

WIOA STATE PLAN FOR THE STATE OF MISSOURI FY-2018

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

OPTIONS FOR SUBMITTING A STATE PLAN

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

- the Adult program (Title I of WIOA),
- the Dislocated Worker program (Title I),
- the Youth program (Title I),
- the Adult Education and Family Literacy Act program (Title II),
- 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 where such planning requirements exist separately for the program. The Combined State Plan partner programs are—

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (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. (These requirements are available in a separate supplemental document, Supplement to the Workforce and Innovation Act (WIOA) Unified and Combined State Plan Requirements. The Departments are not seeking comments on these particular requirements).

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

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

Missouri is submitting a Combined State Plan for PY2016-PY2020. Combined State Plan partners are:

Title I - Division of Workforce Development

Title II - Department of Elementary and Secondary Education

Title III - Division of Workforce Development

Title IV - Missouri Vocational Rehabilitation-General Rehabilitation Services for the Blind

Temporary Assistance for Needy Families - Family Support Division

Supplemental Nutrition Assistance Program - Family Support Division

Community Services Block Grant Program - Family Support Division

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. No

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

COMBINED PLAN PARTNER PROGRAM(S)

Indicate which Combined State 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.) Yes

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))) Yes

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.)) Yes

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 to support economic growth. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.

A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

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

1. ECONOMIC AND WORKFORCE ANALYSIS

A. ECONOMIC ANALYSIS

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

I. EXISTING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

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

II. EMERGING DEMAND INDUSTRY SECTORS AND 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.

Since 2012, several industry sectors in Missouri have continued to emerge and consistently increase overall employment, according to data from the U.S. Census Bureau, Center for Economic Studies, LEHD. Topping the list of increased employment between 2012 and 2016, both in overall number and percentage of increase are the industries of Healthcare and Social Assistance (42,516); Accommodation and Food Services (21,465); Professional, Scientific and Technical Services(20,973); Administrative and Support (14,707); Manufacturing (14, 120);and Construction (10,646).The long-term industry projections predict continued growth in these emerging industries over the next 10 years. The highest projected growth is found in the industries of Healthcare and Social Assistance (56,919); Accommodation and Food Services (17,734); Professional, Scientific and Technical Services (16,122); Educational Services (15,596); Administrative and Support (14,666); Retail Trade (14,285); Construction (12,445); and Finance and Insurance (12,204).

The demand for occupations required in the emerging industries is evident in the job postings by Missouri employers in the most recent edition of the Missouri Real-Time Labor Market Summary. In this summary, occupations are divided into categories based on the level of training typically required to successfully perform the work associated with the job.

Figure 1. - Now, Next and Later Occupations

NOW Occupations	
OCCUPATIONS	ONLINE JOB ADS
Retail Salespersons	3,023
Sales Reps, Wholesale / Mfg	3,005
Customer Service Representatives	2,056
Laborers & Material Movers	1,385
Secretaries & Admin. Assistants	1,276
Food Prep & Serving Workers	1,160
Janitors & Cleaners	674
Security Guards	664
Merchandise Displayers	637
Production Workers	634

NEXT Occupations	
OCCUPATIONS	ONLINE JOB ADS
Retail Sales Supervisors	2,291
Heavy & Tractor-Trailer Truck Drivers	1,650
Maintenance & Repair Workers	1,376
Food Prep & Serving Supervisors	1,260
Nursing Assistants	1,117
Bookkeeping & Accounting Clerks	1,006
Licensed Practical Nurses	1,004
Computer User Support Specialists	627
Office Worker Supervisors	588
Production & Operations Supervisors	505

LATER Occupations	
OCCUPATIONS	ONLINE JOB ADS
Registered Nurses	2,659
Software Developers, Applications	2,159
Managers, Other	1,292
Medical & Health Services Managers	1,024
Accountants	918
Human Resources Specialists	859
Management Analysts	839
General & Operations Managers	825
Computer Systems Analysts	745
Physicians	686

Visit <http://jobs.mo.gov> for the latest job postings.



Featured Occupation:

Merchandise Displayers

This **NOW** occupation category includes employees who plan and erect commercial displays in windows and interiors of retail stores, change display areas and signage to reflect inventory changes, and consult with store managers and buyers.

There were 637 new job postings for Merchandise Displayers in the past 90 days.

Preferred Skills:

Merchandising, Retail Setting, Customer Service, Calculator, Hand Trucks, Screwdrivers, Hammering, Sales, Microsoft Excel

Preferred Certifications:

National Career Readiness Certificate

Top Employers:

Spar Business Services, Driveline Retail Merchandising, Macy's, JCPenney, Acosta Incorporated, PepsiCo Inc., Toys "R" Us, Inc.

Average Annual Wage: \$26,850

Occupations are typically classified as **NOW**, **NEXT** and **LATER**, depending on the training required.

NOW occupations usually require less than 1 month (short-term) to no more than 12 months (moderate-term) of on-the-job training.

NEXT occupations usually require more than 1 year (long-term) on-the-job training and can additionally need specific work experience; generally requires an associate's degree or a substantial vocational education.

LATER occupations usually require a bachelor's degree and may need specific work experience; potentially some work experience or advanced degree required.

Sources:

Data for this analysis has been extracted using Burning Glass Technologies, Labor/Insight™ tool that collects information from over 35,000 web sources, including job boards, newspapers, large and small employer websites. Missouri Economic Research and Information Center (MERIC) uses this data to compile and publish reports for the State and Labor Market Regions.

While this analysis presents a broad picture of hiring activity and serves as a measure of labor demand, it does not capture openings that are filled through other networks.

This workforce solution was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.

Data for the top 10 jobs in each skill category are listed and are directly connected to the emerging industries. Occupations in Health Care; Accommodation and Food Services; Administrative and Support; and information technology (Professional, Scientific and Technical Services); and sales positions are generally among the top-posted occupations statewide and in each region.

Developing sector strategies and career pathways within these industries will ensure a qualified, educated workforce, allowing the industries to continue to grow and thrive in the state. Missouri contracted with Maher and Maher, a national consultant, to start its sector strategies initiative. Using data and research, each region chose a high-demand, high-growth industry, and the consultant guided the group through the process of working with industries, workforce professionals and education partners. Depending on the data and needs in each area, most regions chose to focus on the manufacturing industry, while others chose transportation; logistics and warehousing; and healthcare. The employment needs, including pinpointing the occupations that would be needed within the businesses in the region, as well as the knowledge, skills and abilities required to be successful on the job, was identified for the sector. By building regional knowledge and capacity, the regions can duplicate the process of sector strategies with additional high-demand industries.

Figure 2.- High-demand Industries by Region and Sector

Region	Sector
Central	Manufacturing
	Energy
	High-Tech Services
KC	Distribution and Logistics
	Manufacturing
	Information Technology
	Finance
	Healthcare
Northeast	Manufacturing
Northwest	Manufacturing
Ozark	Healthcare
St. Louis	Manufacturing
Southeast	Manufacturing
Southwest	Transportation & Warehousing
South Central	Manufacturing
West Central	Manufacturing

As a part of Missouri’s Annual Economic Report, analysis is prepared for the regions, allowing a greater understanding of the industry and workforce in each area of the state. St. Louis and Kansas City have more than 1 workforce development area within the metropolitan statistical area (MSA), and the data for these areas is combined within the MSA. A summary of information for each region is included in the plan.

Central Region

The nineteen county Central Region is home to a workforce of over 276,000 employees, or 10 percent of Missouri’s employment (QCEW, 3rd quarter 2016). Employment in the region increased 1.1 percent from the 3rd quarter of 2015 to the 3rd quarter of 2016, which is slightly less than Missouri’s employment growth rate of 1.3 percent. In April 2017, the unemployment rate in the region was 3.5 percent.

Top industries in the region by employment include Health Care and Social Assistance; Retail Trade; Accommodation and Food Services; Public Administration; Educational Services and

Manufacturing. The Central Region occupational projections, as well as real-time data from job ads, support the need for occupations typically employed in the top industries.

The educational attainment levels for the region are slightly less than the state for those with a bachelor's or advanced degree. Twenty-one percent of the Central Region workforce has a bachelor's or advanced degree, compared to 23 percent of Missouri's workforce. Eighty-eight percent of the workforce in both the state and region has a high school diploma or equivalent.

Kansas City Region

The Kansas City Region is made of 5 counties and combines 2 workforce development areas. The Kansas City Region is home to nearly 541,000 employees, or 20 percent of Missouri's employment (QCEW, 3rd quarter 2016). Employment increased in the region by 2.8 percent from the 3rd quarter of 2015 to the 3rd quarter of 2016, which is the highest growth rate of any region in Missouri over that time. In April 2017, the unemployment rate in the region was 3.8 percent.

Top industries in the region by employment include Health Care and Social Assistance; Retail Trade; Accommodation and Food Services; Professional, Scientific and Technical Services; and Manufacturing. The Kansas City Region occupational projections, as well as real-time data from job ads, support the need for occupations typically employed in the top industries.

The educational attainment levels for the region are slightly above the state for those with a bachelor's or advanced degree. Twenty-four percent of the Kansas City Region workforce has a bachelor's or advanced degree, compared to 23 percent of Missouri's workforce. Eighty-seven percent of the workforce in region has a high school diploma or equivalent, compared to 88 percent for the State.

Northeast Region

The Northeast Region consists of 16 counties. The region's workforce numbers just over 78,000 employees, or 3 percent of Missouri's employment (QCEW, 3rd quarter 2016). Employment in the region increased 1.3 percent from the 3rd quarter of 2015 to 3rd quarter of 2016, which matches Missouri's growth rate over that time. In April 2017, the unemployment rate in the region was 3.7 percent.

Top industries in the region by employment include Health Care and Social Assistance; Retail Trade; Manufacturing; Educational Services; and Accommodation and Food Services. The Northeast Region occupational projections, as well as real-time data from job ads, support the need for occupations typically employed in the top industries.

The educational attainment levels for the region are below the state for those with a bachelor's or advanced degree. Nineteen percent of the Northeast Region workforce has a bachelor's or advanced degree, compared to 23 percent of Missouri's workforce. Eighty-eight percent of the workforce in both the state and region has a high school diploma or equivalent.

Northwest Region

The Northwest Region is made up of 18 counties. The region's workforce numbers nearly 94,000 employees, or 4 percent of Missouri's employment (QCEW, 3rd quarter 2016). Employment in the region increased 0.8 percent from the 3rd quarter of 2015 to the 3rd quarter of 2016, which was below the Missouri growth rate of 1.3 percent. In April 2017, the unemployment rate in the region was 3.5 percent.

Top industries in the region by employment include Manufacturing; Health Care and Social Assistance; Retail Trade; Accommodation and Food Services; and Educational Services. The Northwest Region occupational projections, as well as real-time data from job ads, support the need for occupations typically employed in the top industries.

The educational attainment levels for the region are below the state for those with a bachelor's or advanced degree. Twenty percent of the Northwest Region workforce has a bachelor's or advanced degree, compared to 23 percent of Missouri's workforce. Eighty-eight percent of the workforce in both the state and region has a high

The Ozark Region is composed of 7 counties in southwest Missouri. The region is home to a workforce of over 231,000, or 9 percent of Missouri's employment (QCEW, 3rd quarter 2016). Employment in the region grew 1.1 percent from the 3rd quarter of 2015 to the 3rd quarter of 2016, which was slightly less than the Missouri employment growth rate of 1.3 percent. In April 2017, the unemployment rate in the region was 3.6 percent.

Top industries in the region by employment include Health Care and Social Assistance; Retail Trade; Accommodation and Food Services; Manufacturing; and Educational Services. The Ozark Region occupational projections, as well as real-time data from job ads, support the need for occupations typically employed in the top industries.

The educational attainment levels for the region are below the state for those with a bachelor's or advanced degree. Twenty percent of the Ozark Region workforce has a bachelor's or advanced degree, compared to 23 percent of Missouri's workforce. Eighty-eight percent of the workforce in both the state and region has a high school diploma or equivalent.

South Central Region

The South Central Region consists of 12 counties. The region is home to a workforce of nearly 59,000 employees, or 2 percent of Missouri's employment (QCEW, 3rd quarter 2016). Employment in the region grew 0.2 percent from the 3rd quarter of 2015 to the 3rd quarter of 2016, which is below that of Missouri's employment growth rate of 1.3 percent. In April 2017, unemployment in the region was 4.9 percent.

Top industries in the region by employment include Health Care and Social Assistance; Retail Trade; Manufacturing; Accommodation and Food Services; and Educational Services. The South Central occupational projections, as well as real-time data from job ads, support the need for occupations typically employed in the top industries.

The educational attainment levels for the region are below that of Missouri. Sixteen percent of the South Central Region workforce has a bachelor's or advanced degree, compared to 23 percent of Missouri's workforce. Eighty-seven percent of the workforce in the region has a high school diploma or equivalent, while 88 percent have achieved that level for the state.

Southeast Region

The Southeast Region consists of 13 counties. The region is home to a workforce of over 137,000, or 5 percent of Missouri's employment (QCEW, 3rd quarter 2016). Employment declined in the region 0.6 percent from the 3rd quarter 2015 to 3rd quarter 2016, which is below the statewide employment growth rate of 1.3 percent. In April 2017, the unemployment rate in the region was 4.7 percent.

Top industries in the region by employment include Health Care and Social Assistance; Retail Trade; Manufacturing; Accommodation and Food Services; and Educational Services. The Southeast Region occupational projections, as well as real-time data from job ads, support the need for occupations typically employed in the top industries.

The educational attainment levels for the region are below that of Missouri. Seventeen percent of the Southeast Region workforce has a bachelor's or advanced degree, compared to 23 percent of Missouri's workforce. Eighty-seven percent of the workforce in the region has a high school diploma or equivalent, while 88 percent have achieved that level for the state.

Southwest Region

The Southwest Region has 7 counties. The region is home to a workforce of over 109,000, or 4 percent of Missouri's employment (QCEW, 3rd quarter 2016). Employment declined in the region 0.1 percent, which is below the statewide employment growth rate of 1.3 percent. In April 2017, the unemployment rate in the region was 3.5 percent.

Top industries in the region by employment include Manufacturing; Health Care and Social Assistance; Retail Trade; Accommodation and Food Services; and Transportation and Warehousing. The Southwest Region occupational projections, as well as real-time data from job ads, support the need for occupations typically employed in the top industries.

The educational attainment levels for the region are below that of Missouri. Seventeen percent of the Southwest Region workforce has a bachelor's or advanced degree, compared to 23 percent of Missouri's workforce. Eighty-six percent of the workforce in the region has a high school diploma or equivalent, while 88 percent have achieved that level for the state.

St. Louis Region

The St. Louis Region is comprised of 5 counties and combines 4 workforce development areas. The St. Louis Region has a workforce of over 1,054,000 employees, or 40 percent of Missouri's employment (QCEW, 3rd quarter 2016). Employment in the region increased 1.3 percent from the 3rd quarter of 2015 to the 3rd quarter of 2016, matching the Missouri employment growth rate over that time period. In April 2017, the unemployment rate in the region was 3.6 percent.

Top industries in the region by employment include Health Care and Social Assistance; Retail Trade; Accommodation and Food Services; Manufacturing; and Administrative and Support Services. The St. Louis Region occupational projections, as well as real-time data from job ads, support the need for occupations typically employed in the top industries.

The educational attainment levels for the region are above the state for those with a bachelor's or advanced degree. Twenty-five percent of the St. Louis Region workforce has a bachelor's or advanced degree, compared to 23 percent of Missouri's workforce. Eighty-eight percent of the workforce in the St. Louis Region has a high school diploma or equivalent, matching that of Missouri.

West Central Region

The West Central Region is comprised of 13 counties. The region is home to a workforce of nearly 82,000 employees, or 3 percent of Missouri's employment (QCEW, 3rd quarter 2016). Employment declined in the region 0.5 percent from the 3rd quarter of 2015 to the 3rd quarter of 2016, which is

below the state growth rate of 1.3 percent. In April 2017, the unemployment rate in the region was 4.0 percent.

Top industries in the region by employment include Health Care and Social Assistance; Manufacturing; Retail Trade; Accommodation and Food Services; and Educational Services. The West Central occupational projections, as well as real-time data from job ads, support the need for occupations typically employed in the top industries.

The educational attainment levels for the region are below that of Missouri. Nineteen percent of the West Central Region workforce has a bachelor’s or advanced degree, compared to 23 percent of Missouri’s workforce. Eighty-seven percent of the workforce in the region has a high school diploma or equivalent, while 88 percent have achieved that level for the state.

Real—Time Labor Market Analysis

In 2012 MERIC began using a new tool to assess current, or real—time, demand for occupations throughout the state. The tool, provided by Burning Glass Technologies, captures online job advertisements and aggregates those jobs by occupation and industry codes. While on—line advertisements do not represent all job openings, as other informal networks are also used, it does provide a broad picture of hiring activity and serves as one measure of current labor demand.

Industrial Demand

Industry demand analysis from June 2016 through May 2017 showed that the Healthcare Industry (Hospitals and Ambulatory Health Care Services) was a top job advertiser, Truck Transportation; Professional, Scientific, and Technical Services; and Food Services and Drinking Places rounded out the top five. A few of the industries, such as General Merchandise Stores and Administrative Services have high turnover rates so the large number of job advertisements can reflect the need to refill positions rather than to add new jobs. Other industries, such as Education Services; Credit Intermediation; and Insurance Carriers, with more modest turnover rates, employ large numbers of people and need to fill their vacancies.

Figure 3.

Top Ten Real-Time Labor Demand Industries by Online Job Ads

Industry	Job Postings
Hospitals	25,556
Truck Transportation	22,874
Professional, Scientific, and Technical Services	19,626
Food Services and Drinking Places	17,301
Ambulatory Health Care Services	15,112
Administrative and Support Services	14,245
Insurance Carriers and Related Activities	14,029
Educational Services	12,318
Credit Intermediation and Related Activities	10,876
General Merchandise Stores	8,163

Source: Burning Glass Technologies (June 1, 2016 - May 31, 2017)

Occupational Demand

Job analysis highlights the top ten occupations Missouri employers advertised for in the past year. Truck Drivers were in the greatest demand, followed by Registered Nurses. Several sales and

administrative occupations such as Sales Representatives; Retail Salespersons; Supervisors of Retail Salespersons; Customer Service Representatives and Managers are represented on the list. Two technical occupations, Software Developers and General Maintenance and Repair Workers, are also in high demand.

Real-Time Labor Market Analysis provides a snapshot of current labor demand that is particularly helpful to current job seekers interested in who is hiring and for what occupations. MERIC has developed products, like the Real Time Labor Market Summary, using this tool. The Labor Market Summary provides both a regional and statewide snapshot of data found in job ads and is published every quarter. MERIC and DWD will continue to explore how this data can inform workforce and economic development efforts to meet the needs of businesses around the state.

Figure 4.

Top Ten Real-Time Labor Demand Occupations by Online Job Ads

Occupation	Job Postings
Heavy and Tractor-Trailer Truck Drivers	30,413
Registered Nurses	25,006
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	14,489
Retail Salespersons	13,887
Customer Service Representatives	9,001
Software Developers, Applications	8,748
First-Line Supervisors of Retail Sales Workers	8,205
Managers, All Other	5,747
Laborers and Freight, Stock, and Material Movers, Hand	5,606
Maintenance and Repair Workers, General	5,414

Source: *Burning Glass Technologies (June 1, 2016 - May 31, 2017)*

Short—Term Projections

MERIC develops short—term employment projections based on industry trends and staffing patterns. Of the top ten industries that are projected to have the largest employment growth between 2016 and 2018, three are in the sector of Health Care and Social Assistance, and two are in the Construction sector. Other industry sectors that are represented in the top ten include the Educational Services; Food Service; and Professional, Scientific and Technical Services.

Industry analysis leads to occupational projections which were developed for the state and two major workforce regions of St. Louis and Kansas City. The top job openings take into account both growth and replacement needs for an occupation over time. For example, a large amount of job openings that employers fill come from the need to replace workers who have moved into other positions or left the workforce entirely. Of the top ten occupations with the most total openings over the short-term projections period, nine have more replacement openings than growth openings.

The top ten occupations for the 2014 to 2016 time period include five from the service industry: Combined Food Preparation and Serving Workers (9,703); Cashiers (9,053); Retail Salespersons (8,234); Waiters and Waitresses (7,384); and Customer Service Representatives (4,051). With relatively low wages, these service sector occupations have large amounts of turnover.

Figure 5.

Top Occupations by Total Openings 2016-2018						
Occupation	2016	2018	Growth	Replacement	Total	Annual
	Estimated	Projected				
	Employment	Employment				Wages
Combined Food Preparation and Serving Workers	77,265	80,952	3,687	6,016	9,703	\$18,310
Cashiers	73,005	74,661	1,656	7,397	9,053	\$18,830
Retail Salespersons	86,930	88,662	1,732	6,502	8,234	\$20,890
Waiters and Waitresses	54,350	56,055	1,705	5,679	7,384	\$18,310
Registered Nurses	69,280	71,380	2,100	3,056	5,156	\$57,770
Customer Service Representatives	54,935	56,431	1,496	2,555	4,051	\$30,910
Laborers and Freight, Stock, and Material Movers	44,807	45,969	1,162	2,766	3,928	\$25,940
Personal Care Aides	47,009	50,284	3,275	601	3,876	\$19,410
General and Operations Managers	47,797	49,029	1,232	2,246	3,478	\$81,900
Office Clerks, General	56,629	57,645	1,016	2,389	3,405	\$27,920

Source: MERIC Employment Projections and BLS OES Wage Estimates

Long—Term Projections

MERIC develops long—term employment projections based on industry trends and staffing patterns. The table below shows the industries projected to have largest employment growth from 2014-2024.

Figure 6.

Industries with the Largest Growth 2014-2024				
Industry	Employment		Change	
	2014	2024	2014-2024	
	Estimated	Projected	Numeric	Percent
Restaurants and Other Eating Places	194,524	211,765	17,241	8.86%
General Medical and Surgical Hospitals	137,049	150,335	13,286	9.69%
Individual and Family Services	49,530	61,890	12,360	24.95%
Home Health Care Services	20,140	28,932	8,792	43.65%
Computer Systems Design and Related Services	33,756	41,509	7,753	22.97%
Local Government, Excluding Education and Hospitals	106,158	113,160	7,002	6.60%
Colleges, Universities, and Professional Schools	57,142	63,990	6,848	11.98%
Employment Services	53,614	60,243	6,629	12.36%
Building Equipment Contractors	33,354	38,659	5,305	15.91%
Elementary and Secondary Schools	153,586	158,710	5,124	3.34%

Source: MERIC Employment Projections

Between 2014 and 2024, the industries that are projected to experience the largest employment growth are Restaurants (17,241), General Medical and Surgical Hospitals (13,286), and Individual and Family Services (12,360).

The long—term statewide occupational projections show that the occupations with the most total job openings are in Food Services and Sales. Total openings are a combination of growth openings and replacement openings. Cashiers, for example, are projected to have employment of 71,762 by 2024, which is only 1,944 jobs more than in 2014. This means that of the 31,650 projected total openings, only 1,944 are due to new job growth while 29,706 openings are due to replacement needs. Total openings are important to job seekers as they search for employment opportunities and may indicate where new training needs may exist to ensure that workers are reached to fill vacant positions.

Figure 7.

Top Occupations by Total Openings 2014-2024						
Occupation	2014 Estimated Employment	2024 Projected Employment	Growth Openings	Replacement Openings	Total Openings	Annual Median Wages
Retail Salespersons	84,197	89,076	4,879	29,183	34,062	\$20,883
Combined Food Preparation and Serving Workers	74,079	83,663	9,584	23,940	33,524	\$18,315
Cashiers	69,818	71,762	1,944	29,706	31,650	\$18,829
Waiters and Waitresses	51,827	53,639	1,812	24,937	26,749	\$18,307
Registered Nurses	68,137	77,365	9,228	16,076	25,304	\$57,765
Customer Service Representatives	52,055	57,857	5,802	12,819	18,621	\$30,905
General and Operations Managers	52,287	55,751	3,464	13,235	16,699	\$81,900
Nursing Assistants	48,370	53,484	5,114	10,925	16,039	\$22,995
Office Clerks	60,978	62,306	1,328	13,150	14,478	\$27,914
Personal Care Aides	41,373	52,463	11,090	3,346	14,436	\$19,411

Source: MERIC Employment Projections and BLS OES 2015 Wage Estimates

The recession and prolonged recovery displaced a large number of workers and made it difficult for young job seekers entering the labor force as fewer openings and delayed retirements increased job competition. This has been true for the nation as a whole and for Missouri as well. Employers through this difficult economy have looked for ways to increase worker productivity to keep cost down and the business doors open. This need for higher productivity is not new but did accelerate through the recession and means that employers will increasingly demand higher levels of basic and specialized skills as hiring activity continues to pick up.

MERIC has worked with the St. Louis Community College since 2009 to survey businesses in the state's largest regional economy about workforce needs. In the State of the St. Louis Workforce Report, surveyed employers indicated that the largest challenge to continued employment growth was the shortage of workers with knowledge or skills. Employers indicated that finding workers, even with college degrees, with adequate basic skills was a challenge. Throughout the workforce, job applicants often lacked basic personal effectiveness competencies such as communication and interpersonal skills, work ethic, discipline, critical thinking and problem solving, and the ability to think creatively.

Many jobs in an economy are entry level in nature, such as Retail Salespeople and Food Service workers, that require little technical training but do require basic skills. Many businesses need these workers, as is indicated in the job openings data, and realize that many of these occupations face high turnover rates largely due to lower wages. While these lower skilled jobs are plentiful and offer an opportunity for the challenged job seekers, employers still expect applicants to have common business skills of professionalism, communication, and problem solving abilities.

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

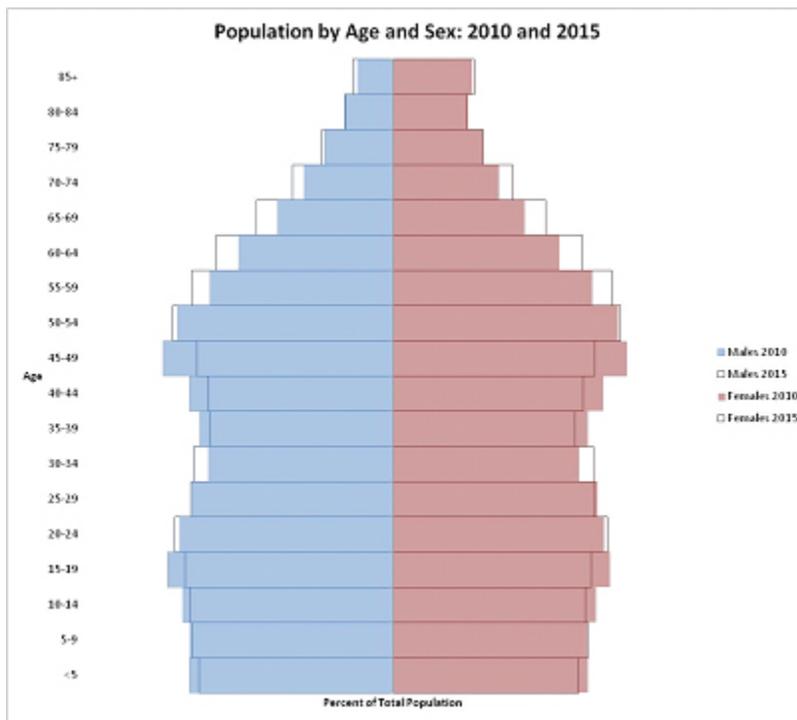
Provide an analysis of the educational and skill levels of the workforce.

IV. SKILL GAPS

Describe apparent ‘skill gaps’.

Based on population estimates from the American Community Survey, Missouri gained over 123,000 people between 2010 and 2015, bringing the total population to over 6,045,000. The total distribution between gender remains unchanged with 49 percent of the population male and 51 percent female.

Figure 8.



The population is aging as the above chart illustrates. Using American Community Survey five-year population estimates, the percent of total population over the age of 55 grew from 25 percent in 2010 to 28 percent in 2015. These gains are countered by losses in the share of under 20 and between the ages of 35 and 54.

Missourians age 25 to 34 constitutes the young population able to fill the potential workforce gaps of the future. Nationally, over the course of the next two decades, it is projected that 10,000 Baby Boomers will reach retirement age per day. This labor shortage will leave a large gap to be filled by the 25 to 34 demographic.

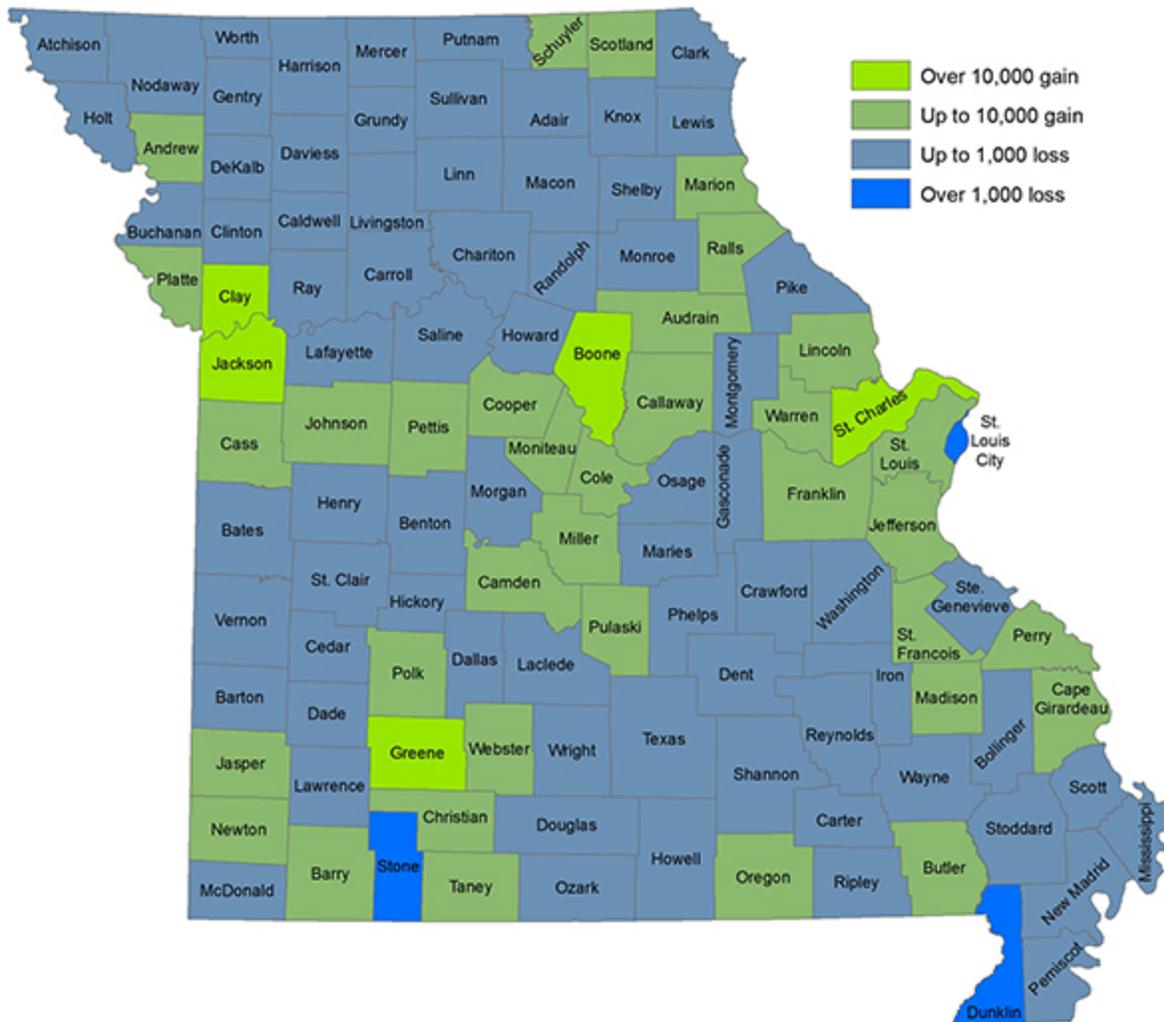
Geographic Change

St. Louis and Kansas City remain the largest population centers for Missouri and show some shifting of populations further out from the urban core. According to the U.S. Census Bureau, Population Division, the largest number growth from 2010-2015 took place in Missouri's more urban counties, as well as the smaller metropolitan areas of Springfield, Columbia and Cape Girardeau. St. Charles County experienced the highest growth (25,105), followed by Clay County (13,763) and Jackson County (13,392).

The population decreased in seventy-four counties plus the City of St. Louis over the five year period of 2010-2015. Three counties lost more than 1,000 residents, including the City of St. Louis (-3,680), Stone County (-1,265) and Dunklin County (-1,058).

Figure 9.

Missouri Population Change, 2010-2015



Population Change

Overall, Missouri's population numbers are increasing according to the U.S. Census 1-Year American Community Survey. Between July 1, 2015 and July 1, 2016, the state experienced a net increase in population of nearly 17,000 due to births and deaths as well as migration of residents into the state. The total number of births was over 74,400, while the total deaths were nearly 58,700, for a net increase of 15,700. In addition, the net migration into the state totals over 2,100 residents.

In comparison, 43 states (including the District of Columbia) across the U.S. experienced total population growth. Only 2 states experienced a net population loss due to more deaths than births during the year. Thirty-two states experienced population growth, with more people moving into the state than leaving.

Minority Population Growth

Missouri's largest minority race category, Black or African American, experienced population increases from 2010 to 2015. The Black population grew 3 percent from 674,741 in 2010 to 691,629 in 2015.

According to the American Community Survey, the state also added over 4,100 American Indian and Alaska Native persons from 2010 to 2015. Missouri's Asian and Native Hawaiian or Other Pacific Islander population also grew during the same time period by over 22,000.

Figure 10.

