of:

o AutismTransition

o Ethics

o Workforce Partnership

o WorkKeys

o AgrAbility - Ag4Life

o Professional Conferences

o Deaf/HOH

o Variety of Disability Specific Trainings

o Assistive Technology

o Leadership

o Diversity related conferences

o Counselor and Support Staff Academies

o Job Development

o Mental Health and the impact of Mental Illness on the rehabilitation process

o Unified English Braille for DVS Counselors

o Core competencies training for managers, including Crucial Conversations, Crucial Accountabilities, and 7 Habits for Managers

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.

To round out a complete program of providing the most up to date information in the field of vocational rehabilitation, research and details of significance are disseminated to all professional and

paraprofessional staff. Each year the Agency participates in the Fall and Spring National Council on Rehabilitation Education (NCRE) Conferences where new research is presented. Additionally, Institute on Rehabilitation Issues (IRI) documents are provided to all staff. Also as part of this program, materials are obtained and disseminated from a variety of seminars and conferences statewide, regionally, and nationally.

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.

Services to the Deaf and Hard of Hearing Unit (DVR)

Services for the Deaf and Hard of Hearing is a statewide program. It currently holds thirteen positions that address needs for persons with hearing loss. The Programs Manager supervises five counselor positions plus three rehabilitation technicians in offices located in both Oklahoma City and Tulsa and the counselors in these positions serve Oklahomans with hearing loss statewide. In addition, two other programs within the unit include the Interpreter Certification and Resource Center (ICRC) and the Interpreter Services Program. The ICRC is the certifying body for interpreters in Oklahoma, as well as monitoring and maintaining a registry of Interpreters. This program also supports and promotes the interpreter profession by providing resources, training, and interpreter mentorship. The Interpreter Service Program maintains interpreter contracts and schedules American Sign Language interpreters and Communication Access Real-time Translation (CART), a real time captioning service, as needed for agency staff and for consumers.

Hispanic Community Outreach

- Continue membership in local Hispanic Chambers of Commerce

- Continue participation with Hispanic Expos and other outreach activities around the state

- Use and ongoing review of current marketing materials - magnets and CDs in Spanish

- Continue support of Spanish translations of English forms and documents used by counselors and programs

- Continue to maintain Spanish Hotline

- Add Us In consortium - this DOL grant ended, however, the DSU will continue to develop best practices in employment targeting small businesses that are minority owned and people with disabilities from minority groups, Lesbian, Gay, Bisexual, Transgender (LGBT), women, and veterans. The DSU will continue this effort by referring job seekers to local workforce system partners.

- A Hispanic counselor is involved in developing a job club curriculum along with the Transition Coordinator for one of the high schools that serves predominantly Hispanic students.

- Hispanic Chamber of Commerce - new employment contract on Job Placement, Employment and Retention, and Supported Employment to serve Spanish speaking job seekers.

- SAVE Program - inter-governmental information service initiative which verifies the immigration status of benefit applicants. The SAVE Program has access to immigration status information from more than 100 million records contained in the Department of Homeland Security databases. By determining the immigration status of benefit applicants, SAVE helps authorized agencies ensure that only entitled applicants receive federal, state or local public benefits and licenses.

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.

DSU coordinates its CSPD activities with those provided under the Individuals with Disabilities Education Improvement Act. Through the DSU commitment with the Oklahoma Transition Institute (OTI), trainings for local educational agencies (LEA) and vocational rehabilitation counselors will assist with plans in coordinating CSPD activities. The Transition Coordinator also conducts annual training with all staff providing transition services, as well as quarterly calls about transition, and in-person small group training regarding IDEA, IEPs, and other school documentation.

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;

In collaboration with the Oklahoma Rehabilitation Council (SRC), the DSU divisions of vocational rehabilitation and visual services will follow the Model Comprehensive Statewide Needs Assessment (CSNA) methodology developed by *InfoUse*, Berkeley CA to conduct the needs assessment.

The model CSNA addresses rehabilitation needs of individuals with disabilities, particularly the vocational rehabilitation services needs of: individuals with most significant disabilities, including their need for supported employment services; minorities; individuals with disabilities who have been unserved or underserved by VR; individuals with disabilities served through other components of the statewide workforce development system (other than the vocational rehabilitation program); youth with disabilities, and students with disabilities; and the need to establish, develop, or improve community rehabilitation programs within the state.

The model CSNA process includes six steps:

1. Defining and establishing CSNA goals; 2. Developing CSNA plan for information and dissemination;3. Gathering the information;4. Analyzing the results and developing findings;5. Developing the conclusions: Potential action strategies; and,6. Informing state plan goals, priorities, and strategies.

The plan for the next three-year statewide assessment is as follows:

Year 1 - The DSU and SRC will complete steps one and two, and initiate step three.

Step 1: Defining and establishing CSNA goals. During this phase DSU staff will review available disability data and reports to establish the nature of the potential VR population within the state as well as identify other agencies and organizations that are resources for information collection. Tables and summaries of relevant report findings will be assembled as a briefing book for use in establishing study goals.

Step 2: Developing CSNA plan for information and dissemination. During this phase DSU staff will develop a plan for collecting information, analyzing findings, disseminating results, and informing the state plan. The plan will include the identification of specific data, sources, and methods; data analysis; costs and timeline; and staffing or technical assistance needs.

Step 3: Gathering the information. During this phase DSU staff will initiate the collection of data from identified sources and provide a description of the information collection process.

Accomplishments:

- Work and advisory teams were established. Goals were defined.
- A work plan, timeline and dissemination plan were developed. Possible sources of data were identified including census data, state population estimates; labor and economic data; VR agency data.
- Work team initiated data gathering.

Year 2 - The DSU and SRC will complete step three.

Step 3 continued as described above.

Accomplishments:

- Work team began collection of data from identified sources. Multiple surveys were distributed to stakeholders. Public meetings were held to identify needs of partners such as schools, workforce, CRPs; consumers and the public.

Changes to be added to Step 3 due to WIOA:

- Additional plans were developed to include needs of youth and students with disabilities and clients of workforce. These plans include gathering existing data from IDEA/504 reports, existing data from external transition needs studies, data from the workforce development system, and including these topics in the public hearings.

Year 3 - The DSU and SRC will complete steps four, five and six.

Step 4: Analyzing the results and developing findings. Once all the data is collected it will be analyzed an organized by information goal and topic.

Step 5: Developing the conclusions: Potential action strategies. During this phase conclusions from work will be developed and potential action strategies generated for each need expressed in findings.

Step 6: Informing state plan goals, priorities, and strategies. DSU staff will develop recommendations from the CSNA to inform the State Plan.

Status:

- Additional changes to Step 3 due to the WIOA, data collection is still ongoing but nearly complete. Analysis will begin upon completion. Estimated completion date and distribution for the report will be September 30, 2016.

The DSU client base and DSU counselors will be surveyed to identify the clients' needs. An assessment will be conducted to obtain data regarding the rehabilitation needs of individuals with the most significant disabilities, including their need for supported employment services.

B. WHO ARE MINORITIES;

The DSU client base will be analyzed and compared to the American Community Survey (ACS) state disability demographics to determine Oklahoma's largest minority populations with disabilities and if any minority groups are disproportionally underserved. Specific needs of certain minority groups will be analyzed using DSU client outcomes and ACS employment data.

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

Research has determined there are no minority groups disproportionally underserved in Oklahoma, rather the DSU has identified geographical areas that have underserved populations by the VR program. Based on this, town hall meetings will be conducted to reach out and identify unserved and underserved populations to address vocational rehabilitation needs.

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

The DSU will obtain data from Workforce partners statewide and match it with DSU client data from the case management system (AWARE), to address the rehabilitation needs of individuals with disabilities, of those who have been served through other components of the statewide workforce development system.

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

The DSU currently has limited data addressing youth with disabilities and students with disabilities, therefore, the DSU will be exploring partnership opportunities with the State Department of

Education and other Workforce partners statewide to identify and collect appropriate data regarding the vocational rehabilitation services needs of those who are youth with disabilities and students with disabilities, including their need for pre-employment transition services or other transition services. Additional literature research reviews will be conducted into these groups.

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

The DSU VR staff will be surveyed to identify the client need for Community Rehabilitation Program (CRP) services to determine if the current level of services statewide is sufficient and of high quality. CRP locations will be mapped using GIS software to identify possible geographical areas that may have insufficient CRP services. The DSU will continue outreach and development efforts to increase the community presence and quality of CRP services.

3. INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT .

Discussions are under way to form a collaboration between the DSU, Oklahoma Rehabilitation Council - Transition and Employment Committee, State Department of Education, and workforce partners to conduct a needs assessment of individuals with disabilities for transition career services and pre-employment transition services, including services coordinated with transition services provided under IDEA.

K. ANNUAL ESTIMATES

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

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES;

In 2014, the American Community Survey, U.S. Census Bureau, estimated 331,028 Oklahomans age 18-64 had disabilities which is 14.4% of working age population who may be eligible for VR services in 2017.

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

The number of eligible individuals estimated who will receive services in the VR Program equals 9,136.

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

The number of eligible individuals estimated who will receive services in the Supported Employment Program equals 64.

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION;

Title I, Part B, Priority Group 1 = 3,929

Title I, Part B, Priority Group 2 = 4,659

Title I, Part B, Priority Group 3 = 548

Title VI, Part B = 64

3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

This is not applicable.

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.

Title I, Part B, Priority Group 1 - Estimated Funds = 11,481,000 (Average Cost of Services = 2,922)

Title I, Part B, Priority Group 2 - Estimated Funds = 13,617,000 (Average Cost of Services = 2,922)

Title I, Part B, Priority Group 3 - Estimated Funds = 1,602,000 (Average Cost of Services = 2,923)

Title VI, Part B - Estimated Funds = 300,000 (Average Cost of Services = 4,700)

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.

The goals and priorities have been jointly developed with the Oklahoma Rehabilitation Council (SRC). DSU participates in regular SRC meetings as well as participates in SRC committee activities. The SRC also collaborates in drafting and revision of agency policy development, and meets regularly with the DSU Administration. Finally, revisions to the state plan were developed jointly, as well as revisions to the specific goals and priorities identified in this section.

2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS.

The DSU divisions of Vocational Rehabilitation (DVR) and Visual Services (DVS) have identified the goals and priorities in carrying out the VR and Supported Employment programs.

Goal 1: Deliver improved, quality services to Oklahomans with disabilities.

Objective I: Develop employer relationships and prepare consumers for employment opportunities

Key Performance Measure: Increase average annual wage of consumers with disabilities placed in employment

Strategies:

• Align strategic and state plans with the Governor's Vision: Oklahoma Works.

- Local Workforce Development Board and Youth Committee representation (DVR/DVS)
- Increase Assistive Technology Outreach in the Tulsa office (DVS)

• Expand business relationships leading to career opportunities for consumers.

- Oklahoma Ventures Forum (DVS)

• Expand participation of consumers with disabilities on the OKJOBMATCH system, OK Career Guide, National Talent Acquisition Portal

- Support only systems that meet the Oklahoma Electronic and Information Technology Accessibility Law for accessibility of digital services, and the Web Content Accessibility Guidelines (WCAG) 2.0, Levels A and AA, for websites, web applications, and digital documents (DVR/DVS)

• Improve relationships with businesses and employers through the work of the Business Services Coordinator and unit

- Business Advisory Council expansion to Lawton and Woodward (DVR/DVS)
- Business Leader Meetings (DVR/DVS)
- Develop a business model statewide for Business Services (DVR/DVS)

• Focus on better wages and long term employment

- Importance of initial interview and comprehensive assessments (in-demand jobs) (DVR/DVS)
- Initiative to assist job seekers with tools for resume building, employability skills building (DVR/DVS)

• Expansion of Project Search sites at Embassy Suites Hotel in Norman and Renaissance Hotel in Bricktown, Oklahoma City (DVR/DVS)

Objective II: Lead Statewide Accessibility efforts

Key Performance Measure: Increase knowledge and awareness of accessibility issues

Strategies:

• Conduct statewide accessibility reviews with workforce system core partners

- DSU ADA Coordinator, DSU AT Coordinators and Specialists, and external partner contract, Oklahoma ABLE Tech (DVR/DVS)

• Conduct accessibility training for the workforce system

- DSU ADA Coordinator, DSU AT Coordinators and Specialists, and external partner contract, Oklahoma ABLE Tech (DVR/DVS)
- DSU Information Technology Operating Committee currently developing specific language to require state agencies RFP's ensure accessible products are being purchased (DVR/DVS) Support the Oklahoma Office of Management Enterprise Services that state agencies appoint an Accessibility Compliance Representative to oversee state agency accessibility standards (DVR/DVS)

• Increase consumer access to affordable assistive technology (AT) to help remove barriers to employment

- Agreement with Oklahoma ABLE Tech to increase use and loan of equipment for job seekers (DVS)
- Establishment of new AT lab in Tulsa (DVS)
- Agreement with Langston University to train job seekers on basic keyboarding skills (DVS)
- Agreement with Freedom Scientific to provide low cost JAWS software to blind and visually impaired state employees and families (DVS)
- Low cost solutions with Computers for Blind (DVS)
- DSU Counselors utilize Apple Technology (DVS)

• Increase number of blind and visually impaired employed in state government by 10%

- Communication and Outreach to HR directors to educate about hiring blind job seekers (DVS)

Objective III: Create new and expand existing consumer, business, and vendor partnerships

Key Performance Measure: Partnerships for successful consumer employment placements

Strategies:

• Career guidance and counseling based upon job opportunities and labor market statistics

- Developing a contract with Subway Restaurant to promote careers for blind job seekers to start-up Subway franchises (DVS)

• Focus upon the case process upfront to work with job seekers to provide employment information during the planning process before writing a plan for employment (DVR/DVS)

- Engage consumers in preparation for employment (DVR/DVS)
- Counselor contact with client (DVR/DVS)
- Consumer Employment Outcomes (DVR/DVS)
- Community Outreach (DVR/DVS)
- Consumer's soft skills (DVR/DVS)
- Career Club - eight-week training module focusing on transferable skills to include resume building and career preparation (DVS)

• Focus upon comprehensive assessments as the core part of the employment plan. This will assist job seekers in focusing on their employability and skill deficiencies (DVR/DVS)

- Resume prior to writing an employment plan and identify job seeker skills (DVR/DVS)
- On in-demand jobs to sustain household wealth (DVR/DVS)
- Focus job seeker's on "Know your full potential" (DVS)
- Focus on quality career employment opportunities with higher wages (DVR/DVS)

• Focus upon pre-employment transition services (DVR/DVS)

- Summer Youth Skills Build program (DVS)

• Expand mental health partnerships (DVR)

• Addressing community outreach

- Implement action plans to expand community outreach and partnerships, as written in the Performance Management Process (PMP) (DVR/DVS)
- Timeliness regarding case management (DVR/DVS)

• Opportunities for job seekers to focus on skills learned in out-of-state training centers and programs (DVS)

• Input from blind consumer groups on perceptions of quality outcomes (DVS)

- TIPS program input on IPod touch (DVS)
- Engage with consumer organizations: Oklahoma Rehabilitation Council, Oklahoma and National Federation for the Blind and Oklahoma and American Council of the Blind (DVS)

Goal 2: Provide program results that are accountable to the public and our customers.

Objective I: Meet or exceed all state and federal productivity requirements

Key Performance Measure: Increase number of successful employment outcomes for consumers with disabilities

Strategies:

• Timeliness and movement of caseloads more quickly (DVR/DVS)

• Collect and use information from surveys, studies and data to evaluate program effectiveness and implement improvements

- Statewide needs assessment process, in partnership with SRC (DVR/DVS)
- Pre/Post evaluation for every service program (DVS)

Objective II: Provide quality services with all decisions supported by information that is factual, available to all, and consistent

Key Performance Measure: Quality decisions for consumer reaching employment goal

Strategies:

• Produce quality vocational evaluations and assessments of consumers Reviewing vocational evaluation assessment tools that are up to date and accessible (DVR/DVS)

- Develop a self-employment protocol (DVS)
- Self-Confidence and Self-Direction programs (DVS)

• Strengthen consumer job readiness

- Adult Blind Living Evaluation (ABLE) Program and sequel program. Evaluating job seekers on life skills and other skills as needed (DVS)
- Training Adult Program (TAP) program working with job seekers on travel skills, home management, daily living, and braille/technology (DVS)

• Focus on working with blind consumers in office setting and staff impact on consumer's life

- Collaborating with the GALT Foundation (Temporary Staffing Service Agency) to provide on-the-job training to job seekers in an office setting within the DSU (DVS)

Goal 3: Strengthen Our Workforce

Objective I: Recruit, select, and retain engaged employees

Key Performance Measure: Improve retention and attrition rates

Strategies:

• Increase accountability for results

- Increased performance requirements on Transition Outreach (DVR/DVS)
- Increased quality placement and community outreach (DVR/DVS)

• Improve recruitment of quality applicants, maintaining Certified Rehabilitation Counselor standard (DVR/DVS)

- DSU moving towards highlighting benefits package on position announcement (DVR/DVS)

• Increase academic development of staff (DVR/DVS)

- Staff participate in out-of-state training centers and consumer organizations conventions and meetings (DVS)
- Provide educational sponsorship for employees (DVR/DVS)

• Competitive Salaries

- Career progression and market salary adjustments

• Supervisors and Counselors striving toward the same goal (DVR)

Objective II: Develop new and enhance existing training, mentoring and educational development opportunities

Key Performance Measure: Improve performance outcomes

Strategies:

• Implement the Coaching for VR Quality Outcomes curriculum (DVR/DVS)

• In-depth training on blindness

- Staff informed of and support rehabilitation organizations (DVR/DVS)
- Association for Education and Rehabilitation (AER), Council of State Administrators of Vocational Rehabilitation (CSAVR), National Council of State Agencies for the Blind (NCSAB), National Rehabilitation Association (NRA), Consortia of Administrators for Native American Rehabilitation (CANAR), National Federation of the Blind (NFB), American Council of the Blind (ACB), Unified English Braille (UEB), Low Vision Training, Association of Vision Rehabilitation Therapists

Objective III: Implement a program of organizational growth

Key Performance Measure: Increase employee engagement and leadership development

Strategies:

• Provide a new employee academy (DVR/DVS)

• Support leadership programs (DVR/DVS)

- National Rehabilitation Leadership Institute (NRLI)
- Wicked Innovation: Next Generation Solutions (WINGS)
- Governor’s Executive Leadership Program

• Develop and implement a Supervisor Core Competency Academy (DVR/DVS)

- Skills Building curriculum includes: Crucial Conversations; Crucial Accountability; Leading at the Speed of Trust; Seven Habits of Highly Effective Managers

• Implement online case process (DVR/DVS)

Goal 4: Strengthen Our Infrastructure

Objective I: Implement IT improvements

Key Performance Measure: Meet IT requirements by enhancing IT partnerships

Strategies:

• Utilize IT resources and tools to improve or streamline service delivery

- Advocate for free App tools on iPhones for job seekers (DVS)
- Freedom Scientific JAWS program - affordability for state employees and their families (DVS)
- Simplifying the Telephone Reader Service (DVS)
- DSU Committee on Information Access (CIA) (DVR/DVS)

• Implement state and agency business strategies and requirements implemented through Information Technology Oversight Committee (DVR/DVS)

- Developing specific requirements for state agency RFP's to ensure accessible products are purchased through the state procurement process (DVR/DVS)

Objective II: Implement progressive policy review and change

Key Performance Measure: Improve business processes

Strategies:

Streamline and implement policy change (DVR/DVS)

3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

In a joint effort with the SRC, the DSU DVR/DVS divisions formed work groups to develop measures and action steps to address the DSU organizational strategic plan goals and priorities.