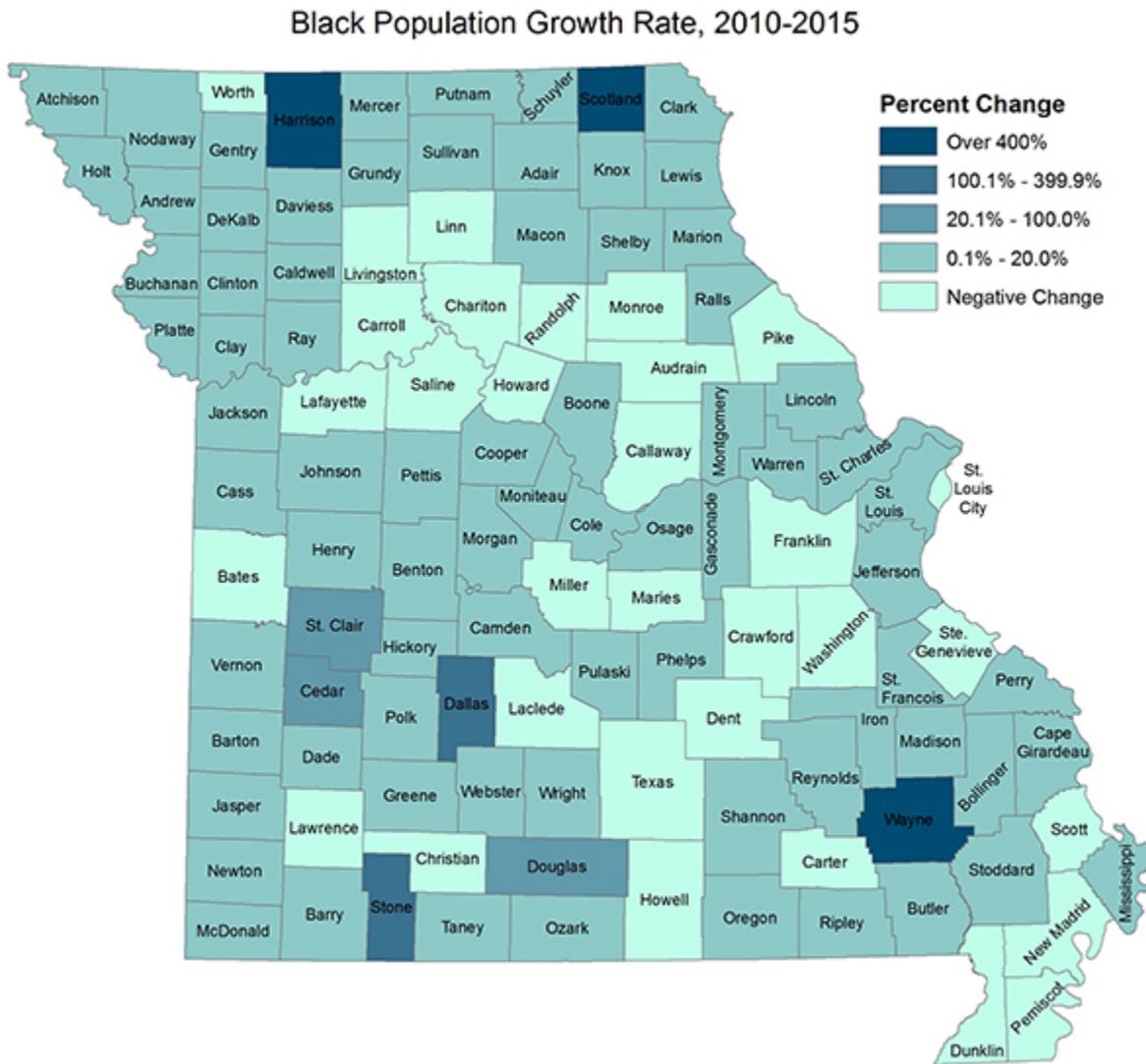
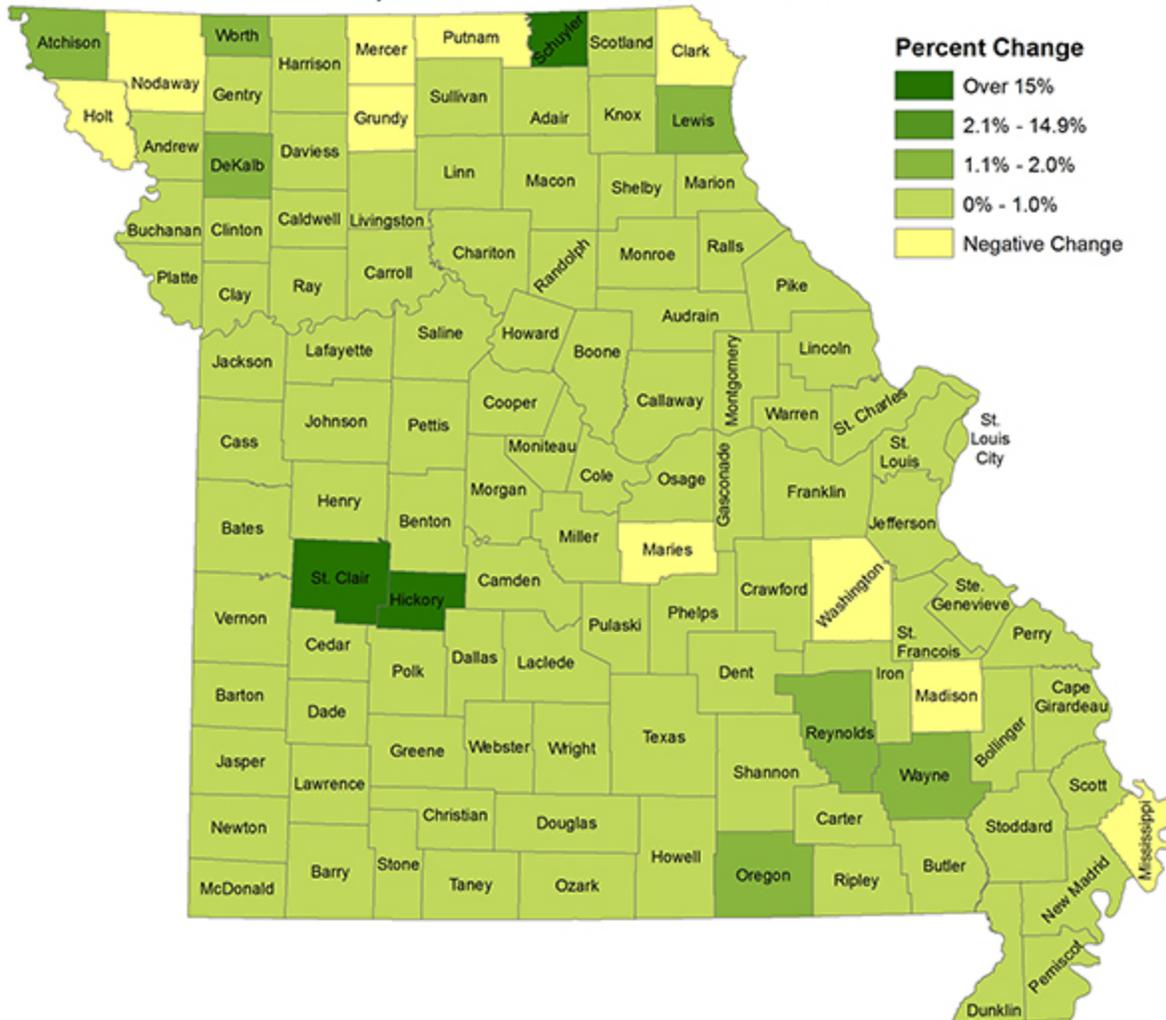


Figure 11.

Hispanic or Latino Population Growth Rate, 2010-2015



The Black population increased in 83 counties in Missouri between 2010 and 2015. St. Louis County reported the largest increase in population (5,996) followed by Clay County with 4,794 and St. Charles County with 2,279. St. Louis City experienced the largest decline in the number of the Black population, losing 7,470 people.

Missouri’s largest ethnic population, people of Hispanic or Latino origin, grew by 17 percent from 198,670 in 2010 to 233,046 in 2015. The highest increase of Hispanic population occurred in Jackson County (6,513), followed by St. Louis County (3,475) and Clay County (2,678).

Current Minority Population

The U.S. Census Bureau (2011-2015 American Survey, 5-Year Estimates) publishes population information for demographic groups. In 2015, Missouri’s total population numbered just over 6 million. The charts illustrate the percentage of the two largest minority groups in the state for that year.

Missouri has a significant population of Black or African American citizens. The state's population of Black citizens is nearly 700,000, or 12 percent of the total population. The Missouri counties with the highest percentage of Black population include St. Louis City (47.5 percent), Pemiscot (26.8 percent), Mississippi (24.1 percent), Jackson (23.5 percent) and St. Louis County (23.3 percent).

Over 233,000 Hispanics called Missouri home, accounting for almost 4 percent of Missouri's total population. Missouri counties with the highest Hispanic populations include Sullivan (18.3 percent), McDonald (11.3 percent), Pulaski (10.3 percent), Saline (9.2 percent), Jackson (8.7 percent) and Barry (8.5 percent).

Figure 12.

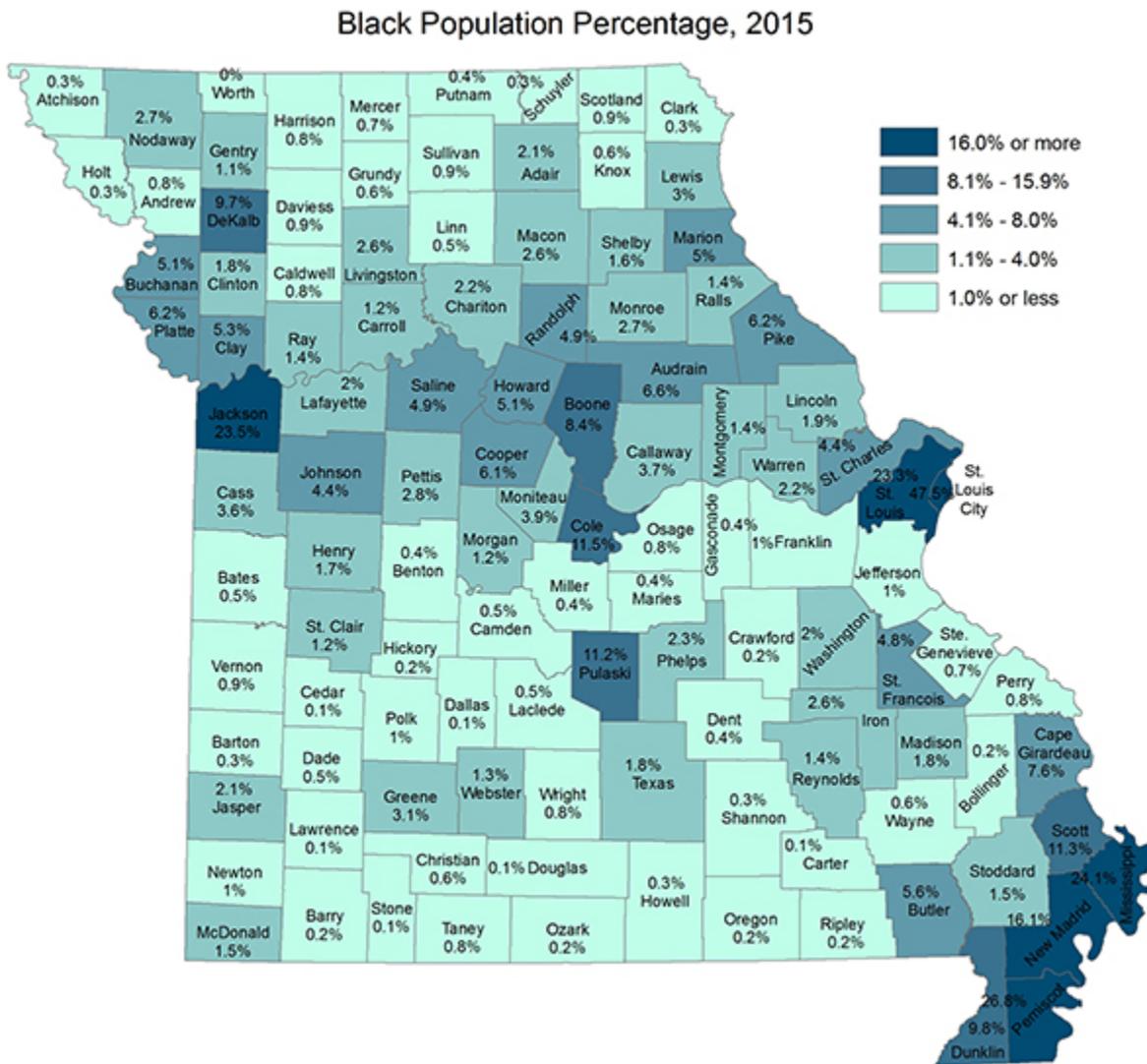
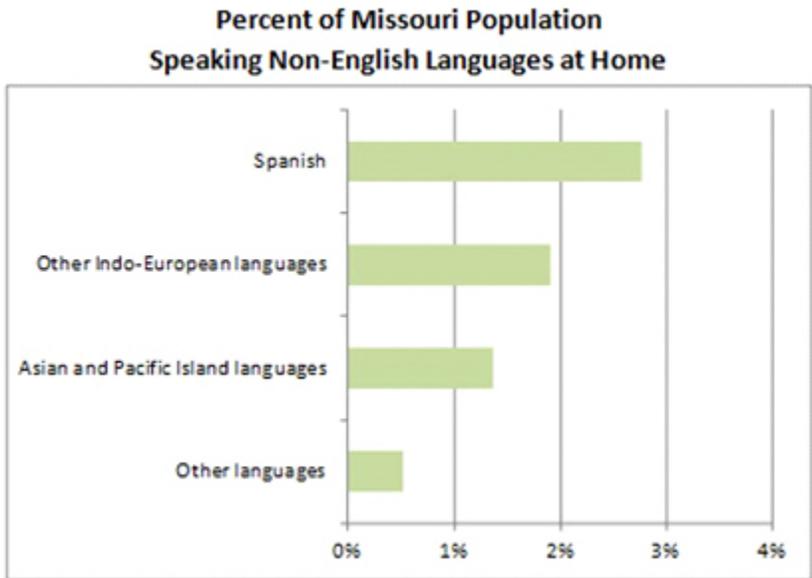


Figure 13.

Figure 14.

United States		Missouri	
Language	Percent	Language	Percent
Spanish	13%	Spanish	2.6%
Chinese	1%	German	0.4%
Tagalog	0.6%	Chinese	0.4%
Vietnamese	0.5%	African Languages	0.2%
All Other Languages	6%	All Other Languages	2.5%

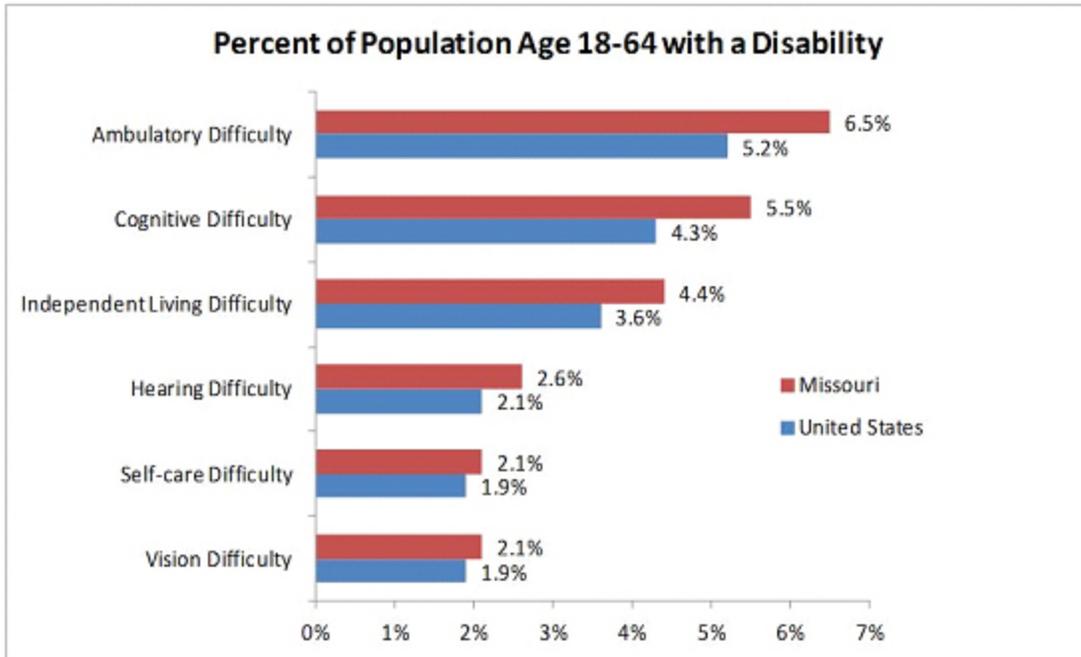
Figure 15.



Individuals with Disabilities

According to the American Community Survey 2011-2015 estimates, just over 14 percent, or 848,455 of Missourians and 12 percent (38,601,898) of the United States population age 18-64, had a disability. Ambulatory difficulty was the most prevalent disability type in Missouri at 6.5 percent, followed by Cognitive Difficulty (5.5%) and Independent Living Difficulty (4.4%).

Figure 16.



Employment and Unemployment

During the recession, the number of Missourians employed in the state decreased, while the number of unemployed increased to over 9 percent statewide. Over time, employers have become more confident in hiring workers, and the unemployment rate has decreased to a low of 3.9 percent in April 2017.

Figure 17.

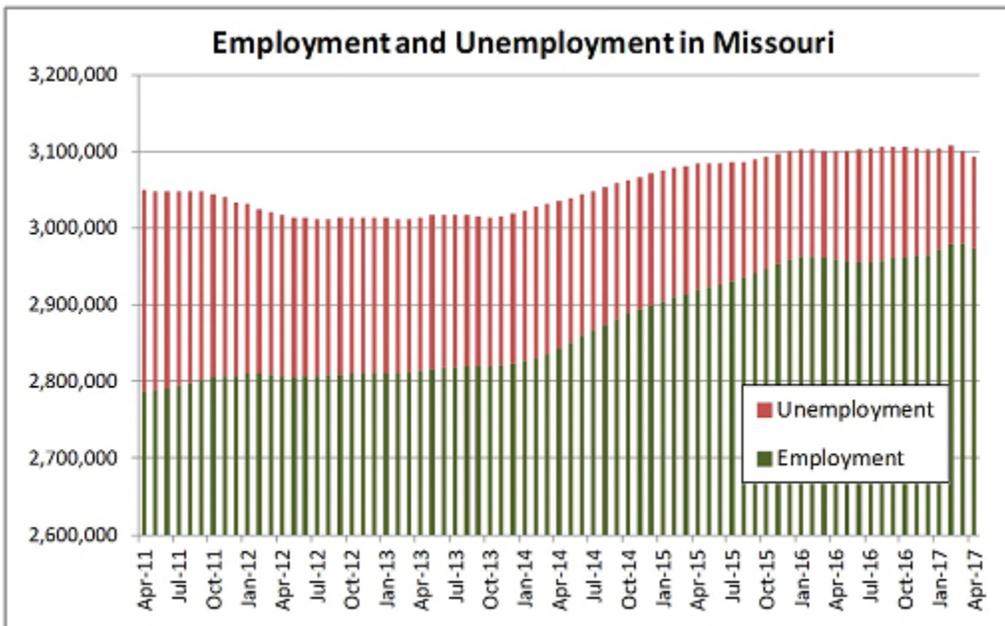


Figure 18.

diversified economy in the United States. This diversity allows Missouri to better withstand and recover from significant, unfavorable changes in any one sector.

Figure 20.

Missouri Gross Domestic Product (Millions of chained 2009 dollars)

Industry	2006	2016	% of Total GDP	Net 2006-2016	% Change 2006-2016
All industry total	250,021	263,933	100.0%	13,912	5.6%
Private industries	218,303	233,313	88.4%	15,010	6.9%
Agriculture, forestry, fishing, and hunting	2,881	3,443	1.3%	562	19.5%
Mining	1,276	684	0.3%	-592	-46.4%
Utilities	4,105	5,378	2.0%	1,273	31.0%
Construction	12,261	9,056	3.4%	-3,205	-26.1%
Manufacturing	35,746	33,743	12.8%	-2,003	-5.6%
Durable goods manufacturing	17,535	17,874	6.8%	339	1.9%
Nondurable goods manufacturing	18,136	16,059	6.1%	-2,077	-11.5%
Wholesale trade	16,993	17,923	6.8%	930	5.5%
Retail trade	16,281	17,453	6.6%	1,172	7.2%
Transportation and warehousing	9,296	8,716	3.3%	-580	-6.2%
Information	11,542	11,388	4.3%	-154	-1.3%
Finance, insurance, real estate, rental, and leasing	39,963	48,093	18.2%	8,130	20.3%
Finance and insurance	16,187	17,121	6.5%	934	5.8%
Real estate and rental and leasing	23,624	31,175	11.8%	7,551	32.0%
Professional and business services	30,003	35,321	13.4%	5,318	17.7%
Professional, scientific, and technical services	13,983	17,793	6.7%	3,810	27.2%
Management of companies and enterprises	9,467	9,070	3.4%	-397	-4.2%
Administrative and waste management services	6,621	8,425	3.2%	1,804	27.2%
Educational services, health care, and social assistance	21,842	25,711	9.7%	3,869	17.7%
Educational services	2,583	2,788	1.1%	205	7.9%
Health care and social assistance	19,259	22,950	8.7%	3,691	19.2%
Arts, entertainment, recreation, accommodation, and food services	9,959	10,457	4.0%	498	5.0%
Arts, entertainment, and recreation	3,097	3,554	1.3%	457	14.8%
Accommodation and food services	6,868	6,905	2.6%	37	0.5%
Other services, except government	6,954	6,043	2.3%	-911	-13.1%
Government	31,714	30,684	11.6%	-1,030	-3.2%
Natural resources and mining	4,069	4,156	1.6%	87	2.1%
Trade	33,271	35,389	13.4%	2,118	6.4%
Transportation and utilities	13,424	14,073	5.3%	649	4.8%
Private goods-producing industries	51,858	46,917	17.8%	-4,941	-9.5%
Private services-providing industries	166,529	186,431	70.6%	19,902	12.0%

Source BEA - Real GDP by state (millions of chained 2009 dollars)

Although farm output in Missouri makes up a small percentage of the state's total Gross Domestic Product, agriculture is an important part of Missouri's economy. Missouri is second only to Texas in the total number of farms at just over 99,171 establishments and is a top ten producer of hogs (7th among states), cattle (3rd), poultry, and cotton (9th). Missouri's grain production is ranked 11th in the nation and represents the state's top valued commodity. Many of these products are exported or serve as feedstock to Missouri's second largest production sector, food manufacturing, which in 2016 employed over 39,000 people in the state.

Missouri non-farm employment in April 2017 totaled almost 2.9 million workers and the top subsectors for jobs were in Trade; Transportation and Utilities; Educational and Health Services and Government. Over the past two years the Transportation, Warehousing and Utilities sector has seen the highest percentage growth (10.6 percent) while Professional and Business Services (6.5 percent) and Leisure and Hospitality (5.4 percent) rounded out the second and third spot.

Manufacturing had declined by 45,000 jobs from 2007 to 2009, a decrease of 14.8 percent, but from 2015 to 2017 jobs rose by 3,900.

From April 2015 to April 2017, the subsector of Health Care and Social Assistance saw the largest increase in employment (15,800), followed by Accommodation and Food Services (15,500) and Food Services and Drinking Places (14,300). As a whole, Information (-3,900) had the largest decline, followed by Government positions (-3,400). Construction employment has begun a rebound, increasing by 4.2 percent after large decreases in employment dating to 2007.

Figure 21.

Missouri Industry Employment April 2015 to April 2017

Industry	Number of Jobs		Net Change Apr 2015 - Apr 2017	% Change
	15-Apr	17-Apr		
Total Nonfarm	2,797,000	2,885,100	88,100	3.1%
Total Private	2,349,200	2,440,700	91,500	3.9%
Goods Producing	377,500	386,200	8,700	2.3%
Service-Providing	2,419,500	2,498,900	79,400	3.3%
Private Service Providing	1,971,700	2,054,500	82,800	4.2%
Natural Resources and Mining	4,200	4,300	100	2.4%
Natural Resources and Mining and Constru	117,000	121,800	4,800	4.1%
Construction	112,800	117,500	4,700	4.2%
Construction of Buildings	24,600	26,300	1,700	6.9%
Specialty Trade Contractors	73,600	78,200	4,600	6.3%
Manufacturing	260,500	264,400	3,900	1.5%
Durable Goods	156,600	159,100	2,500	1.6%
Fabricated Metal Product Manufacturing	29,000	29,200	200	0.7%
Machinery Manufacturing	26,000	25,800	-200	-0.8%
Computer and Electronic Product Manufact	9,800	10,100	300	3.1%
Electrical Equipment, Appliance, and Com	10,500	10,100	-400	-3.8%
Transportation Equipment Manufacturing	44,500	46,500	2,000	4.5%
Motor Vehicle Manufacturing	11,600	13,200	1,600	13.8%
Furniture and Related Product Manufactur	6,500	6,800	300	4.6%
NonDurable Goods	103,900	105,300	1,400	1.3%
Food Manufacturing	38,600	38,900	300	0.8%
Trade, Transportation, and Utilities	527,900	548,900	21,000	4.0%
Wholesale Trade	120,200	121,700	1,500	1.2%
Merchant Wholesalers, Durable Goods	56,700	59,200	2,500	4.4%
Merchant Wholesalers, Nondurable Goods	36,000	36,500	500	1.4%
Wholesale Electronic Markets and Agents	27,500	26,000	-1,500	-5.5%
Retail Trade	308,200	317,200	9,000	2.9%
Motor Vehicle and Parts Dealers	40,200	41,800	1,600	4.0%
Food and Beverage Stores	49,000	49,500	500	1.0%
Gasoline Stations	27,800	29,900	2,100	7.6%
General Merchandise Stores	66,100	67,400	1,300	2.0%
Transportation Warehousing and Utilities	99,500	110,000	10,500	10.6%
Utilities	11,800	11,600	-200	-1.7%
Electric Power Generation, Transmission	8,100	7,900	-200	-2.5%
Transportation and Warehousing	87,700	98,400	10,700	12.2%
Truck Transportation	38,100	37,600	-500	-1.3%
Warehousing and Storage	14,200	15,100	900	6.3%
Information	54,200	50,300	-3,900	-7.2%
Telecommunications	20,900	18,800	-2,100	-10.0%
Finance	165,000	171,800	6,800	4.1%
Finance and Insurance	129,500	135,300	5,800	4.5%
Credit Intermediation and Related Activi	55,100	58,300	3,200	5.8%
Insurance Carriers and Related Activitie	53,900	57,600	3,700	6.9%
Real Estate and Rental and Leasing	35,500	36,500	1,000	2.8%
Professional and Business Services	367,600	391,500	23,900	6.5%
Professional, Scientific, and Technical	146,300	158,300	12,000	8.2%
Legal Services	19,700	21,000	1,300	6.6%
Accounting, Tax Preparation, Bookkeeping	21,900	21,800	-100	-0.5%
Computer Systems Design and Related Serv	35,600	38,700	3,100	8.7%
Management of Companies and Enterprises	63,500	66,200	2,700	4.3%
Administrative and Support and Waste Man	157,800	167,000	9,200	5.8%
Administrative and Support Services	151,700	158,000	6,300	4.2%
Employment Services	54,500	59,300	4,800	8.8%
Educational and Health Services	449,600	469,300	19,700	4.4%
Educational Services	56,500	60,400	3,900	6.9%
Colleges, Universities, and Professional	28,400	30,600	2,200	7.7%
Health Care and Social Assistance	393,100	408,900	15,800	4.0%
Offices of Physicians	40,400	41,600	1,200	3.0%
Hospitals	123,300	128,100	4,800	3.9%
Nursing and Residential Care Facilities	73,900	74,900	1,000	1.4%

Labor Market Trends

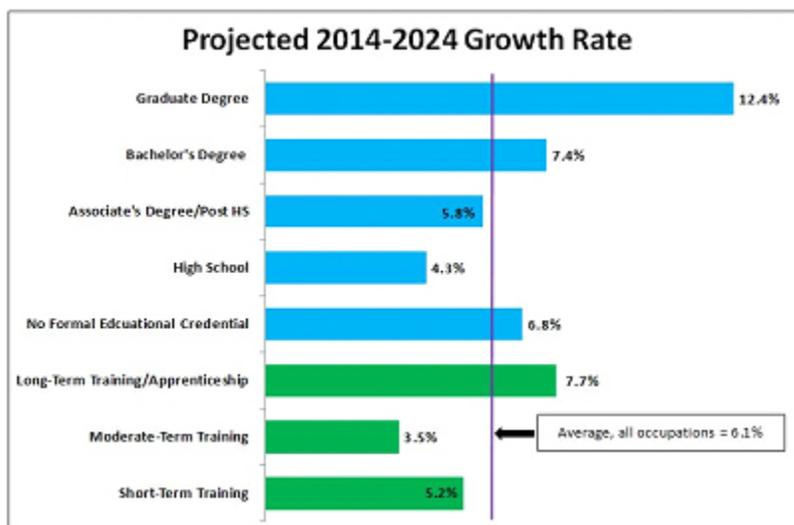
Top Occupations and Skills

The top ten occupations were analyzed for skill needs using WorkKeys® scores. WorkKeys® skill scores, for Reading for Information, Applied Mathematics, and Locating Information, provide a standardized scoring system ranging from 3 to 7 (low to high) and are based on national foundational and personal assessments used to measure cognitive abilities and the work potential of individuals. The majority of the top ten occupations based solely on total openings require short-term on-the-job training. Registered Nurses and General and Operations Managers are the only two occupations that usually require a formal degree, while Heavy and Tractor-Trailer Drivers require training and specialized driver's license. General and Operations Managers and Registered Nurses require the highest scores, at 5 for the WorkKeys® scores of Reading for Information and Applied Mathematics, and a score of 4 in the Locating Information section. Specific skills at this level might include applying technical terms and jargon and applying complex instructions that include conditionals to situations. The remaining eight occupations require scores of 3 or 4. These include specific skills such as converting simple money and time units and calculating averages, ratios, or rates using whole numbers and decimals.

Fastest Growing Jobs by Education Level

Long-term projections are used to identify the fastest growing occupations, thereby providing a perspective on the potential need for more job training and education resources. Fueled by the growth in Healthcare Practitioners and Education occupation groups, careers requiring a graduate degree are expected to experience the highest growth rates between 2014 and 2024. Growth in occupations requiring long-term On-the-Job Training (OJT) or apprenticeship programs, will be fueled by Construction and Installation, Maintenance and Repair occupations.

Figure 22.



Top Growing Occupations

Over the long-term, industry needs for certain occupations grow while others decline. These growing occupations will need trained workers to fill employer demand and will, in turn, offer job seekers bright prospects for employment.

Personal Care Aides have the largest growth openings (11,090), followed by Combined Food Preparation and Serving Workers (9,584) and Registered Nurses (9,228) (See table on next page). When occupations are separated by typical education training levels, the mix of top ten occupations highlights the job growth needs of industry by shorter-term training, longer-term to associate's degree, and bachelor's degree or higher. These three different categories are named "Now", "Next", and "Later".

Shorter-term training jobs include occupations in personal care (Personal Care Aides), food service (Combined Food Preparation and Serving Workers), and office and administrative (Customer Service Representatives).

Jobs that typically require longer-term to an associate's degree include occupations in healthcare support (Nursing Assistants), food service (Restaurant Cooks and Supervisors of Food Preparation and Serving Workers), and computers (Computer User Support Specialist).

Bachelor's degree or higher occupations show top job growth in healthcare (Registered Nurses), management (General and Operations Manager), and computers (Computer Systems Analysts and Software Developers).

Figure 23.

Top Ten Long-Term Occupation Projections by Growth Openings and Education

Occupation	2012 Estimated Employment	2022 Projected Employment	Growth Openings
Now - typically requires short-term on-the-job training			
Combined Food Preparation and Serving Workers	71,838	81,664	9,826
Personal Care Aides	31,359	40,432	9,073
Customer Service Representatives	49,992	56,011	6,019
Retail Salespersons	81,144	86,702	5,558
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	52,290	56,856	4,566
Laborers and Freight, Stock, and Material Movers	40,838	45,090	4,252
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	42,788	46,773	3,985
Medical Secretaries	15,846	19,762	3,916
Construction Laborers	18,391	22,071	3,680
Maids and Housekeeping Cleaners	30,113	33,383	3,270
Next - typically requires an associate's degree or long-term training			
Registered Nurses	66,973	74,992	8,019
Nursing Assistants	42,318	47,465	5,147
Carpenters	21,878	26,279	4,401
Heavy and Tractor-Trailer Truck Drivers	42,718	47,026	4,308
Cooks, Restaurant	19,841	22,538	2,697
Licensed Practical and Licensed Vocational Nurses	16,173	18,826	2,653
First-Line Supervisors of Office and Administrative Support Workers	23,650	25,947	2,297
Electricians	10,893	13,113	2,220
Computer User Support Specialists	14,430	16,614	2,184
First-Line Supervisors of Food Preparation and Serving Workers	18,786	20,960	2,174
Later - typically requires bachelor's degree or beyond			
General and Operations Managers	53,128	58,220	5,092
Accountants and Auditors	25,850	29,134	3,284
Elementary School Teachers, Except Special Education	23,146	25,504	2,358
Computer Systems Analysts	10,948	13,105	2,157
Lawyers	12,617	14,409	1,792
Market Research Analysts and Marketing Specialists	6,515	8,235	1,720
Software Developers, Applications	11,747	13,465	1,718
Middle School Teachers, Except Special and Career/Technical Education	13,914	15,344	1,430
Construction Managers	9,603	10,825	1,222
Cost Estimators	5,013	6,188	1,175

Source: MERIC Employment Projections

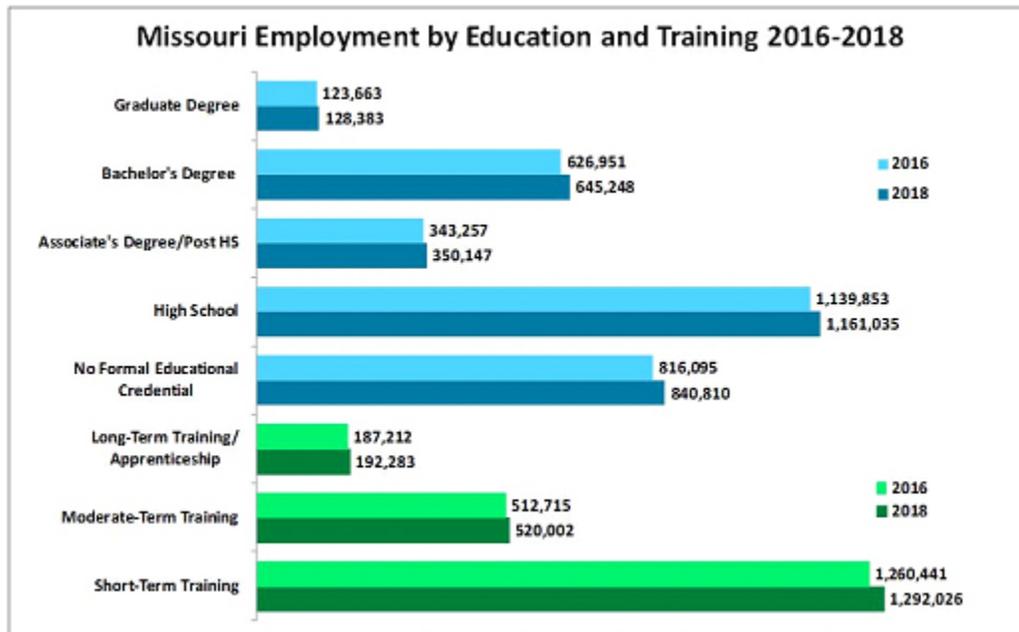
Education and Skill Levels of the Workforce

SHORT-TERM PROJECTIONS

Employment by Education Level

Occupations typically requiring short-term on-the-job training (OJT) are projected to experience a large employment increase (+31,585) from 2016 to 2018. Occupations that do not typically require a formal education credential are also projected to experience a large employment increase (24,715) from 2016 to 2018. Workers in occupations that typically require a bachelor's degree are projected to account for over 20 percent of total employment in 2018.

Figure 24.



Top Occupations by Education Level

The 2016-2018 short-term occupational projections are used to identify the top ten occupations based on total openings and level of education or training needed. Top occupations requiring short to moderate-term training include food preparation (Combined Food Preparation and Serving Workers and Waiters and Waitresses) and sales occupations (Cashiers and Retail Salespersons).

Top occupations requiring long-term training to an associate's degree include healthcare support (Nursing and Assistants) and food preparation occupations (Restaurant Cooks and First-Line Supervisors of Food Preparation and Serving Workers). Jobs that typically require an education of a bachelor's degree or higher, include occupations in healthcare (Registered Nurses), management (General and Operations Managers), and education (Secondary and Elementary School Teachers).