A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

The goals and priorities were developed while reflecting upon the comprehensive statewide assessment latest findings.

B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

The goals and priorities were developed while reflecting upon the VR performance accountabilities.

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.

The goals and priorities were developed while reflecting upon meeting information from discussions with the SRC.

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.

The DSU operates under an Order of Selection. Policy reflects the need for order of selection, priority group definitions, implementation, closing and opening of priority groups, continuity of services, and information and referral services.

Order of selection

(a) **Need for order of selection**. The Department, in consultation with the Oklahoma Rehabilitation Council, has determined, due to budgetary constraints or other reasoned limitations that it cannot serve all individuals who are determined eligible for DVR and DVS services. The Department consults with the Oklahoma Rehabilitation Council regarding the:

(1) need to establish an order of selection, including any re-evaluation of the need;

(2) priority categories of the particular order of selection;

(3) criteria for determining individuals with the most significant disabilities; and

(4) administration of the order of selection.

(b) **Priority groups**. It is the policy of DRS to provide vocational rehabilitation services to eligible individuals under an order of selection. Under the order of selection, the Department has established three priority groups on the basis of serving first those with the most significant disabilities. Every individual determined to be eligible for DVR and DVS services is placed in the appropriate priority group based upon the documentation used to determine eligibility and/or vocational rehabilitation needs. Selection and placement in a priority group is based solely upon the significance of the

eligible individual's disability, and is not based upon the type of disability, geographical area in which the individual lives, projected type of vocational outcome, age, sex, race, color, creed, religion, or national origin of the individual. The priority groups are:

(1) Priority Group 1. Eligible individuals with the most significant barrier to employment. A most significant barrier is one that includes a mental or physical disability resulting in serious limitations in three or more functional capacities and can be expected to require multiple services over an extended period of time.

(2) Priority Group 2. Eligible individuals with significant barriers resulting in serious limitations in at least one, but not more than, two functional capacities and can be expected to require multiple services over an extended period of time.

(3) Priority Group 3. Eligible individuals with disabilities not meeting the definition of individual with a significant barrier.

(c) **Implementation**. Prior to the start of each fiscal quarter, or when circumstances require, the DRS Director will determine in which priority groups new Individualized Plans for Employment will be written and initiated. The Director may restrict the writing and initiation of new Individualized Plans for Employment within a priority group to cases having eligibility dates falling on or before a specified date providing that all consumers in higher priority groups are being served. Considerations in making this determination will include, but not be limited to, the projected outcomes, service goals, expenditures, and resources available for each priority group. Projected costs and resources for each priority group will be based upon costs of current Individualized Plans for Employment, anticipated referrals, availability of financial resources, and adequacy of staffing levels. The Director will implement actions under the order of selection through written notice to DVR and DVS staff. The written notice will specify the implementation date of the action and direct DVR and DVS staff on how to handle cases by priority group and application date. DVR and DVS staff will inform each eligible individual on their caseloads:

(1) of the priority groups in the order of selection; of the individual's assignment to a priority group; and

(3) of the individual's right to appeal that assignment.

(d) **Closing and opening priority groups**. When all or part of a priority group is closed, designated cases within that priority group without a written IPE will be placed on a waiting list after the individual has been determined to be eligible. No IPE will be written for cases on the waiting list. Staff will continue to take applications, diagnose and evaluate all applicants to determine eligibility and vocational rehabilitation needs, find the individual eligible when documentation supports such a decision, then place each eligible individual's case in the appropriate priority group. If an eligible individual is placed in a closed priority group, his or her case will go on the waiting list and no IPE will be written or initiated. The DRS Director will notify DVR and DVS staff in writing when all or part of a closed priority group is opened. When this directive includes new applicants who are found eligible, individuals already on the waiting list within that same priority group will be given priority over new applicants. When all or part of closed priority groups are opened, staff will contact individuals on the waiting list to develop and implement their Individualized Plans for Employment using the priorities in Paragraphs (1) - (3) of this Subsection:

(1) contact individuals within the highest open priority group first, Most Significant being the highest of all priority groups;

(2) within each opened priority group, staff will contact individuals on the waiting list in order of application date, earliest application date first; then

(3) staff will contact individuals whose cases will remain on the waiting list to explain how their cases will be handled.

(e) **Continuity of services**. Any individual with an IPE that existed prior to the date all or part of that individual's priority group was closed will continue to receive services as planned. Such an IPE may be amended if the changes are necessary for the individual to continue progress toward achieving an appropriate employment outcome, or are otherwise necessary within policy. Persons requiring post-employment services will also be provided the necessary services regardless of priority group assignment.

(f) **Information and referral services**. Information and referral services will remain available to eligible individuals who are not in an open priority group. These individuals will be given information and guidance, using appropriate modes of communication, to assist such individuals in preparing for, securing, retaining or regaining employment, and will be appropriately referred to Federal and State programs (other than the vocational rehabilitation program) including other components of the statewide workforce investment system in the state. No IPE will be written to provide such services to these individuals.

B. THE JUSTIFICATION FOR THE ORDER.

There are two reasons regarding the justification for the order; budgetary constraints and/or lack of the capacity of staff to serve eligible individuals.

C. THE SERVICE AND OUTCOME GOALS.

For Priority Group 1:

Number of individuals to be served = 3,929

Outcome goals successful closures = 2,357

Outcome goals unsuccessful closures = 1,572

For Priority Group 2:

Number of individuals to be served = 4,659

Outcome goals successful closures = 2,795

Outcome goals unsuccessful closures = 1,864

For Priority Group 3:

Number of individuals to be served = 548

Outcome goals successful closures = 329

Outcome goals unsuccessful closures = 219

D. THE TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER.

For Priority Group 1:

Average days between plan signature and closure = 1,022

For Priority Group 2:

Average days between plan signature and closure = 892

For Priority Group 3:

Average days between plan signature and closure = 1,039

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND

The DSU serves eligible individuals with the most significant disabilities and barriers to employment first. When all priority groups are open and it is determined there is a need to implement Order of Selection, the first group to close is priority group 3, then priority group 2, and last priority group 1. If all three groups are closed, the first one to open is priority group 1, then priority group 2, and last priority group 3.

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.

The DSU offers job retention, post-employment services, and information and referral services to eligible individuals who require specific services and/or equipment to maintain employment. Any individual with an IPE that existed prior to the date all or part of that individual's priority group was closed will continue to receive services as planned. Such an IPE may be amended if the changes are necessary for the individual to continue progress toward achieving an appropriate employment outcome, or are otherwise necessary within policy. Persons requiring post-employment services will also be provided the necessary services regardless of priority group assignment. Information and referral services will remain available to eligible individuals who are not in an open priority group. These individuals will be given information and guidance, using appropriate modes of communication, to assist such individuals in preparing for, securing, retaining or regaining employment, and will be appropriately referred to Federal and State programs (other than the vocational rehabilitation program) including other components of the statewide workforce development system in the state. No IPE will be written to provide such services to these individuals.

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.

DSU will continue to provide opportunities for Oklahomans with the most significant barriers to employment to enter competitive employment through the use of funds received under Title VI, part B supplemented by Title I, part B to purchase time-limited Supported Employment services. DSU purchases services from qualified CRPs through contracts based on established rates for services.

Under state contracting laws, new contracts are established when requested by a CRP that meets minimum qualifications. DSU has contracts with private non-profit, for-profit, and government CRPs of Supported Employment and other employment programs for individuals with significant barriers to employment. Contracts are paid on an outcome basis. The contracts emphasize quality service at both the individual and contract levels. Through payments at the completion of each milestone, multiple opportunities are created for the individual and the DSU counselor to assure that a quality service has been delivered and that competitive integrated employment has been achieved. Contracts also emphasize controlling average cost of service per individual, while providing payment incentives for difficult to serve individuals in these categories: individuals with felony conviction, high school students classified as severely emotionally disturbed, individuals with HIV/AIDS, or individuals who are legally blind, deaf or deaf-blind. An incentive is also provided to CRPs who assist individuals with obtaining employment with hourly wages of more than $14.45, 90 days after case closure.

There are no restrictions on the types of disabilities served through the contracts, although the majority of individuals served continue to be those with intellectual disabilities or serious mental illness as a primary diagnosis. Although most CRPs serve a diverse population of individuals with the most significant barriers to employment, mental health CRPs continue to serve exclusively individuals with serious mental illness.

Mental Health CRPs have the option of providing Supported Employment. DSU, the Department of Mental Health and Substance Abuse Services are collaboratively seeking strategies for improving services and enhancing service capacity for individuals with serious mental illness.

DSU will provide outreach to increase the number of community mental health CRPs contracting to provide employment services in an effort to improve the employment outcomes of individuals with serious mental illness. The DSU has initiated a pilot project with ODMHSAS and five community mental health centers to provide individualized career planning and employment to individuals between the ages of 16-25 with serious mental illness.

DSU will provide outreach to increase the number of Rural Employment CRPs in order to increase services and better meet the employment needs of individuals with disabilities in the rural areas of the state.

In an effort to increase services, DSU is initiating a customized employment program. The DSU is developing an expansion plan to fund the additional services required under the Work Innovation and Opportunity Act (WIOA).

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

The DSU is developing an extended services intensive supported employment contract for youth with the most significant disabilities for FY 2017. This model allows for 18 months of intensive on-site supports and training prior to the initiation of up to 48 months of extended services if needed.

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.

In an effort to increase services, DSU is initiating a customized employment program in FY 2017. The DSU has also developed a pilot project with the Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS) to provide a more intensive supported employment program for youth with serious mental illness. DSU has MOAs with ODMHSAS and Developmental Disability Services (DDS) of the Oklahoma Department of Human Services to assist with the expansion of supported employment services and funding for extended services. DSU is pursuing technical assistance and training from the Office of Disability Employment Policy's (ODEP) Employment First State Leadership Mentoring Program in an effort to develop braided funding resources for expanded services. In addition, DSU assists youth with the most significant disabilities to access SSA work incentives, employment networks, natural supports and private pay options for extended services.