Figure 25.

2016-2018 Occupational Projections						
Occupation	2016 Estimated Employment	2018 Projected Employment	Growth Openings	Replacement Openings	Total Openings	Median Annual Wages
NOW						
Combined Food Preparation and Serving Workers	77,265	80,952	3,687	6,016	9,703	\$18,310
Cashiers	73,005	74,661	1,656	7,397	9,053	\$18,830
Retail Salespersons	86,930	88,662	1,732	6,502	8,234	\$20,890
Waiters and Waitresses	54,350	56,055	1,705	5,679	7,384	\$18,310
Customer Service Representatives	54,935	56,431	1,496	2,555	4,051	\$30,910
Laborers and Freight, Stock, and Material Movers	44,807	45,969	1,162	2,766	3,928	\$25,940
Personal Care Aides	47,009	50,284	3,275	601	3,876	\$19,410
Office Clerks	56,629	57,645	1,016	2,389	3,405	\$27,920
Secretaries and Administrative Assistants	77,348	78,868	1,520	1,634	3,154	\$30,620
Janitors and Cleaners	47,016	48,352	1,336	1,692	3,028	\$22,000
NEXT						
Nursing Assistants	42,652	43,568	916	1,801	2,717	\$23,000
Restaurant Cooks	25,082	26,428	1,346	1,352	2,698	\$21,750
First-Line Supervisors of Food Prep and Serving Workers	22,684	23,710	1,026	1,450	2,476	\$26,790
Maintenance and Repair Workers	32,623	33,350	727	1,567	2,294	\$33,350
First-Line Supervisors of Retail Sales Workers	33,116	33,814	698	1,504	2,202	\$35,890
Heavy and Tractor-Trailer Truck Drivers	44,521	45,079	558	1,419	1,977	\$39,910
Teacher Assistants	19,234	20,013	779	881	1,660	\$22,890
Automotive Service Technicians and Mechanics	19,477	20,068	591	1,013	1,604	\$37,320
Carpenters	20,547	21,443	896	493	1,389	\$50,710
First-Line Supervisors of Office and Admin Support Work	25,569	26,113	544	802	1,346	\$50,660
LATER						
Registered Nurses	69,280	71,380	2,100	3,056	5,156	\$57,770
General and Operations Managers	47,797	49,029	1,232	2,246	3,478	\$81,900
Secondary School Teachers	27,410	28,477	1,067	1,365	2,432	\$44,220
Accountants and Auditors	25,887	26,845	958	1,353	2,311	\$62,740
Elementary School Teachers	26,680	27,737	1,057	1,183	2,240	\$48,030
Substitute Teachers	15,875	16,514	639	577	1,216	\$23,760
Software Developers, Applications	14,430	15,243	813	357	1,170	\$91,310
Middle School Teachers	13,350	13,883	533	592	1,125	\$49,600
Managers, All Other	17,074	17,455	381	698	1,079	\$98,360
Computer Systems Analysts	11,261	11,963	702	250	952	\$87,230

Source: MERIC Employment Projections and BLS OES Wage Estimates

Top Occupations by Skill

The top ten occupations were analyzed for skill needs using WorkKeys® scores. WorkKeys® skill scores, for Reading for Information, Applied Mathematics, and Locating Information, provide a standardized scoring system ranging from 3 to 7 (low to high) and are based on national foundational and personal assessments used to measure cognitive abilities and the work potential of individuals.

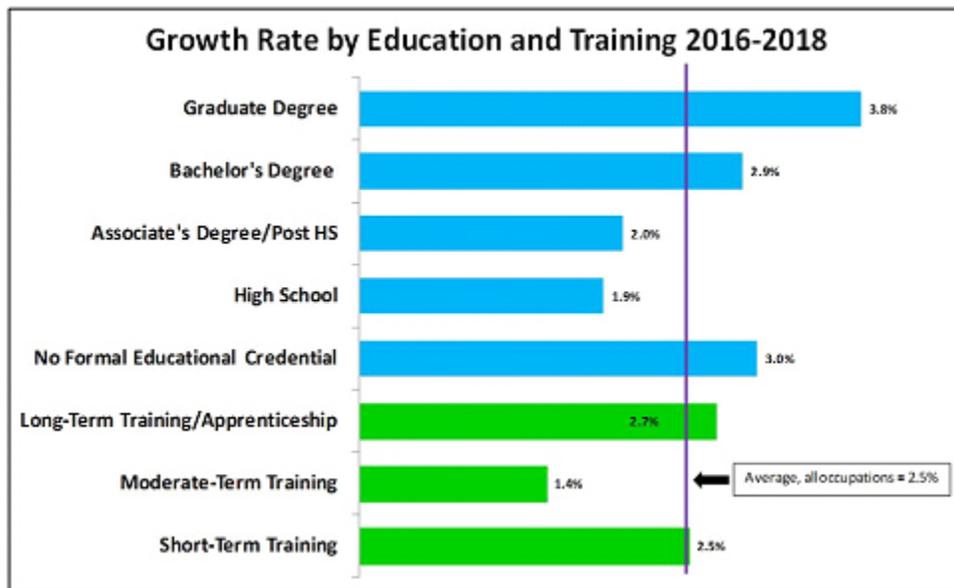
The majority of the top ten occupations based solely on total openings require short-term OJT. Registered Nurses and General and Operations Managers are the only two occupations that typically require an education beyond high school. General and Operations Managers and Registered Nurses require the highest median WorkKeys® scores, at 5 for the scores of Reading for Information and Applied Mathematics, and a score of 4 in the Locating Information section. Specific skills at these levels might include calculating percent discounts or markups, applying technical terms and jargon to a situation, or summarizing and comparing information and trends presented in workplace graphics. The remaining eight occupations require scores of 3 or 4. These include

specific skills such as calculating sales tax or recognizing the application of complex instructions in company procedure documents.

Fastest Growing Jobs by Education Level

Fast growth in occupations means that they will provide a larger share of new positions in the future, thereby providing better employment prospects and more favorable conditions for mobility and advancement. Fueled by the growth in education and healthcare, occupations that typically require a graduate degree are projected to experience the fastest growth rate (3.8%) between 2016 and 2018.

Figure 26.



LONG-TERM PROJECTIONS

Jobs by Education Level

Occupations typically requiring short-term OJT are expected to account for the largest portion of 2014-2024 employment change.

Occupations requiring short-term OJT are projected to experience increased employment of over 62,000, or 5.2 percent growth. Employment in occupations that do not typically require a formal education credential are projected to experience an increase of almost 52,000 jobs by 2024. Increased employment is also projected for occupations that typically require high school diplomas and occupations that typically require bachelor's degrees with over 45,000 jobs projected for each category.

Workers employed in occupations that typically require less than a postsecondary education are projected to make up almost 63 percent of total employment by 2024. The employment of occupations that typically require a bachelor's degree is projected to make up over 21 percent of total employment by 2024.

Figure 27.



Top Occupations by Education Level

The 2014-2024 long-term occupational projections were used to identify the top ten occupations based on total openings and level of education or training needed. Top occupations requiring short to moderate-term training include service (Retail Salespersons) and support sector (Office Clerks) occupations. Occupations requiring at least long term OJT or as much as an associate's degree include occupations in the fields of healthcare (Nursing Assistants), maintenance (General Maintenance and Repair Workers), and food service (Restaurant Cooks). The top occupations requiring a bachelor's degree or higher include occupations in the field of healthcare (Registered Nurses), management (General and Operations Managers), and education (School Teachers).

Figure 28.

2014-2024 Occupational Projections						
Occupation	2014 Estimated Employment	2024 Projected Employment	Growth Openings	Replacement Openings	Total Openings	Median Wages
NOW						
Retail Salespersons	84,197	89,076	4,879	29,183	34,062	\$20,883
Combined Food Preparation and Serving Workers	74,079	83,663	9,584	23,940	33,524	\$18,315
Cashiers	69,818	71,762	1,944	29,706	31,650	\$18,829
Waiters and Waitresses	51,827	53,639	1,812	24,937	26,749	\$18,307
Customer Service Representatives	52,055	57,857	5,802	12,819	18,621	\$30,905
Office Clerks	60,978	62,306	1,328	13,150	14,478	\$27,914
Personal Care Aides	41,373	52,463	11,090	3,346	14,436	\$19,411
Laborers and Freight, Stock, and Material Movers	41,446	43,336	1,890	12,336	14,226	\$25,938
Stock Clerks and Order Fillers	34,111	35,133	1,022	10,826	11,848	\$23,522
Janitors and Cleaners	44,258	46,977	2,719	8,790	11,509	\$21,999
NEXT						
Nursing Assistants	48,370	53,484	5,114	10,925	16,039	\$22,995
Maintenance and Repair Workers, General	29,963	31,554	1,591	7,852	9,443	\$33,350
Restaurant Cooks	21,488	24,786	3,298	5,685	8,983	\$21,747
First-Line Supervisors of Food Prep and Serving Workers	20,852	23,184	2,332	6,194	8,526	\$26,788
Heavy and Tractor-Trailer Truck Drivers	43,311	44,145	834	7,367	8,201	\$39,913
First-Line Supervisors of Retail Sales Workers	31,020	31,906	886	6,933	7,819	\$35,890
Licensed Practical and Licensed Vocational Nurses	16,574	17,792	1,218	4,716	5,934	\$37,750
First-Line Supervisors of Office and Admin Support Workers	25,824	27,654	1,830	3,902	5,732	\$50,655
Automotive Service Technicians and Mechanics	18,608	19,195	587	4,982	5,569	\$37,322
Teacher Assistants	16,969	17,901	932	4,069	5,001	\$22,893
LATER						
Registered Nurses	68,137	77,365	9,228	16,076	25,304	\$57,765
General and Operations Managers	52,287	55,751	3,464	13,235	16,699	\$81,900
Accountants and Auditors	26,392	28,554	2,162	7,044	9,206	\$62,741
Secondary School Teachers	22,805	23,866	1,061	5,409	6,470	\$44,216
Elementary School Teachers	23,643	24,771	1,128	5,229	6,357	\$48,028
Managers, All Other	17,053	17,905	852	3,762	4,614	\$98,363
Substitute Teachers	17,612	18,560	948	3,319	4,267	\$23,763
Computer Systems Analysts	11,504	14,052	2,548	1,480	4,028	\$87,231
Software Developers, Applications	12,376	14,420	2,044	1,769	3,813	\$91,312
Middle School Teachers	13,171	13,825	654	2,913	3,567	\$49,599

Source: MERIC Employment Projections and BLS OES Wage Estimates

Skills Gaps

Analysis of the skills and education gaps that employers have identified is an important step in determining what training issues need to be addressed. National business surveys point to skills gaps that have negatively impacted the economy, such as a 2011 manufacturing survey that indicated 74 percent of respondents had workforce shortages or skills deficiencies in skill production jobs, even with a large number of unemployed manufacturing workers available for hire. At the state level, MERIC has developed target industry competency models, conducted business surveys, and recently acquired a real-time labor market skills demand tool that provides valuable insight into the needs of Missouri employers.

Figure 29.

Top Missouri Real-Time Labor Demand Skills

Top Baseline Skills Needed	Rank
Communication Skills	1
Writing	2
Organizational Skills	3
Problem Solving	4
Physical Demand	5

HEALTHCARE	
Top Specific Skills Needed	Rank
Patient Care	1
Treatment Planning	2
Cardiopulmonary Resuscitation (CPR)	3
Patient Direction	4
Advanced Cardiac Life Support (ACLS)	5

INFORMATION TECHNOLOGY	
Top Specific Skills Needed	Rank
SQL	1
Java/JavaScript	2
Software Development	3
Project Management	4
Oracle	5

FINANCE	
Top Specific Skills Needed	Rank
Microsoft Excel	1
Accounting	2
Microsoft Office	3
Budgeting	4
Customer Service	5

ENGINEERING	
Top Specific Skills Needed	Rank
Project Management	1
AutoCAD	2
Microsoft Office	3
Microsoft Excel	4
Scheduling	5

MANUFACTURING/PRODUCTION	
Top Specific Skills Needed	Rank
Inspection	1
Packaging	2
Scheduling	3
Repair	4
Cleaning	5

Source: Burning Glass Technologies (June 1, 2016 - May 31, 2017)

MERIC conducted Industry Competency Model analysis for many of the state’s targeted industry sectors, such as Energy, Information Technology, Transportation, and Life Sciences. In doing so, the reports revealed that workers will need to enhance their existing skills sets to meet the demands of new and evolving technologies used in these growing industry sectors, and employers seek a good skill mix of both technical and soft skills in their workers. Interdisciplinary knowledge is a key ingredient to success, especially in high-tech sectors. Proficiency in rules and regulations was also rated as highly important and necessary for work in today’s complex business environment.

The Industry Competency Model reports also highlighted issues related to the overall aging of the workforce. The imminent retirement of a large segment of workers across the targeted sectors

could result in a shortage of this specialized labor pool. The ability to produce a sustainable pipeline of skilled workers will be important for the success of these sectors and the economy as a whole.

Missouri employers indicate through job advertisements the basic and specialized skills needed to be successful in their business. While these needed skills do not necessarily point to gaps, it does provide a snapshot of skill demand and reinforces some of findings from earlier surveys and competency model analysis. MERIC researchers analyzed over 416,000 online job advertisements from June 2016 to May 2017, using a tool from Burning Glass Technologies, to determine what skills were in greatest demand over the year.

When considering all occupations, common skills are listed the most in job advertisements and show that basic business fundamentals, communication, organization and writing skills are the most cited. Problem solving and physical demand complete the list of top five common skills.

Analysis of specific occupational clusters shows more targeted skill needs in jobs related to healthcare, information technology, finance, engineering and manufacturing. Many of these occupational clusters relate to the industries Missouri has targeted for economic growth.

Basic skills cover a broad range of topics, such as reading and writing, applied math, logic flows, information gathering, ethics, etc., and mainly relate to the educational efforts of primary and secondary schools, institutions of higher learning, and workforce training programs. From the workers' standpoint, many of these skills are hopefully gained through education and early work opportunities as a younger person however evidence from skills gap analysis suggest this is still a challenge. Partnerships by educators, businesses, workforce and economic developers should continue to focus efforts on this issue as these basic skills form the foundation for successful, occupation-specific training to follow.

Specific occupational skills are learned through longer-term employment in an industry which provides training or through the more formal education of apprenticeships, community colleges, or four-year universities. Attaining these skills, outside of business experience and training, presents some challenges to job seekers, particularly those who have been unemployed for a long time period, and to educational institutions. Job seekers need affordable, flexible training alternatives, especially if the person needs to work while gaining new skills. Education providers work to keep up with industry trends and technology while also needing to adapt to new, cost-effective learning methods. As with basic skill development, stakeholders in a healthy, growing economy must also partner to meet the needs of both workers and business.

Missouri's opportunities for long-term economic growth will increasingly depend on a well educated, flexible workforce that responds quickly to changing business needs. Targeted efforts to prepare workers start at a young age, are honed through higher education and work experience, and are sustained by a culture and ability to embrace life-long learning. Taking bold, and sometimes difficult, steps to equip Missouri's workforce for success will be one of the strongest economic development tools a state can have in retaining and attracting the industries of the future.

Occupational projections predict the number of workers needed in different educational and skill levels. In Missouri, the projections support the need for workers at all different skill and education levels. Through sector strategies, career pathways can minimize skills gaps since they are validated with the businesses in the area, leading to the success of the workforce.

Through occupational projections we see the base skill level of the workforce, as well as increases and decreases in the need for those occupations. Using data from the projections, the charts below

combine occupations by education and skill level, and illustrate the employment growth and need for educated and skilled workers at all levels over the 10 year projection period. From the charts, we see that a majority of projected openings are replacement openings. Therefore, there will be a continued need to replace workers that move to a different occupation along their career pathway. Using the information learned in the sector strategies process, the workforce and educational system must be prepared to meet the local demands and prepare individuals for careers at different levels of training and education.

Figure 30.

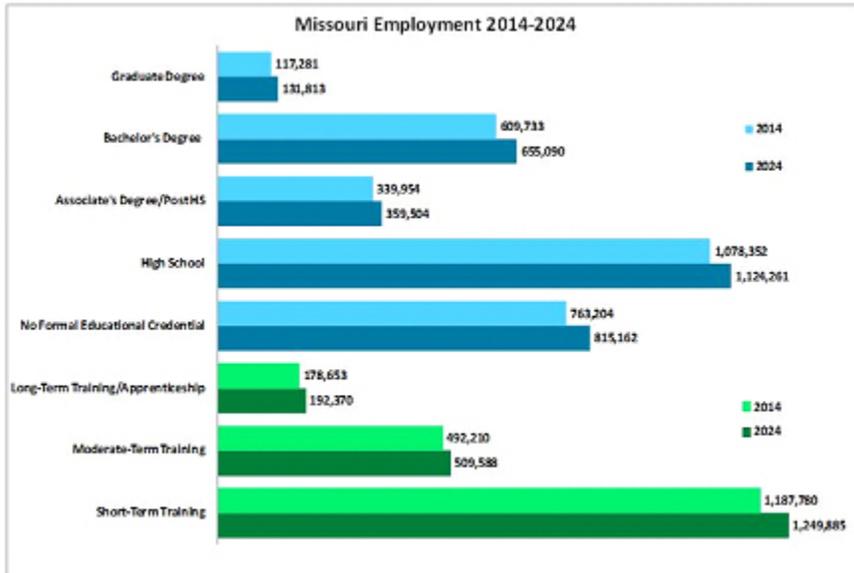
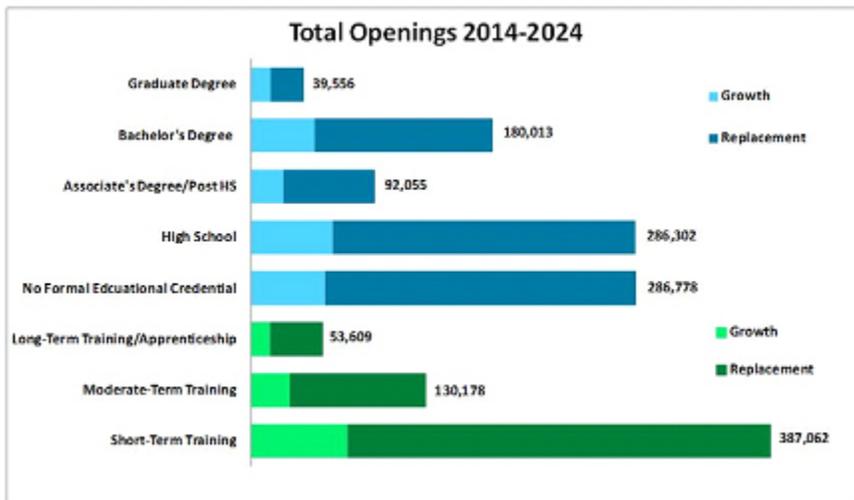


Figure 31.



Sector strategies and career pathways reinforce the need for workers at all levels. Within the career pathways, an individual has multiple entry and exit points based on their current skills and knowledge, as well as the person's willingness and capacity to continue their education and training to advance along the pathway.

Through sector strategies, partnerships between all parties within the workforce system are formed. Career pathways are developed through the collaboration of employers, the education system, and workforce system. Within the career pathways, an individual has multiple entry and exit points based on current skills and knowledge, as well as the person's willingness and capacity to continue to learn on the job, or through formal classroom education and/or training programs. The continued efforts of all WIOA partners ensure that all eligible persons, including those with disabilities, obtain skills to become or remain employed in high-demand, well-paid occupations.

MERIC, the WIOA agency leadership and the Sector Strategy research will strive to incorporate real-time feed-back from employers about the current status of labor market information in each region and for the state.

Source: Boiling Point? The skills gap in U.S. manufacturing. Deloitte Consulting and the Manufacturing Institute, 2011. Complete report at <http://www.themanufacturinginstitute.org>.

Missouri Economic Report. Missouri Economic Research and Information Center (MERIC) Full report at https://www.missourieconomy.org/economic_report/index.stm

2. WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ACTIVITIES ANALYSIS

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

A. THE STATE'S WORKFORCE DEVELOPMENT ACTIVITIES

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

* Required one-stop partners: In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF) (unless the Governor determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild.

Partnership

Through a statewide network of job centers and partner organizations, Missouri Division of Workforce Development coordinates and aligns their partnership with the Department of Employment Security, Department of Elementary and Secondary Education, Missouri Vocational Rehabilitation, Rehabilitation Services for the Blind and the Department of Social Services Family

Support Division. Together the partners provide a robust menu of vital reemployment and support services, including access to skill-building training, National Certification and Career Connections for jobs seekers, targeted programs for veterans, youth and the unemployed, and cost-saving human resource assistance and financial incentives for businesses. The partners braid workforce, education, and training activities with support services to meet the needs of our job seekers and employers. With 32 full-service centers as well as numerous satellite and affiliate locations statewide, Missouri Job Centers are the central point for WIOA core and one-stop partner services.

Employment Services

In 2010, the Missouri Workforce Development System implemented the NGCC integrated skills-based service delivery model. This is a streamlined eligibility determination where each customer is enrolled in every program for which they were eligible (Wagner Peyser, Adult, Dislocated Worker, or Youth). Customers that register or are registered for Jobs.mo.gov have immediate access to WIOA-funded services.

Missouri Job Centers offer an array of employment services to adults, dislocated workers, in-school youth, out-of-school youth and UI claimants alike. Missouri provides co-enrollment services to leverage resources and provides comprehensive service delivery to customers with barriers to employment. Once the customers have been through core services, they will have access to information and have the opportunity to obtain a National Career Readiness Certification (NCRC) using the ACT skills certification system. The NCRC is used for screening, hiring, and promotion, as well as for fulfilling training needs for existing employers. The initial screening and NCRC testing is generally provided by Missouri Career Centers free of charge. If Missouri Job Center customers who are first provided career services through Wagner-Peyser are ready for employment, staff members are available to assist them with job search and placement. If these customers are determined to need individualized career or training services, they are referred to core partners to meet their identified needs.

Unemployment claims can be made via Division of Employment Security's (DES) electronic unemployment compensation claim filing website, UInteract at uinteract@labor.mo.gov, or through a dedicated line to the UI claims center. Self serve job search on jobs.mo.gov, or any of the other job search engines, are available in our computer labs. Registered customers can speak to staff who will complete an initial assessment to determine the level of services the customer needs. Referrals can be made for any partner staff, whether they be TANF, SNAP, Veteran services, Job Corps, Trade Adjustment Assistance, Career and Technical Education or one of many workshops offered at the Job Center including, resume preparation, interviewing skills, networking, and occupational exploration.

The Veteran services are of utmost importance. Missouri Job Centers have priority services for veterans, which will be served before all other customers. A veteran can request to see the Disabled Veterans Outreach Program (DVOP) staff or Local Veteran Employment Representative (LVER) at any time in the process to receive specialized services.

Once customers are served through Wagner-Peyser, a determination is made whether these customers are ready for job search and placement activities, or if they meet the needs of career or training services. At this time they are referred to other partners to meet their needs.

Employers may utilize staff-assisted services that include job order writing, recruitment, pre-screening and referrals of qualified applicants. Workforce Coordinators are located around the state to assist employers at no cost and connect with regional and statewide resources to meet

employers' workforce needs. They are also encouraged to use the online system for labor exchange activities. Business Services teams offer a multitude of opportunities including: personalized recruitment assistance; partnership with community colleges; Work Opportunity Tax Credit; On-the-Job Training (OJT); and WorkReady Missouri.

Adult Education and Literacy

Missouri Adult Education and Literacy (AEL) activities are available at the local level utilizing strategic partnerships. Working with WIOA partners on case management, the Missouri partners align services and provide basic skill development, academic education, secondary skills toward high school equivalency, post-secondary remediation, and English language acquisition for those eligible. To further support the acquisition of employability skills, Missouri works with community colleges in a variety of capacities to provide career readiness preparation tools and to provide workforce training for specific occupations.

Missouri is partnering through sector strategy teams at the regional level to address adult education programs including providing English language acquisition activities. Career pathways and employment strategies are used for the sectors identified. Adult English language learners have opportunities to be placed in unsubsidized employment with in-demand industries and occupations that lead to economic self-sufficiency. Adult Education will partner with Title I, and other sector stakeholders, to design opportunities for the English language learner.

Missouri also has an established correctional education program for institutionalized individuals, which has been operating successfully for over 15 years. Allowable correctional activities are: adult education and literacy activities; special education, as determined by the eligible agency; secondary school credit Integrated education and training; career pathways; concurrent enrollment; peer tutoring; and transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

Funded correctional education programs are required to give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.

Vocational Rehabilitation

MVR's workforce development activities are designed to assist individuals with disabilities in obtaining, maintaining, or advancing in competitive integrated employment. These activities include assessments, vocational guidance and counseling, job preparation activities, which can include disability awareness, resume writing, interviewing skills. Additionally, MVR provides eligible individuals with training (OJT, apprenticeships, customized employment, funding for community colleges and universities).

MVR is a key partner and works closely with the job centers to provide vocational rehabilitation services to eligible persons with disabilities. MVR has appointed a state liaison to collaborate with DWD, and MVR staff serves as active members on all 14 local Workforce Development Boards (WDBs). MVR district supervisors participated in the development of Memoranda of Understanding (MOUs) with all 14 WDBs. These MOUs direct and explain how partners work together to deliver services to persons with disabilities in the local community.

Through the MOUs with job centers, MVR is the primary referral source from job center partners for people with disabilities. MVR counselors visit various Missouri Job Centers (both full service sites and satellites) frequently to provide services to consumers in a timely fashion. MVR also

provides ongoing cross-training and technical assistance to job center staff regarding rehabilitation technology and accommodations in the workplace. An MVR director works with partner agencies to facilitate collaboration with workforce development agencies and ensure that all federal regulations pertaining to Title IV of WIOA are followed.

MVR has access to DWD's statewide case management system. Many MVR counselors and business outreach specialists have been given access to this system known as Toolbox. This arrangement helps strengthen MVR's and DWD's partnership and improves the sharing of resources for individuals with disabilities. Both MVR and DWD are using Missouri Connections as a vocational guidance tool for their clients. DWD and MVR have collaborated by integrating MVR offices into each of the 14 workforce regions and creating mutual login passwords to access Missouri Connections. This eliminates the duplication of clients' records and allows for more efficient and effective services for mutual clients.

Missouri Rehabilitation Services for the Blind

MVR and Missouri Rehabilitation Services for the Blind (RSB) have a cooperative agreement for serving individuals who are Deaf-blind. Individuals who meet the Helen Keller definition of Deaf-blind may receive services from both agencies. MVR and RSB staff participated in joint training to discuss the cooperative agreement and best case practices developed to outline coordination of services from both agencies. The cooperative agreement provides an opportunity for each agency to serve individuals with multiple disabilities by taking advantage of the skills and expertise within each agency, while at the same time, utilizing the resources of MVR and RSB to the best advantage.

RSB works with employers through a variety of activities at the local level to identify competitive integrated employment and career exploration opportunities to facilitate the provision of VR services and transition services, including transition services for youth and pre-employment transition services. District offices engage in outreach activities meeting directly with employers to identify employment needs and educate employers about the services RSB can offer for existing and new employees. Each district office and the Prevention of Blindness program have a tonometer to screen for the early signs of glaucoma as a service to employers and to promote VR services. Outreach activities are extended to employer health fairs, job fairs, chamber of commerce events, and participating in local Workforce Development Boards. RSB has developed relationships with several employers across the state communicating directly with HR staff on employment needs, identifying customized employment opportunities, and providing disability/blindness awareness and sensitivity training. Outreach activities have resulted in competitive integrated employment outcomes and work experience opportunities, both paid and unpaid, for youth and students with disabilities and adult clients.

RSB has one Job Development Specialist that works directly with employers to develop relationships and identify clients from various offices to meet employer needs. This position serves on several committees including the St. Louis Deafblind Taskforce, St. Louis County Disability Resource Committee, Employment Liaison Committee, Employment Working Group for Immigrants and refugees, St. Louis Transition Council, St. Louis Special School District Agency Collaborative, and the Urban League. This position receives and distributes job postings to VR staff and assists clients in the development of business plans required for self-employment vocational goals.

RSB participates in the National Employment Team (NET), a one-company approach to serving a variety of businesses through the national network of VR programs. The NET's vision is to create a coordinated approach to serving business customers through a national VR team that specializes in

employer development, business consulting and corporate relations. The NET supports a dual customer base, meeting the employment needs of qualified applicants and support services provided by the VR program. This offers VR agencies a national system for sharing employment resources, best practices, and provides business connections. The point of contact from each VR agency is invited to participate in phone conferences to learn more about a specific company's business, their hiring needs and trends, discuss accessibility and accommodations, and their success with VR services in other states. The result is that businesses have a direct access to a pool of qualified applicants and the support services offered by RSB, and RSB clients have access to national and local employment opportunities and career development resources.

The Talent Acquisition Portal (TAP) was built for VR and businesses to work together for the success of hiring individuals with disabilities. TAP is an online system, which includes both a national talent pool of Vocational Rehabilitation (VR) candidates looking for employment and a job posting system for businesses looking to hire individuals with disabilities. TAP is led by the Council of State Administrators of Vocational Rehabilitation and the National Employment Team (NET) in partnership with disABLEDperson, Inc., and TAP is supported by the NET, which includes VR Business Consultants in every state, the territories and D.C. who can partner and can provide support services to businesses at the national, state and local level.

TAP services to businesses include: post jobs that will reach all 80 Agencies in 50 states, territories, and DC; voluntary self-disclosure of candidates; résumé searching and geographic availability of candidates; job reporting metrics; compliance reports; preliminary interview capability; online job fairs; printable transcripts; partnership opportunities through the NET; and manual or automated job postings through their API.

Every RSB counselor and district supervisor has access to TAP and can invite VR clients to enter their information into the system. Counselors can help their client enter information, edit résumés, and send job leads to clients.

RSB's clients are able to access jobs.mo.gov, which is a web-based employment resource for clients and employers maintained by the Division of Workforce Development. This site offers clients career planning and job exploration, self-assessment, and wage data to analyze careers, trends and growing occupations in Missouri. Clients are able to search for job orders and referral information from employers for job openings that meet their qualifications. Clients can access other job portals through this system, expanding the search outside of Missouri. Employers can also perform a job search for available applicants that match the skills for their specific employment needs and can access information on incentives, business resources, and recruitment.

RSB has formal contract agreements with community rehabilitation providers to work with employers and assist clients with job search, job placement and customized employment opportunities. Other services include work-based learning experiences, task analysis, and job coaching when needed. RSB contracts with Alphapointe Association for the Blind for an eight-week Summer Transition Employment Program (STEP) providing competitive work experience to high school age youth. The goal is to provide each consumer with a foundation for the school-to-work transition, to enable each to practice personal independence through work and goal-setting experiences, and to afford an opportunity for community involvement. This program includes vocational exploration; identifying preferences, interests, and abilities with regard to work; and learning about work related behaviors and self-advocacy. Consumers participate in general orientation during the first week of the program. The remaining seven weeks they spend on the job. Short-term job coaching may be provided to assist in orienting the consumers to the particular job

site. Consumers receive an hourly wage during their placement at a job site. Involvement in this program is intended to increase a consumer's career awareness, build marketable vocational skills, and support a healthy self-image.

Temporary Assistance for Needy Families (TANF)

The Temporary Assistance cash program requires an applicant for or recipient of cash assistance to participate in work activities as defined in an individual employment plan. MWA contractors use multiple education and training activities available to assist participants to earn a certificate, license or a degree. Trainings include on the job training, job skills training, alternative work experience program (AWEP), community work experience program (CWEP), community service and vocational training. The Health Profession Opportunity Grant (HPOG) is a 5-year, 15 million dollar grant which will provide training opportunities to low-income individuals under 200% federal poverty level and serve a minimum of 15% of TANF recipients. The training must be in the high demand healthcare industry fields.

Basic Assistance-same as Temporary Assistance.

Child Care: Temporary Assistance households are automatically eligible for child care. For households who show a need for child care will include a statement to show how Child Care Assistance supports the family's employability plan. If participants are in educational components, they must be attending at least half time as defined by the facility.

Summer Food Service Program: Summer Food Service Program (SFSP) helps assure that eligible populations have access to nutritious meals during the summer months. When school is not in session, SFSP provides reimbursement to community agencies offering the required continuum of meals

Food Bank(s): The Food Banks provide food to emergency food programs, which include local food pantries, soup kitchens, and short-term emergency shelters.

Domestic Violence Crisis Services: Services include both shelter and non-residential domestic violence services: meeting the needs of families in a crisis by providing housing, counseling, health supplies, clothing, and related crisis services. All services are less than 120 days in duration.

Homeless Shelters: Services include shelter services for less than 120 days, serving families facing an immediate homelessness crisis.

After-School Programs; The general purpose of the Boys & Girls Club is to promote the health, social educational, vocational, and character development of youth. It provides constructive leisure time activities and guidance under trained leadership.

Caring Communities-Out of School Support: The Local Investment Commission (LINC) is a neighborhood-based community governance body that seeks to provide opportunity and services to low-income families. One of the services LINC provides is support for school and neighborhood services in multiple school districts. LINC operates out-of-school programs in area districts and charter schools, implementing federal 21st Century Community Learning Center grants.

Caring Communities-Community Support: The Local Investment Commission (LINC) is a neighborhood-based community governance body that seeks to provide opportunity and services to low-income families. Services include emergency assistance, parental engagement activities, utility assistance, and food assistance.

Community Partnerships-Community Initiatives: Capable Kids and Families (CKF) programs promote early intervention for families who have a child with a developmental delay or disability. Services provided connect families to community resources and focus on children's potential for development.

Jobs for America's Graduates (JAG): JAG is a 35-year-old non-profit and employment program dedicated to helping at-risk young people to graduate from high school and make successful transitions to postsecondary education and meaningful employment. JAG is a voluntary in-school program that counts as a high school elective.

Alternatives to Abortion: The goals of the Alternative to Abortion (A2A) program include: improving pregnancy outcomes by helping women practice sound health-related behaviors; improving child health and development by helping parents provide more responsible and competent care for their children so that children may be cared for in their own homes; and improving families' economic self-sufficiency by helping parents continue their education and find employment which will end their dependence on government benefits.

Adult High School Program: The Adult High School program provides funding for a Missouri nonprofit organization to operate four adult high schools, licensed and contracted by DESE, to offer individuals, age 21 and over, industry certification programs, provide diplomas, and on-site child care. The program allows an adult student to complete required coursework at his/her own pace and as available through the adult high school. Preference will be given to a student who receives any local, state, or federal assistance in which a person or family is required not to exceed a certain income level in order to qualify for the assistance.

Program Administration: Program administration costs are used to support the basic assistance program, which is the same as Temporary Assistance.

Missouri Work Assistance (MWA): The MWA program provides services to families receiving Temporary Assistance (TA) to assist them in engaging in job preparation and work activities. The goal is for families to become independent of the need for cash assistance. Services include training, education, employment preparation that will lead to employment within the shortest period of time. An assessment is completed to identify strengths and weaknesses, identify and remove barriers, prepare and assist in gaining employment, determining career pathways, and employment retention

Utilicare Program: The program provides utility assistance to needy families.

Data Processing: Data processing costs include the costs that are used to support basic assistance program, which is the same as Temporary Assistance.

Character Education: This program provides professional development for teachers, school personnel, and parents to enable them to meet Show-Me Standards for schools.