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.

The DSU Program areas that are utilized to expand and improve services include:

Veterans Initiative

DSU Personnel consisting of Administrators from DVR and DVS along with the DSU Business Coordinator are involved in Quarterly Local Community Collaborative meetings chaired by the Community Employment Coordinator of the US Department of Veterans Affairs. The purpose of this group is to expand vocational opportunities to homeless veterans, of which many have disabilities. This group will be expanding and will be covering the Eastern part of the state in 2016. This

collaboration allows the DSU to develop partnerships who have a vested interest in providing work opportunities to disabled veterans and other Oklahomans with disabilities.

Social Security Administration Certified Benefits Planners

DSU has three certified Social Security Administration (SSA) Work Incentive Counselors working and co-located within Workforce Centers and another three rotating between the remainder of the Workforce Centers and DSU offices. Workforce Center staff and DSU Benefits Planners collaborate to assist job seekers receiving SSA benefits. DSU Benefits Planners explain the importance of working at the highest possible level and above SSA's Substantial Gainful Activity benchmark. Job seekers are provided general information concerning the impact of work on SSA disability benefits. Upon applying for VR services, these individuals would then also receive detailed reports illustrating the impact of work on other benefits and services the individual may be receiving, such as TANF, SNAP, UI compensation, Veteran's benefits, etc. DSU Benefits Planners address concerns of individuals with disabilities about the possibility of losing benefits and help them understand and maximize their work incentives.

Ticket to Work Program

Coordinated activities under Ticket to Work are delivered by a statewide Ticket to Work Coordinator. The coordinator will organize activities within the DSU and with partnership employment networks (EN's) to ensure the needs of ticket holders are met at a maximum level. Ongoing outreach efforts will be conducted to recruit new partnership employment networks in order to provide more opportunities to assist ticket holders in reaching Substantial Gainful Activity (SGA) level employment outcomes. The coordinator will continue to oversee the ticket to work hotline and will provide ticket holders with information and referral for state VR, partnership EN's, and external EN's.

Autism Program

DSU Autism Program continues as a partnership between the DSU and Goodwill Tulsa. This program currently operates two locations and with a third site expansion planned. Curriculum is continuously developed to accommodate the needs of students. The program will expand to include deaf and hard of hearing autistic students. Success for this program reflects an 80%-90% success rate of students finding employment.

Employment and Skills Development Services project

In collaboration with the Community Partnerships Unit of the Oklahoma Department of Human Services, the DSU, Division of Vocational Rehabilitation (DVR), joined a group to address the Lincoln County Partnership for Child Well-Being. The group will carry out a study of the county's child protective system to identify strengths, weaknesses and improvements needed within the child and family serving system in order to develop a plan of action to enhance the well-being of children.

The partnership approved a plan to establish an Access to Care Committee and a Task Force for the Improvement of Family Economic Security. The DSU will provide weekly on-site assistance to individuals in Lincoln County in securing and/or maintaining DSU services. Further, the DSU will assist the team with identifying individuals in the county, both youth and adults, eligible for DSU services.

Job Driven Vocational Rehabilitation Technical Assistance Center (JDVRTAC) Grant

The DSU Innovations Unit is coordinating the process of submission of an Intensive Technical Assistance grant with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston. The grant has been awarded to the DSU along with ten other VR agencies nationwide, affording access to a very strong network of technical assistance providers under the JDVRTAC umbrella which includes ICI, the University of Washington, the University of Arkansas Currents, Jobs for the Future (JFF), the United States Business Leadership Network (USBLN); the Association of University Centers on Disability (AUCD); and Powers, Pyles, Sutter, and Verville, PC (PPSV). Apart from the intangible benefits this learning opportunity entails, the total services, travel and consultancy gained with this one-year grant adds resources to the agency equivalent to what it would obtain through thousands of dollars in contractual arrangements.

The purpose of JDVRTAC is to identify, adapt, embed, and sustain job-driven practices into vocational rehabilitation (VR) agencies. These practices will lead to improved employment outcomes for people with disabilities by developing a knowledge base on the following four topical areas, 1) Labor market information (LMI), 2) Services to employers, 3) Building and maintaining employer relations, and 4) Services to providers of customized and/or employer driven training.

The DSU goals are to align apprenticeship and internship opportunities as a way to create meaningful paid training experiences for job seekers and articulate paid training experiences with long term employment for job seekers while impacting the quality and breadth of employer relationships.

In sum, the JDVRTAC Intensive Technical Assistance grant will provide an excellent opportunity for the DSU Innovations Unit, Data Unit, Business Services Coordinator, job placement specialists, Transition Program, Visual Services and Vocational Rehabilitation divisions to work together toward better alignment of internships and apprenticeships with quality long term employment. More importantly, it will provide an opportunity to examine what is in place and develop a working system of employer relations that can integrate effectively the contributions of counselors, Community Rehabilitation Providers (CRPs), job placement specialists and all others involved in securing well-paying jobs for DSU job seekers.

Other DSU program areas that are utilized to expand and improve services include:

• Visual Services Center in Tulsa and Oklahoma City

• DVS Technology Lab and Training Lab in Tulsa and Oklahoma City

• DVS Adult Blind Living Evaluation (ABLE) offered statewide

• DVR Technology Lab and Training Lab in Oklahoma City

• Oklahoma School for the Blind (OSB) transition work adjustment program

• Partnering with OSB for Vocational Evaluations

• DVR OK Assistive Technology Demonstration and Lending Lab

• Project Search: Expanding to new locations statewide and standardization programs. Corporate partnerships continue to expand.

• Business Enterprise Program - partnering with Oklahoma Career Tech in development of new vendor training and efficiency programs.

• Office of Juvenile Affairs collaborations

• Department of Veterans Affairs collaborations

• On-line applications

• Expansion of grant opportunities

• Outreach to faith based and community programs to bridge barriers to Oklahomans to succeed in the workplace, school and at home. This initiative is designed to find and enhance comparable benefits

• Mental Health Individualized Career Planning Model Pilot Project

• Customized Employment

• JOBS Contract

• Continue statewide investigation efforts to locate ‘cold case’ clientele

• Wellness Recovery Action Plan Training (WRAP)

• Oklahoma Baptist Prison Ministry program working with adults and youth

• Langston University Agriculture Career Pathways Experience for youth

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.

The DSU delivers assistive technology statewide for job seekers in their journey to employment. Assistive technology specialists complete a variety of different assistive technology assessments and evaluations for job seekers, business work sites, and workforce system partners. The types of evaluations are home modifications, vehicle modifications, personal mobility needs, computer access, worksite modifications, activities of daily living, communication school accommodations, and accessibility reviews.

Assistive technology specialists focus on the reported obstacle, rather than the disability diagnosis. A big part of an assistive technology evaluation is to identify what the real problem or obstacle is for the individual job seeker or business work site.

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.

Services to the Deaf and Hard of Hearing Unit (DVR)

The staff of DVR Services for the Deaf and Hard of Hearing (SDHH) Unit are committed to providing communication access and employment opportunities for those with hearing loss. All staff has a competency of American Sign Language fluency, ranging from novice to expert and SDHH also employs a trilingual staff member allowing provision of services to Spanish speaking individuals with hearing loss. SDHH provides services to adults and transition aged youth with hearing loss across the state and works closely with the Oklahoma School for the Deaf, which provides office space a counselor on campus to provide transition service to Deaf and hard of hearing youth at the school.

SDHH has been working with DVR field offices across the state providing resource kits which include assistive listening devices and interpretive equipment to assist in communicating with individuals with hearing loss. SDHH also provides consultation regarding assistive technology devices, medical hearing devices such as hearing aids and cochlear implants, and cultural mediation for Deaf job seekers with agency staff, employers, and organizations.

Each staff member is equipped with a videophone provided on their agency computers, which allow for direct contact and telecommunication between SDHH staff and those who are Deaf and use sign language. Kiosks have also been installed with videophones so consumers can make phone calls independently for their job search and employment needs.

Hispanic Community Outreach

For consumers that speak a language other than English, this unit has access to translation/interpreter services for other native languages.

- Spanish translated Transition brochures and checklists to be disseminated to high school students and parents about Vocational Rehabilitation Services.
- Two Bilingual counselors serve job seekers statewide in outreach efforts
- Videophones will be utilized for outreach to the Hispanic population statewide, reaching within the rural communities.
- An emphasis on all divisional brochures to be translated into Spanish to provide information to Hispanic individuals.
- Assists the SRC with translation of brochures and documents into Spanish.
- Hispanic Chamber of Commerce - new employment contract on Job Placement, Employment and Retention, and Supported Employment to serve Spanish speaking job seekers.

American Indian Vocational Rehabilitation Programs (AIVR)

The newly hired DSU Tribal Liaison will work with the DSU and Oklahoma Tribal Vocational Rehabilitation (OKTVR) programs. The liaison’s role will be to assure that appropriate referrals are made between the DSU and OKTVR programs. The liaison will assist with collaboration between

programs to assure that eligibility decisions and individualized plans of employment are developed with collaboration between both programs.

The DSU currently has MOUs in place with OKTVR Tribal programs to assure that vocational rehabilitation services are being provided on a consistent basis with effective collaboration between both programs.

The DSU has VR specialists assigned to each high school in Oklahoma. If the OKTVR program has transition services in their grant, DSU staff refers job seekers to their program, and they refer job seekers to the DSU. DSU staff will visit schools together, introduce OKTVR staff to school personnel, conduct joint trainings, and attend local transition team meetings. Co-shared services may apply, however, if the OKTVR does not have transition services in their grant, DSU staff share their programs contact information with the youth and family, connect with OKTVR staff, share their application when they reach the age of 18, and conduct joint community trainings together.

DSU and OKTVR personnel currently participate in monthly meetings chaired by the OKTVR Directors. The DSU will provide new employee academy training to OKTVR employees when resources allow. The DSU and OKTVR programs both participate in the annual Consortia of Administrators for Native American Rehabilitation (CANAR) meetings, and have open lines of communication between the DSU Director, Division Administrators, Field Service Coordinators and Program Managers of the DSU, as well as OKTVR Tribal Directors.

Road to Independence (RTI)

The Oklahoma Department of Human Services (DHS) received a federal grant from the Administration for Children and Families, Family and Youth Services Bureau, to plan for how to build on the capacity of state and local systems to prevent long-term homelessness among at-risk youth with foster care involvement; the DSU is a critical partner in this initiative with DHS. The focus is on youth 14-21 years of age in housing, education, employment, well-being, and permanent connections.

In Oklahoma County, there are 3 primary needs/issues, 1) inadequate independent living and transition services, 2) placement instability of youth while in child welfare custody; and 3) lack of housing options for youth and young adults after exiting Child Welfare custody. The effort coordinates support to the local Oklahoma County DHS Child Welfare Office 55A to improve transition services, placement stability, and permanency for youth 14-18 years of age in child welfare custody.

Partners include DHS, Oklahoma Independent Living programs, DSU, and NorthCare. The DSU has a designated rehabilitation technician that DHS workers can contact when a youth is placed to locate the VR counselor to contact and make a referral, when appropriate. Plans to expand in the Tulsa area are pending.

Strategies for Recruitment Efforts of Professional Counselors from Minorities, Underrepresented and Underserved Populations

The DSU’s goal is to continue to foster and maintain our long-standing relationships with East Central University (Ada, Oklahoma) and Langston University (the State of Oklahoma’s only historically black university). DSU staff members are committed to working with these institutions of higher education, which are the only CORE-accredited rehabilitation counselor programs within the

State of Oklahoma. This commitment is shown by their willingness to work as adjunct professors, guest lecturers and project advisory committee members. Moreover, one part of the DSU Director's strategy is to assign the Project Coordinator for National Diversity Recruitment, as a liaison to Langston University, which produces counselors on its Oklahoma City and Tulsa campuses; in order to, help facilitate activities between the DSU and Langston related to the development and recruitment of qualified professional counselor staff members for the DSU.

Additionally, the Project Coordinator is assigned the responsibility to act as the DSU Director's designee or point-of-contact with groups that impact counselor diversity issues within the DSU, such as, Oklahoma AIVR Programs, the Consortia of Administrators for Native American Rehabilitation, Inc. (CANAR), state and local Chambers of Commerce, city councils, Hispanic Chambers of Commerce, the Oklahoma Legislative Black Caucus and community-based rehabilitation programs.

4. THE METHODS TO BE USED TO IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POSTSECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES).

The DSU provides pre-employment transition services in its programs for youth and students and will work with agency staff to identify additional programs and services the staff wants to implement and provide in their local areas. Formal MOUs, contracts, and other agreements will be generated with partners to diversify and expand what can be provided to students in this area.

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE.

The Employment Support Services (ESS) Unit is responsible for coordination and monitoring CRPs. An ESS technical assistant is assigned to every CRP with whom DSU contracts, with the responsibility to work with the CRP, counselor, employer and individual to ensure an effective working relationship is maintained and to resolve any disputes that may occur. The ESS Unit also provides training to the CRPs to keep them up-to-date on current best practices in the field.

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA.

The DSU will focus upon the case process upfront to work with job seekers to provide employment information during the planning process before writing a plan for employment, thus engaging job seekers in their employment goals.

The DSU will target success by focusing upon comprehensive assessments as the core part of the employment plan. This will assist job seekers in focusing on their employability and skill deficiencies.

The DSU is setting higher expectations through the work with Coaching for VR Quality Outcomes, utilizing more resources statewide, and connecting with more national initiatives and programs such as the Talent Acquisition Portal (TAP). The DSU will also focus on the new statewide increase in the Basic Living Requirement, and intensive technical assistance through internships. In focusing on

these higher expectations, the DSU will develop its business services model and will define clear roles for job placement specialists.

The DSU is committed to meeting the performance accountability measures and working with core program partners, as outlined under section 116 of WIOA.

7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES.

Oklahoma is focused upon accessibility for all job seekers and businesses and employer's work sites throughout all levels of Oklahoma Works. Governor Mary Fallin implemented the Oklahoma Works Initiative focusing on Education and Training for Tomorrow's Jobs. This initiative promotes a statewide vision, aligns and uses state data, expands effective partnerships, and modifies the use of resources and incentives to support an integrated vision. The Oklahoma Governor's Council for Workforce and Economic Development (GCWED) is playing a key role as the vehicle to establish the state vision for workforce and economic development integration.

Working with the GCWED, the system partners bring sharper focus on developing and employing more Oklahoman's with disabilities. The DSU director is an ex-officio member of the GCWED. The DSU also has staff on the Workforce System Review Team and State Youth Council, both are teams that support the work of the governor's council. Further, the DSU has representatives on each local workforce development board and youth committees. This involvement means the DSU is committed to working to develop creative solutions that expand and improve Oklahoma's workforce, thus increasing opportunities for people with disabilities to ensure complete access to employment statewide.

The DSU is leading Oklahoma's Workforce System towards enhanced accessibility. The objective is to provide equitable services to individuals with disabilities and to ensure that all Workforce System partners comply with the Americans with Disabilities Act (ADA).

Access for All Initiative

The Access for All initiative within Oklahoma Works places a focus on recruitment, hiring, and promotion of individuals with disabilities in the state of Oklahoma's workforce. Access for All focuses on the Oklahoma Works system partners as well as employers in the state. This initiative provides training, consulting, and resources to ensure that individuals with disabilities are intentionally included in efforts to achieve greater household wealth for Oklahomans. Access for All equips Oklahoma's Workforce System with knowledge and resources to make it more accessible to individuals with disabilities that utilize one-stop system programs in person, on the phone, or through the web. Access for All is brought to Oklahoma Works through a partnership between the DSU and Oklahoma ABLE Tech (Oklahoma's Assistive Technology Act Program).

To help build a foundation for the Access for All initiative, the DSU and Oklahoma ABLE Tech (OKABT), partnered to provide regional Access for All academies, webinars, newsletters, and weekly tips statewide. The one-day seminars focused on accessibility in the built environment and in technology, as well as some of the legal drivers to create accessible points of contact between workforce system partners and job seekers in Oklahoma. These academies are critical training components to help staff close the gaps in workforce utilization, income, and poverty among people with disabilities. To best prepare job seekers to gain employment, workforce system staff must be

aware of the benefits and requirements for ensuring accessible workforce services and environments. The academies help workforce system staff focus on the requirements for better employer engagement and promoting physical and programmatic accessibility to employment and training services for individuals with disabilities.

The Access for All webinar series will bring focus on accessibility, legal, policy, and technology as they relate to job seekers with disabilities. Topics will include: An Overview of the Access for All Initiative in Oklahoma; Technology Accessibility 101: An Introduction to Accessibility in the Web; Accessibility Basics in Microsoft Word 2010; Basic Technology Accessibility Testing; An Overview of the Workforce Innovation and Opportunity Act; and Workforce Center Structural Accessibility Toolkit Update.

The Access for All weekly tips and newsletters are scheduled emails to workforce system partners that will provide continued coverage and the most current accessibility information regarding physical and programmatic accessibility, including assistive technology.

Oklahoma Employment Security Commission - Modeling the way to "Thinking Accessibility"

The Oklahoma Employment Security Commission (OESC), through the Oklahoma Works centers, develops and support increased employment opportunities for individuals with disabilities. OESC, through partnerships, improve service delivery for training and employment opportunities and outcomes for youth and adults with disabilities who are unemployed, underemployed, and/or receiving Social Security disability benefits. Staff work daily with a variety of partners locally and across the state that provide services to individuals with disabilities and the general population either directly at the Oklahoma Works centers or through referrals to partner facilities.

Oklahoma Works center staff routinely refer individuals with disabilities to the DSU for more intensive training and job placement opportunities. DSU has three certified Social Security Administration (SSA) Work Incentive Counselors working and co-located within Workforce Centers and another three rotating between the remainder of the Workforce Centers and DSU offices. Staff collaborates to assist job seekers receiving SSA benefits, specifically when referred by center staff; a DSU Benefits Planner will explain the importance of working at the highest possible level and above SSA's Substantial Gainful Activity benchmark. Job-seekers are provided general information concerning the impact of work on SSA disability benefits. Upon applying for VR services, these individuals would then also receive detailed reports illustrating the impact of work on other benefits and services the individual may be receiving, such as TANF, SNAP, UI compensation, Veteran's benefits, etc. DSU Benefits Planners address concerns of individuals with disabilities about the possibility of losing benefits and help them understand and maximize their work incentives.

OESC began a two-phase project focusing upon physical and programmatic accessibility entitled "Thinking Accessibility" within the Workforce Centers, UI Service Centers, UI Adjudication Centers and the Appeal Tribunal. This partnership brings the DSU and Oklahoma Able Tech (OKABT) together to provide the resources and tools to assist OESC on continuing their commitment in serving individuals with disabilities.

PHASE 1 - "THINKING ACCESSIBILITY"

The DSU, Division of Vocational Rehabilitation, Assistive Technology Specialists, conducted physical accessibility reviews of all Workforce Centers statewide. The physical site accessibility

review instrument included an assessment of parking area(s) and pathway(s), entrance(s), bathroom(s), water fountain(s), public telephones, and fire alarm systems. Final assessment reports were provided to each OESC Program Manager III and the center director of the Workforce Centers for final discussions and understanding of findings.

The OKABT program created individual Accessibility Toolkits for each Workforce Center in the state along with the UI Service Centers, UI Adjudication Centers and the Appeal Tribunal. The Accessibility Toolkit abstracted findings from the physical accessibility reviews conducted by DSU, and added suggested remedies and, where feasible, possible expected costs associated with the suggested remedies. Each Toolkit includes the full itemized set of findings and suggested remedies as well as a summary report for each area. The Toolkits will serve as the foundation for an ongoing effort to make the state's Workforce Centers and OESC offices more accessible to job seekers with disabilities.