Parents as Teachers: It provides activities they can do with their child, and provides resources to the parent not otherwise available. By participating in this program, parents are able to provide a safe, secure, structured home environment that promotes the family and responsible parenting.

Missouri Pre-School Program: This program provides funding for high quality early childcare programs to prepare children to enter school. Having quality early childhood education improves brain development and cognitive capacity in children, as well as improving language skills.

Missouri Customer Service Partnership: The Departments of Social Services and Economic Development provide career coaching to young people who are aging out of foster care and transitioning into independence in select customer service occupations. The selected occupations are growing and include employers committed to continuous employee learning and development that ensures they are on a career track.

State Park Youth Corps (SPYC): Missouri's Workforce Development Boards, in partnership with the Missouri Department of Natural Resources' Division of State Parks, and the Missouri Department of Economic Development's Division of Workforce Development administered the program that gave Missouri youth the opportunity to work outdoors improving Missouri's state parks and historic sites from May 1 through Dec. 31. SPYC employed eligible Missourians at state parks, historic sites and natural areas across Missouri. The SPYC program was discontinued effective the summer of 2017.

Summer Jobs for Youth: The youth participating are between the ages of 16 - 24, or are parents of young children themselves. Missouri's Department of Economic Development's Division of Workforce Development in partnership with local businesses and community groups provides jobs for low income youth during summer months. Participation in the program provides work and supportive services so that children can be cared for in their own homes or in the homes of relatives.

Access Missouri Scholarship Program: The students are between the ages of 17 - 24, or are parents of any age with children less than 18 years of age. Missouri's Department of Higher Education, Coordinating Board for Higher Education administers this need-based financial assistance award program for low income undergraduate students.

Activities Promoting Healthy Marriage: The activities funded may include: public awareness campaigns on the value of healthy marriages; programs that enhance relationship and parenting skills; marriage preparation programs and counseling, financial planning classes, divorce reduction and conflict resolution programs, and providing job training to improve economic stability.

Activities Promoting Responsible Fatherhood: The activities funded may include: involving fathers in the lives of their children; improving fathers' economic stability through subsidized employment; financial counseling and planning; reconnecting with their children when returning home from incarceration; and skill-based parenting education.

Community Services Block Grant (CSBG)

Missouri's 19 Community Action Agencies (CAA's) provide assistance to individuals, families, and communities to reduce or eradicate poverty. CAA's act as a catalyst for community coordination to bring about changes in their communities and to better the lives of the families they serve on a daily basis. CAA's address the 'whole family' through a strengths based, family development approach to supporting individuals and families attain self-sufficiency which includes: intake, assessment and referral - individuals are guided through a process to identify their strengths and needs; Family support and case management services - an intensive one-on-one relationship to empower individuals and families set goals toward achieving self-sufficiency; life skills classes to assist individuals in learning better ways to handle basic living skills, such as budgeting, employment readiness, etc. ; coordination and referral for services to address barriers to achieving self-sufficiency, including education, transportation, housing, child care and other issues.

Several CAA's also have employment and training units within their organizational structure, including Missouri Works Assistance (MWA) programs, Missouri Job Centers (hosted by the CAA, or co-located with the CAA), WIA Youth Employment programs, Adult/Dislocated Worker Services, career preparation, internships, on-the-job training, mentoring, HiSET, and other supportive services. CAAs administer employment and training programs, sharing referrals with workforce partners, and coordinating services at the local level.

Missouri's State CSBG office works collaboratively with other state agency partners and with Community Action Agencies to nurture and extend the existing collaborative partnerships and develop new partnerships to enhance the effectiveness of the workforce system throughout the state.

SkillUP - Missouri's Employment and Training Program (METP) - Supplemental Nutrition Assistance Program (SNAP)

Missouri's Employment and Training Program is referred to as SkillUP.

Able-Bodied Adults without Dependents are referred to the Division of Workforce Development (DWD) to receive services through 32 Job Centers. DWD also provides some volunteers.

In addition, Missouri was chosen as one of the ten SNAP to Skills States. The Food and Nutrition Service (FNS) contracted with the Seattle Jobs Initiative to provide technical assistance to Missouri and nine other states to expand and implement increased service capacity. The benefits of SkillUP include:

Provides participants opportunities to increase education and skill levels to more likely be employed at a sustainable wage which will pass on to future generations.

Helps prepare Missouri for the future economy which predicts that by 2020, two-thirds of all U.S. job openings will require education or training past high school.

Provides employers a skilled workforce which is key to state prosperity.

Helps fill the middle-class workforce gap.

Allows community colleges, non-governmental agencies, colleges and other community-based organizations to increase resources for Food Stamp recipients by leveraging non-federal resources for allowable activities to receive a 50% federal reimbursement.

Example: ABC non-profit provided a HiSet class to a Food Stamp recipient that cost \$100. ABC non-profit would invoice FSD to receive a \$50 reimbursement. This reimbursement is considered revenue and does not have to be specifically used for Food Stamp recipients. However, it's the goal of SkillUP that this revenue be utilized to expand access to services for this population.

SkillUP participants are offered the following program components:

Staff Assisted Job Search: The DWD staff assists the participant in job search. This job search may be routinely offered based on need. This component should be appropriately paired with other components based on the participant's need. However, it is understood that in certain instances this may be the right path for the participant as a stand-alone component.

Non-Staff Assisted Job Search: This requires participants to make a pre-determined number of inquiries to prospective employers over a specified period of time based on employer availability and individual need. The search may be designed so that the participant conducts his/her job

search independently or within a group setting. This component should be appropriately paired with other components based on the participant's need. However, it is understood that in certain instances this may be the right path for the participant as a stand-alone component. Job search not completed in jobs.mo.gov can only be used for half of the required hours.

Job Search Training: This component strives to enhance the job readiness of participants by providing instruction in job seeking techniques and increasing motivation and self-confidence. This may consist of job skills assessments, job finding clubs, job placement services, or other direct training or support activities. The job search training component may combine job search activities with other training and support activities.

Work-Based Learning: This component is a work experience component designed to improve the employability of participants through actual work experience and/or training and to enable them to move into regular employment. Work experience assignments may not replace the employment of a regularly employed individual. Participants in on-the-job training or individuals employed in programs and activities under this title shall be provided benefits and working conditions at the same level and to the same extent as other trainees or employees working a similar length of time and doing the same type of work. It is permissible to place METP participants in work experience positions with public and private sector entities. This may include, on-the-job training paid through Food and Nutrition Service (FNS) or non-FNS funds.

Vocational Training: This component improves the employability of participants by providing training in a skill or trade allowing the participant to move directly into employment. Participants in this training, short-term training where the participant can receive a credential, certificate, or otherwise can be followed by additional trainings as needed. Note: After a Food Stamp recipient is no longer receiving benefits, the FSD cannot fund the DWD for this component as the FNS funding is no longer available; however, all training costs already paid to the training provider remain.

Education: This component is an educational program or activity which improves basic skills and increases employability. These programs include Adult Basic Education (ABE), basic literacy, English as a Second Language (ESL), high school equivalency, and post-secondary education. The purpose of post-secondary education is academic and the curriculum is designed primarily for students who are beyond the compulsory age for high school. Only educational components that establish a direct link to job-readiness can be approved. Federal employment and training funds cannot take the place of nonfederal (i.e., state, local) funds for existing educational services. Federal financial participation for operating education components may be authorized only for costs that exceed the normal cost of services provided to persons not participating in METP.

Unsubsidized Employment: This component is work with earnings provided by an employer who does not receive a subsidy for the creation and maintenance of the employment position. Self-employment activities include individuals who have earned income.

In Kind Work: This component is receiving goods or services instead of money. This is not an allowable component for volunteers; however, this does count for the ABAWD's work/training requirement for the hours they are in this activity. ABAWD's who are engaging in this activity should be encouraged to participate in other components that will lead to long-term self-sufficiency.

Entrepreneurial Training: This component improves the employability of participants by providing training in setting up and operating a small business or other self-employment venture.

Assignment into components does not follow a prescribed sequence. Components are sequenced in such a way that they build upon one another in preparing the participant for new or enhanced employment.

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.

Employment Services - Core Partners

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

Strengths

- **Partnership and Referral** - The strengths of Missouri's workforce development activities are based on the collaboration, cooperation and coordination of the workforce system partners. Partners have developed effective methods for appropriate referral. Each partner offers unique strengths and when in collaboration can further enrich service delivery. The partnerships being created through WIOA will engage the core agencies and programs in a manner never before attempted and serve to strengthen these workforce oriented services with better educational integration.
- **Employer Services** - Missouri provides great opportunities for local job centers to serve employers. Missouri's workforce system uses an integrated partner approach to engage employers and provide resources for them to list jobs, reach qualified candidates and to assist in increasing the skills of the workforce.
- **WIOA Implementation** - Missouri has worked with combined partners from the beginning to launch an effective and efficient process in implementing WIOA. The process began with training and an MOU among combined partners. It has evolved into shared committees, planning and actions through the job centers. While the implementation is still in its infant stages, we are looking to the horizon for ways to meet future requirements that keep partners, jobseekers, employers and stakeholders engaged.

Weaknesses

- **CTE Connections** - The weaknesses within the current system are not that different from others across the nation in that better connections among the workforce system with Career and Technical Education, secondary and higher education are needed. Such enhancements are being embraced and significant role definition among the partners is being discussed and incorporated into the core focuses of sector strategy and career pathways integration to make systemic improvements.

Since the initial writing of the combined state plan, Missouri has bridged some gaps in planning and partnering on Career Pathways. The WIOA partners have connected with the Missouri Department of Elementary and Secondary Education (DESE) Offices of Career and Technical Education and School Counseling that have already initiated Career Pathways within the K-12 school system. We are working to identify commonalities between WIOA Career Pathways and DESE and use them to strengthen the program within the workforce system. This new partnership will also allow us to fill needed gaps between programs and ensure that there is a meaningful referral process in place for school-aged youth transitioning into adult services.

- Incomplete Sector Strategies Facilitation - Specific to implementation strategies, weaknesses include moving forward with an incomplete Sector Strategies facilitation and the need for more fully developed Career Pathways environment. These efforts are also weakened because like every other State, legislators will continue to expect dramatic success in implementation, continuing to do more with less as the likelihood of general revenue funding for these things is very low.
- Data System Integration Challenges (Need for more time) - It is also true that while it may seem an advantage to have three highly credible data systems from AWARE in the Vocational Rehabilitation System, ACES in the Adult Education System and new case management database replacement in the workforce partners, this is a disadvantage to rapidly integrating the two. These systems will have to be amortized over some time in the future pushing out a time horizon that could be used to integrate them.

Employment Services - Combined Partners

CSBG

Strengths

- Community Action agencies are in continual contact with their communities and are regularly 'brought to the table' when issues regarding employment, disasters, and community planning arise. Their input is highly regarded, and some, such as Employment Security Corporation of Joplin, have become known nation-wide for their areas of expertise.
- Community Action Agencies (CAAs) do a Comprehensive Community Needs Assessment and Strategic Plan every three years, gathering both quantitative and qualitative data. They, in conjunction with Missouri Community Action Network, have developed a tool that has been held up as a model for collecting and mapping data elements to determine demographics related to needs and other issues.
- CAAs share their information with WIOA partners and other community partners to maximize resources available to assist in the mission of WIOA.

Weaknesses

- CSBG funding is limited with eligibility criteria and is needed for services other than WIOA-based activities.
- Some CAAs catchment areas are very rural and have limited access for employment-support related services (such as transportation and childcare assistance) as well as employers that provide steady and/or wage/benefit structures that meet the needs of a family.

SkillUP

Strengths

- In October 2015, USDA announced Missouri was chosen to participate in the SNAP 2 Skills initiative. The goal of this initiative is to leverage non-federal funds (match funds) to increase employment and training opportunities for Food Stamp recipients. This initiative has been instrumental in solidifying and building relationships with Missouri's core group of the Family Support Division, Division of Workforce Development, Missouri Community College Association and the University of Missouri.
- The services offered under SkillUP have grown from four University of Missouri locations to include the 32 Job Centers. During FFY16, the service expansion continued to grow to include direct funding and enrollments with Community Colleges in Kansas City, Springfield and in FFY18 will include St. Louis. In addition, the University of Missouri expanded their program and services. An RFP is planned to be released in FFY18 to engage additional providers and provide additional services.

Weaknesses

- There is a limited amount of 100% funding which limits the number of Food Stamp recipients that can be served
- This expansion project is new to Missouri.

MWA

Strengths

- Many of the regions staff are knowledgeable of local resources and use those resources to assist in removing barriers.
- Many of the communities are engaged in education about the TA/MWA program and services. The program provides the opportunity for the participant to gain soft skill and attend job readiness classes.
- The new contracts that will be finalized in FFY18 require WIOA coordination including: MWA administering the same initial assessment tool as DWD; encouraging physical co-location with WIOA partners; focusing on career pathways, sector strategies, stackable credentials, short-term training and apprenticeships; and aligning the regions with WIOA regions.
- The new contracts also focus on the participant and allow participation in activities that move toward self-sufficiency; increase supportive services to continually assist participants, and require contractors to assist all clients (including those not required to participate and who have jobs). Performance incentives are based on meeting employment outcomes.

Weaknesses

- Child care and transportation availability in rural areas.
- Current marketing of the program which makes it seem punitive instead of an opportunity; however, Missouri is revamping MWA to show all of the program benefits.

C. STATE WORKFORCE DEVELOPMENT CAPACITY

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

Missouri meets its weaknesses and challenges with great capacity for implementation. Key among these is the partnership. Missouri has embraced the vision behind WIOA by including the Social Services agency as a core partner along with the integration driven by Workforce Development, Unemployment Insurance, Adult Education, Vocational Rehabilitation and Rehabilitation Services for the Blind.

This partnership is already evidenced and in place in the form of the WIOA Steering Committee. This committee has already made strides in implementation in the form of assembling teams of the appropriate subject matter experts, being inclusive of joint decision making, working through goals and objectives for strategies, and jointly working to collaborate and accommodate the Sector Strategies planning that has been developed and implemented at the local level.

The Steering Committee is also committed to ongoing comprehensive training and sharing the training expertise of each partner. This will provide key capacity development in training of front line staff on such things as: leadership, customer service, performance measures, sector strategies, career pathways and service referral models.

The Steering Committee intends to instill the learning and cultural implications of sector strategies and career pathways into each of the agencies and to react in support of each other in necessary changes to ensure implementation success.

There are over 500,000 Missouri adults over 18 who do not have a secondary diploma or equivalent. Missouri's AEL currently served 19,565 students in English Language Acquisition (5,023), Adult Basic Education (12,994), and Adult Secondary Education (1,548) in thirty-five (28) local program providers. Missouri's AEL has an existing budget environment with low chances of securing additional state funds for collaborative efforts and escalating costs that are not supported through growth in either federal or state funds. Not all AEL classes are at capacity, so it is possible to serve additional customers. However, expanding to additional classes would only be possible by reallocating resources away from existing classes, reducing that access, or downgrading services currently provided.

Leveraging funding with other WIOA partners is a best-case opportunity to provide additional services to customers. Secondary funding available to Titles I or IV participants can be used to extend existing Title II funding. For clients coming into Missouri's Job Centers, if individuals do not have a high school diploma or equivalent, they are to be directed toward available classes in the area from Title II. All Title I classes offered to clients toward an equivalency credential are to be managed through Title II.

The current capacities of AEL are:

Missouri has 28 Grant-funded local providers of adult education which funds approximately 250 local class sites across the state.

Missouri requires an AEL teacher have an AEL certification from the Department of Elementary and Secondary Education and ongoing professional development through their tenure in Missouri. All professional development must be delivered by an approved vendor or through federally approved entities.

Professional Development (face-to-face) classes are provided through Missouri's Adult Education office each fiscal year serving over 1,300 Missouri Adult Education teachers. Many more professional development opportunities are offered online through the federally funded LINC Community of Practice program.

The TANF brings these examples of capacity to the partnership:

Community Service Block Grants:

Community Action Agencies (CAAs) have approximately 3,000 total staff across all programs including Community Service Block Grants (CSBG), Missouri Low Income Home Energy Assistance Program (LIHEAP), Head Start, Weatherization, etc.

CSBG has developed significant networks and partnerships within their regions that allow for maximizing their capacity to help individuals attain and retain employment.

CAAs will also begin utilizing extended case management, providing continued support for individuals that become employed, increasing the probability of employment retention and advancement and reducing the chance of TANF re-entry.

SkillUP:

The number of clients reported on the FNS 583 form has increased from 680 in FFY15 to 9,643 in FFY16 to 4,307 in FFY17 through 3rd quarter FFY2017. (The 4th quarter FFY17 will be available in October.)

As the leveraged funding for other partners has not begun, we do not have numbers on Food Stamp recipients who may participate; however, we anticipate a total of \$2.5 million available in funding.

MWA:

The MWA contractors have the capacity to handle the Temporary Assistance (TA) referrals with approximately 165 case managers. As of July 2017, there were 5,822 one-parent families and 519 two-parent families. In July 2015, there were 17,024 one-parent families and 1,833 two-parent families. This decrease is due to Senate Bill 24 which decreased the number of TA months from 60 to 45 and implemented full-family sanctions. While there are fewer families, we do believe those that are still on Temporary Assistance are those that are in the most need for help as they continue to meet their hourly requirement to receive their cash grant.

The Division of Workforce development brings to the partnership a statewide distribution of storefronts in the form of 32 American Job Centers. Last Program Year the system provided services to more than 184,000, jobseekers, composed of many of the same clients from VR, AEL and TANF. While Missouri job centers have a range of different types of staff, in large part nearly each customer service contact or the management of customer service is a certified Workforce Development Professional. The Missouri Association of Workforce Development created the certification process in collaboration with the National Association of Workforce Boards and the University of Missouri.

There are capacity limits and challenges. Like most states across the country, in the current economic conditions, legislative budgets are stretched and the agencies will continue to be asked to perform and successfully integrate under WIOA without additional general revenue funding.

A second major challenge is that both the workforce agency and vocational rehabilitation agency were engaged in renovation and newly implemented case management systems before WIOA was passed. While this is a plus in providing very high quality case management and proficient reporting, it is a major challenge because they are not both yet even completely implemented and now must be concurrently directed toward a planning horizon of integration and even consolidation.

A third major challenge becomes the necessity to integrate reporting, periodic assessment of performance and decision based management data that must be gathered individually and assessed as though they were one system.

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.

Missouri’s WIOA partners will build an integrated demand-driven workforce system that leads to self-sufficiency.

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—

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

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

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

The partners recognize that the growth of Missouri's economy relies on a well-educated and skilled workforce that meets the needs of job seekers, workers and businesses. While responding to industry and occupational demands, Missouri will focus on its emerging industries as well. It will work with both education and industry partners to develop and utilize career pathways to assist in preparing an educated and skilled workforce, which includes youth, individuals with barriers to employment and other populations. Missouri will align partners to ensure a seamless delivery of services to improve efficiency and access for all workforce system stakeholders.

The partners developed the following five goals to achieve Missouri's vision of an integrated demand-driven workforce system that leads to self-sufficiency:

1. Overcome employment barriers.

The partners realize that not all job seekers have the same opportunity to achieve competitive integrated employment. Many individuals face employment barriers, which limit access to education, rehabilitation, employment, transportation and independent living. It is Missouri's intent to develop workforce system policies that will aid in overcoming employment barriers and will lead to the ultimate goal of self-sufficiency.

Missouri partners are committed to developing new career pathways for youth and adults with barriers to employment including individuals with disabilities. Missouri's core partner program leaders regularly meet to collaborate on braiding services for work-based learning and education funding. Through sector strategy regional business meetings and partner engagement, Missouri will work with employers to identify opportunities and services available to assist in eliminating employment barriers.

2. Maximize efficiency and access to services.

Missouri is committed to building an integrated demand-driven workforce system and will engage multiple agencies beyond the core partner programs within its WIOA teams and subcommittees. Missouri is using teams comprised of partner representatives to maximize efficiency and access to services. Partner representatives at the state and local levels allow Missouri to align program initiatives and processes.

The Service Design and Delivery Team is responsible for reviewing partners' services and delivery methods to avoid duplication of efforts. The team also looks at strategies to develop unified processes such as a participatory referral process. Partners will create methods of referral that will develop improved service access. Each partner can refer where appropriate, but while each partner develops knowledge of all available services, the job center will provide the conduit to the required partners. In addition, each partner has an information collection process which is used to serve clients. Appropriate data will be shared between each partner to maximize efficiency.

Local level partners are conducting asset mapping, cross training and job shadowing to better understand each other's services. These activities have led to collaborative practices such as co-enrollment and braiding of service funding.

3. Develop career pathways.

Missouri's career pathway model focuses on clients and employers. The sector strategies developed in Missouri will satisfy employers by providing qualified candidates for available

positions. Clients looking for employment will use the information provided by sector strategies to know which career cluster will have the best opportunities for finding self-sufficient employment. Education and training are clear paths to better careers. Ideally, it is optimal to first obtain all the needed education and skills and then find a career. Missouri realizes that there are also clients who need to have concurrent and in some cases consecutive sessions of education and skill attainment with employment. Missouri intends to offer multiple entry and exit points for clients who need additional skills and employment until they reach a self-sufficient career.

Missouri is using Maher and Maher Consultants to develop sectors and sector strategies for Missouri's Workforce Development Boards. Each board will develop their own plan for career pathways based on local employment opportunities, educational choices, and client demographics. The local boards, with representatives of secondary and postsecondary education programs, will respond to industry demand in their local area to develop and implement career pathways by aligning the employment, training, education, and supportive services that are needed by adults and youth, particularly individuals with barriers to employment. As a result of sector strategy work and increased local partnering activities, it is expected that local boards will experience new outcomes.

4. Place a strong emphasis on employment retention.

Missouri recognizes the need for continuing support once initial employment is obtained. Missouri will leverage all the required partners' services to focus on helping clients maintain success in employment. Research indicates that employees who receive on-going education are more likely to retain employment. In addition, up-skilling while employed can improve employment retention and career advancement. Missouri will utilize sector strategies, which can help provide career development paths for workers in their current positions encouraging them to remain and have the opportunity to advance with employers.

Initial career assessment and utilizing economic data to identify in-demand industries will help clients achieve long-lasting employment that is consistent with their skills, interests and capabilities. Missouri will use sector strategies and labor market information to help job centers determine employment that will be available for years into the future rather than short-term employment opportunities.

People who achieve successful long-term employment have gained more than the minimum level of skills. Missouri is committed to providing education, training, and skills above the minimum level. Missouri workers will have opportunities to gain stackable credentials and skills that will retain employment.

5. Engage employers to meet their needs.

Missouri's workforce system is employer-driven. Responding to employers' needs spurs economic growth and promotes self-sufficiency of the state's workforce. WIOA partners are working on a statewide sector strategies initiative, which involves collaboration between core programs to leverage resources to serve businesses. Sector strategies address employers' needs as well as the needs of job seekers. The state uses tools, such as surveys, to listen to current employers and to create engagement opportunities with new businesses.

To engage employers, Missouri partners will coordinate, collaborate and cooperate in business service programs. Emphasis will be on forecasting employment opportunities and

career advancement. The WIOA partners have representatives on business services teams that connect directly to employers. A single point of contact system with employers will be utilized. The website jobs.mo.gov, a common employment support system, can be accessed by both WIOA partner agencies and employers. This system provides a common employment resource.

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.)

See Appendix 1 for Missouri's "expected levels" of performance outcomes relating to the performance accountability measures.

The "expected levels" of core performance outcomes for WIOA are provided for both PY18 and PY19 in Appendix 1. A notice was posted on March 8, 2018 informing the public of these expected performance outcomes, prior to the negotiation of final levels to be held subsequently, by June 2018. See Appendix 1.

4. ASSESSMENT

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

All of the core partners will be involved in assessing the overall effectiveness of the workforce development system as well as determining how to best use the results in pursuit of continuous improvement. The assessment will include the utilization of data to identify the efficacy of initiatives implemented to meet the goals, a review of governmental structure and policies, evaluation of interagency partnerships and an investment in shared technology. Missouri's goal for assessment is to ensure a statewide demand-driven workforce system.

The WIOA implementation Steering Committee, composed of the leadership team from each participating core partner, will provide reports about the status of WIOA implementation and its progress on performance measures to the State Workforce Development Board. These reports will be provided on at least a quarterly basis.

C. STATE STRATEGY

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

1. DESCRIBE THE STRATEGIES THE STATE WILL IMPLEMENT, INCLUDING INDUSTRY OR SECTOR PARTNERSHIPS RELATED TO IN-DEMAND INDUSTRY

SECTORS AND OCCUPATIONS AND CAREER PATHWAYS, AS REQUIRED BY WIOA SECTION 101(D)(3)(B), (D). "CAREER PATHWAY" IS DEFINED AT WIOA SECTION 3(7) AND INCLUDES REGISTERED APPRENTICESHIP. "IN-DEMAND INDUSTRY SECTOR OR OCCUPATION" IS DEFINED AT WIOA SECTION 3(23).

Missouri's WIOA partners will develop strategies to build sector partnerships in demand-driven industries throughout the state, and will collaborate with those partners to define career pathways that lead to self-sufficiency.

Of Missouri's six strategies to achieve our strategic vision and goals, the first three are strategies the state will use to implement industry partnerships and career pathways: Utilizing Partnerships to Provide High-Quality Customer Service, Create Sector Strategies, and Develop Career Pathways.

Strategy 1 - Utilize Partnerships to Provide High-Quality Customer Service

Each WIOA partner is committed to providing the highest quality customer service possible. This is evident in the way Missouri's customer service methodologies are used as models across the nation. WIOA has written into law many of the initiatives Missouri has already undertaken but also reemphasizes the need to continue to look for ways to enhance customer service with a focus on improving co-enrollment and synergizing services. Over the next four years Missouri's WIOA partners will:

- develop strategies to better communicate to employers, workers and jobseekers about all partner services available through the workforce system. Enhanced coordination of services include co-location, knowledge of other services, better communication, and leveraging supportive services provided by mandatory partners.
- increase communication and collaboration between education, workforce boards and economic development agencies as it specifically relates to industry demand and supply of the needed talent pipeline.
- identify barriers and means for removing barriers to better coordinate, align, and avoid duplication among the programs and activities carried out through the workforce system.
- develop a strategy to support low-skilled adults, youth and individuals with barriers to employment with workforce investment activities, education and supportive services to enter or retain employment.

Strategy 2 - Create Sector Strategies

Missouri recognizes effective sector-based strategies are data driven, regionally designed, and guided by business and industry. It also requires an openness to a new way of doing business and new levels of cooperation among stakeholders in workforce, economic development and education. Our approach expands efforts to ensure that the entire state is developing and implementing a more systematic and streamlined approach to sector strategies, while allowing regional flexibility in service design and delivery.

In 2015, Missouri commenced efforts to implement a comprehensive strategy to assist regions in developing sector strategies. Beginning with data analyzes of local economies, regional workforce teams identified target sectors and completed self-assessments and regional SWOT analysis of resources. From that data the top targeted sectors included:

- Diversified/Advanced Manufacturing
- Healthcare
- Information Technology
- Transportation, logistics and warehousing

During the next four years, Missouri will strive to collaborate with these demand industries and cultivate a talent development system by aligning the resources of all partners to create meaningful career pathways, such as register apprenticeships, for a range of workers and skill levels. Our workforce system will embed sector strategy focus at the service delivery level and develop a web-based toolkit to support regional implementation of sector strategies statewide. Strategies will be developed to provide effective outreach to and improved access for employers, workers and job-seekers that could benefit from services provided through the workforce development system. By developing strategies and career pathways within demand-driven industries, and by effectively collaborating and communicating with industry and workforce partners, Missouri will ensure a qualified, educated workforce that will allow industries to continue to grow and thrive.

Strategy 3 - Develop Career Pathways

Career pathways are designed to be a partnership between industry and education at the secondary and postsecondary levels, and forge important links to strengthen local economies. It includes rigorous academic and career courses beginning in high school and leading to an associate’s degree and/or industry-recognized certificate and beyond. Through sector partnerships, Missouri will develop career pathway that align with the skill needs of industries within the region and be a catalyst to assist individuals enter or advance within a specific occupation. Through our workforce system, individuals will receive education, training, and other services to meet the particular needs of individuals. Missouri recognizes that education and training are clear paths to better careers. Ideally, it is optimal to first obtain all the needed education and skills and then find a career. Missouri realizes that there are also clients who need to have concurrent and in some cases consecutive sessions of education and skill attainment with employment. Missouri intends to offer multiple entries and exit points for clients who need additional skills and employment until they reach a self-sufficient career. Additionally, Missouri will continue to support WIOA’s focus on low-income adults, youth who have limited skills, lack of work experience, and face other barriers to economic success. Through our core WIOA partners, Missouri will ensure that all eligible individuals, including those with disabilities, acquire marketable skills to secure a self-sustaining wages and careers in high growth occupations

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).

Strategy 4 - Leadership from Core Partners to Move Forward on Missouri Goals

Missouri provides progressive leadership at the state level to effect change. In order to align the core programs, Missouri set the stage by creating committees at the state level where each of the core partners were represented. The committees were to establish policy at the state level as well as provide guidance to the local partners to carry out the WIOA state vision.

Missouri has a Statewide WIOA steering committee, comprised of all core partners. VR is represented on all WIOA subcommittees at the state and local levels. The WIOA subcommittees are co-chaired by partner staff to ensure alignment with all core programs. VR brings a role of focused expertise regarding working with youth and adults with disabilities to overcome employment barriers.

Adult Education co-chairs the partner Service Design and Delivery committee for Missouri. This workgroup is charged with working with core, combined, and required partners on issues vital to successful WIOA implementation. Examples of topics covered in the workgroup are quality referrals, finding best-practices in local partnerships, and implementing Missouri's Hub Model.

In October 2015, FSD hosted a WIOA convening in which partners from all regions came to hear about the different programs as well as participate in breakout sessions to find out who the partners are, develop a vision, analyze strengths and weaknesses, and develop next steps. FSD and DWD leadership worked together to create a SkillUP partnership, and the WDBs are speaking at initial meetings on the importance of career pathways and sector strategies. FSD leadership is also focusing on performance outcomes across programs.

Strategy 5 - Create Environments that Foster Local Partnerships

Missouri continues to create opportunities where representatives from all available partners can meet, discuss their services and needs, and design new ways to partner motivated by new goal requirements. This has proven to be one of Missouri's most effective strategies to create alignment across agencies. Missouri's combined partners have committed to creating multiple opportunities to create an environment of partnership. Focusing on the five state goals, multiple meetings are being held for local partners to meet, learn about available services, and foster partnering opportunities.

VR brings to the table expertise regarding working with youth and adults with disabilities to overcome their barriers. VR serves on all local WDB boards. VR staff leads the disability subcommittees established by the local WDBs. VR has been engaged with local sector strategies planning as well.

Missouri's Title II has set increasingly high goals for local Adult Education providers which necessitate them getting assistance from partner agencies. For example, the Adult Education state office has set employment and post-secondary goals for local Adult Education providers which require partnering with Title I providers in order to meet them.

FSD is aligning MWA with WIOA outcomes, updating contracts to comply with WIOA, and partnering with DWD on SkillUP.

CSBG: The contracts for CSBG will include language on complying with the requirements of WIOA. In addition, new state leadership will work closer with the CAAs to encourage local involvement. CAAs already communicate and develop partner plans.

MWA: The new MWA contracts that will be finalized in FFY18 require WIOA coordination including: MWA administering the same initial assessment tool as DWD; encouraging physical co-location with WIOA partners; focusing on career pathways, sector strategies, stackable credentials, short-term training and apprenticeships; and aligning the regions with WIOA regions. The contracts will also focus on the participant and allow participation in activities that move toward self-sufficiency, increases supportive services to continually assist participants, and requires contractors to assist all clients (including those not required to participate and who have jobs). Performance incentives are based on meeting employment outcomes.

In addition, MWA staff serve on WDBs and the activity that MWA clients complete on jobs.mo.gov count toward their participation hours.

SkillUP: All SkillUP providers transitioned to DWD's case management system, called MOJobs, which increased functionality including generating reports for all providers, requiring a consistent intake process and interfacing to send information previously sent manually. As new providers are on boarded, the WDBs share information on career pathways, sector strategies and LMI data.

The workforce agency has assisted by securing a consultant contract for Sector Strategies and played a role in coordinating the discussion and formation of the Steering Committee and all other working committees.

Strategy 6 - Devote and Reallocate Resources that Generate Partnerships

WIOA is a call to partner in new and better ways. Missouri's strategy to meet this call is to show our resolve to partnership by committing resources to create new or enhance existing partnerships. Missouri committed to using resources to benefit our mutual customers and provide funding to encourage partners to work together. Missouri is committed to finding connections between core partners, mandatory partners, and partners in each region. Missouri's core and mandatory partners are reallocating resources to create environments to foster partnering

Missouri VR has the purpose of helping individuals with disabilities in preparing for and obtaining employment. VR provides this same expertise in working with employers. Missouri VR is located under the Department of Education and has a strong partnership with local school districts including career and technical education centers and can contribute this knowledge to address this deficit area.

Title II will rededicate resources by piloting a new role in local Adult Education providers, called an "Advocate", which will help Title II students connect with WIOA partner agencies for supportive service, employment, and post-secondary assistance. Title II will incorporate infrastructure payment requirements into the upcoming competitive bid process.

FSD contracted with Public Consulting Group to assist and provide guidance on cost infrastructure, provide research from other states, develop referral resources and assist with other facets of WIOA. This investment is an example of reallocation of resources enabled by TANF.

Alignment for all of these will be achieved through collaboration, staff support of committees and accountability to the State Workforce Board.

III. OPERATIONAL PLANNING ELEMENTS

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

A. STATE STRATEGY IMPLEMENTATION

The Unified or Combined State Plan must include—

1. STATE BOARD FUNCTIONS

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

The Missouri Workforce Development Board (MoWDB) assists the Governor in carrying out its functions by providing the “table” of leadership among business, labor, and workforce partners to convene regular and ad hoc meetings as necessary. The MoWDB is committed to aligning and streamlining Missouri’s workforce development system. For example, the MoWDB ensures that meetings include presentations and discussions with officials representing each of the four WIOA titles in addition to partner organizations.

The State Plan development and modification process was launched by the State Board. The State Board Planning Committee led the overview and endorsement of the draft State Plan and State Plan Modification narrative. Ultimately, the State Board approved the State Plan and the State Plan Modifications.

Members of the State Board are united in furthering the implementation of systemic changes in WIOA concerning the identification of barriers to employment; development, endorsement and implementing strategies to eliminate employment barriers. Currently, the solidification and unification of a multifaceted career pathways model is also an objective and an implementation priority. Statewide outreach and communication for the workforce system has been significantly expanded under WIOA including, extensive updates to the public website, a new system for mass email outreach to all workforce customers, expansion of social media presence, the development and implementation of system-wide logos, and posters for all partners to help drive additional traffic to job centers. Outreach continues to adapt to the changing media landscape and over the next planning period will include the addition of prerecorded video and audio PSA’s for job centers and partners.

A core focus of the State Board objectives includes ensuring that the workforce system utilizes sector strategy based service delivery models. Missouri’s Sector Strategy Initiative was launched October 2015. The Board endorsed an employer engagement model that is implemented by local workforce boards to identify and promote key industry and business sectors within each region. Local Boards continue to advance sector strategies and build sector partnerships with key stakeholders in their regions. Those local partnerships

contribute to the overall state strategy and provide guidance on approaches to better implement sector strategies.