As OESC reviews the Accessibility Toolkits, both DSU and OKABT will be available to provide additional guidance and technical assistance. This will help OESC finalize budgets, coordinate efforts, and create timelines for remediation where suggested in the Accessibility Toolkit.

PHASE 2 - "THINKING ACCESSIBILITY"

The DSU and OKABT will provide a focused effort to work with OESC to identify ways to improve accessibility of technology resources that it provides to job seekers in the state. OKABT will first work to analyze information and communication technology procurement and development within OESC, then identify and help to narrow gaps identified in this analysis. Over time, OKABT will help OESC to create and maintain a technology accessibility program that ensures the continuing delivery of accessible technology solutions to Oklahoma's job seekers.

OKABT will assist OESC to assure accessibility of a new website through assessment, consultation, or other means, and to assure that accessibility is part of their technology procurement process by utilizing the Technology Accessibility Program Review. This review is performed to identify key technology tools and resources for job seekers and internal audiences using the Technology Accessibility Integration Plan which will identity and prioritize technology tools such as web applications, website, documents, and/or multimedia, identify owners and managers of identified tools, formulate basis for technology accessibility training and technical assistance, identify relevant practitioners and leadership for focused training, assess tools for accessibility, and assist in technology barrier removal.

Business and Employer Outreach

Oklahoma's Workforce System recognizes opportunities to reach Oklahoma's businesses and employers with a powerful message of Access for All. Through relationships old and new, DSU and OKABT will lead the workforce partners in working to arrange and deliver training to businesses and employers that will reduce their hesitation to hire job seekers with disabilities and to identify ways to educate about the benefits of directly recruiting and hiring job seekers with disabilities. The creation of fact sheets and other concise deliverables will help businesses and employers to understand not only their obligations, but also the importance of hiring and promoting job seekers with disabilities.

DSU utilizes its ADA Coordinator as a resource to provide consultation, technical assistance, and site reviews to identify accessibility issues to all workforce system partners and other agencies, entities, and businesses and employers. The DSU ADA Coordinator provides training in various

aspects of the Americans with Disability Act and the 2010 ADA Standards for Accessible Design to staff and supervisors of these entities as well. These services are available in order to advance the promotion of equal access for individuals with disabilities in programs, services, and buildings statewide.

The DSU delivers assistive technology for job seekers in their journey to employment. Assistive technology specialists complete a variety of different assistive technology assessments and evaluations for job seekers, business work sites, and system partners. The types of evaluations are home modifications, vehicle modifications, personal mobility needs, computer access, worksite modifications, activities of daily living, communication school accommodations, and accessibility reviews. Assistive technology specialists focus on the reported obstacle, rather than the disability diagnosis. A big part of an assistive technology evaluation is to identify what the real problem or obstacle is for the individual job seeker or business work site.

One-stop system certification policy standards for accessibility

Oklahoma's Workforce System commitment on enhanced accessibility will continue by 'Thinking Accessibility' while serving individuals with disabilities. The DSU's Initiative of "Accessibility = Access for All" within the Oklahoma Works workforce system, is a standard that has been set to springboard success for Oklahoma's business and employers and job seekers in reaching Oklahoma's Goal of Wealth Generation.

The one-stop system standards and certification criteria policy will be designed utilizing the Americans with Disability Act (ADA) for physical accessibility. The Oklahoma Electronic and Information Technology Accessibility Law and Standards will be applied for accessibility of digital services. The Web Content Accessibility Guidelines (WCAG) 2.0, Levels A and AA, will be utilized for websites, web applications, and digital documents certification criteria and standards.

Ensuring opportunities for all is critical to meet the goal in creating an environment where people with disabilities have the same opportunities to participate in the workforce as do people without disabilities. As businesses and employers find that the labor pool is tightening, following through on these criteria and standards will ensure businesses and employers have access to more qualified people to fill needed positions.

Oklahoma ABLE Tech - Creating an Accessible Workforce System for All -Accessibility Support and Training

Oklahoma ABLE Tech partnered with the DSU to provide training and technical assistance to Oklahoma's Workforce System. This partnership focuses on accessibility for all job seekers to all levels of the Workforce System. Working with the Governor's Council for Workforce and Economic Development (GCWED), ABLE Tech brought sharper focus on developing and employing more Oklahomans with disabilities. ABLE Tech provided Access for All Academies in the Fall 2014:

• Identify gaps in employment between people with disabilities and people without disabilities.

• Route participants to Oklahoma ABLE Tech Access for All website: weba.im/76p

• Discussion of different disabilities and how they may change someone's interaction with the physical and technology worlds

- Vision, such as low vision, color blindness, and total blindness
- Hearing, such as partial or full hearing loss
- Mobility, such as limited dexterity or quadriplegia
- Cognitive, such as traumatic brain injury or attention deficit hyperactivity disorder

• Discuss and show some accessible and inaccessible physical environments

Key points:

- Peoples' disabilities do not inherently limit their interactions with the world, inaccessible environments create barriers
- Accessibility needs to be considered up front, not after the fact

• Discuss and demonstrate individual accommodations and auxiliary aids to help with communication with people with disabilities in the workplace and learning environment.

Key point: Accommodations are often free or very low cost

• Legal overview: The Americans with Disabilities Act (ADA) and the Federal Rehabilitation Act both protect the rights of qualified people with disabilities in different facets of life

- The ADA applies to a broad group
- Title I protects all aspects of employment
- Title II protects access to public programs, services, and activities
- Title III protects access to private programs, services, and activities.
- The Rehabilitation Act applies to the federal government and some federal contractors
- Section 503 protects all aspects of employment for recipients of federal funding, private or public. Recent changes to Section 503 are significant
- Section 504 protects access to federal programs, services, and activities
- Section 508 details standards that make information and communication technology more accessible

ACCESS FOR ALL ACADEMIES - FALL 2014 - DAY TWO

• Introduction to information and communication technology accessibility

- Underlying philosophy, concepts, and definitions
- Explanation of how people with different disabilities may interact differently with technology, including websites and software
- Discussion of assistive technology that helps people with disabilities to interact with computers, websites, and software effectively

Key point: people with disabilities have more opportunities now than ever before to use information and communication technology effectively and efficiently.

• Discussion of laws like the ADA and Rehabilitation Act in the context of technology

Key point: technology is widely used to communicate and to provide access to programs, services, and activities and should be accessible

• Overview of the Accessibility Integration Plan, which helps to identify key websites and software used by participants in the Workforce System

• Discussion of how technology accessibility fits into a number of roles within an organization

• Discussion of some of the elements that make technology more accessible

- Key point: It can be easy to begin to create more accessible content, and may not require technology experts Quick overview of accessibility considerations in social media platforms, like Twitter and Facebook

• Demonstration of how some of the elements that make technology more accessible actually help people with disabilities to use websites and software

• A walkthrough of some basic testing techniques to test websites for accessibility, aimed at less technical staff

SPRING 2015: REGIONAL ACADEMIES AND TECHNICAL ASSISTANCE

The Access for All Academies set the foundation for the ABLE Tech Regional “Access for All Academies” and technical assistance for the spring. The purpose of the regional academies was to:

• Provide a foundation of understanding of accessibility in the built environment and in technology

• Specify gaps in the workforce that we can all help close with a concerted effort around training and technical assistance

• Raise awareness and aptitude in thinking about Access for All in the Workforce System

• Help ABLE Tech and DSU better target potential audiences for Regional Academies, with better systemic understanding of how accessibility fits into the workforce

Access for All Regional Academies took place in five separate parts of Oklahoma. Two were held in five regions statewide; Central, Northeast, Southwest, Southeast, Northwest.

The Regional Access for All Academies introduced topics related to accessibility in the built environment and technology. The morning of each Academy focused on accessibility in the built environment as well as the Americans with Disabilities Act and the Federal Rehabilitation Act. The afternoon focused on accessible technology, including accessibility on the web and in Microsoft Word.

The Oklahoma ABLE Tech Program, through its partnership with the DSU, assists workforce partners in ‘Thinking Accessibility’ while serving People with Disabilities. This continued partnership will focus “Accessibility = Access for All” within the Oklahoma workforce system. The Access for All is a standard that has been set for the system that is designed to be the springboard to success for Oklahoma’s business and job seekers in reaching Oklahoma’s Goal of Wealth Generation.

SCOPE OF WORK:

Summary of Site Visit Findings- ADA physical elements - Strategy/Next Steps

- Prepare and distribute “Tool Kit of Solutions”- a checklist of the physical elements reviewed during 2015 site visits, current status, meets/does not meet guideline, ADA guideline, remedy, resources, timeframe for completion, date of completion
- Landlord responsibilities fact sheet: new construction and leases
- Certificate of completion for remediation of items
- Sites will self-assess every two years using Tool Kit of Solutions listed above
- Site point of contact will send an updated checklist to the DSU ADA Coordinator
- Implement site review prior to renovations and new construction, DSU ADA Coordinator will provide technical assistance

• FUTURE WEBINARS:

- “Access for All” Academy summary to provide the baseline training content
- Workforce Innovation and Opportunity Act and improving employment opportunities for individuals with disabilities
- Landlord lease discussion, or shared responsibility situations

Information and Communication Technology (ICT) Program Review

FOCUS ON OKLAHOMA EMPLOYMENT SECURITY COMMISSION (OESC)

Technology Accessibility Program Review performed to identify key technology tools and resources for consumers and internal audiences using the Accessibility Integration Plan to identity and prioritize technology tools used by external consumers and internal staff.

- Assist OESC to assure accessibility of new website through assessment, consultation, or other means
- Assist OESC to assure that accessibility is part of their technology procurement process
- OESC State office web and procurement training

TECHNOLOGY ACCESSIBILITY INTEGRATION PLAN

- Identify technology tools such as web applications, website, documents, and/or multimedia
- Identify owners and managers of identified tools
- Formulate basis for technology accessibility training and technical assistance
- Identify relevant practitioners and leadership for focused training
- Assess tools for accessibility
- Assist in technology barrier removal

FUTURE WEBINARS:

- Technology Accessibility 101
- Accessibility in Word Accessibility Testing on the Cheap

Incorporated the ADA 25th year Anniversary

- Oklahoma Office of Attorney General - Disability Employment Law Conference: Disabled to Enabled

OUTREACH TO WORKFORCE SITES AND EMPLOYERS

Access for All Assistive Technology and Information, demonstration areas co-located within workforce center sites.