The State Board will also lead continuous improvement, quality management and oversight within the system. This will include state training and crosstraining of staff that is being incorporated into the state performance accountability system.

The State Board will utilize operational structures and decision-making processes that contribute to successful implementation of its functions under 101(d). Operational structures of the Board provide that the purposes and powers of the board shall be consistent with WIOA P.L 113-128 and Section 620.511 et seq., RSMO. Consequently, the State Workforce Development Board is comprised of businesses, workforce and government officials who represent key industries and programs that provide informed recommendations towards building strong regional economies and improved performance accountability of programs. The operational structure of the Missouri Workforce Development Board and its meetings allows it to serve as a convener of state, regional, and local workforce system partners. Workforce Development Board meetings are held four times each year and subcommittees are authorized to assist with policy and programmatic issues as necessary comply with WIOA section 101. Agenda topics at board meetings typically center on items that ensures successful implementation of all six core WIOA programs and TANF. In addition, opportunity is provided at each meeting to hear from Local Workforce Development Boards, the public and others who may be attending.

The operational structure of the Board contributes to successful decision-making processes. The decision-making processes begin with ensuring that board meeting agendas are developed with input from the Chair, Vice Chair and key WIOA State Board officials. Each item discussed at board meetings is initially framed by a subject matter expert. The subject matter expert presents and discusses elements of the agenda item so that all Board members are sufficiently informed and able to confidently develop recommendations and actions for the appropriate state agency. Board members are updated on operational results of their recommendations and action items during meetings and subcommittee meetings as appropriate. This ensures Board members are able to provide additional recommendations as needed to fulfill their obligations under section WIOA section 101(d).

2. IMPLEMENTATION OF STATE STRATEGY

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

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

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

Strategy 1 - Utilize Partnerships to Provide High-Quality Customer Service

Strategy 2 - Create Sector Strategies

Strategy 3 - Develop Career Pathways

Strategy 4 - Leverage Leadership from Core Partners to Move Forward on Missouri Goals

Strategy 5 - Create Environments that Foster Local Partnerships

Strategy 6 - Devote and Reallocate Resources that Generate Partnerships

Strategy 1- Utilize Partnerships to Provide High-Quality Customer Service

Updated Missouri Job Center Activities

In 2009, the Division of Workforce Development (DWD) and the Local Workforce Development Boards (LWDB) designed the Next Generation Career Center (NGCC) service delivery model, which was the original strategic framework of principles to streamline job center processes. WIOA required the Missouri Career Centers to be renamed Missouri Job Centers and the Local Workforce Development Board to be renamed Local Workforce Development Boards. It is in this same spirit of responding to both a changing economy and to the changing needs of the customers of the Missouri Job Centers that Missouri is working toward the new state vision of WIOA.

The new strategic framework for Missouri's Workforce System includes the following:

1. Integrate Services to Better Serve Customers

a. Missouri's Job Centers will continue to move beyond mere partnership to true integrated service delivery for all of our customers.

b. The Adult, Dislocated Worker, Youth, Adult Education and Literacy, Wagner-Peyser, Vocational Rehabilitation, and Temporary Assistance for Needy Families (TANF) program partners commit to a strengthened partnership so customers can easily reap the full benefits of the workforce system.

c. Job Centers implement an integrated customer flow that responds to customer needs. Staff-supported services are emphasized and Job Center services are continuously promoted and provided until the customer's goal has been achieved. This integrated flow has three major functions: welcome/assessment, skill development, and employment.

d. Cross-trained Job Center staff fulfills all of these customer flow functions. Staff focus on the service function and not on silo programs.

e. All Job Center customers are enrolled in the performance pool of both the WIOA Adult program and Wagner-Peyser program during the first Job Center visit. All Trade Act customers are enrolled in the performance pool of the WIOA Dislocated Worker program.

f. Enhanced opportunities will be provided for the customers of the Adult Education, Vocational Rehabilitation, and TANF program partners to be easily co-enrolled in the Wagner-Peyser and/or the Adult programs, so customers can benefit from comprehensive workforce services.

2. Develop Lean Processes and Streamline Service Delivery by Removing Bureaucratic Barriers and Waste

- a. In order to serve customers better, reserve staff time for value-added service delivery, and make integrated services a reality Missouri's partners will continue to actively work to streamline requirements and alleviate bureaucratic barriers. Missouri will continue to look for opportunities to remove unneeded paperwork, move to paperless files whenever possible, reduce unnecessary documentation and reporting, and ensure all policies and requirements support integrated and efficient service delivery.
- b. Missouri partners will focus on quality service delivery with compliance as a necessary responsibility. Local partners will continue to streamline their own policies, procedures and practices. Missouri will ask no more than what is required by state policy regarding customer eligibility and data system management.

3. Effective Referral Activities

HUB Model

While the ultimate goal is to develop interconnections to and from all One-Stop partners, Missouri will begin this effort by using the MJC network as the central hub for interagency referrals and service integration.

To meet the requirement to provide access to each partner's services, all MJC staff are accountable for knowing enough about each available service to give an individual the information needed to make an informed choice as to whether or not to access the services.

Each MJC must develop a local resource guide and provide staff training on the use of the guide. The guide should include each partner's available services and the preferred method of referral. The local resource guide developed by MJC staff will be shared with each of the partners to facilitate referrals to the MJC for access to any service in the system.

Partner agency staffs that identify a participant barrier that they are unable to address should refer participants directly to the most appropriate partner agency equipped to address the barrier. In cases where a partner agency staff is unsure which partner is most appropriate to address the barrier, they should refer the participant to the MJC.

All required partner agency staffs should know enough about the other programs and services to screen a participant to determine appropriate referrals. Whenever possible, staff should make a direct connection with the staff receiving the referral to facilitate the seamless delivery of services. It is also important to ensure the participant is informed enough to have proper expectations of the referral agency.

There are additional partner-based activities that are being used to align activities across the core programs. Examples include:

- TANF: Any participant referred to Missouri Work Assistance (MWA) must complete the same assessment as required by Title I (Career Ready 101).
- TANF: Ability to apply for benefits online.
- SNAP E&T program through the Missouri Job Center system: Each SNAP recipient in training will be co-enrolled in Title I and Title III services to provide them immediate access to career pathways information, training and employment services.

- FSD allows for the use of MoJobs for their clients job search. The time is counted towards their required participation hours for the respective programs.
- Title II is currently negotiating with all WIOA partners market Title II services to any client needing educational services as well as researching improved ways to provide information and services.
- Title IV: VR is actively participating with all local workforce boards and works closely with Missouri Job Centers to provide program accessibility, physical access to services, and assistive technology for people with disabilities.Strategy 2 -Create Sector Strategies

Strategy 2 - Create Sector Strategies

Sector Strategy Activities

Missouri recognizes effective sector-based strategies require an openness to a new way of doing business and new levels of cooperation among stakeholders in workforce, economic development and education. Our approach expands efforts to ensure that the entire state is developing and implementing a more systematic and streamlined approach to sector strategies, while allowing regional flexibility in service design and delivery. To assist in our efforts, Missouri has partnered with the consulting firm Maher & Maher, a specialized change management and workforce development consulting firm, to provide guidance during the launch year and establish a foundation to achieve transformative system change. Tools developed during launch will enable regional teams to embark on achieving a shared vision of building a talented and skilled workforce that would meet employer needs and ultimately spur economic growth in Missouri's 10 Economic Development Regions.

Strategy 3 -Develop Career Pathways

Career Pathway Activities

Missouri's career pathway model will focus on the jobseeker and the employer. The sector strategies developed in Missouri will satisfy employers by providing qualified candidates for available positions and the jobseekers will use the information to know which career cluster will have the best opportunities for finding self-sufficient employment and the pathways available to reach their goals. Education and training are clear paths to better careers. Ideally, it is optimal to first obtain all the needed education and skills and then find a career. Missouri realizes that there are also clients who need to have concurrent and in some cases consecutive sessions of education and skill attainment with employment. Missouri intends to offer multiple entries and exit points for clients who need additional skills and employment until they reach a self-sufficient career.

All partners are committed to support the efforts of the other partners by ensuring that their services are available to the participants referred by WIOA partners. It is our mutual agreement that once any partner sets an individual on a career pathway, it is every other partner's responsibility to contribute, as appropriate, to the participant's success along the pathway.

Missouri's examples include:

- Scholars@Work: Title I and Title II are partnering to provide an exciting opportunity for those receiving both services. The participants in this pilot receive Adult Education and

Literacy (AEL) education classes concurrently with employment and employability skills. Youth earn a paycheck while pursuing their High School Equivalency. This project overcomes one of the greatest challenges youth face in meeting a career goal. Through stipends to take care of financial needs along with individualized coaching and training, youth can earn the equivalent of a high school diploma on a pathway to success.

- Developing new initiatives to expand apprenticeship opportunities for Adult, Dislocated Workers & Youth such as new contracts with the labor organizations such as AFL-CIO and the UAW. We are working with local employers to develop apprenticeship opportunities.
- In addition to training services, the Title I & Title IV partners have work based programs such as on-the-job training and work experience which offer the customers the opportunity to combine education, training and employment services. VR & Rehabilitation Services for the Blind supports career pathways by providing a variety of services to students, youth and adults with disabilities. Additional services may include assistive technology, case-management, and post-employment support to provide job retention.
- The Adult Education program is piloting a new staffing role within Adult Education local programs to connect students with core and required partners, local employers, and post-secondary institutions. Each local AEL local program will receive funding to participate in the pilot. Each pilot will hire a case manager/job coach to be responsible for connecting targeted AEL students with available partners, services, and opportunities to achieve employment and/or post-secondary enrollment focusing on student success and making the connections with available partners.
- Place a strong emphasis on employment retention - Missouri Adult Education currently provides services to employed/incumbent students. Studies show that those who improve their education also improve their employment and promotion opportunities. Missouri's Local Adult Education program staff will counsel each student to determine their educational goals and assist them with obtaining pathway knowledge to help them retain employment and continue to create promotional opportunities. If needed they will connect these individuals with resources from the workforce partners to help them achieve their goals.
- The major barriers to employment for all partners participants is a lack of a high school diploma, low educational skills, and lack of English language skills. Missouri's AEL funded classrooms are preferred providers in overcoming educational barriers. All partners have access to direct linkages to Adult Education.
- TANF provides supportive services that assist workforce customers the ability to remove barriers with overcoming barriers to begin career pathways.
- Using TANF funds, the Title I partners are able to provide subsidized employment during the summer months to youth between the ages of 16-24 that are at or below the 185% poverty level. Partnering with Vocational Rehabilitation, the partners may be able to place individuals with disabilities that need workplace coaches into positions.
- The Family Support Division offers customers access to computers in their local offices to complete job searches using the workforce site jobs.mo.gov, which is counted towards meeting the employment requirements for TANF.

- The Supplemental Nutrition Assistance Program (SNAP) Employment and Training Program will be operated through the Missouri Job Center system. Each SNAP recipient in training will be co-enrolled in Title I and Title III services to provide them immediate access to career pathways information, training and employment services.
- Missouri Community Colleges and the Missouri Job Centers partner with the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant programs. This program targets Trade Act Assistance workers, veterans, unemployed, underemployed and low skilled workers and prepares them for employment in high-wage, high-skill occupations. The Community Colleges design programs that are responsive to the workforce needs of multiple employers within an industry sector by working closely with regional and national employers and industry groups. These employer and industry partners will help identify and map necessary skills and competencies, as well as assist in designing curricula, programs, assessments or credentials that will help quickly connect ready-to-work Americans with ready-to-be-filled jobs.

Strategy 4 - Leverage Leadership from Core Partners to Move Forward on Missouri Goals

Missouri WIOA Steering Committee

State agency leaders from the combined agencies created a steering committee to guide Missouri's combined partners in developing a vision, goals and activities for Missouri's local workforce development boards. They were charged with providing consistent messaging from all partners. Each combined plan partner has committed to consistent messaging toward aligning programs and has shared Missouri's strategic vision and goals. Missouri's initiated a State-level Memo of Understanding that informed all partners Missouri values finding ways to work together.

Subcommittees were created to focus on aligning combined partners and strengthening workforce development activities. The subcommittees are: Administrative, Service Design and Delivery, Employer Engagement, Technology, Data and Outcomes, Youth Services, One-Stop Certification, Infrastructure

- Administrative: Core partner identification, State Interagency Agreements (Local MOUs), Agreements and MOUs with other Agencies/Institutions, Cross Training and Technical Assistance, Labor Market Information, State and Local Board Membership composition
- Service Design and Delivery: Programmatic descriptions for quality referrals, Referral and follow up, Transition and Youth, Assistive Technology Services
- Employer Engagement: Services to employers, Sector Strategies and Career Pathways, Labor Market Information
- Technology, Data and Outcomes: Data sharing, data fields, data collection points, confidentiality
- Youth Services: Develop methods and strategies to support collaboration between partner agencies, promote greater understanding of the services provided by each agency, discover methods to avoid duplication of services

- One-Stop Certification: Establish criteria and procedures for Local Boards to use when certifying one-stop centers
- Infrastructure: Determine state agency infrastructure costs to be shared with local WDB's

Strategy 5 - Create Environments that Foster Local Partnerships

Missouri has begun the process of fostering local partnership with a series of meetings and conferences to connect Core Partners, Mandatory Partners, Optional Partners, as well as any stakeholders who can assist clients we serve.

Title I:

- Held a meeting of stakeholders to define the new law, new responsibilities, opportunities for partnering, and strategies to enhance service delivery within the Missouri WIOA system to maximize participant success.
- Held a Sector Strategy Meeting where stakeholders from WIOA as well as local Workforce Board regions (employers, etc.) to discuss data and targeted employment sectors.
- Hosted a joint youth summit with Title II and IV to inform Local Board and subcontractor staff of WIOA changes.

TANF:

- Offered a WIOA Partnership Meeting conference of all partners to describe the services offered, who is eligible, and how best to connect services. This conference used regional breakout sessions to allow stakeholders to meet and plan for implementation of WIOA.

Title IV:

- Hosted a business outreach partner meeting for stakeholders who work with employers and employer engagement. The meeting began with presentations on each partner service and a best-fit for employer engagement. The regional break-out sessions created an environment of collaboration.

Strategy 6 - Devoting and Reallocating Resources that Generate Partnerships

Missouri's partners are dedicating resources to implement WIOA through improved communication and collaboration.

- Title II is allocating resources to each local provider to find successful processes to create linkages between core and mandatory partners, local employers, and post-secondary institutions. The best practices will be shared with all WIOA partners.
- Title III (Wagner-Peyser) is allocating resources to provide National Career Readiness Certificate testing for all of Missouri's Community Colleges.
- Title IV has used liaison positions for over 10 years to specifically focus on partnering with key agencies, such as Missouri Department of Mental Health, all Missouri Workforce Development Boards, Centers for Independent Living and the Missouri Department of Elementary and Secondary Education Office of Special Education. These positions have been enhanced to include all mandatory partners under WIOA and continue to create linkages enabling an effective coordination and delivery of services.

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.

Missouri has established teams such as Service Design and Delivery, Business Engagement, Technology, Data and Outcomes, Youth Services, and One-Stop Certification to focus on aligning the activities described in Section A. These teams include representatives from the core and mandatory partners as well as additional partners such as the USDOL Registered Apprenticeship Program, Department of Corrections, the Division of Mental Health and United Way, to assist in carrying out our vision and goals.

The core, mandatory and other essential partners are collaborating to apply for the Apprenticeship USA grant, which will necessitate participation both at the State and local levels. These partners include Missouri Chambers of Commerce, AFL-CIO, Missouri Community College Association, United Way, Missouri Department of Corrections and various unions and businesses.

The local regions have also extended their partnerships beyond just the core and required partner involvement. More than half of the local regions have already established disability or special population standing committees to address individuals with barriers. Several local regions have sponsored specific hiring and employer events targeted to the hiring of persons with disabilities.

The St. Louis region has developed a unique partnership focused just on serving youth. The St. Louis Youth Interagency team incorporates many agencies which touch youth including VR, Job Corps, the Division of Youth Services, the Division of Workforce Development, the Department of Mental Health, Youth Build, and Paraquad, which is the local Center for Independent Living. This group focused initially on asset mapping and resource sharing but have evolved into cross training, job shadowing and replication to both another urban and rural location in Missouri.

The new strategic framework for Missouri's Workforce System includes the following:

Activity 1: Engage More Businesses, Improve Business Services, and Link with Economic Development.

Local Boards will work with partners to:

- Develop strategies to actively engage businesses and seek the workforce intelligence needed to develop effective, demand-driven services for workforce system customers;
- Customize and disseminate labor market information that will contribute to the human resource planning for businesses and information needs of economic development partners;
- Coordinate with state, regional, and local economic development partners in recruiting, retaining, and expanding businesses for vibrant local economies;

- Ensure that Job Centers offer customized comprehensive recruitment services that help businesses find the workers they need through easy access to the full range of workforce system talent, services, and partners;
- Support entrepreneurial skill development to help individuals start and grow businesses to help local economies thrive;
- Regionally target key economic sectors, convene those sectors, map talent pipelines, and develop career pathways to ensure businesses have available the qualified workforce they need to grow and prosper;
- Continuously seek alignment of the workforce system and Job Center services with the identified needs of the targeted sectors.

Activity 2: Creating Effective Referral Activities.

Missouri will align with partners outside of WIOA by using a central hub model.

- Hub Model - In order to meet the requirement to provide a direct connection from the MJC to each required partners' services, DWD will hold all MJC staff accountable for knowing enough about each available service in order to give an individual the information they need to make an informed choice as to whether or not to access the services. We plan to accomplish this through the development of local resource guides for each Job Center and significant staff training. The local resource guide developed by MJC staff will be shared with each of the 19 required partners in order to facilitate referrals to the MJC for direct access to any service in the system.

Policy will require MJC staff to document every referral including the method of referral and subsequent follow-up. Each referral must include an initial assessment (to the degree information can be shared), listing of services already planned, and the service requested of the organization receiving the referrals. Any applicable partnerships that are created between local partners that are not in the local resource guide will be reported to the nearest job center for addition to the guide.

- Title I has dedicated phone lines for UI claimants to file a claim and/or resolve issues related to a claim.
- The Childcare Program has worked with Job Centers to accept childcare applications and submit them to the Family Support Division for processing.
- Title IV: To provide services for people with disabilities, VR partners with organizations outside the workforce system such as community rehabilitation providers, Centers for Independent Living, and local education 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 (e.g. transportation), to individuals, including those populations identified in section II(a)(1)(B), and individuals in

remote areas The activities described shall conform to the statutory requirements of each program.

Representatives from Adult Education and Literacy, Career and Technical Education, Supplemental Nutrition Assistance, Temporary Assistance for Needy Families, Vocational Rehabilitation, Wagner-Peyser, and WIOA Adult, Dislocated Worker and Youth programs worked collaboratively to develop a process that will facilitate smooth referrals between and among the various one-stop partner agencies. The process is referred to as the Hub Model and uses the Missouri Job Centers as the central hub for screening participants for unmet needs and referring them to the agency most well equipped to address each need.

The Hub Model will provide high-quality, customer-centered services, including supportive services, which will be delivered through Missouri's Job Center (MJC) system. It brings together workforce development, education, and other human resource services in a seamless customer focused delivery network that enhances access to the programs' services. Though this long term employment outcomes are improved for individuals receiving assistance. One-stop partners administer separately funded programs in compliance with their individual statutory requirements while continuing to provide a set of integrated streamlined services to customers.

- **Scholars@Work:** Title I and Title II are partnering to provide an exciting opportunity for those receiving both services. The participants in this pilot receive AEL education classes concurrently with employment and employability skills. Youth earn a paycheck while pursuing their High School Equivalency. This project overcomes one of the greatest challenges youth face in meeting a career goal. Through stipends to take care of financial needs along with individualized coaching and training, youth can earn the equivalent of a high school diploma on a pathway to success.
- **Title II:** Lack of a high school diploma, low educational skills, and lack of English language skills are each barriers to self-sustaining employment. Missouri's AEL provides classes so people can overcome educational barriers. Attendance in class is necessary to be successful in gaining education. Title II has shared the most common barriers to attendance with all WIOA partners and is designing ways to work with partners to address these barriers for each client.
- Missouri partners are researching ways to maximize limited resources and reduce duplication of services where possible
- The new strategic framework for Missouri's Workforce System includes the following:
 1. Integrate Services to Better Serve Customers
 - a. Missouri's Job Centers will continue to move beyond mere partnership to true integrated service delivery for all of our customers.
 - b. The Adult, Dislocated Worker, Youth, Adult Education and Literacy, Wagner-Peyser, Vocational Rehabilitation, and Temporary Assistance for Needy Families (TANF) program partners commit to a strengthened partnership so customers can easily garner the full benefits of the workforce system.
 - c. Job Centers implement an integrated customer flow that responds to customer needs. Staff-supported services are emphasized and Job Center services are continuously

promoted and provided until the customer's goal has been achieved. This integrated flow has three major functions: welcome/assessment, skill development, and employment.

d. Crosstrained Job Center staff fulfills all of these customer flow functions. Staff focus on the service function and not on silo programs.

e. All Job Center customers are enrolled in the performance pool of both the WIOA Adult program and Wagner-Peyser program during the first Job Center visit. All Trade Act customers are enrolled in the performance pool of the WIOA Dislocated Worker program.

f. Enhanced opportunities will be provided for the customers of the Adult Education, Vocational Rehabilitation, and TANF program partners to be easily co-enrolled in the Wagner-Peyser and/or the Adult programs, so customers can benefit from comprehensive workforce services.

2. Lean Processes and Streamline Service Delivery by Removing Bureaucratic Barriers and Waste

a. In order to serve customers better, reserve staff time for value-added service delivery, and make integrated services a reality, Missouri will continue to actively work to streamline requirements and alleviate bureaucratic silo barriers to providing customer-focused quality service. Missouri will continue to look for opportunities to remove unneeded paperwork, move to paperless files whenever possible, reduce unnecessary documentation and reporting, and ensure all policies and requirements support integrated and efficient service delivery.

b. DWD will continue to focus its monitoring on quality service delivery and with compliance as a necessary responsibility. Local partners will continue to streamline their own policies, procedures and practices; and require no more than what is required by state policy regarding customer eligibility and data system management.

- WIOA partners are committed to support the efforts of the other partners by ensuring that their services are made available to all WIOA participants referred by WIOA partners. It is our mutual agreement that once any partner sets an individual on a career pathway, it is every other partner's responsibility to contribute, as appropriate, to the participant's success along the pathway.

- Missouri is piloting a new role within Adult Education offices to connect students with core and required partners, local employers, and post-secondary institutions, called Transitions in Partnership (TIP). Each local AEL office will receive resources to be a part of the pilot. Each pilot will be involved using a person dedicated to connecting targeted AEL students with available partners, services, and opportunities to achieve employment and/or post-secondary enrollment which focuses on student success and making the connections with available partners. Each pilot will run through Fiscal Years 2016 and 2017, and each program will produce a final report to develop best practices. The best practices will be shared with all WIOA partners.

D. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO EMPLOYERS

Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner

programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.

Identifying and Meeting the Needs of Business

Missouri uses an integrated approach to service delivery for business customers. An emphasis has been placed on products and services that assess candidate skills and provide for skills enhancement, resulting in better candidates for the business customer. Missouri has multiple initiatives to assess candidate skills, upgrade workplace skills and connect businesses with job seekers.

Each workforce area has a Business Services Team plan that guides outreach and services to businesses. Business Services Teams are made up of staff whose mission is to connect employers to a skilled workforce. To ensure an integrated service model, teams now include business representatives from Vocational Rehabilitation (VR), along with other combined partners who touch businesses. At a minimum, the members of the teams include Business Representatives and other Job Center staff assigned to business services, OJT Marketing Specialists, Local Veterans Employment Representatives, and VR Business Outreach Specialists. The design and makeup of each team varies slightly from region to region and may include a variety of other partners who work with businesses, such as local economic developers, educational agencies, UMOS (Missouri's 167 provider), Rehabilitative Services for the Blind Outreach Specialists and Family Support Division (FSD) TANF Outreach Specialists. Additionally, the Kansas City and Vicinity Region employs Disability Program Navigators, which are also included on their business services team.

Business services teams meet on a regular basis to discuss, coordinate and develop strategies to meet the specific needs of businesses in their local workforce region. Each local team has established strategies to determine business needs in their region. These include the use of labor market information, involvement and coordination with local Chambers of Commerce, local educational agencies, local and state economic developers, regional planning commissions, human resource groups and other business organizations. Each workforce region is now engaging in sector planning to better address skills gaps and create career pathways. Missouri contracted with a consultant to provide technical assistance and guidance to each region in developing sector strategies. All combined partners participated in a sector strategies statewide launch and many are participating in regional sector meetings. All workforce regions are in the process of launching regional sector partnerships with key industries. Combined partners are participating in these efforts and will collaborate to meet the needs of the targeted industries.

Business services teams are demand driven and strive to accommodate employer requests or provide referral to resources that can meet their needs. A demand-driven message is conveyed to all staff through the Workforce Development Board Directors, Business services team leaders, Job Center Functional Leaders and WIOA partner staff. Business services drives the products and services offered in the workforce system. Teams are aware of the business climate and current workforce needs of businesses in their regions. This allows the system to offer the appropriate products and services that will prepare job seekers to meet current demands.

Each region's employer outreach goals and procedures, as well as each partner's specific procedures are outline in their respective business services plans and are shared and coordinated with business services team staff and partner agencies. Those regions with high concentrations of agricultural employers also have agricultural outreach plans. Outreach is conducted to both agricultural and non-agricultural businesses on a daily basis through various methods, including regional employer meetings and forums, through local human resource groups, agricultural and other industry associations, Chambers of Commerce as well as direct contact with individual businesses. In addition, the State Monitor Advocate and regional agricultural outreach staff coordinate with the business services teams to ensure coordinated agricultural outreach.

Missouri encourages a single point of contact system. Each regional team has developed protocols and procedures necessary to avoid duplication of efforts and are outlined in their regional business outreach plans. A common case management system, Toolbox, now known as MoJobs, is available to workforce system staff to document employer contacts and services provided. Through WIOA collaboration, the Toolbox system will be utilized by all VR Business Representatives and other combined partner staff that touch businesses to document their business contacts. A common database allows business team members to better coordinate and avoid duplicative employer contacts through easy access to service notes, program participation and job order history. Through cross training and collaborative meetings with outreach staff from all partners, the business services teams have an understanding of each agency's business focused programs and services. This allows staff to provide information on all relevant programs to business customers and to integrate and coordinate services among agencies. In addition, teams have identified common programs and services, such as on-the-job training, which can be co-marketed to employers.

With the changes in federal contractor requirements for Section 503 and VEVRAA, VR business staff and DWD veterans outreach staff have collaborated to serve employers. This reduces duplication of efforts and provides a more seamless delivery of services to these contractors.

In order to better serve employers with their diversity outreach needs, Missouri's workforce system has partnered with VR to access technical assistance from Office of Disability Employment Policy (ODEP) National Center on Leadership for the Employment and Economic Advancement of People with Disabilities (LEAD Center). Through this collaboration, partners have developed a statewide survey which will be sent to gather basic inclusion practices by businesses and provide opportunities for outreach to businesses for assistance in meeting their needs in connecting with qualified, diverse candidates.

To ensure continuous improvement, DWD has created two new positions aimed at improving services to business customers. The employer satisfaction coordinator will be surveying employer customers and assessing the effectiveness of services provided to businesses, determining employer satisfaction and providing feedback to workforce directors, business services teams, job center staff and partner agencies. This information can be utilized by all workforce system partners to identify issues and better coordinate to meet the needs of business. The business services coordinator will be continuously

reviewing job orders with a lack of adequate referrals to identify issues and help regions and individual employers with revising orders to ensure maximum results.

Missouri has established a WIOA Employer Engagement Committee, made up of staff from all combined partner agencies, LWDB Directors, and the USDOL Office of Apprenticeship State Director. This committee has been established to provide guidance to regions, make recommendations to the WIOA State Steering Committee, and coordinate statewide meetings as needed to ensure continued partner collaboration.

Missouri has established an Apprenticeship Workgroup, made up of representatives from all combined partner agencies, the Department of Corrections, Labor Organizations, the Missouri Community College Association, the State Chamber of Commerce, Higher Education and the United Way. The Apprenticeship Workgroup is tasked with developing a statewide strategy to develop and grow registered apprenticeship opportunities across the state. This statewide workgroup and having a statewide strategy allows partner agencies to coordinate apprenticeship efforts and resources, more effectively meeting the needs of employers.

The Community Services Block Grant (CSBG) program helps meet employer's needs through Community Action Agencies (CAA). CAAs regularly host job fairs. In addition, CAAs meet employers needs by skilling up participants through job readiness activities, supportive services, life skills training and leadership classes. All activities of the CAAs are based on a Community Needs Assessment which is conducted every 3 years. Employers and community based organizations are engaged in this process through surveys and focus groups.

The Missouri Work Assistance program (MWA) partners with employers by providing subsidized employment opportunities in which the MWA contractor pays the participants wages and On-the-Job (OJT) in which an employer hires the Temporary Assistance (TA) participant. These programs allow the MWA contractor to act as the liaison between the participant and the employer. Subsidized employment allows the employer to train and determine if the participant meets their needs for the actual job. OJT allows the employer to provide the hands-on-training needed for their business. In addition, as MWA moves forward in aligning TA with WIOA, MWA contractors are required to use labor analysis reports to analyze workforce, labor supply and demand and the regional occupational outlook of their assigned region(s) to ensure they are meeting the economic and employer demands of their region. MWA contractors are encouraged to use career pathways, create and maintain partners with local employers to learn the in-demand jobs and skills needed for the current market. The Temporary Assistance for Needy Families (TANF) program will encourage the MWA contractors in these avenues by placing the emphasis of a contractor's achievement by the quality of service and performance measures similar to WIOA; such as participants that become employed that have a defined career pathway and participants in OJT training or an apprenticeship.

Missouri's Employment and Training program for Food Stamp recipients is SkillUP. DWD partners with FSD to operate the SkillUP program through the Missouri Job Centers. The vision of SkillUP is to provide a streamlined access to industry aligned training that lead to family supporting employment and sustainability. DWDs model is intended to serve the needs of employers by providing employers with a skilled workforce and to fill the workforce gap.

In addition, Missouri Pre-apprenticeship Academy has partnered with three industries (plumbing, laborer, and construction) for training and curriculum based on industry standards. This will ensure the preparation and training of individuals needed to enter one or more Registered Apprenticeship programs and further meet the needs of employers.

E. PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS

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

Education will be the key for successfully implementing career pathway programs within each region's identified sectors. Using leveraged resources and labor market data, the partners, which include business and education, will build upon current programs and create new strategies to provide training for individuals to find employment in their communities with opportunities for growth.

Currently our core and mandatory partners have independent relationships with the education partners. Through our sector strategy initiatives and further asset mapping we intend to create a unified pipeline of educational pathways that can be seamlessly promoted through the one-stop delivery system. Using the states strategies, which focus on customer service, sector strategies and career pathways, we will collaborate with our business leaders, Career and Technical Education and Community College partners to create accessible training programs that meet the needs of our businesses and will provide customers with work-based learning training. Example include:

- CSBG: CAAs have partnerships with community colleges and technical schools throughout the state. Partnerships provide educational opportunities, either through direct access to classroom instruction or collaborations with life skills classes that increase participants' capacities to attain educational goals. Many partnerships have formal Memorandums of Understanding delineating responsibilities of each party.
- Skill Up: The other educational partnerships include: University of Missouri offering life skills and other classes, a partnership with the Community Colleges. Other CBO partnerships will be known based on response to the RFP.
- MWA: MWA currently uses many community colleges and technical education schools for its participants. Each region works locally with their educational institutions to develop programs that respond to the need of the area. These include the college providing additional class times or creating classes to meet the needs of the region
- DWD has engaged Career and Technical Schools, community colleges, United Auto Workers, AFL-CIO and employers to partner and develop pre-apprenticeships and apprenticeship programs. Examples are in advanced manufacturing and diesel mechanics. This partnership with education, labor and employers ensures job driven education and training systems.

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.

To meet the needs of businesses throughout the state and accomplish the goals set forth through the sector strategies initiative it will be important to have a robust eligible training provider list available for the partners to use to make informed training and skills upgrade selections with their participants. This includes the providers of education for Registered Apprenticeships. This will ensure our customers have the ability to make quality training choices which will lead to good jobs.

VR works with state proprietary schools as well as other training entities which provide specific skills to lead to employment. In addition, VR works with their Community Rehabilitation Programs, which provide additional in-demand skills training. Examples include heavy equipment training in mid-Missouri, hospitality training programs in the Kansas City and St. Louis area, and manufacturing training in St. Louis.

The Community Action Agencies (CSBG) have multiple partnerships in the education field, such as adult education, university extension departments, English Language Learning, and private business job mentoring sites. CAAs also regularly partner with educational institutions by providing Poverty Simulations, Step Up to Leadership classes, Family Development Credentialing, and REALL Simulations that assist partners in working with shared clientele.

SNAP's SkillUP program has the same partnerships with education as Title I with additional educational partnerships including: University of Missouri offering life skills and other classes, a partnership with the Community Colleges.

The changes being implemented under WIOA with the Eligible Training Provider System will indirectly serve to move the system of funding training toward approving eligibility only for those that demonstrate significant levels of performance. While this system cannot provide preferential funding, it is being designed to impose performance thresholds prior to granting eligibility for training providers to receive job training funds.

MWA: MWA contractors currently have partnerships with employers, education and training providers. Employers assist with training through subsidized employment and alternative work opportunities but other providers include institutes, certificate training providers and adult education. The contractors work together with the entities to determine the need of the region.

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).

Every partner will create as many opportunities to connect additional services for the client as possible. These opportunities are to be accomplished through creative and innovative methods including co-location, knowledge of other services, better communication, and leveraging supportive services provided by mandatory partners.

Effectively meeting client needs means providing the most comprehensive service for the client using the entities that are dedicated to providing that service. Improving methods of sharing of clients and client information will avoid the necessity for any partner to create redundant services and use resources to recreate services already provided. Using asset mapping strategies and through the development of Memorandums of Understanding (MOUs), each region will have the ability to discuss how cost sharing will occur for optimal benefit to the job seeker. Missouri recognizes effective sector-based strategies require an openness to a new way of doing business and new levels of cooperation among stakeholders in workforce, economic development and education. Our approach expands efforts to ensure that the entire state is developing and implementing a more systematic and streamlined approach to sector strategies, while allowing regional flexibility in service design and delivery

Missouri is committed to finding connections between core partners, mandatory partners, and other partners in each region. Missouri's core and mandatory partners will collaborate to share resources to create environments to foster partnering at the local level as well as maintain resource allocations that keep existing partnerships at the local level. Specific examples include: As part of their services to individuals with disabilities, VR may provide funding for post-secondary training. As partners seek to co-enroll their customers, this will provide opportunity for leveraging of these resources through braiding of both educational dollars, as well as supportive services to ensure the customer's success. VR also provides guidance and counseling to the job seekers, to insure that access to comparable services funding is achieved, whether through partner agencies or through Federal funding, such as the Pell grant.

CAAs have the ability to utilize Community Services Block Grant funding to supplement other programs that are federally, state and locally funded. CAAs are able to leverage such programs as Head Start, Housing Assistance of various funding sources, domestic violence shelter and support, Energy Assistance and other programs that provide additional supportive services to assist clients in attaining and retaining employment. These programs would also be available to use by partners to provide wrap-around services.

Missouri will continue to cultivate and grow local partnership initiatives for SkillUP through the use of 50/50 match funding. This funding allows the expansion of employment and training opportunities for Food Stamp recipients through use of non-federal funds. The goal of SkillUP is to assist Food Stamp recipients in gaining the skills they need to find self-sustaining employment in the current job market. This initiative began with the University of Missouri and the Community Colleges (administration is through the Missouri Community College Association) and will grow with the release of a RFP.

MWA (TANF) currently uses other federal, state and local investments whenever possible to assist participants in applying for food stamp and child care benefits, obtaining assistance in completing tax returns to maximize deductions, and receiving housing assistance through federal and local funding.

CSBG receives private donations and other federal, state and local investments to assist in meeting the needs identified in their respective Community Needs Assessment.

The one-stop delivery system works closely with education providers to provide customers with a large amount of educational offerings. All education providers are listed on the

State's ETPS. This ensures customer choice and satisfaction while ensuring program effectiveness. Missouri's strategy to meet this call is to show our resolve to partnership by committing resources to create new or enhance existing partnerships. Missouri is committed to using resources to benefit our mutual customers and provide funding to encourage partners to work together.

The one-stop delivery system works closely with education providers to provide customers with a large amount of educational offerings. All education providers are listed on the State's ETPS. This ensures customer choice and satisfaction while ensuring program effectiveness. Missouri's strategy to meet this call is to show our resolve to partnership by committing resources to create new or enhance existing partnerships. Missouri is committed to using resources to benefit our mutual customers and provide funding to encourage partners to work together.

The ApprenticeshipUSA Accelerator Grant, if received, will support Missouri to catalyze or build upon existing strategies to expand and diversify Registered Apprenticeship opportunities. These strategies include convening key industry representatives, State agency leaders and other stakeholders to form strategic partnerships, and elevate apprenticeship as a workforce solution in both traditional and non-traditional industries including IT, healthcare, advanced manufacturing, cyber-security, business services, transportation, and others.

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.

Missouri links its training investments to targeted industry sectors and high demand occupations through Missouri Economic Research and Information Center (MERIC), and Eligible Training Providers System (ETPS). In most cases, these training investments are through Individual Training Accounts (ITA). An area of focus for the Missouri Job Centers will be to promote and expand their use of short-term training for stackable credentials, licenses or certifications by working with employers promoting OJT, Registered Apprenticeships and customized training. Missouri Jobs Centers work closely and in partnership with area colleges and technical schools to provide career pathways to customers of the Job Center to obtain postsecondary diplomas, certificates and degrees.

Missouri Vocational Rehabilitation and Rehabilitation Services for the Blind

Missouri Vocational Rehabilitation and Rehabilitation Services for the Blind may provide vocational rehabilitation services to potentially eligible students with disabilities and eligible individuals, including youth with disabilities, to assist in accessing programs leading to post secondary credentials. Services are designed to create opportunities for enrollment in comprehensive transition or postsecondary educational programs, including registered apprenticeship training programs, leading to industry-recognized certificates, credentials, licenses, and post-secondary degrees. Services for eligible participants may include access to training programs, disability related accommodations, and support services necessary for the successful participation and completion of the training activity.

Missouri Department of Elementary and Secondary Education

The Missouri Department of Elementary and Secondary education (DESE) has launched Top 10 by 20, a major improvement effort that aims for students to achieve in Missouri to rank amount the top 10 states by 2020. Missouri's first goal is for all Missouri students will graduate college and career ready. The first objective, by 2020 student's achievement will rank among the top 10 states in the U.S. Objective 2, by 2020 all students will qualify for entrance into postsecondary education/training. Goal 2, All Missouri children will enter kindergarten prepared to be successful in school. Objective 1, By 2020 increase the percentage of children participating in high-quality early childhood programs and services supported by the Department. Objective 2, By 2020 Missouri early childhood program data representing at least 50% of the children entering kindergarten will be included in the Missouri Comprehensive Data System (MCDS).

Goal 3, Missouri will prepare, develop, and support effective educators. Objective 1, By 2020m all preparations programs will be highly effective at preparing teacher candidates as defined by a uniform set of performance data points demonstrated by the proportion of preparation programs achieving each of the state's performance benchmarks. Objective 2, by 2020, all educators will be effective as defined by a local evaluation process fully aligned to Missouri's Essential Principle of Effective Evaluation. Goal 4, DESE will improve departmental efficiency and operational effectiveness. Objective 1, Increase the efficiency and effectiveness of Department operations to support the implementation of the Top 10 by 20 initiatives.

Dual Credit is another strategy that will aide in improving access to post secondary credentials. Missouri High School students have the opportunity to add dual credit courses along with their high school studies. Dual credit course provide high school students an opportunity to experience college-level coursework and to receive, simultaneously, both high school and college level courses. Providing dual credit to high school students not only work to increase the number of students graduating from high school and attending college but also reduces students' costs and time to degree completion. The primary goal of this policy is to ensure that institutions across the state deliver high-quality college experience thereby increasing student success in and access to postsecondary education as student's transition from high school to college.

Credits earned by students in dual credit courses that meet the guidelines of Dual Credit Delivery shall fall under the same CBHE guidelines as that for credit in college courses subject to transfer between public and independent institutions in the state of Missouri. College credit that is earned through dual credit coursed offered in high schools shall be applicable toward associate and/or baccalaureate degree requirements and shall be eligible for transfer.

Missouri state policy allows students to earn dual credit for academic or CTE postsecondary courses taken at their high school or a postsecondary institution. All public postsecondary institutions in the state are required to accept dual-enrollment credits.

Missouri Adult Education

Adult Education & Literacy (AEL), an agency in the Department of Elementary and Secondary Education (DESE) provides assistance that helps Missouri Adults get the basic skills need to be productive workers, family members and citizens, and allow them to

secure training that will enable them to become more employable and productive, as well as allowing them to continue their education to at least the level of completion of secondary school. The major areas of support are Adult Basic Education, Adult Secondary Education, and English Language Acquisition. Title II funding and strategic partnership will provide Adult Education and Literacy activities concurrently and contextually with workforce prep and workforce training, but will rely on partnerships to provide workforce training for specific occupations. Currently Adult Education and Literacy classes offered in 34 of Missouri counties.

Missouri TANF

Community Services Block Grants: Community Action Agencies (CAAs) provide various services that assist those seeking post-secondary education and/or credentials, as well as services and programs that encourage and assist high school students in graduating from high school and pursuing higher education goals. CAAs also have partnerships with educational institutions that provide pathways for customers to secure additional educational opportunities.

SkillUP: The postsecondary credential access through the Job Centers are the same as the DWD. Other CBO partnerships will be known based on response to the RFP.

MWA: MWA considers itself the starting point for many participants to be assessed to identify the participant's strengths and weaknesses, overcome barriers and provide supportive services to allow the TA participant to pursue postsecondary credentials. MWA will continue to work with the area schools and colleges and will increase apprenticeships, develop partnerships with area employers who provide educational assistance to their employees.

Workforce Development Workforce Preparation

Job Centers offer a wide variety of programs and courses to provide workers and unemployed workers the training needed to advance in their careers. These trainings include:

Career 101- Training for basic workplace skills, ACT Workkeys assessment.

National Career Readiness Certificate used for screening, hiring and promotion, as well as for fulfilling training needs for existing employees which validates reading, mathematics, and locating information skills for specific occupations.

On-the-Job Training- for many high demand occupations is available in a classroom setting.

The Career Skills Program assists transitioning veterans by providing an internship with a Missouri employer, which allows the service member to gain valuable civilian work experience prior to exiting active duty.

Job Corps- is a free education and training program that helps young people learn a career, earn a high school diploma or High school equivalency, and find and keep a good job. Job Corps provides the all-around skills needed to succeed in a career and in life.

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.

The core programs used to implement Missouri’s strategic vision will be integrated with all other economic development strategies through partnership, communication and alignment among other economic development agencies and organizations.

Governance and implementation of these strategies will be provided by Missouri’s DWD partner to the WIOA core programs. DWD is a Governor’s cabinet level division of the Department of Economic Development (DED). Through this relationship, the WIOA strategies of all partners will be integrated into the staff overview and training, communication opportunities and information shared by DED departmental staff. The DED deploys economic development program representation and support to the state through the use of regional economic development staff and community and economic development staff.

In addition to the ability to inform and implement WIOA strategies among Missouri economic development staff at the state agency level, these strategies will also be promoted through public information and workshops presented to local economic development agencies and staff associated with these organizations. Local economic developers are informed and stay in communication with State level workforce development strategies through attendance at the Governor’s Economic Development Conference, held annually and through a private, not for profit membership group called the Missouri Economic Development Council (MEDC). The MEDC also meets throughout the year to share information, coordinate and integrate strategies and activities to align them between State and local levels.

All local Workforce Development Boards have close working relationships with local economic development agencies through their WIOA implementation. In most cases, local economic development agencies are represented by seat on the local workforce development board.

Finally, statewide economic development agencies will be integrated with WIOA implementation by members seated on the State Workforce Development Board.

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.).

Missouri is well suited to the initial implementation of WIOA in that its case management systems are well- developed, largely considered best-in-class. They have features that are integrated through: client\customer registration and enrollment, case management, a background database, communication, and labor market information.

Separately, these systems are:

- The AWARE system - Vocational Rehabilitation
- System 7 - Rehabilitation Services for the Blind
- ACES - AEL system supporting the federal National Reporting System - Adult Education and Literacy
- Toolbox - Division of Workforce Development
- FAMIS - Family Support Division, Department of Social Services

The Toolbox system has been in place since 2007 and was initially designed to be an enterprise format. This means the online accessible system is all of these things: client registration, case management, database and reporting and accessible from a portal called www.jobs.mo.gov. The system is customer friendly, self navigable for client partial registration, and transitions smoothly to staff assisted program enrollment. From the jobs.mo.gov portal, the system also has a public-facing side that communicates information, including job opening information, features about programs, and labor market information.

In September 2015 DWD awarded a newly developed contract with a vendor to replace the Toolbox workforce system with a nationally renowned firm, Geographic Solutions (GEOSOL). This system is now known as MoJobs.

The AWARE system was deployed in 2009 and is also considered excellent among several state client/users. The other systems are also well established and will not be in need of replacement within this planning timeline. For this reason, since WIOA was enacted over just the last year, these independent federated systems will be used to meet immediate implementation needs.

Labor market information products are constantly being developed and modified for application at jobs.mo.gov through the Department of Economic Development by the Missouri Economic Research Information Center (MERIC).

These systems are well suited to jointly assisting in supporting direction for state strategy implementation, analysis of outcome data at various implementation phases, and ultimately jointly providing outcome and performance reporting.

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

The currently designed Information Collection Request for Performance Reporting appears to enable all five enterprise programs to aggregate reports and to submit them separately. However, Missouri will engage in collaborative evaluation and assessment of data through the JobSTAT model developed by the Division of Workforce Development.

* 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, PROVIDE THE STATE'S GUIDELINES FOR STATE-ADMINISTERED ONE-STOP PARTNER PROGRAMS' CONTRIBUTIONS TO A ONE-STOP DELIVERY SYSTEM.

Representatives from Adult Education and Literacy, Career and Technical Education, Supplemental Nutrition Assistance Program, Community Service Block Grant Program, Temporary Assistance for Needy Families, Vocational Rehabilitation, Wagner-Peyser, and WIOA Adult, Dislocated Worker and Youth programs worked collaboratively on the Service Design and Delivery Team to establish the Workforce Innovation and Opportunity Act Missouri Job Center Service and Referral Policy. It establishes policy on participant access to services and required procedures for referral to WIOA One-Stop partners for additional services.

To meet the requirement to provide access to each required partner's services, all MJC staff are accountable for knowing enough about each available service to give an individual the information needed to make an informed choice as to whether or not access the services. This includes the ability to provide meaningful assistance to claimants in need of assistance using the Division of Employment Security's (DES) electronic unemployment compensation claim filing website, UInteract at uinteract@labor.mo.gov. Staff also must be familiar with the rights and responsibilities of claimants to the point of being able to help them understand DES publications and correspondence.

Each MJC must develop a local resource guide and provide staff training on the use of the guide. The guide should include each partner's available services and the preferred method of referral. The local resource guide developed by MJC staff will be shared with each of the 19 required partners to facilitate referrals to the MJC for access to any service in the WIOA system.

While the ultimate goal is to develop interconnections to and from all required One-Stop partners, the MJC will function as the central hub of service referrals when needed. Partner agency staff that identify a participant barrier that they are unable to address should refer participants directly to the most appropriate partner agency equipped to address the barrier. In cases where a partner agency staff is unsure which partner is most appropriate to address the barrier, they should refer the participant to the MJC.

DWD will require MJC staff to document every referral including the method of referral and subsequent follow up. Each referral must include an initial assessment (to the degree information can be shared), listing of services already planned, and the service requested of the organization receiving the referrals.

Each partner has also committed to using the model of documenting referrals and completing follow up of referred clients to be consistent in the activity. This information will be used to measure referral activity and success rates of co-enrollment and alignment of services.

The State also established a policy restricting the use of the use of Title I funds for any high school equivalency education to only providers designated by the State's Title II partner agency.

The State has chosen to take advantage of the opportunity to postpone the development of guidelines for State-administered one-stop partners' contributions to a one-stop delivery system and local infrastructure funding. The State has begun development of the State funding mechanism to be employed should a local area fail to reach agreement with each of the partners with regard to the amount each partner will contribute to the one-stop delivery system's infrastructure costs.

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.

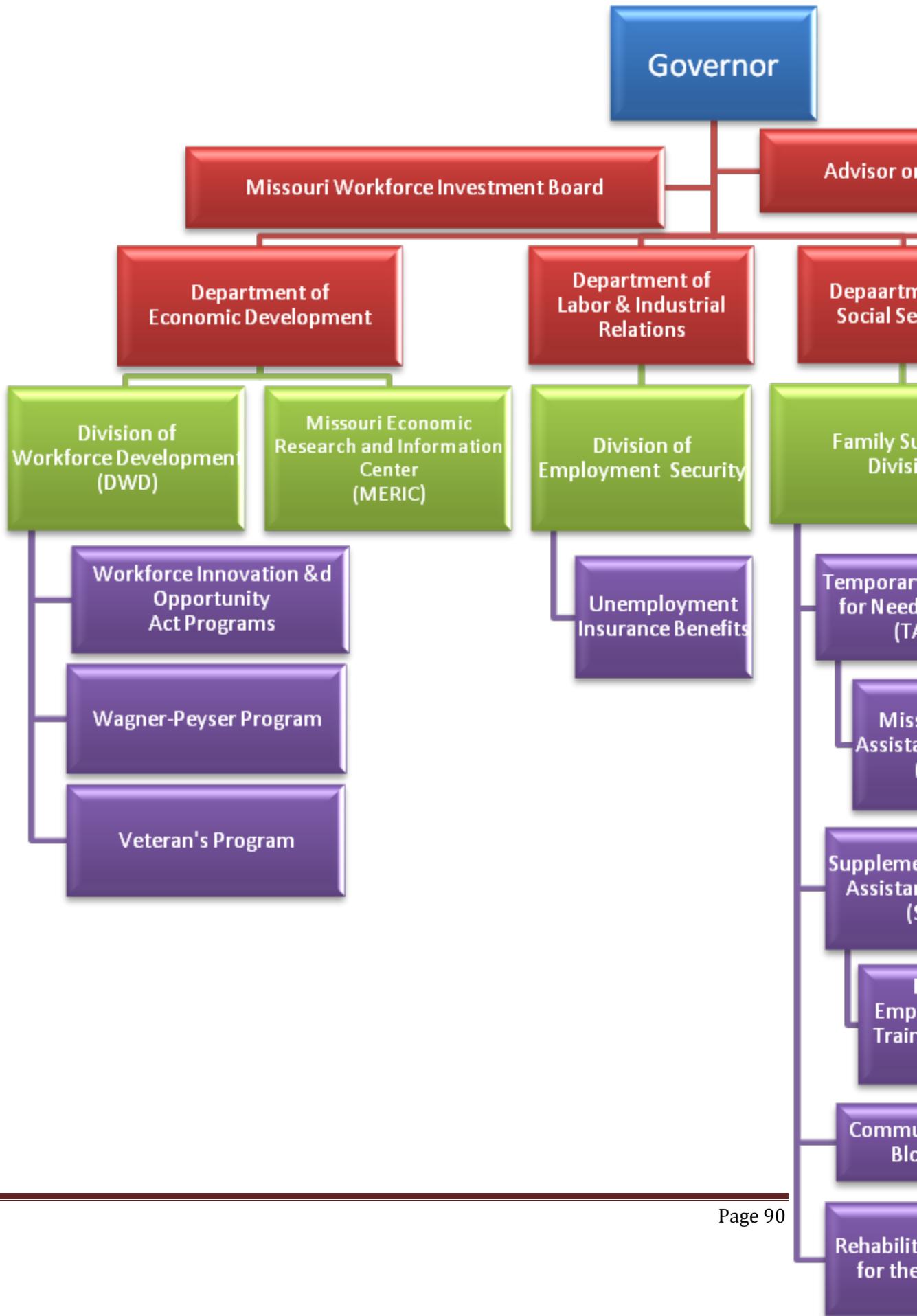
The grant recipient for the Title I Adult, Dislocated Worker and Youth funds, and Title III Wagner Peyser Program is the Missouri Division of Workforce Development (DWD). DWD is within the Department of Economic Development. The Title I WIOA funds are allocated to the 14 Workforce Development Boards per the WIOA requirements who then subcontract the programs through a competitive procurement process. The program delivery system for these programs is through the Missouri Job Center. DWD is also the grant recipient for the Jobs for Veterans grants, and the Trade Adjustment Assistance programs.

The grant recipient for the Title II Adult Education and Literacy is the Adult Education and Literacy section in the Adult Learning and Rehabilitation Services Office within the Department of Elementary and Secondary Education. The Title II WIOA funds are allocated to eligible grantees through a competitive bid process.

Title IV is comprised of Missouri Vocational Rehabilitation-General and Rehabilitation Services for the Blind. MOVR-General is located within the Department of Elementary and Secondary Education, Adult Learning and Rehabilitation Services. MOVR has 24 district offices statewide. Rehabilitation Services for the Blind is located in the Department of Social Services and has 6 regional offices statewide.

The grant recipient for Temporary Assistance for Needy Families, SkillUP (SNAP) and Community Services Block Grant programs is the Missouri Department of Social Services, Family Support Division. The Missouri Work Assistance Program is the employment and training portion of Temporary Assistance and is operated through 19 contracted regions. The Community Service Block Grant is operated through 19 Community Action Agencies. SkillUP is operated through the Division of Workforce Development and the University of Missouri. In FFY17, additional providers will be brought on board to administer SkillUP in Kansas City and Springfield followed by other providers in the State.

Figure 32.



B. STATE BOARD

Provide a description of the State Board, including—

Missouri's Workforce Development Board represents a wide variety of individuals, businesses, and organizations throughout the State. The Workforce Innovation and Opportunity Act (WIOA) is designed to help job seekers and workers access employment, education, training, and support services needed to succeed in the labor market, and match employers with the skilled workers needed to compete in the global economy.

The Board serves as a convener of State, regional, and local workforce system partners to enhance the capacity and performance of the workforce development system; align and improve employment, training, and education programs, and through these efforts promote economic growth. The Board actively participates and collaborates closely with the required partners of the workforce development system, including public and private organizations. This engagement is crucial in the Board's role to help integrate and align a more effective job-driven workforce system that invests in the connection between education and career preparation. The Board advises Missouri's workforce partners in the setting and implementation of workforce policy for the State's local workforce regions/areas.

The vision of the Missouri Workforce Development Board is to prepare Missourians to enter the workforce with marketable skills and provide businesses with recruitment assistance to find workers with the skills they need.

The mission of the Missouri Workforce Development Board is to engage employers, education providers, economic development, and other stakeholders to help the workforce development system achieve the purpose of WIOA and the State's strategic and operational vision and goals outlined in the State Plan.

Board Leadership

William Skains, Jr. - Chair

Len Toenjes - Vice Chair

Mark Bauer - Executive Director

Board Members

The Board includes a number of high-level management representatives from Missouri's most progressive and successful companies, organizations, and government entities.

I. MEMBERSHIP ROSTER

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

Missouri State Workforce Development Board

The Board includes a number of high-level management representatives from Missouri's most progressive and successful companies, organizations, and government entities.

1. The Honorable Eric R. Greitens; Governor; State of Missouri

2. Atwill, Dan; County of Boone - Columbia; Presiding Commissioner
3. Aubuchon, Matthew J.; The Boeing Company, St. Louis; Business - Advanced Manufacturing
4. Barton, Garland; DRS Technologies, West Plains; Business - Advanced Manufacturing
5. Canon, Cara S.; ProEnergy Services, Sedalia; Business - Energy
6. Cook, Jr., Don W.; Capital International Communications, St. Louis; Business - Information Technology
7. Corsi, Steve; Department of Social Services, Jefferson City; State of Missouri
8. Dankert, Herb; Jarden Plastic Solutions, Springfield; Business - Advanced Manufacturing
9. Dixon, Robert B.; Department of Economic Development, Jefferson City; State of Missouri
10. Feuerborn, Wayne H.; HNTB Corporation, Kansas City; Business - Advanced Manufacturing
11. Gaal, John; St. Louis-Kansas City Carpenters Regional Council, St. Louis; Labor, Apprenticeships
12. Hui, Anna; Department of Labor and Industrial Relations, Jefferson City; State of Missouri
13. Lambert, Kathy; Connections to Success, St. Charles; Non- profit
14. LeGrand, Roberta; Mondi Jackson, Jackson; Business - Advanced Manufacturing
15. Mulligan, Zora; Department of Higher Education, Jefferson City; State of Missouri
16. Pantleo, Michael; Career and Technical Education Center, Fort Osage R-I School District, Independence; Education
17. Prenger, Jeanette H.; ECCO Select, Kansas City; Information Technology
18. Skains Jr., William L.; Aircraft Recyclers, Branson; Business - Advanced Manufacturing
19. Spencer, Todd; Owner-Operator Independent Drivers Association, Oak Grove; Business - Transportation
20. Stromberg, Jr., LeRoy J.; Alberici Constructors, Inc., St. Louis; Construction
21. Tennison, Joshua; Independent Stave Company, Lebanon; Advanced Manufacturing
22. Thruston, Cheryl; Missouri AFL-CIO, Jefferson City; Labor
23. Toenjes, Leonard; Associated General Contractors of Missouri, St. Louis; Business - Construction
24. Tubaugh, Ray; Arvest Bank, Carthage; Business - Finance
25. Loyd, Jeanne; Department of Elementary and Secondary Education, Jefferson City; State of Missouri

26. Williams, Randall; Department of Health and Senior Services, Jefferson City; State of Missouri

II. BOARD ACTIVITIES

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

As described in III.a.1, the activities that assist State Board members and staff in carrying out State Board functions effectively begin by ensuring that each Board meeting agenda is developed with input from the Chair, Vice Chair and key WIOA State Board members. Each item discussed at Board meetings is initially framed by a subject matter expert. The subject matter expert(s) presents and discusses elements of the agenda so that all board members are sufficiently informed and able to confidently develop recommendations and actions for the appropriate state agency. Board members are updated on operational results of their recommendations and action items during meetings and subcommittee meetings as appropriate. This ensures Board members are able to provide additional recommendations as needed to fulfill their obligations under section WIOA section 101(d).

All state board members are provided an orientation on the background, purposes, and activities of WIOA and the State Workforce Development Board. Similarly, State Workforce Development Board by-laws were revised to reflect compliance with WIOA and finalized in November 2015 after completing the formal review and comment period as required by the Board by-laws.

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.

Performance Data Team Missouri will use a Performance Data team for the assessment of the performance of core programs based on the ability of each agency to develop alignment of performance accountability measures described in Section 116(b) of WIOA. This team is composed of performance management managers and their staff support for each of the core programs.

The State Workforce Board has already asked for a periodic review of performance assessment reports so there may be a forum to gauge success toward meeting performance measures. Through the use of the HUB model for effective and validated interagency referral, customers at some point will also be engaged at job centers, registered for appropriate programs and co-enrolled among workforce programs. Performance reporting will use this comprehensive case management performance reporting structure supplemented by additional reports each partner will have in place. All periodic reporting will incorporate local workforce area and regional planning goals.

Missouri is also pursuing the opportunity to use its State Longitudinal Data System (SLDS) for pilot testing and exploring additional integration of reporting. This SLDS was developed using a USDOL grant from the Workforce Data Quality Initiative. The warehouse remains functional and updated with selected data sets and it is governed by an established interagency SLDS data committee. A Memorandum of Understanding, or Data Sharing Agreement, is also in place and has been signed by the Governor's Cabinet-level Core Partner Directors. The data warehouse has been proven effective in the confidential and secure linkage of data meeting the highest level of confidentiality safeguards, including the Federal Educational Right to Privacy Act.

B. ASSESSMENT OF ONE-STOP PROGRAM 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.

The WIOA partnership, using data stewards from the core programs, fully intends to reach out and collaborate with data stewards for each of the other twelve combined plan programs to assess their programs in the context of WIOA integration. These include such programs as Job Corps, Youth Build, Senior Community Service Employment Program, Carl Perkins Career and Technical Education, and Housing and Urban Development programs

This partnership will assess the progress of meeting its performance goals by looking at performance on a regular basis. While we have the ability to look at most of these on a monthly basis, we intend to view a subset of the following monthly and all of them on a quarterly basis. This includes resulting if we are on target for meeting the following:

- The WIOA common measures: Employment (Q2 and Q4), Earnings, Credential attainment, Measurable Skills gain
- Total customers to be served;
- Rate of achieving performance targets (percent of goal attained) and any anomalies in the data;
- We will also look at whether or not the actual data are meeting accuracy of forecasted data;
- Additional outcomes beyond the reported performance measure are also reviewed and will be developed with One-Stop partners.

Missouri is strongly committed to helping local programs meet success in producing quality student outcomes based on core indicators of performance. MOAEL staff provides continuous monitoring, evaluation and assistance in activities that help improve outcomes, share resources, provides technical assistance and support, both directly and indirectly.

Missouri Adult Education has a two component monitoring system to assess the progress of adult education and literacy activities under title II.

1. Desk Review - a monthly review of AEL grants/contracts that includes review of financial reports and program data. The data will include numbers served, testing data, performance data that includes testing, outcomes, persistence, progression, and enrollment data.

Additionally, data quality and professional development are monitored. Based upon monthly reviews, technical assistance is provided to programs.

2. Self-Assessment - for a select number of districts/programs, a self-monitoring report will be submitted to the Department for review to determine compliance with grant/contract requirements.

MOAEL also regularly evaluates the quality of providers. A number of programs are chosen for on-site review each year based on a revolving schedule and local risk factors. The reviews ensure that state and federal guidelines are followed, review program performance, and provide ongoing technical assistance to support improvement and continued compliance. These reviews include assessment of the following areas:

- a) Fiscal/program management and reporting
- b) Certification and professional development requirements
- c) Data entry and management
- d) Assessment procedures e) Intake and orientation processes
- f) Teaching/classroom observation
- g) Instruction
- h) Recruitment and retention
- i) Facilities
- j) Program policies
- k) Documentation requirements

Corrective Action: If any of the monitoring components reveal areas of noncompliance, the local provider will be required to submit a corrective action plan with the Missouri Adult Education office. Ongoing technical assistance is provided by the state staff.

While a complete assessment approach integrating the resources of all core partners has not yet been finalized, the expected WIOA measures beyond federal reporting will include:

- Consideration of pre- and post- service characteristics;
- New emphasis on credential attainment;
- Training success and training related employment;
- In addition, new measures for Effectiveness in Serving Employers will be determined, approved and these will also be assessed.

Missouri VR will assess its performance based upon the WIOA common performance measures as well as agency goals and objectives. The VR executive leadership team along with district office management reviews performance data on a monthly basis to determine progress toward goals and opportunities for improvement. VR's case services and financial services work in tandem evaluating performance data for short- and long-term decision making. In addition, VR's statewide quality assurance team evaluates case management providing guidance on program performance.

The State Plan herein explains elsewhere the capacity of Missouri to conduct One-Stop (Job Center) certification process. As this certification process is implemented, it will both engage and incorporate how assessment will compare local and regional planning goals as well as learn and refine the input of measures used by the other twelve One-Stop partners not previously involved in the State Plan process.

For evaluation, the WIOA Steering Committee is developing a proposal for considering the potential to perform an effectiveness evaluation to benchmark combined partner data so as to enable an assessment of outcomes after WIOA. We will have deliberation, direction and approval from the State Board before proceeding with such an evaluation. The partnership will also accommodate Vocational Rehabilitation, Rehabilitation Services for the Blind and the TANF programs in their assessment efforts. The partnership will assess progress in meeting established goals, forecasting and trending data, developing strategies to remediate any identified deficiencies in progress toward the goals.

Workforce Data Quality Initiative - Round 6

Assessment and evaluation is a core purpose for a dedicated group of program outcome subject matter experts that have been assembled around Missouri's Workforce Data Quality Initiative (WDQI-Round 6) grant program.

Missouri was a recipient of the WDQI -1 in 2010 as one of only 12 states involved in building a State Longitudinal Data Warehouse. After having produced effectively matched outcome data, the warehouse is still in place and is governed by a comprehensive data matching agreement.

On July 1, 2017, these staff began the deployment of the WDQI-6 for the purposes of research, modification of the data matching agreement and conclusively determining how data matching may enable both integrated performance reporting and back up an evaluation and research plan.

Each WIOA core partner has been asked to assign a subject matter expert. Over the course of the three-year grant period the WDQI has the potential to be a powerful solution to the integrated analysis and evaluation of WIOA programs.

C. PREVIOUS ASSESSMENT RESULTS

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

The leadership of WIOA partners will contribute discussion, subject expertise and support the program assessment model previously developed by the Division of Workforce Development. The DWD has established a continuous improvement model called JobSTAT.

JobSTAT is a comprehensive model which focuses on the application of continuous improvement strategies to the performance management analytical system. JobSTAT is premised upon an integrated communication system which calls for each local workforce

development area to be represented by a key subject matter expert in the use of the database and its reporting system. In nearly every instance, each of the fourteen local areas have one primary and one back-up staff support as subject matter experts (SMEs). This provides approximately twenty-eight professionally trained staff to the regions, yet they also support to the state's central performance management needs.

These SMEs are the field contacts with the central state agency and are available to address performance management needs and issues that may come from the state's concerns. In turn, Missouri manages and conducts, at a minimum on a quarterly basis, periodic meetings to address data entry, data analysis and a wide range of evaluation needs with the regional SMEs. The meetings are conducted using a continuous improvement model by resulting in action items and management strategies to be implemented in the duration between meetings. The success of JobSTAT is evident in a wide range of performance management achievements, but bears out strikingly in that over the last two program years workforce agencies have had absolutely no performance measure failures among fourteen workforce board areas, and thirty-seven Job Centers within them, in reporting the WIA Common Measures.

Missouri is including representatives from its partner agencies as state agency representatives attending, participating in performance considerations and contributing to the JobSTAT analytic and performance management structure.

JobSTAT is one way each of the core programs may be assessed each year. Partners will look at quality, effectiveness and improvement strategies for programs among all providers; including data entry policy, analytical data and performance reports to inform all about the interoperability of the data.

Other one-stop center partners will also be informed and asked to participate in JobSTAT meetings to also engage in shared discussion about their performance management and analytical needs.

Additionally, Missouri Vocational Rehabilitation, Rehabilitation Services for the Blind and Adult Education and Literacy met all required federal performance standards during the past two years. These programs will apply the same quality of service utilized in meeting those standards to achieve the new performance measures and provide that level of quality while moving forward.

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 citation for WIOA at Section 169(a)—Evaluations at subsection (2) is clarified in the previous Section 169(a)(1)(A) in which: ".....the Secretary (of Labor), through grants, contracts, or cooperative agreements, shall provide for the continuing evaluation of the programs and activities under this title.

The periodic assessment of program performance will be performed in Missouri jointly among all WIOA program partners. In addition, if grants, contracts, and cooperative agreements are available from the Secretary of Labor for evaluations, the joint participation among WIOA partners will be deployed and serve to staff and conduct evaluations.

These evaluations will be organized, developed and approved through a process of formalizing an evaluation proposal by presenting or directing an evaluation proposal to the state agency Steering Committee. The Steering Committee will provide leadership to staff the evaluation with primary contacts and research subject matter experts and they will serve to coordinate evaluations. Steering Committee approved evaluations will be presented to the State Workforce Board and subject to the Boards' dedicated participation and input. In addition, any evaluations will be subject to coordination and design in collaboration with local workforce boards.

In Missouri, we are readily equipped with research experts from every partner that are experienced and capable of coordinating and participating in evaluation research whether at the federal level with the Secretary of Labor or Federal Education leadership.

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—

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

The State of Missouri uses the formula outlined at Section 128 (b) for allocation of youth funds not set-aside for statewide purposes. The formula is three equal parts: relative share of individuals unemployed in Areas of Substantial Unemployment (ASU), relative share of individuals in areas of Excess Unemployed, and relative share of economically disadvantaged youth. This local allocation mirrors the national allocation to the states and so we use the data elements that DOL/ETA uses in their allocation to the states.

The Youth allocation has a hold harmless provision based on 90% of the average prior two year's relative share. The funds allocated to local areas are figured using data provided to DWD by MERIC.

The State of Missouri reserves the right to utilize the alternative allocation methodologies outlined in WIOA but does not currently incorporate any additional data elements. ASU and Excess Unemployed are defined in detail in WIOA but generally refer to unemployment rates of 6.5% and 4.5% respectively.

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

The State of Missouri uses the formula outlined at Section 133 (b)(2)(A)(i) for allocation of adult funds not set-aside for statewide purposes. The formula is three equal parts similar to the youth allocation: relative share of individuals unemployed in Areas of Substantial

Unemployment (ASU), relative share of individuals in areas of Excess Unemployed, and relative share of economically disadvantaged adults. Again, this local allocation mirrors the national allocation to the states and so we use the data elements that DOL/ETA uses in their allocation to the states. The Adult allocation has a hold harmless provision based on 90% of the average prior two year's relative share. The funds allocated to local areas are figured using data provided to DWD by MERIC. The State of Missouri reserves the right to utilize the alternative allocation methodologies outlined in WIOA but does not currently incorporate any additional data elements. ASU and Excess Unemployed are defined in detail in WIOA but generally refer to unemployment rates of 6.5% and 4.5% respectively.

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

The State of Missouri uses the data categories outlined at Section 133 (b)(2)(B)(ii) for allocation of dislocated worker funds not set-aside for statewide purposes which includes rapid response activities. The data categories are insured unemployment data (average number unemployed based on UI records), unemployment concentrations (unemployed in ASU), plant closings and mass layoff data (from WARN and non-WARN layoffs), declining industries data (summary of employment losses for prior 2 years), farmerrancher economic hardship data (when an appropriate data source can be identified in consultation with MERIC), and long-term unemployment data (long-term unemployed).

The dislocated worker allocation has a hold harmless provision based on 90% of the average prior two year's relative share.

The funds allocated to local areas are figured using data provided to DWD by MERIC.

The State of Missouri reserves the right to utilize the alternative allocation methodologies outlined in WIOA but does not currently incorporate any additional data elements.

ASU and Excess Unemployed are defined in detail in WIOA but generally refer to unemployment rates of 6.5% and 4.5% respectively.