Display with poster that provides a website link to the following materials and messages for Workforce staff, employers, and regional disability committees

- Fact sheets: employment and accommodations, assistive technology flow chart, ADA and leases, effective communication, service animals
- Workforce Innovations and Opportunity Act fact sheet
- What's possible: case studies/fact sheets highlighting accommodations and successes on the job. Pull together resources from ODEP/DOL What Can you Do campaign.org, RespectAbility, Job Accommodations Network (JAN.org), and PEAT Works
- Analyze possibility of creating assistive technology demonstration centers in Workforce Centers. Meet with Local Workforce Development Board Disability Committee (LWDB)

EMPLOYER OUTREACH

- Explore the DSU business services framework
- DSU ADA Coordinator
- DSU Workforce Development Board Representatives
- Develop informational material and/or training for employers - Workforce Innovation and Opportunity Act and Other relevant laws and best practices

ELECTRONIC AND INFORMATION TECHNOLOGY ACCESSIBILITY LAW - FEDERAL 508 REFRESH

- Amend law
- Maintain advisory council
- Provide training and technical assistance as needed (with Office of Management Enterprise Services (OMES), Higher Education, Career Technology system)
- Assist with state complaint and oversight process

DELIVERABLES

- Newsletter (every other month, will include a tip for built environment and virtual)
- AT Weekly email
- Update ABLE Tech Workforce partner website and share resources

OUTREACH TO OTHER CORE PROGRAMS

- Higher Education
- Career Technology (Adult Basic Education (ABE), High School Equivalency (HSE)
- Oklahoma Office of Workforce Development (Adult, Dislocated Worker, Youth Programs)

ACCESSIBILITY WORK WITH PRIVATE SECTOR COMPANIES

- ACT WorkKeys

Continue working with DRS outreach efforts to improve the accessibility of the Career Readiness Certificate (CRC) product for individuals with hearing loss and/or blind and visually impaired

Determine cost per student for end of year assessment as well as national cost

8. HOW THE AGENCY'S STRATEGIES WILL BE USED TO:

A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;

The DSU includes required strategies and will use these strategies to achieve its goals and priorities while utilizing the comprehensive needs assessment findings.

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

The DSU will support all innovation and expansion activities, in collaboration with the SRC. The activities will include:

- Executive Committee: Outreach to businesses and disability organizations to educate on DSU programs, services, and activities and role of SRC; Participation with DSU Workforce System Activities.
- Program and Planning Committee: Data and Findings of Consumer Satisfaction Surveys; Performance Data and Activities of the DSU.
- Policy and Legislative Committee: DSU disability related legislation on disability insignia to support the new ADA icon project; Establish OK ABLE savings account for individuals with disabilities, 26 years of age and above; Policy public hearings; Promotion of client success stories; Meet the Legislative Candidates forum; Collaboration on legislative packets for state and federal legislative visits and Oklahoma Disability Awareness Day at State Capitol.
- Transition and Employment Committee: Participation on Oklahoma Transition Institute; Partner on live website links to host demand occupation information from external sources; Annually update the Transition Planning Folder and tools for disability support organizations; Collaborate on Statewide Assessment on needs assessments of individuals with disabilities for transition career services and pre-employment transition services, including services under IDEA.

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.

The DSU will utilize the following strategies to overcome any barriers to accessing the vocational rehabilitation and supported employment programs.

1. Inadequate transportation and lack of information about existing transportation are identified barriers to individuals with disabilities traveling to and from VR Services, and accessing training, education, and employment through Supported Employment Services.
    - The Governor's Oklahoma United We Ride (UWR) Council will continue to maintain the MyRide—Statewide website to remove the "lack of information" obstacle to employment.
    - UWR will partner with other state programs, regions, and the Council for Workforce and Economic Development—Align and Connect to resolve the "inadequate transportation" barrier with strategies to improve quality, efficiency, and availability of transportation services to help individuals find and keep employment.
2. Oklahoma is focused upon accessibility for all job seekers and businesses and employer's work sites throughout all levels of Oklahoma Works. Working with the Governor's Council for Workforce and Economic Development (GCWED), system partners bring sharper focus on developing and employing more Oklahoman's with disabilities.

   The Oklahoma Department of Rehabilitation Services is leading Oklahoma's Workforce System towards enhanced accessibility. The objective is to provide equitable services to individuals with disabilities and to ensure that all Workforce System partners comply with the Americans with Disabilities Act (ADA).

   Access for All Initiative

   The Access for All initiative within Oklahoma Works places a focus on recruitment, hiring, and promotion of individuals with disabilities in the state of Oklahoma's workforce. Access for All focuses on the Oklahoma Works system partners as well as employers in the state. This initiative provides training, consulting, and resources to ensure that individuals with disabilities are intentionally included in efforts to achieve greater household wealth for Oklahomans. Access for All equips Oklahoma's Workforce System with knowledge and resources to make it more accessible to individuals with disabilities that utilize one-stop system programs in person, on the phone, or through the web. Access for All is brought to Oklahoma Works through a partnership between the Oklahoma Department of Rehabilitation Services (Oklahoma's Vocational Rehabilitation Program) and Oklahoma ABLE Tech (Oklahoma's Assistive Technology Act Program).

   Oklahoma Employment Security Commission - Modeling the way to "Thinking Accessibility"

   The Oklahoma Employment Security Commission (OESC), through the Oklahoma Works centers, strive to expand capacity, enhance partnerships, and improve service delivery to improve training and employment opportunities and outcomes for youth and adults with disabilities who are unemployed, underemployed, and/or receiving Social Security disability benefits. Staff work daily with a variety of partners locally and across the state that provide services to individuals with disabilities and the general population either directly at the Oklahoma Works centers or through referrals to partner facilities.

   OESC began a two-phase project focusing upon physical and programmatic accessibility entitled "Thinking Accessibility" within the Workforce Centers, UI Service Centers, UI Adjudication Centers and the Appeal Tribunal. This partnership brings OKDRS and OKABT together to provide the resources and tools to assist OESC on continuing their commitment in serving individuals with disabilities.

One-stop system certification policy standards for accessibility

Oklahoma's Workforce System commitment on enhanced accessibility will continue by 'Thinking Accessibility' while serving individuals with disabilities. The "Accessibility = Access for All" within the Oklahoma Works workforce system, is a standard that has been set to springboard success for Oklahoma's business and employers and job seekers in reaching Oklahoma's Goal of Wealth Generation.

The one-stop system standards and certification criteria policy will be designed utilizing the Americans with Disability Act (ADA) for physical accessibility. The Oklahoma Electronic and Information Technology Accessibility Law and Standards will be applied for accessibility of digital services. The Web Content Accessibility Guidelines (WCAG) 2.0, Levels A and AA, will be utilized for websites, web applications, and digital documents certification criteria and standards.

Ensuring opportunities for all is critical to meet the goal in creating an environment where people with disabilities have the same opportunities to participate in the workforce as do people without disabilities. As businesses and employers find that the labor pool is tightening, following through on these criteria and standards will ensure businesses and employers have access to more qualified people to fill needed positions.

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.

The DSU Divisions of Vocational Rehabilitation and Visual Services outcomes, goals and indicators which pertain to the agency's management of the vocational rehabilitation and supported employment programs and is outlined as follows.

For Federal Fiscal Years 2014 and 2015, the DSU did not meet Primary Indicator 1.2, *of the closed cases that received services, the percentage with an employment outcome*, under title I of the Rehabilitation Act of 1973. In addressing the failure of Indicator 1.2, the DSU will focus upon the case process upfront to work with job seekers and provide employment information during the planning process, before writing a plan for employment; engaging job seekers in their employment goals. The DSU will target success by focusing upon comprehensive assessments as the core part of the employment plan. The DSU is setting higher expectations through the work with Coaching for VR Quality Outcomes, utilizing more resources statewide, and connecting with more national initiatives and programs such as the Talent Acquisition Portal (TAP). The DSU will also focus on the new statewide increase in the Basic Living Requirement, and intensive technical assistance through apprenticeships, internships, and on-the-job work experiences.

The DSU data reporting system indicated a problem with the Tulsa office not being strategically located in a good geographical area that assures services to individuals with disabilities. The application to eligibility and eligibility to planning rates are significantly lower. Due to budget constraints, the DSU is unable to relocate. A pilot project in this area is currently under way to implement a referral module through the case management system. This module will allow counselors time initially to work with jobseekers to assure individual plans reach successful employment outcomes.

For analysis and tracking towards meeting goals and priorities of the VR and the Supported Employment programs, the Program Standards Section, Programs Managers, and Field Service Coordinators conduct regular case reviews. The VR Case Management Liaison works with the Program Standards Section on meeting federal regulations issues, unit staff in group or individual trainings as needed, and new employee training of new counselors.

The Program Standards Section case review process assesses for federal regulation requirements of case management ensuring counselors are following regulations to meet ninety percentile. The DSU Administration and the VR Case Management Liaison review results to determine if training is necessary to enhance understanding and knowledge of federal regulations.

The Performance Management Process (PMP) counselor annual performance, case review instrument initiated in 2015 includes:

- Eligibility validated
- Counselor discussion with jobseeker - disability barriers, education or other factors, and labor market information
- IPE completion - timely manner
- Documentation
- Informed Choice decision making
- Comparable Benefit(s) identified
- Authorization procedures
- Comprehensive assessment matching employment goal
- Service(s) provision

The DSU Supported Employment program conducts annual audits of vendors to review compliance of programs to meet quality standards and case documentation requirements. Contracted vendors must submit a mid-year and end of year report that details their progress towards meeting standards. Consumers are given the opportunity to evaluate providers at time of case closure. The DSU Employment Support Services unit will begin initiating a report card that provides a snapshot of vendor’s performance allowing for consumer informed choice. The Performance Standards Section will also begin to include an evaluation of vendors on the closed cases survey.