B. FOR TITLE II:

I. 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.

Missouri will award competitive multiyear grants and contracts to eligible providers within the State to enable the eligible providers to develop, implement, and improve adult education and literacy activities. Applications will be competitive, open, and available to all eligible applicants. Grants/contracts are awarded for one year, with two one-year renewals based on performance and available funding.

Each eligible provider receiving a grant or contract will use the funding to establish or operate programs that provide adult education and literacy activities, including programs that provide such activities concurrently.

In conducting the competitive grant process, Missouri will ensure that—

1. All eligible providers have direct and equitable access to apply and compete for grants or contracts;
2. The same grant or contract announcement and application processes will be used for all eligible providers in the State; and
3. In awarding grants or contracts to eligible providers for adult education and literacy activities, funds will only be used for the purpose of supporting or providing programs, services, or activities for individuals who are eligible individuals as defined in WIOA. Missouri may use such funds for services or activities related to family literacy activities. Prior to providing family literacy activities for individuals who are not eligible individuals, an eligible provider shall attempt to coordinate with programs and services that do not receive funding under this title.

In Missouri, the distribution of funds is based on the applications received and the ranking of those applications. When local applicants submit their applications, they are to write to the need in their area, justifying the funds requested and the number of students proposed to be served. A portion of the score and ranking is based on this. Ranking is determined by score which includes prior performance, number of students proposed to be served, need of the area, budget, proposed program operations (including writing to 13 considerations), alignment with workforce, etc. Missouri does not receive enough applications to cover the entire State, therefore there is not a need to establish a formula by county, etc. We do have our On-Line (MoLearns) program to cover those areas of the State not covered by a face-to-face local program.

In awarding grants or contracts for adult education and literacy activities to eligible providers, Missouri will consider the following:

1. The degree to which the eligible provider would be responsive to--
 - a. Regional needs as identified in the local workforce development plan; and
 - b. Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who--
 - i. Have low levels of literacy skills; or
 - ii. Are English language learners;
2. The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
3. The past effectiveness of the eligible provider in improving the literacy of eligible individuals, especially those individuals who have low levels of literacy, and the degree to which those improvements contribute to meeting the State's adjusted levels of performance for the primary performance indicators;
4. The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108 of the Act, as well as the activities and services of the one-stop partners;
5. Whether the eligible provider's program--

- a. Is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
 - b. Uses instructional practices that include the essential components of reading instruction;
6. Whether the eligible provider'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, including scientifically valid research and effective educational practice;
 7. Whether the eligible provider'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 the eligible provider'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 the eligible provider's activities are delivered by 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 the eligible provider coordinates 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 WDBs, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, in the development of career pathways;
 11. Whether the eligible provider's activities offer the 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 the eligible provider will enter data and use reports from the states ACES system (Missouri's management information system) and monitors program performance; and
 13. Whether the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.

Missouri will within its grant or contract competition, establish a process that provides for the submission of all applications for funds under AEFLA to the appropriate Local Boards.

The process will include—

1. Submission of the applications to the appropriate Local Board for its review for consistency with the local plan within the appropriate timeframe; and

2. An opportunity for the local board to make recommendations to the state agency to promote alignment with the local plan.

Missouri will consider the results of the review by the Local Board in determining the extent to which the application addresses the required considerations mentioned previously.

Each eligible provider seeking a grant or contract must submit an application to the state agency containing the information and assurances listed below, including:

1. A description of how funds awarded under this title will be spent consistent with the requirements of title II of AEFLA;
2. A description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities;
3. A description of how the eligible provider will provide services in alignment with the local workforce development plan, including how such provider will promote concurrent enrollment in programs and activities under title I, as appropriate;
4. A description of how the eligible provider will meet the State-adjusted levels of performance for the primary indicators of performance;
5. A description of how the eligible provider will fulfill, as appropriate, required one-stop partner responsibilities to--
 - a. Provide access through the one-stop delivery system to adult education and literacy activities;
 - b. In accordance with the methods agreed upon by the Local Board and described in the memorandum of understanding, a portion of the funds made available under the Act may be used to maintain the one-stop delivery system, including payment of the infrastructure costs for the one-stop centers, where appropriate,;
 - c. Enter into a local memorandum of understanding with the Local Board, relating to the operations of the one-stop system;
 - d. Participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding, and the requirements of the Act; and
 - e. Willingness to provide representation to the local board if asked by the State agency (only 14 WDBs in Missouri; 30-40 local adult education programs; not every program will be represented on the local WDB);
6. A description of how the eligible provider will provide services in a manner that meets the needs of eligible individuals;
7. Information that addresses the 13 considerations; and
8. Documentation of the activities required for local board review.

An organization that has demonstrated effectiveness in providing adult education and literacy activities is eligible to apply for a grant or contract. These organizations may include, but are not limited to:

- 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 is not described above and has the ability to provide adult education and literacy activities to eligible individuals;
- A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described above; and
- A partnership between an employer and an entity described above.

An eligible provider must demonstrate past effectiveness by providing past performance data that includes 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 the requirements of this section:

1. The state agency will take into account the past performance of the provider that has been previously funded under title II of WIOA including performance data required under Section 116 of the Act 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 its success in achieving outcomes listed previously in this section.

Timeline: The January -July 2017 timeline below is an estimate and subject to change.

Early January - Invitation for Bid announcement in paper and website

Late January - pre-bid conference

Feb - March - Technical Assistance provided to potential bidders

Late March - bids due

April - Appropriate panel of evaluators evaluate and score bids

April - Rank ordered slate based on applicant scores will be developed

May - Make awards

July 1, 2017 - AEFLA grants and/or contracts begin grant/contract cycle

II. 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.

Missouri ensures direct access to apply for grants or contracts to all eligible providers in the State. All applicants will submit applications directly to the State. They will not be required to apply through another agency or agencies in a multi-tiered process. Direct application will be the process regardless of whether an applicant, if awarded funds, would be considered a grantee or a contractor.

Notice of program and funds available will be made in at least 2 major newspapers that have state-wide circulation and the Grant and Invitation for Bid Applications will also be placed on the Department's website. The Missouri Office of Administration has established guidelines and procedures for the selection and awarding of grants/contracts.

Missouri will ensure that the same grant or contract announcement and application procedure will be used for all eligible providers. Access to the grant or contract bid specifications will be available only through Missouri's Adult Education website, ensuring that all eligible providers have direct and equitable access to apply and compete for grants or contracts.

Missouri requires all eligible providers to use the same application process. All applications will be evaluated using the same rubric and scoring criteria.

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 distribution of funds as confirmed by the Rehabilitation Services Administration (RSA) is 87% for Missouri Vocational Rehabilitation and 13% for Missouri Rehabilitation Services for the Blind.

6. PROGRAM DATA

A. DATA ALIGNMENT AND INTEGRATION

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

integrating data systems should include the State's goals for achieving integration and any progress to date.

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

While it is premature to put forth in this planning document solidifying goals and plans for an interoperable management information, case management, and performance reporting system, Missouri has successfully aligned program outcomes even when programs are federated among separate agencies.

Missouri successfully implemented and met all obligations within a Workforce Data Quality Initiative (WDQI) grant program within the DWD. The project was completed over three years, concluding in 2014, and entailed research and collaboration in the development of a Statewide Longitudinal Data System and a Workforce Longitudinal Data System. Through the application of this learning, and the use of the interagency data sharing agreement, a significant array of data matching to result the aggregated workforce outcomes (distinctly for unemployed persons) is possible and was exemplified in WDQI reports. The success of a Workforce Data Quality Initiative demonstrates that decision making metrics can establish effective data alignment and program policy integration even though the separate core programs remain as separately functioning federated systems.

Missouri plans to demonstrate progress in data alignment in deployment of the Round 6, WDQI grant, which was awarded in June 2017. This grant will move forward from the success of WDQI Round - 1 to solidify modification and consensus on the interagency data matching agreement and put in place software, which can be used to both evaluate program behavior and program outcomes. This will permit analysis in an integrated fashion while the data systems themselves remain in place as federated data matching.

The State Workforce Board and the WIOA Steering Committee will remain informed, will participate in staff assignment and will leverage this alignment as needed.

As noted in State Planning guidance, establishing a fiscal management accountability information system based on guidelines between the Secretaries of Labor and Education remains in progress and is forthcoming.

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

See 6.A.1. for the answer to 6.A.1., 2., 3., & 4.

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

See 6.A.1. for the answer to 6.A.1., 2., 3., & 4.

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

See 6.A.1. for the answer to 6.A.1., 2., 3., & 4.

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. 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.

Missouri will use the workforce development system to assess the exiters from its core programs using direct results or proxy determinations depending upon the core program. The data for entering, persisting in, and completing postsecondary education or entering or remaining in employment will be the factors produced for each core program. This will be done using the state's Workforce Longitudinal Data System (WLDS) during initial implementation. Missouri will not set additional indicators.

Each of the lead (Core) partner agencies will benefit from service referrals to workforce programs at Job Centers particularly because a customer registration case management system will be used. The data sets generated by this system will permit the assessment of the progress of participants while progressing through services and at exit. These will especially be informed by similar exit data from Core partners.

The implementation in Missouri also has the potential to benefit from having direct access to post-program data that could be achieved by the use of Missouri's State Longitudinal Data System (SLDS). The partners have the option of participating in monthly SLDS meetings about common programs, research and data sharing needs and grant projects surrounding this research. The data warehouse is operated under the use of a governance agreement and a Memorandum of Understanding (Data Sharing Agreement). This system is available for use in research projects and agency staff have proposed moving forward with a pilot project to support the learning and opportunities to be gained from examining and developing recommendations based on this post-program data.

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.)

Missouri's workforce performance data system for reports and queries, as well as its WLDS, were designed from inception to use the UI Wage Record Data. These systems use an automated, daily, overnight data load of UI Wage Record Data matched to workforce participant data.

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.

The privacy safeguards within these provisions of education law surround the Family Education Right to Privacy Act (FERPA). These privacy considerations are embraced within the state workforce development system in three significant ways: 1) any access to such data is only by an employee of the State of Missouri and through the respective human resources units of each agency has agreed to adherence to confidentiality considerations of participant data as a term of employment; 2) any access to such data is limited only to persons having been trained in the access, use and application of confidential participant data using respective agencies confidentiality training; and 3) adherence to the use of aggregate data in the analysis and evaluation of participant data means the system is FERPA compliant.

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.

The Disabled Veterans Outreach Program (DVOP) and Local Veterans' Employment Representatives (LVERs) are fully integrated into the Missouri Job Centers as detailed by the DVOP/LVER agreement with the Secretary (Veterans State Plan). The role of the DVOP staff will not be to supplant the Wagner-Peyser responsibilities for providing priority of service to veterans, but to assist veterans with significant barriers to employment (SBE) to overcome their barriers or mitigate their barriers so the veteran is job ready through case management. Once the veteran is job ready the LVER will work with employers to create employment opportunities for the job ready veterans. DVOP/LVER will not be assigned duties that violate Title 38. DVOP will share case management for veterans enrolled in WIOA and other programs with the providers of those programs.

The Jobs for Veterans State Grant (JVSG) requires compliance with Title 38, Chapters 41 and 42, in that all service delivery points of the grantee will provide veterans' priority of service in the provision of all labor-exchange services, and specifically when making referrals for job openings and training opportunities.

Local service delivery points are monitored to ensure that programs provide the required priority of service to veterans. Whenever necessary, corrective action plans will be

developed and appropriate technical assistance concerning priority of service to veterans will be provided. The agreement reached between Veterans' Employment and Training and the State will be the governing agreement for veterans' services within the Missouri Job Centers where funding is used to provide services to the state's veteran customers.

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.

Missouri has a committee to specifically focus on one-stop certification criteria. The committee has established the criteria for certification, including accessibility. This committee includes representatives from Vocational Rehabilitation, Rehabilitation Services for the Blind and the Centers for Independent Living (CILs) who will assist with training and technical assistance to ensure accessibility of facilities, programs, services, technology and materials for individuals with disabilities. Accessibility criteria for certification includes the accessibility requirements contained with Section 188; policy review, adaptive technology equipment availability, emergency procedures, etc.

In order to better serve Missouri Job Center customers, the workforce partners are working with ODEP's National Center on Leadership for the Employment and Economic Advancement of People with Disabilities (LEAD Center) for technical assistance. Training has been conducted by the VR, LEAD Center & DWSD with AJC staff. Through this collaboration, partners developed a statewide survey that was sent to gather information from job seekers on the social, environmental and physical accessibility of the Missouri Job Centers. Local areas are using this feedback as a guide to improve training and technical assistance for serving people with disabilities.

Each Workforce Development region has a dedicated Equal Opportunity officer, which comprises a statewide team, which includes VR staff.

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

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

Missouri Division of Workforce Development (DWD) and its local workforce development boards are obligated to provide universal access to programs, services and activities as required in WIOA Section 188. DWD and its recipients are responsible for taking the appropriate steps to ensure job seekers and employees are provided universal access to programs, services and activities.

DWD and its recipients are committed to including a diverse demographic group in all of its programs and services, which include gender, various racial and ethnic groups, individuals with disabilities and different age groups.

Some of our outreach strategies include but are not limited to advertising in targeted media including community newsletters, newspapers, radio stations or any other media that could reach targeted populations. This includes sending notices about job openings to schools, local colleges and community service groups about services and activities being offered in the local job centers. DWD and its recipients routinely communicate and consult with schools, community groups, and advocacy organizations.

DWD and its recipients are required to conduct an annual data analysis of programs, services and employment practices. This annual assessment compares the workforce data of job seekers utilizing Missouri job centers with Missouri's civilian labor force. The results of this analysis are used to determine future performance goals for the state and its recipients as well as an outreach plan. The outreach plan includes DWD and its recipients identifying current and potential partners such as other government agencies, community-based organizations, nonprofits, and private businesses and organizations that are current WIOA core partners as well as those who could become partners.

Recommendations are developed based on the data analysis for improving outreach, services and service delivery, as well as labor market strategies. The outreach strategies are intended to be methodologies for making contact with all segments of the population in the local service area, especially those who are currently underserved. The labor market strategies include devising techniques to stimulate the local economy and therefore generate more employment and skills training opportunities for Missouri job seekers. Based on the results of the data analysis assessment, the state and its recipients are able to develop outreach and recruitment plans to broaden the pool of those groups for whom the assessment indicates there should be higher levels of employment and participation in programs and services.

DWD partners with MERIC to provide language analysis of homes in Missouri. According to the 2010-2014 American Community Survey 5-Year Estimates, 6.1% (342,797) of Missouri's population, ages five and over, spoke a language other than English at home. Twenty-one percent of the United States population for the same time period spoke a non-English language at home. The five most common non-English languages spoken in Missouri homes were Spanish or Spanish Creole (2.6%), German (0.4%), Chinese (0.3%), French including Patois and Cajun (0.3%) and Serb-Croatian (0.2%).

The language study may show that there are large groups of people in a local workforce area who do not speak English or who have very limited proficiency in the language. DWD and its recipients may find local populations that include large groups of people who speak and communicate only in a language other than English. In this case, clearly, a plan should be developed to reach, communicate with, and improve services to those non-English speaking populations. DWD and its recipients would consider the scope of the program or activity for which the population is eligible, the size and concentration of the population that needs services or information, and take reasonable steps to provide services and information in the appropriate languages. This includes making the "Equal Opportunity is the Law" Notice, brochures and other materials considered communications available in various language translations. If there is no large group of non-English speaking people in

the local area, DWD and its recipients are obligated to take reasonable steps to meet the language needs of that person(s). DWD and its recipients provide training to staff to utilize the language line, Language Link, to accommodate customers that are limited in English proficiency. DWD and its recipients also train staff on how to utilize translation and interpreting services.

DWD is in partnership with the Missouri Rehabilitation Services for the Blind and provides the EO Notice in Braille and "large print" formats as well as online for customers with low vision or who are blind. This helps to ensure that communications with individuals with disabilities are as effective as communications with others.

DWD partners with MERIC to provide ongoing analysis of minority population groups in Missouri that include senior workers, women, African Americans, Hispanics and Asians. These analyses assist our workforce regions on how to recruit and target populations that are underserved in our workforce system.

DWD and its recipients are expected to meet the needs of their customers by ensuring universal access to their programs, services and activities for all eligible individuals. DWD and its recipients promote universal access by understanding the local needs, marketing programs and services and providing outreach in the communities served. These can be accomplished by involving community groups and schools in our planning, collaborating with partners, training staff, and ensuring equal and effective service delivery for all individuals.

DWD is in partnership with Missouri Adult Education and refers English Language Learners to them for classes in English. This helps to ensure the client improves their economic potential as well as their ability to function in Missouri's society.

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.

Missouri has a Statewide Steering Committee which consists of all WIOA core partners, with additional workgroups, which focus on: service design and delivery, business engagement, technology, data and outcomes, youth services, one-stop certification, infrastructure funding, and a state plan team. These teams initially included the core partners but have evolved to include the required partners, as well as additional partners such as the Department of Corrections, the Division of Mental Health and United Way, to assist in carrying out our vision and goals.

All core partners were involved in the writing of the Combined State plan and its revisions. Core partners have presented the plan collaboratively to the State Workforce Board for its approval and any suggested modifications.

Missouri partners have been involved in cross training activities among agencies and the partners have collaboratively reviewed all of the local WIOA plans.

The Division of Workforce Development has involved core, required and other essential partners in collaboration to apply for the Apprenticeship USA grant, which will necessitate participation both at the State and local levels. These partners include Missouri Chambers of Commerce, AFL-CIO, Missouri Community College Association, United Way, Missouri Department of Corrections and various unions and businesses.

The local regions have also extended their partnerships beyond just the core and required partner involvement. More than half of the local regions have already established disability or special population standing committees to address individuals with barriers. Several local regions have sponsored specific hiring and employer events targeted to the hiring of persons with disabilities. The St. Louis region has developed a unique partnership focused just on serving youth. The St. Louis Youth Interagency team incorporates many agencies which touch youth including VR, Job Corps, the Division of Youth Services, the Division of Workforce Development, the Department of Mental Health, Youth Build, and Paraquad, which is the local Center for Independent Living. This group focused initially on asset mapping and resource sharing but have evolved into cross training, job shadowing and replication to both another urban and rural location in Missouri.

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

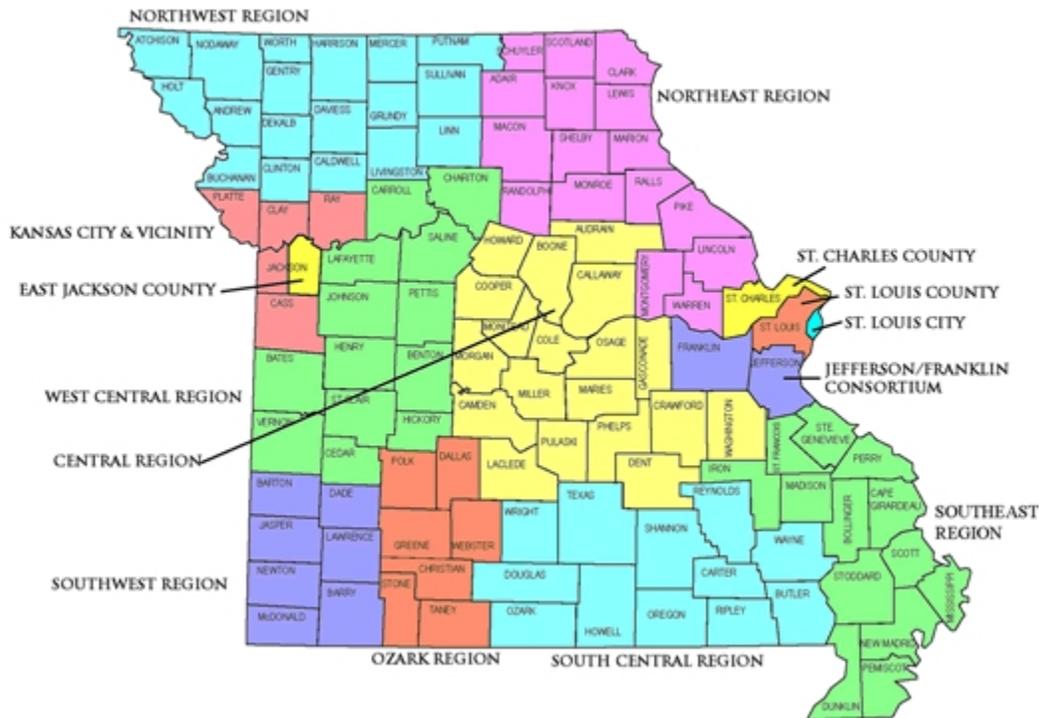
The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B--

A. ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES GENERAL REQUIREMENTS

1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

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

Figure 33.



Missouri's 14 Local Workforce Development Areas by County:

Central - Counties include: Audrain, Boone, Callaway, Camden, Cole, Cooper, Crawford, Dent, Gasconade, Howard, Laclede, Maries, Miller, Moniteau, Morgan, Osage, Phelps, Pulaski, and Washington

East Jackson County- Eastern half of Jackson County

Jefferson/Franklin Consortium- Counties include: Franklin, Jefferson

Kansas City And Vicinity- Counties include: Cass, Clay, Western half of Jackson County, Platte, Ray

Northeast- Counties include: Adair, Clark, Knox, Lewis, Lincoln, Macon, Marion, Montgomery, Monroe, Pike, Ralls, Randolph, Schuyler, Scotland, Shelby, Warren

Northwest- Counties include: Andrew, Atchison, Buchanan, Caldwell, Clinton, Daviess, Dekalb, Gentry, Grundy, Harrison, Holt, Linn, Livingston, Mercer, Nodaway, Putnam, Sullivan, and Worth

Ozark- Counties include: Christian, Dallas, Greene, Polk, Stone, Taney, Webster

South Central- Counties include: Butler, Carter, Douglas, Howell, Oregon, Ozark, Reynolds, Ripley, Shannon, Texas, Wayne, and Wright

Southeast- Counties include: Bollinger, Cape Girardeau, Dunklin, Iron, Madison, Mississippi, New Madrid, Pemiscot, Perry, Scott, St. Francois, Ste. Genevieve, and Stoddard

Southwest-Counties Include: Barry, Barton, Dade, Jasper, Lawrence, McDonald, Newton

St. Charles County- St. Charles County

St. Louis City- St. Louis City

St. Louis County- Saint Louis County

West Central- Counties include: Bates, Benton, Carroll, Cedar, Chariton, Henry, Hickory, Johnson, Lafayette, Pettis, Saline, St. Clair, and Vernon

Missouri's 10 Workforce Development Regions by County:

Central - Counties include: Audrain, Boone, Callaway, Camden, Cole, Cooper, Crawford, Dent, Gasconade, Howard, Laclede, Maries, Miller, Moniteau, Morgan, Osage, Phelps, Pulaski, and Washington

Kansas City Region- Counties include: Cass, Clay, Jackson, Platte, Ray (Kansas City Region includes the 2 local areas of the Kansas City & Vicinity and East Jackson County)

Northeast- Counties include: Adair, Clark, Knox, Lewis, Lincoln, Macon, Marion, Montgomery, Monroe, Pike, Ralls, Randolph, Schuyler, Scotland, Shelby, Warren

Northwest- Counties include: Andrew, Atchison, Buchanan, Caldwell, Clinton, Daviess, Dekalb, Gentry, Grundy, Harrison, Holt, Linn, Livingston, Mercer, Nodaway, Putnam, Sullivan, and Worth

Ozark- Counties include: Christian, Dallas, Greene, Polk, Stone, Taney, Webster

South Central- Counties include: Butler, Carter, Douglas, Howell, Oregon, Ozark, Reynolds, Ripley, Shannon, Texas, Wayne, and Wright

Southeast- Counties include: Bollinger, Cape Girardeau, Dunklin, Iron, Madison, Mississippi, New Madrid, Pemiscot, Perry, Scott, St. Francois, Ste. Genevieve, and Stoddard

Southwest-Counties Include: Barry, Barton, Dade, Jasper, Lawrence, McDonald, Newton

St. Louis Region:- St. Louis City, Saint Louis County, Jefferson County, Franklin County, St. Charles County (The St. Louis Region includes the 4 local areas of St. Louis City, St. Louis County, Jefferson/Franklin Consortium and St. Charles County)

West Central- Counties include: Bates, Benton, Carroll, Cedar, Chariton, Henry, Hickory, Johnson, Lafayette, Pettis, Saline, St. Clair, and Vernon

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.

Under the provisions of WIOA, Section 106(b)(2) clearly indicates that during the two years after the Act was passed: “...The Governor shall approve a request for initial designation as a local area from any area that was designated as a local area for purposes of the Workforce Investment Act..... and performed successfully, and sustained fiscal integrity.

In Missouri, each local workforce investment board previously established under WIA, formally requested initial designation as a local area under these provisions. These requests were officially provided from each region in a letter from each region’s Chief Elected Official.

Given these requests for initial designation, each region was assessed by workforce development staff as to whether the local area performed successfully on the premise of their successful outcomes in performance measures. Because no region sustained the failure to meet its negotiated performance targets, within any measure, for the preceding two program years, each was deemed to have performed successfully. In addition, each former region was assessed to determine if there had been any finding of non-compliance or for any reason had met conditions of insufficient fiscal integrity, and none were found.

Given that each former WIA region’s designation request came from elected officials, and each met these criteria, they were approved as originally designated for WIOA in the same regional structure as WIA. The state plan clearly posted for public comment these regional designations.

Regional Planning Designation

Through the efforts of workforce development staff support, in both the Division of Workforce Development and in the labor market research staff of the Missouri Economic Research and Information Center, an assessment of a wide range of labor market information was used to define the areas most ideally suited for regional planning.

A detailed proposal was prepared in compliance with WIOA Section 106(b)(B) for the consideration of: Consistency with labor market areas; Consistent with regional economic development areas in the state; and Have available resources to effectively administer all activities, including whether the areas have appropriate education and training providers, such as higher education, and area career and technical education schools.

As a result of presenting this research to workforce development board directors and their staff, each regions chief elected officials and local workforce board was also informed. In addition, this labor market analysis and recommendation for two regional planning areas was presented to local elected officials attending Missouri’s Sector Strategies “kick-off” meeting and openly discussed as to origin and planning areas. Finally, each proposed regional planning area was presented for public comment when the State Plan was posted for same.

C. PROVIDE THE APPEALS PROCESS REFERRED TO IN SECTION 106(B)(5) OF WIOA RELATING TO DESIGNATION OF LOCAL AREAS.

The following policy was approved by the Missouri State Workforce Development Board - January 25, 2018.

Appeals Process for Designation of Local Workforce Development Area

Introduction

Under the provisions of the Workforce Innovation and Opportunity Act (WIOA) (Public Law 113-128) the geographic areas composed of Missouri Counties to be used to compose the Local Workforce Development Board service areas (or regions) are provided with conditions for which the Governor may designate (or define) them. Thereafter, if there is a subsequent designation, and should public officials of the units of general local government (including a combination of such units) disagree with any subsequent designation, they may appeal to the State Workforce Board for an alternative designation.

Chapter 2—Local Provisions, at Section 106(b)(5) of WIOA requires that there be an Appeals Process, but because the Chapter is silent on what that process entails, it is the obligation of the State of Missouri to prepare said Appeals Process, referred herein as a Local Area Designation Appeals Process.

Citation and Context

WIOA Section 106(b)(5) states that: A unit of general local government (including a combination of such units) or grant recipient that requests but is not granted designation of an area as a local area may submit an appeal to the State Board under an appeals process established in the State plan.

Each Local Workforce Development Board in the State of Missouri formally requested of the Governor that the regions established under the prior Workforce Investment Act be re-designated, or as is the case with the new law, originally or initially designated, as the same regions to be used under the WIOA. Those requests were granted. In that regard, a Missouri appeals process is relevant only to subsequent area designation.

Subsequent Designation

WIOA Section 106(b)(3) regarding subsequent designation, states: After the initial period for which a local area is initially designated.....the Governor shall approve a request for subsequent designation as a local area from such local area, if such area—

1. Performed successfully;
2. Sustained fiscal integrity; and
3. In the case of a local area in a planning region met the requirements for regional planning.

Appeals Process

If, in the future, only under the conditions of subsequent workforce area designation, there should be a formally organized request by a unit of general local government (or any combination of such units) to become an alternatively designated area, the following procedures shall apply:

4. A formal request in appeal is prepared, posted for appropriate public comment, and signed by the Chief Elected Officials representing the appealing parties;
5. The appeal is placed in writing and submitted to the Governor;
6. Within 60 days, the Governor will vet the appeal and advise the State Workforce Board;
7. The State Workforce Board will convene within the same 60 day time period to hold a meeting to either approve the appeal or to advise the Governor on any need for new information;
8. If the State Board and/or the Governor agree additional information is necessary, the appeals process will begin again under a second 60 day period, or until a final decision is determined by the Governor.

Details of the Appeal Documentation

- The appeal shall be officially and formally developed and stated in writing in a letter addressed to the Governor of the State of Missouri.
 - To be considered an official request, the letter shall fully contain and evidence each of the following elements:
11. Introduction stated as a request;
 12. Use full citations from the Workforce Innovation and Opportunity Act;
 13. State that given the original designation and what units of government are involved, which units of government are to be enclosed within the newly proposed local area upon appeal;
 14. Include a brief explanation of the influence and consideration to the request from an analysis of the labor market data and its impact upon re-designation, if any;
 15. Include an attachment(s) that is evidence that a public notice of the proposed re-designation in its entirety was developed and properly posted before the letter was written;

16. Any public comments that are in opposition to the re-designation must be attached to the letter;
17. Such a letter must be signed by the Presiding Commissioner of each County involved in the appeal and must verify that a consensus among all other County Commissioners is thereby represented.
 - Any appeal will be reviewed by the State Workforce Board Planning Committee prior to its referral with recommendations to the full State Board.
 - The appeal is made final after the State Workforce Board considers its findings and subsequent to announcement through its own public notice process that a meeting will be held to consider the re-designation request.

The Secretary of Labor may Make Final Resolution

The closing conditions of WIOA Section 106(b)(5) clarify that: if the appeal process does not result in such a designation requested, the Secretary of Labor, after reviewing a request for review from the unit or grant recipient and on determining that the unit or grant recipient was not accorded procedural rights under the appeals process described in the State Plan, or that the area meets the requirements of all other designation processes, may require that the area be designated as a local area per the appeal description.

D. PROVIDE THE APPEALS PROCESS REFERRED TO IN SECTION 121(H)(2)(E) OF WIOA RELATING TO DETERMINATIONS FOR INFRASTRUCTURE FUNDING.

The State of Missouri has created a cost sharing committee, which include all of the partners' financial staff. This committee is in the process of developing guidance to State and local partners for negotiating cost sharing agreements to comply with the WIOA requirements. The State of Missouri will also include in their guidelines an appeals process for infrastructure costs as outlined in 121(h)(2)(E) of WIOA.

The State of Missouri appeals process for the state funding mechanism will follow the final rules as published by the Departments at sections 678.730, 678.731, and 678.735-738, modified by the pending guidance for the final rules as promised by the Departments in the preamble for Part 678, Subpart E.

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.

Due to budget cuts in recent years, there are insufficient funds for workforce development activities beyond the required activities. Therefore, statewide activities include the coordination and alignment of data systems, regional planning and service delivery, industry or sector partnerships, the development and training of staff along with technical assistance, operating fiscal and management accountability, monitoring and oversight, dissemination of information pertaining to and managing the state's Eligible Training Provider System, and evaluation of these various activities.

The state policies and guidance can be found on the jobs.mo.gov website.

B. DESCRIBE HOW THE STATE INTENDS TO USE GOVERNOR'S SET ASIDE FUNDING. DESCRIBE HOW THE STATE WILL UTILIZE RAPID RESPONSE FUNDS TO RESPOND TO LAYOFFS AND PLANT CLOSINGS AND COORDINATE SERVICES TO QUICKLY AID COMPANIES AND THEIR AFFECTED WORKERS. STATES ALSO SHOULD DESCRIBE ANY LAYOFF AVERSION STRATEGIES THEY HAVE IMPLEMENTED TO ADDRESS AT RISK COMPANIES AND WORKERS

The state uses WIOA rapid response funds to support a state Rapid Response unit, branded in Missouri as the Employment Transition Team, or ETT, which is assigned to the Dislocated Worker Program section of the Division of Workforce Development (DWD). The Trade Act unit is also part of the Dislocated Worker section. WIOA NPR 682.330 guides activities of the Rapid Response unit to promote economic recovery and vitality by developing an ongoing, comprehensive approach to identifying, planning for, and responding to layoffs; and preventing or minimizing their impact on workers, businesses, and communities. The State recently issued a Statewide Employment Transition Team Policy (DWD Issuance 07-2015) to be utilized across all Local Workforce Development Areas (LWDA). Outlined in the information below, this policy provides a consistent and clear standard for ETT coordination in the LWDA's.

The WIOA requires each state to carry out statewide ETT activities or designate an entity to do so on its behalf. The DWD has opted to operate the ETT program at the state level in coordination with local Workforce Development Boards (WDB). DWD's Workforce Coordinators, located regionally, shall take the lead role in responding to layoff events, and shall be responsible for coordinating, providing, and overseeing ETT services in their assigned areas. While ETT is required for mass layoffs and closures, it is the intent of WIOA for services to be provided to as many workers as possible. DWD Workforce Coordinators shall provide onsite or in person ETT services to any layoff affecting 25 or more. Layoffs affecting 24 or less may be offered onsite as needed or requested by the employer. At a minimum, smaller layoffs will be provided informational packets that include the ETT programs and services brochure, the Division of Employment Security (DES) UI Benefits fact sheet, the Missouri Economic Research Information Center (MERIC) regional Real Time Labor Market Summary and any local brochure, as requested by the LWDB. Every ETT event is unique; therefore, each event shall be assessed individually, and services provided shall be determined based on the wishes of the employer, the needs of the affected workers, and the timeframe of the layoff.

Effective ETT requires local partnership. Workforce Coordinators are the designated lead for any and all layoff events; however, local coordination is critical and required to ensure both employers and affected workers receive all needed services, and that they are delivered in a seamless fashion. Workforce Coordinators shall ensure coordination with WDB Directors, Functional Leaders, regional business services teams, Union Representatives, and community groups. Directors and Missouri Job Center (MJC) Functional Leaders shall be kept informed throughout the ETT process and notified of layoff activity, meeting dates, planned events, and changes in layoff schedules.

The Workforce Coordinator shall be the primary contact for employers participating in ETT. DWD Workforce Coordinators shall contact the affected employers within 24 hours of being informed of a potential layoff to inform them of ETT services and arrange for an in-person planning meeting. Workforce Coordinators shall also immediately notify the WDB Director

or their designee. Onsite worker meetings and other services shall be coordinated with the employer and delivered based on the employer's schedule. Workforce Coordinators shall conduct meetings at any time that works best for the employer, regardless of time of day. Worker meeting agendas and participants shall be approved by the employer in advance.

ETT meetings should include a representative from DES to present Unemployment Insurance information, a MJC representative to present programs and services information, a Trade Act Representative (if applicable) and the appropriate union representative (if applicable). In addition, a representative from the USDOL Employee Benefits Administration shall be included when appropriate. If a MJC representative is unavailable or a WDA chooses not to participate, the Workforce Coordinator shall be responsible for presenting MJC information.