The DSU evaluates on a quarterly and annual basis for the VR and the Supported Employment programs. At quarterly State Rehabilitation Council meetings, a discussion of specific data elements, programs, services and activities are held between and among DSU staff and SRC members.

Strategies that contributed to the achievement of meeting goals and priorities include;

• Job Seekers successful closures increased

• Job Seekers wages increased upon employment

• DSU focuses monthly upon data and budgetary case management processes to assure priority group wait lists are limited or non-existent

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

Factors that impeded the achievement of meeting goals and priorities include;

• DSU business services model underdeveloped in focusing VR program goals and priorities

• DSU job placement specialists do not have defined, clear roles

• DSU job seekers employability and skill deficiencies

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.

Strategies that contributed to the achievement of meeting goals and priorities include;

• Increased number of contracted CRPs with DSU to assist individuals with significant barriers to employment achieve a successful employment outcome

• DSU's partnership with DDS and State Employment Leadership Network (SELN)

• DSU's partnership with ODMHSAS, including the pilot employment services contract, to assist individuals with serious mental illness achieve a successful employment outcome

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

Factors that impeded the achievement of meeting goals and priorities include;

• Lack of DSU contracted CRPs in rural areas of the state

• Lack of options for DSU employment contracts to meet the needs of all individuals with significant barriers to employment (i.e. Customized Employment; Intensive SE Services)

• Lack of joint contracted DSU/DDS CRPs

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA.

For Federal Fiscal Year (FFY) 2015, the DSU did not meet Primary Indicator 1.2, under title I of the Rehabilitation Act of 1973. The following information describes the case management reporting structure for FFY 14 and 15.

1.1 Successful closure must be equal or exceed previous year.

FFY 14 = 2200

FFY 15 = 2300

1.2 Successful closures versus unsuccessful closures, at least 55.8%.

FFY 15 = 49.53%

1.3 Competitive employed individuals equal to at least minimum wage, at least 72.6%.

FFY 15 = 96.83%

1.4 Competitively employed equal to at least the minimum wage, with significant disabilities, at least 62.4%.

FFY 15 = 91.29%

1.5 Average hourly earnings equal to at least minimum wage as a ratio to the State's average hourly earnings, ratio is .52.

FFY 15 = .55

1.6 Competitively employed earning equal to at least minimum wage, reporting their income as largest single source at exit of program compared to percentage reporting their income as largest single source at application, level is difference of 53%.

FFY 15 = 81.94%

2.1 The service rate for minority backgrounds compared to

non-minority backgrounds, ratio of .80

FFY 15 = .94

The DSU failed Indicator 1.2, of the closed cases that received services, the percentage with an employment outcome. In addressing the failure of Indicator 1.2, the DSU will focus upon the case process upfront to work with job seekers and provide employment information during the planning process, before writing a plan for employment; engaging job seekers in their employment goals. The DSU will target success by focusing upon comprehensive assessments as the core part of the employment plan. The DSU is setting higher expectations through the work with Coaching for VR

Quality Outcomes, utilizing more resources statewide, and connecting with more national initiatives and programs such as the Talent Acquisition Portal (TAP). The DSU will also focus on the new statewide increase in the Basic Living Requirement, and intensive technical assistance through internships.

The DSU is committed to meeting the performance accountability measures and working with core program partners, as outlined under section 116 of WIOA.

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED.

The Innovations Unit was formed to expand focus and increase efficiency through a system wide approach. Statewide Innovations Trainings are scheduled in an effort to improve communication and encourage the development of Project Leaders with a focus of improving overall employment outcomes in communities across the state for individuals served by the DSU.

Activities undertaken for Innovation and Expansion during fiscal year 2014 totaled $332,103. The DSU is vested in innovative and expansion activities by ensuring improved efficiency and service delivery through a system wide approach. Projects include, but are not limited to the following:

• Club Houses - Transitional Employment

• Educational Sponsorship

• Student Awards Banquet

• Conversational Spanish Classes

• Parent Advisory Board pilot

• Job Readiness Boot Camp

• Blood bank account for DRS

• Brainstorming for Success - A Transition Forum

• WINGS

• Walgreens Experiential Learning Project pilot

• Business Advisory Council

• Job Placement Expansion Tribal VR

• DRS Expo

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.

DSU remains committed to the provision of quality services to individuals with the most significant disabilities. Quality of services is based on Supported Employment outcome based contracts.

Quality

Milestones are preauthorized and monitored by the counselor working with the individual. In order to be paid, the CRP must submit evidence that each outcome has been achieved. Some outcomes include individual and employer satisfaction surveys. The employee survey is designed to reflect satisfaction with the job and any concerns. The employer survey is designed to reflect evaluation of the individual's job performance, stability, and training needs.

There are contract performance measures defined in the contract. There is a "Minimum Contracts Standards" section which defines standards for average work hours and average wages at closure. This section also defines requirements for staff qualifications such as base salary paid and completion of required training.

DSU is committed to providing excellent training for CRPs to ensure quality services for individuals. DSU has contracted with the University of Oklahoma since 1987 to provide training for CRP staff. The Employment Consultant (EC) must complete the basic EC training within 6 months of hire. Each EC must also successfully complete the following additional training courses within 12 months of hire: Social Security Work Incentives; Effective Training at Work; Job Development/Marketing; Job Club; On-line Introduction to Positive Behavior Supports in the Workplace (pre-requisite for positive behavior supports and instructional supports); Positive Behavior in the Workplace and Instructional supports. Following completion of the required training listed above, six hours of continuing education is required each year. The DSU staff also provides quarterly training and two additional advanced trainings annually to CRPs to keep them up-to-date on current best practices.

DSU monitors contract compliance, provides an outcomes based report on data drawn from the AWARE case management program. DSU reports to CRPs on minimum contract standards and whether those standards have been met or will require a plan for improvement. Every CRP has a TA who helps resolve service delivery problems and monitors for contract compliance on an annual basis.

Scope

The DSU contract allows CRPs to serve individuals with the most significant disabilities without restriction on disability type. The majority of individuals served in Supported Employment are individuals with intellectual disabilities and/or serious mental illness. Individuals with other types of disabilities are being served as well. DSU continues to seek methods to increase participation of individuals with all types of disabilities in supported employment programs. ESS provides training on

Supported Employment to DSU staff in an on-going effort to reach underserved and unserved populations.

The Supported Employment contract offers two levels of support; regular rate, and highly challenged rate for those with greater support needs. If the DSU counselor determines the individual will require additional support to be successful, milestones can be authorized at the highly challenged rate.

Extent

The DSU issues annual Supported Employment contracts serving individuals with the most significant disabilities. The figures hinge on the support of the state to match federal dollars necessary to provide Supported Employment to individuals with the most significant disabilities.

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES.

Timing

Extended services are a continuation of ongoing support services provided to individuals with the most significant disabilities. After 18 months of onsite training and supports, the team identifies the individual's needs and develops a plan for the transition to extended services.

CERTIFICATIONS

Name of designated State agency or designated State unit, as appropriate **Oklahoma Department of Rehabilitation Services**

Name of designated State agency

Full Name of Authorized Representative: **Noel A. Tyler**

Title of Authorized Representative: **Interim Executive Director**

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.** Yes

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; Yes

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;** Yes

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; Yes

5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. Yes

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. Yes

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; Yes

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; Yes

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. Yes

FOOTNOTES

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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 **Oklahoma Department of Rehabilitation Services**

Full Name of Authorized Representative: **Noel A. Tyler**

Title of Authorized Representative: **Interim Executive Director**

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 **Oklahoma Department of Rehabilitation Services**

Full Name of Authorized Representative: **Noel A. Tyler**

Title of Authorized Representative: **Interim Executive Director**

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 **(B) has established a State Rehabilitation Council**

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 **No**

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: **No**

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. **No**

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.

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* 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	57.00	61.00	55.24	61.00
Dislocated Workers	72.00	75.10	75.29	75.10
Youth	63.00	62.60	62.76	62.60
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	55.10	61.00	55.24	61.00
Vocational Rehabilitation</	Baseline	Baseline	Baseline	Baseline

User remarks on Table 1

Oklahoma finalized negotiations on Program Year 16 and Program Year 17 targets by the August 15 deadline.

*Adult Education and Vocational Rehabilitation are not required to provide numbers per their federal partner contacts.

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	66.00	61.50	60.45	61.50
Dislocated Workers	81.00	75.10	74.08	75.10
Youth	71.00	62.70	62.86	62.70
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	60.30	61.50	60.45	61.50
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 2

Oklahoma finalized negotiations on Program Year 16 and Program Year 17 targets by the August 15 deadline.

*Adult Education and Vocational Rehabilitation are not required to provide numbers per their federal partner contacts.

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
Adults	4,664.00	4,664.00	4,675.66	4,664.00
Dislocated Workers	6,084.00	6,084.00	6,099.21	6,084.00
Youth	0.00	0.00	0.00	0.00
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	4,664.00	4,664.00	4,675.66	4,664.00
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 3

Oklahoma finalized negotiations on Program Year 16 and Program Year 17 targets by the August 15 deadline.

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	62.00	60.90	62.50	60.90
Dislocated Workers	58.00	56.80	58.50	56.80
Youth	52.00	44.50	52.50	44.50
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

Oklahoma finalized negotiations on Program Year 16 and Program Year 17 targets by the August 15 deadline.

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	42.00	42.00	43.00	43.00
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 5

Oklahoma finalized negotiations on Program Year 16 and Program Year 17 targets by the August 15 deadline.

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

Oklahoma finalized negotiations on Program Year 16 and Program Year 17 targets by the August 15 deadline.

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)

Wagner-Peyser Figure A

Wagner-Peyser Figure B