ETT funds support a variety of local and State ETT activities and services such as the electronic worker-survey system. During ETT events, a survey is distributed to workers to determine their specific needs. The surveys are electronically tabulated and shared with the MERIC. Results of the surveys are also shared with DWD regional Workforce Coordinators and WDBs and are used to determine the needs of workers from each layoff. Surveys also help with determining labor availability for economic development purposes and provide demographic data that contribute toward meeting the needs of dislocated workers and the hiring needs of businesses. The State also uses ETT funds to create a funding pool for Individual Training Accounts (ITAs) and OJTs. These funds are provided to each region in addition to their formula distribution, ensure that dislocated workers remain competitive and keep their skills current. When regions have obligated or spent all of their formula funds and pool funds, additional funding can be requested. Based on availability of funds and the justification, additional funding may be awarded. The State also uses these funds to contract with State partners: UAW and the AFLCIO—to provide assistance, labor/management committees (Transition Teams), peer counselors, and many other services to promote and coordinate the reemployment of dislocated workers; Department of Labor and Industrial Relations (DOLIR) to ensure that a UI expert is at all ETT meetings; and University of Missouri Extension to provide FastTrac New Ventures Entrepreneurial Training, and Take Control of Your Finances workshops. Additionally, the State's ETT unit provides reemployment related workshops, customized to affected groups of dislocated workers, to assist them in navigating to a new career path. The State's ETT unit regularly reviews these processes and activities surrounding the provision of ETT services to ensure effectiveness.

ETT should be proactive and strategic, not just a response to layoffs. Building and maintaining relationships with the business community is critical. Regional Workforce Coordinators and local Business Services teams typically have established relationships with local businesses. These relationships allow for early warning of potential layoffs, as well as allow opportunity for early intervention to help avert a layoff through programs such as Missouri's Shared Work Program. Administered by the Missouri Department of Labor and Industrial Relations, Shared Work is an alternative to layoffs for businesses faced with a reduction in available work. It allows participating business to reduce employee hours by 20-40% while supplementing their employees' lost wages with Unemployment Insurance benefits.

C. IN ADDITION, DESCRIBE THE STATE POLICIES AND PROCEDURES TO PROVIDE RAPID RESPONSES IN CASES OF NATURAL DISASTERS INCLUDING COORDINATION WITH FEMA AND OTHER ENTITIES.

The State of Missouri recently implemented an economic recovery support system designed to coordinate, leverage, and maximize resources across all state agencies when a natural disaster occurs. These efforts ensure a quicker recovery for businesses and individuals impacted. Through this system a communication plan and SMART goals are established with each state agency that has an applicable recovery support function (RSF). The Division of Workforce Development support function is to pursue, when appropriate, opportunities for assistance through the National Dislocated Worker Grant.

When pursuing a NDWG, as a practice, DWD consults and coordinates with SEMA, the local workforce boards and local elected officials when designing the grant and steps for implementation. Through this new process, DWD will also keep all other state agencies with an RSF informed of progress and coordinate efforts as needed.

Missouri operates a temporary employment program called Disaster Recovery Jobs Program (DRJP) to be utilized when a major disaster is declared by FEMA and a Dislocated Worker Grant is awarded. The purpose of the DRJP is to restore public infrastructure and services so that business and employment activities can be resumed through temporary employment of unemployed persons.

DWD is required to coordinate with FEMA when there is a dislocation event that is the result of a natural disaster in order to avoid any duplication of services or effort. Local offices will invite FEMA representatives to early intervention meetings discussing the potential worksites. DRJP work will not overlap FEMA cleanup efforts. Best practice is to allow FEMA to complete all work prior to DRJP employment cleanup begins.

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.

Within 24 hours of receiving notification of a closure or layoff, local Workforce Coordinators are required to make contact with the company and devise and implement a transition plan for affected workers. They are also required to ask from the company (and/or employees) whether or not the event could be Trade impacted. If there is a possibility, at that time the state staff will file a Trade Act petition The DWD Trade Act Coordinator ensures the local Workforce Coordinator, the DWD Employer Relations section manager and other State Trade Act staff are notified that a petition has been, or will be, filed. Anytime there is a possibility of a Trade petition being filed the Workforce Coordinator will invite the local

TAA representative and a DES representative to provide information on the TAA, Trade Readjustment Allowance (TRA), and UI at the Rapid Response meeting.

The local TAA representative covers information relating to TAA benefits and services including criteria and timeframes. The DES representative provides information on UI and TRA including how to file a UI and TRA claim. The Workforce Coordinator provides the potentially eligible Trade Act individuals with informational handouts on Trade Act benefits and services, job center services, and supportive service information.

Once a company's Trade Act petition is certified, the DWD Trade Act Coordinator obtains a list of affected workers from the Trade Act affected business. The workers are sent a written notice to inform them of the petition certification. The notice includes instructions on how to file a TRA claim and access benefits and services under the program as well as a Trade Act informational pamphlet with specific information regarding the Trade Act Program. In addition, the workers are directed to visit their local Missouri Job Center.

When requested, the Workforce Coordinator and the DWD Central Office Trade Act staff also provide training to a transition team made up of workers from the Trade Act affected company. This team assists other Trade Act affected workers with accessing benefits and services available under the Trade Act program.

B. ADULT AND DISLOCATED WORKER PROGRAM REQUIREMENTS

1. WORK-BASED TRAINING MODELS

If the State is utilizing work-based training models (e.g. On-the-job training, Incumbent Worker training, Transitional Jobs, and Customized Training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State's strategies for how these models ensure high quality training for both the participant and the employer.

Comprehensive Job Centers will provide access to training services aligned with regional sector strategies. These services may include occupational skills training, on-the-job training, incumbent worker training programs that combine workforce training with related instruction, skill upgrading and retraining, entrepreneurial training, transitional jobs training, job readiness training provided in combination with other training, Adult Education and Literacy (AEL) activities, and customized training.

Work-based training is one of the highest priorities for Missouri under WIOA. The underlying advantage of work-based learning is that by definition, it incorporates skill competencies needed by the business. There is no doubt the trainees are learning the specific skills needed, and furthermore they are learning to apply skills in the way the employer prefers. This practically guarantees individuals that complete training are positioned to immediately add value in the workplace and have marketable skills to provide upward mobility in a career pathway.

Show Me Heroes (SMH) is work-based learning activity that provides OJT to veterans. Transitional jobs are reserved for those chronically unemployed and provide real life work experience when it is greatly needed to be successful in the workplace. The Incumbent Worker training policy allows local Boards the flexibility to provide Incumbent Worker Training to employers when needed.

2. REGISTERED APPRENTICESHIP

Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., job center staff taking applications and conducting assessments).

Through the local planning guidance, the states will require Local Workforce Areas (LWA) to identify and reach out to the Registered Apprenticeship training program sponsors within their local areas. The State will verify with the Office of Apprenticeship the status of Registered Apprenticeship sponsor. Eligible Training Provider System (ETPS) guidance requires that Registered Apprenticeship training programs be contained in the state's system.

DWD has partnered with the AFL-CIO and United Auto Workers (UAW) to connect Dislocated Workers (DW) with union apprenticeship opportunities. DWD has provided funding to the AFL-CIO and UAW for Labor Liaison services. The Labor Liaison identifies apprenticeship and pre-apprenticeship opportunities and works with the local workforce boards and Job Centers in the Kansas City and St. Louis Metro areas to connect DWs to those opportunities. In St. Louis, this project focuses on placing minorities and women in the Building Union Diversity (BUD) Program that provides pre-apprenticeship training in the construction trades.

DWD has utilized ApprenticeshipUSA funds awarded by USDOL to develop strategic partnerships for the purpose of accelerating, expanding, and diversifying Registered Apprenticeship in the state. Working closely with the Office of Apprenticeship, DWD identifies industry and best practices for stimulating economic growth through Registered Apprenticeship. Strategic partners include nine Missouri Community Colleges, Missouri Career and Technical System (DESE/MCTS), Missouri Department of Corrections, Missouri Hawthorn Foundation, and Missouri AFL/CIO. Additionally, 15% funding has been obligated to four Local Workforce Development Boards for the development of Registered Apprenticeships and Pre-Apprenticeships that will further expand access to "earn and learn" opportunities to WIOA Adult, Dislocated Worker, and Youth participants.

DWD has dedicated staff to offer training and technical assistance to the state workforce system staff to increase the visibility and marketing of Registered Apprenticeship to individuals as a comprehensive training solution for individuals and employers. When funds are available, participants may be eligible to receive funding for training through WIOA partners, and employers may be eligible to apply for the Youth Opportunities Program Tax Credit.

3. TRAINING PROVIDER ELIGIBILITY PROCEDURE

Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

Missouri Procedure, Eligibility Criteria and Information Requirements for Eligible Training Providers

Eligibility Criteria

In order for a training provider to be considered they must meet one of the following criteria.

(1) The training provider can be an institution of higher education that provides a program that leads to a recognized postsecondary credential, or

(2) another public or private provider of a program of training services, which may include joint labor-management organizations, eligible providers of adult education and literacy activities under Title II of WIOA, if such activities are provided in combination with occupational skills training.

For either of these eligibility criteria, schools must demonstrate they have been in business teaching a program for at least 12 months prior to applying, be certified by the appropriate governing body, and have an up-to-date website to include program descriptions, tuition, fees, and supplies. An applicant must have available upon request a copy of its license to operate, the authorizing body making this determination, and the date of expiration. Any expired license will need to be updated before eligibility determination can continue.

Applicants should submit programs leading to recognized postsecondary credentials or certifications of occupations in-demand. They also must demonstrate the ability to provide training services to individuals who are employed and to individuals with barriers to employment.

Registered Apprenticeship Eligibility Criteria

An entity that carries out programs 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.) may also qualify for eligibility. Registered Apprenticeships that request to be included on the ETPS list are automatically approved with no further vetting by the State. A registered apprenticeship will remain on the list of eligible training providers (ETP) indefinitely if the provider remains registered with the U.S. Department of Labor, Office of Apprenticeship. Apprenticeship programs are not required to track or report performance.

Process for determining training provider initial and continued eligibility. ETP Application Review Process, excluding Registered Apprenticeships, addressed above.

The primary criteria for training provider eligibility involves a vetting process to determine if certification from academic credentialing organizations or state agencies has been obtained. The four-step process is as follows:

20. Pull the institution's file, or create a file if there is not one already set up;
21. Review each submitted program;
22. Locate the governing-body's website(s) for program name, certification, or authorization to offer or teach programs. Governing bodies utilized are: Missouri Department of Higher Education; Missouri Department of Elementary and Secondary Education; Missouri Department of Health and Senior Services; Missouri Department of Public Safety; Missouri Department of Insurance, Financial Institutions and Professional Registration; Missouri Office of the Secretary of State; or, for non-Missouri applicants, the America's Service Locator;

23. Print out the governing body documentation and highlight the programs listed on the ETPS application, noting any differences.

If tuition costs are not provided on governing-body documentation, search the institution website, locate and print out the institution's tuition/fees/supplies cost. Out-of-state institutions *not* already approved in their home state must follow that state's ETP Policy to become eligible as a prerequisite to an application to be on Missouri's approved ETP list. When the review process is complete, and the application has met all criteria, login into ETPS and approve or reject each program. If rejecting a program, note the reason for the rejection on ETPS. Verify the program information's appearance on the public site, and send an approval email to each of the institution contacts. This email will list all approved programs.

Finally, hardcopies of the following information must be placed in the paper file:

- o Approval email sent to the institution;
- o List of approved programs;
- o Governing-body information; and
- o Tuition information; Additional notes;

Subsequent ETPS Application Review Process

During the review process, DWD staff will pull institution files and review each application for information that was corrected per discussion via email or phone call, as well as deleted programs and/or added programs. If the changes are substantial enough, the review process will be repeated from the beginning to ensure that everything is reviewed.

When the subsequent review processes have been completed, approve or reject each program. Verify the program information's appearance on the public site, and send an approval email to each of the institution contacts. This email will list all approved programs. Finally, hardcopies of the following information must be placed in the paper file:

- o Approval email sent to the institution;
- o List of approved programs;
- o Governing body information;
- o Tuition information if separate; Additional notes;

Subsequent Eligibility Under Modification

The Governor's criteria for subsequent provider eligibility is in its final stages of implementation. ETPS is being updated to include additional fields requesting preliminary performance information per program and those fields are: Institutional Credential Attainment Rate, Employment 6 and 12 Months after Exit, and Median Earning 6 Months after Exit.

Institutions are also given the option to submit a waiver for this year; the waiver should be a formal letter from the provider to the ETPS coordinator [trainingprovideradmin@ded.mo.gov] that includes Labor Market Information or other data to justify granting a waiver of the performance requirements.

Eligible Training Provider requirements, registration information and frequently asked questions (FAQs) are online at: <https://jobs.mo.gov/community/missouri-eligible-training-provider-system>.

4. DESCRIBE HOW THE STATE WILL IMPLEMENT AND MONITOR THE PRIORITY FOR PUBLIC ASSISTANCE RECIPIENTS, OTHER LOW-INCOME INDIVIDUALS, AND INDIVIDUALS WHO ARE BASIC SKILLS DEFICIENT IN ACCORDANCE WITH THE REQUIREMENTS OF WIOA SEC. 134(C)(3)(E), WHICH APPLIES TO INDIVIDUALIZED CAREER SERVICES AND TRAINING SERVICES FUNDED BY THE ADULT FORMULA PROGRAM.

The State will exercise maximum flexibility in the implementation of priority of Adult Formula program-funded individualized career services and training services. The State encourages Local Boards to establish tiered priority-of-service policies assigning top priority to public-assistance recipients, other low-income individuals, and individuals who are basic-skills deficient, while ensuring that other eligible individuals outside of the top-priority group have access to these services.

Representatives from Adult Education and Literacy, Community Services Block Grant, Missouri Vocational Rehabilitation, Rehabilitation Services for the Blind, Supplemental Nutrition Assistance, Temporary Assistance for Needy Families, Wagner-Peyser, and WIOA Adult, Dislocated Worker and Youth programs will review the Participant Individual Record Layout and any other available federal report data elements and performance metrics to test for compliance with the priority of service rule, and ensure that priority of service is provided to public assistance recipients, other low-income individuals, and individuals who are basic skills deficient.

5. DESCRIBE THE STATE'S CRITERIA REGARDING LOCAL AREA TRANSFER OF FUNDS BETWEEN THE ADULT AND DISLOCATED WORKER PROGRAMS.

The DWD has an established policy to address the transfer of funds between the Adult and Dislocated Worker programs. Effective July 1, 2015, the maximum amount of Adult program and Dislocated Worker program funds that can be transferred per annual allocation (includes both the Program Year (PY) and Fiscal Year (FY) allocations) is 100 percent. All transfer requests must be submitted through DWD's Financial Reporting System (FRS) and when the total exceeds 20 percent through the local plan modification process. Transfers from administrative funds to program funds within the same program's funding stream (i.e., Adult FY administrative funds to Adult FY program funds) do not require a plan modification.

Before submitting a transfer request, the LWDB is required to analyze the changing economic conditions in their Local Workforce Development Area (LWDA) in order to identify the need for a transfer request. If there is a need to transfer more than the 20 percent of the original allocated or re-allotted formula allocation, the LWDB must submit a local plan modification to DWD that includes the following information:

- The percent and dollar amount of the LWDA's Adult or Dislocated Worker formula funds to be transferred; and

• The justification for the transfer must be explained in the request, described in the local plan modification, and must, at a minimum, include the following information:

- 1) General purpose or reason for the transfer between Adult and Dislocated Worker programs;
- 2) An explanation of the need for the transfer;
- 3) Information on how the transfer will affect the program from which the funds are being transferred; and
- 4) A Narrative explanation of how the transferred funds will be used.

LWDBs are still expected to continue operating Adult and Dislocated Worker programs, and are also expected to meet their agreed upon performance numbers, regardless of the funding transfer.

Transfer requests are reviewed by the DWD Program Managers overseeing the Adult and Dislocated Worker programs. Requests are approved if all the above criteria is met.

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 OR CONTRACTS FOR YOUTH WORKFORCE INVESTMENT ACTIVITIES AND DESCRIBE HOW THE LOCAL BOARDS WILL TAKE INTO CONSIDERATION THE ABILITY OF THE PROVIDERS TO MEET PERFORMANCE ACCOUNTABILITY MEASURES BASED ON PRIMARY INDICATORS OF PERFORMANCE FOR THE YOUTH PROGRAM AS DESCRIBED IN SECTION 116(B)(2)(A)(II) OF WIOA IN AWARDING SUCH GRANTS OR CONTRACTS.*

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

The State Workforce Development Board requires that local boards award grants for local youth activities through a competitive procurement process in accordance with their local procurement procedures which must be in compliance with the provisions of applicable federal, state, and local laws and regulations and based on recommendations of the Local Youth Council and/or Workforce Development Board. The only exception to this requirement is for the design framework component such as services for intake, objective assessment and development of the Individual Service Strategy (ISS).

The procurement must be a process that provides for full and open competition and avoids even the appearance of a conflict of interest (either individually or organizationally). Procurement actions must be conducted in a manner that provides for full and open competition and prevents the existence of conflicting roles that might bias judgment and cause unfair competitive advantage. Such actions must assure separation of those who develop or issue the solicitation, or are involved in the selection process, from those who bid upon it. Accordingly, an identifiable sub-unit of the local government or non-governmental organization may not submit a bid or an offer on a grant or contract solicitation if that sub-unit is involved in the development of the solicitation, the review,

evaluation and selection process, or the ongoing post award administration (including oversight) of the award.

Supporting documentation of the history of each procurement action must be maintained. Such documentation must include a rationale for: the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price. Such documentation also includes evaluation criteria or rating factors to support the provider's ability to perform successfully, with consideration given to integrity, compliance with public policy, record of past performance, in addition to financial and technical resources, that follow state and federal guidelines.

Contracts must be awarded based on the vendor's:

- Ability to deliver services to the targeted population in accordance with locally established guidelines;
- Experience in working with youth in similar programs and activities;
- Past and current collaboration with other service providers
- Past performance record, including both programmatic and fiscal integrity;
- Understanding of and commitment to meeting goals and objectives; and
- Demonstration of understanding of and commitment to continuous improvement methods.

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ACHIEVE IMPROVED OUTCOMES FOR OUT-OF-SCHOOL YOUTH AS DESCRIBED IN 129(A)(1)(B), INCLUDING HOW IT WILL LEVERAGE AND ALIGN THE CORE PROGRAMS, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE.

Missouri will improve the outcomes for out-of-school youth by ensuring the 14 elements allowed under WIOA are met through a braiding of partner resources which will best meet each individual's need. The 14 program elements will be available to OSY participants, and will be funded with WIOA title I youth funds or leveraged partner resources. An agreement will be established with the partner to offer the program element and ensure that the activity is connected and coordinated with the WIOA youth program.

Each OSY participant will have an individual service strategy developed between the participant and the case manager(s) that will establish short and long-term goals for credential attainment and/or work-based training leading to unsubsidized employment.

Case management for the out-of-school youth will be coordinated by the programs working with the youth with a primary case manager being identified. Case management will be designed around processes to ensure a career pathway is developed for the youth using assessments to support the strategies. This pathway will include supports to ensure successful completion of services and future achievements; soft skill development; basic skills remediation and/or attainment of a high-school equivalency certificate; a transferable

skill analysis; labor market information, work based-learning opportunities; skill and stackable credential attainment, etc.

3. DESCRIBE HOW THE STATE WILL ENSURE THAT ALL 14 PROGRAM ELEMENTS DESCRIBED IN WIOA SECTION 129(C)(2) ARE MADE AVAILABLE AND EFFECTIVELY IMPLEMENTED, INCLUDING QUALITY PRE-APPRENTICESHIP PROGRAMS UNDER THE WORK EXPERIENCE PROGRAM ELEMENT.*

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

The State will contract with each of the state’s 14 local workforce development boards to ensure that each youth program element described in WIOA section 129(c)(2) is administered in their defined area of the state. The Division of Workforce Development staff will evaluate, through each Local Workforce Plan whether the 14 program elements are available in the area and how they are offered.

DWD has a dedicated Youth Coordinator that works directly with the WDB Youth Coordinators and subcontractors to make sure they are knowledgeable of the regulations surrounding the Youth programs. DWD will monitor the WDB’s and their subcontractors on an annual basis to ensure the elements are available and that the methods for providing the elements are successful within the area. Technical assistance will be provided statewide to provide consistent understanding of what each element entails with follow-up as needed.

4. PROVIDE THE LANGUAGE CONTAINED IN THE STATE POLICY FOR “REQUIRING ADDITIONAL ASSISTANCE TO ENTER OR COMPLETE AN EDUCATIONAL PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT” CRITERION FOR OUT-OF-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(B)(III)(VIII) AND FOR “REQUIRING ADDITIONAL ASSISTANCE TO COMPLETE AN EDUCATION PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT” CRITERION FOR IN-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(C)(IV)(VII). IF THE STATE DOES NOT HAVE A POLICY, DESCRIBE HOW THE STATE WILL ENSURE THAT LOCAL AREAS WILL HAVE A POLICY FOR THESE CRITERIA.

The state does not have policy for “requires additional assistance to complete and educational program, or to secure and hold employment.” This will be locally defined by each workforce development board. It will then be submitted to and approved by the State.

5. INCLUDE THE STATE DEFINITION, AS DEFINED IN LAW, FOR NOT ATTENDING SCHOOL AND ATTENDING SCHOOL AS SPECIFIED IN WIOA SECTION 129(A)(1)(B)(I) AND SECTION 129(A)(1)(C)(I). IF STATE LAW DOES NOT DEFINE “NOT ATTENDING SCHOOL” OR “ATTENDING SCHOOL,” INDICATE THAT IS THE CASE AND PROVIDE THE STATE POLICY FOR DETERMINING WHETHER A YOUTH IS ATTENDING OR NOT ATTENDING SCHOOL.

Missouri state law does not define not attending school or attending school. Section 167.031, RSMo, states that any parent, guardian or other person having custody or control of a child between the ages of 7 and the compulsory attendance age for the district, must ensure that the child is enrolled in and regularly attends public, private, parochial, home school or a combination of schools for the full term of the school year.

- The term compulsory attendance age for the district shall mean 17 years of age or having successfully completed 16 credits towards high school graduation in all other cases.
- Children between the ages of 5 and 7 are not required to be enrolled in school. However, if they are enrolled in a public school their parent, guardian or custodian must ensure that they regularly attend.

6. IF USING THE BASIC SKILLS DEFICIENT DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INCLUDE THE STATE DEFINITION WHICH MUST FURTHER DEFINE HOW TO DETERMINE IF AN INDIVIDUAL IS UNABLE TO COMPUTE OR SOLVE PROBLEMS, OR READ, WRITE, OR SPEAK ENGLISH, AT A LEVEL NECESSARY TO FUNCTION ON THE JOB, IN THE INDIVIDUAL'S FAMILY, OR IN SOCIETY. IF NOT USING THE PORTION OF THE DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INDICATE THAT IS THE CASE.

Missouri is utilizing the basic skills definition as contained in WIOA. The term basic skills deficient means with respect to an individual who is a youth or adult, that the individual is unable to compute, solve problems, read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.

D. SINGLE-AREA STATE REQUIREMENTS

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

1. ANY COMMENTS FROM THE PUBLIC COMMENT PERIOD THAT REPRESENT DISAGREEMENT WITH THE PLAN. (WIOA SECTION 108(D)(3).)
2. THE ENTITY RESPONSIBLE FOR THE DISBURSAL OF GRANT FUNDS, AS DETERMINED BY THE GOVERNOR, IF DIFFERENT FROM THAT FOR THE STATE. (WIOA SECTION 108(B)(15).)
3. A DESCRIPTION OF THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES AND SUCCESSFUL MODELS, INCLUDING FOR YOUTH WITH DISABILITIES. (WIOA SECTION 108(B)(9).)

Does not apply to Missouri.

4. A DESCRIPTION OF THE ROLES AND RESOURCE CONTRIBUTIONS OF THE ONE-STOP PARTNERS.
5. THE COMPETITIVE PROCESS USED TO AWARD THE SUBGRANTS AND CONTRACTS FOR TITLE I ACTIVITIES.
6. HOW TRAINING SERVICES OUTLINED IN SECTION 134 WILL BE PROVIDED THROUGH INDIVIDUAL TRAINING ACCOUNTS AND/OR THROUGH CONTRACTS, AND HOW SUCH TRAINING APPROACHES WILL BE COORDINATED. DESCRIBE HOW

THE STATE WILL MEET INFORMED CUSTOMER CHOICE REQUIREMENTS
REGARDLESS OF TRAINING APPROACH.

7. HOW THE STATE BOARD, IN FULFILLING LOCAL BOARD FUNCTIONS, WILL COORDINATE TITLE I ACTIVITIES WITH THOSE ACTIVITIES UNDER TITLE II. DESCRIBE HOW THE STATE BOARD WILL CARRY OUT THE REVIEW OF LOCAL APPLICATIONS SUBMITTED UNDER TITLE II CONSISTENT WITH WIOA SECS. 107(D)(11)(A) AND (B)(I) AND WIOA SEC. 232.

8. COPIES OF EXECUTED COOPERATIVE AGREEMENTS WHICH DEFINE HOW ALL LOCAL SERVICE PROVIDERS WILL CARRY OUT THE REQUIREMENTS FOR INTEGRATION OF AND ACCESS TO THE ENTIRE SET OF SERVICES AVAILABLE IN THE ONE-STOP DELIVERY SYSTEM, INCLUDING COOPERATIVE AGREEMENTS WITH ENTITIES ADMINISTERING REHABILITATION ACT PROGRAMS AND SERVICES.

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:

- FF. SUPPORTING EMPLOYER ENGAGEMENT;
- GG. CONNECTING EDUCATION AND TRAINING STRATEGIES;
- HH. SUPPORTING WORK-BASED LEARNING;
- II. IMPROVING JOB AND CAREER RESULTS, AND
- JJ. OTHER GUIDANCE ISSUED BY THE DEPARTMENT.

5. DESCRIBES THE INDIVIDUALS AFFECTED BY THE WAIVER, INCLUDING HOW THE WAIVER WILL IMPACT SERVICES FOR DISADVANTAGED POPULATIONS OR INDIVIDUALS WITH MULTIPLE BARRIERS TO EMPLOYMENT; AND

6. DESCRIBES THE PROCESSES USED TO:

- KK. MONITOR THE PROGRESS IN IMPLEMENTING THE WAIVER;
- LL. PROVIDE NOTICE TO ANY LOCAL BOARD AFFECTED BY THE WAIVER;
- MM. PROVIDE ANY LOCAL BOARD AFFECTED BY THE WAIVER AN OPPORTUNITY TO COMMENT ON THE REQUEST;
- NN. ENSURE MEANINGFUL PUBLIC COMMENT, INCLUDING COMMENT BY BUSINESS AND ORGANIZED LABOR, ON THE WAIVER.
- OO. COLLECT AND REPORT INFORMATION ABOUT WAIVER OUTCOMES IN THE STATE'S WIOA ANNUAL REPORT

7. THE SECRETARY MAY REQUIRE THAT STATES PROVIDE THE MOST RECENT DATA AVAILABLE ABOUT THE OUTCOMES OF THE EXISTING WAIVER IN CASES WHERE THE STATE SEEKS RENEWAL OF A PREVIOUSLY APPROVED WAIVER;

Missouri did not propose a waiver of any provisions during its initial WIOA implementation year.

Missouri is considering a waiver request for PY18-PY20.

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.

As background information, the Division of Employment Security (DES) under the Department of Labor and Industrial Relations (DOLIR) is primarily responsible for the payment of unemployment insurance (UI) benefits to claimants who are unemployed through no fault of their own and the collection of UI tax contributions from employers. Division of Workforce Development (DWD) which is under the Department of Economic Development (DED) is responsible for the provision of employment and training services to various populations, including the unemployed.

In order to provide high quality services to both jobseekers and employers the DES and DWD utilize a collaborative approach to providing training to continuously enhance the professional development for the Missouri Job Center staff. Various methods are utilized to present training to staff and employers on new programs and services including: in-person training by subject matter experts from both agencies, webinars, captivating videos imbedded in the state's case management system, program specific desk aides, on-the-job training, and conference calls.

The DWD Training Unit provides professional staff development for all staff through various instructional methods - desk aids, webinars and conference calls, instructional videos, and in-person training. As initiatives and issuances are updated and implemented, DWD Training works with subject matter experts to provide relevant, accurate, and timely training. A good example of in-person training is Workforce Development 1.0 Essential Skills Training. This week-long course is designed for new job center employees (DWD and Partner Staff) to learn the workforce system and specific strategies and information for working with employers and job seekers. DWD Training also offers training as requested by

Central Office staff, program managers, and job center staff. These trainings range from communication and teamwork to policy- and program-specific subjects.

2. DESCRIBE STRATEGIES DEVELOPED TO SUPPORT TRAINING AND AWARENESS ACROSS CORE PROGRAMS AND THE UNEMPLOYMENT INSURANCE (UI) PROGRAM, AND THE TRAINING PROVIDED FOR EMPLOYMENT SERVICES AND WIOA STAFF ON IDENTIFICATION OF UI ELIGIBILITY ISSUES AND REFERRAL TO UI STAFF FOR ADJUDICATION.

Many unemployed Missourians are not eligible for UI benefits; however, would benefit from Wagner-Peyser services. Although DES is limited in the assistance it can provide, DWD's Missouri Job Centers offer valuable and much-needed help to the unemployed and underemployed. DES provides information regarding reemployment services available at Missouri Job Centers, training brochures, publications, posters and web pages. DES and DWD have an ongoing process to provide the most current information on the labor.mo.gov website, DWD's jobs.mo.gov website, and through social media (Twitter, Facebook, YouTube, etc.) to assist claimants and other individuals seeking job center services with their reemployment process.

DES and DWD's training unit have prepared a series of Webinars that will be presented to all Job Center staff to assist them in having a working knowledge of the Unemployment Insurance program and how to better serve the UI claimant.

Staff members from the DES and DWD continue to work together to coordinate and improve efforts for Missouri Job Center staff to identify potential eligibility issues related to claimants refusing suitable work or a referral to apply for suitable work. An automated process is in place for DWD staff to refer potential issues to the DES for investigation. Claimants may be determined ineligible to receive UI benefits when barriers to reemployment are discovered or they refuse to apply for suitable work as directed by Missouri Job Center staff. This collaboration between the DES and DWD helps to ensure the integrity of the UI benefits program.

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.

Missouri maintains an environment within both agencies that allows for data sharing and improved communications. In order to provide relevant information and meaningful assistance to UI claimants seeking assistance in filing a claim for unemployment compensation through Missouri's Job Centers, DES and DWD will establish a priority phone line that will allow a UI claimant to speak directly with a DES claim center specialist.

DWD with assistance from DES has developed information regarding the claim filing process to assist the UI claimant who seeks assistance at Missouri Job Centers. Brochures, publications, posters, and web pages have been updated and staff trained on the current claim filing process. DES and DWD conduct an ongoing effort to provide the most current information on the labor.mo.gov website, DWD's jobs.mo.gov website, and through social media (Twitter, Facebook, YouTube, etc.) to assist claimants and other individuals seeking job center services with their reemployment process.

C. DESCRIBE THE STATE'S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UNEMPLOYMENT INSURANCE CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS.

The Required Job Services (RJS) and Reemployment Services and Eligibility Assessments (RESEA) programs are designed for UI claimants when they are required to report to a Missouri Job Center after filing an initial UI claim. These programs provide a defined set of required job services, which provide UI claimants the opportunity to have the skills needed to compete for high-wage jobs in emerging industry sectors. All RJS and RESEA participants receive an orientation to Job Center services and are assessed for individual skills. While meeting with Job Center staff, RJS and RESEA participants are given current labor market information and provided assistance with job searching. The primary outcome of RJS and RESEA is for claimants to receive enhanced services that allow them to be better job candidates and return to employment in a shorter time frame.

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;

DES and DWD understand that reemploying claimants to reduce the average duration of UI benefit claims is critical to the effective and efficient operation of each agency. To accomplish this task, the DES and DWD will continue to look for opportunities to use Wagner-Peyser funds to improve reemployment services.

The Worker Profiling and Reemployment Services (WPRS) is intended to identify UI claimants with a high potential for exhausting their regular UI benefit entitlement and direct them to reemployment services to accelerate their return to work. Claimants selected for profiling are required to report to a Missouri Job Center for one-on-one staff assisted services.

Staff members from the DES and DWD continue to work together to coordinate and improve efforts to reemploy UI claimants. Missouri Job Center staff members identify potential eligibility issues related to claimants refusing suitable work or a referral to apply for suitable work. An automated process is in place for DWD staff to refer potential issues to the DES for investigation. Claimants may be determined ineligible to receive UI benefits when barriers to reemployment are discovered or they refuse to apply for suitable work as directed by Missouri Job Center staff. This collaboration between the DES and DWD helps to ensure the integrity of the UI benefits program.

The DES and DWD utilize a collaborative effort to further ensure the integrity of the UI program when the identity of a claimant is in question upon filing a claim for unemployment benefits. The claimant is directed to report to a Job Center with documents to prove identity. The DES has further improved this initiative by implementing an automated identity proofing program called Lexis-Nexis which began operation in May 2016.

2. REGISTRATION OF UI CLAIMANTS WITH THE STATE'S EMPLOYMENT SERVICE IF REQUIRED BY STATE LAW;

Missouri State law requires registration of UI claimants with the State's Employment Service. According to Missouri Revised Statutes Section 288.040.1(1) Eligibility for Benefits-Exceptions-Report contents, a claimant who is unemployed and has been determined to be an insured worker shall be eligible for benefits for any week only if the deputy finds that the claimant has registered for work at and thereafter has continued to report at an employment office in accordance with such regulations as the division may prescribe.

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

DWD staff are trained to identify potential UI eligibility issues, including - but not limited to - being able to work, available for work, and actively seeking work. This training includes how to properly document potential UI eligibility issues and how to transmit such documentation to the Division of Employment Security (DES) for adjudication (feedback loop). The Reemployment Services and Eligibility Assessment (RESEA) program leverages this same feedback loop enabling the DWD to advise the DES whether selected claimant(s) reported as directed, participated in the required RESEA services, and if a potential UI eligibility issue was detected.

All UI claimants are required to register with DWD's website Jobs.mo.gov, Missouri's premier job matching site for both job seekers and employers. By establishing a profile on job.mo.gov, the UI claimant will be notified when a job is posted that matches their skills and employment interests. Job referrals and placement is also provided when a claimant visits a Missouri Job Center.

4. PROVISION OF REFERRALS TO AND APPLICATION ASSISTANCE FOR TRAINING AND EDUCATION PROGRAMS AND RESOURCES.

All UI claimants who are referred to Missouri's Job Centers are assessed and may be enrolled in WIOA Career Services. This provides them with a Career Ready 101 assessment, orientation to Job Center Services; current Labor Market Information and Job Searching assistance. Those claimants assessed in need of skill upgrades are provided information on training and education programs and may be enrolled into WIOA funded training at approved educational and training institutions.

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.

Housing and Transportation are the two primary needs of farmworkers. Since many of the temporary farm workers do not live close to their employer, housing and transportation are unique needs of the migrant seasonal farmworker (MSFW). Only about 12 % of employers who hire MSFWs provide some type of housing for their workers and even fewer provide some sort of transportation. As the AES staff visit with employers who are looking for workers, housing and transportation needs are pointed out as possible problems for workers. Staff will work with the employer to help remedy these problems.

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.

1. Top Five Labor Intensive Crops, Heavy Season and Location of Crops

According to the Missouri Department of Agriculture, Missouri ranks second in the nation in the number of farms. Missouri's crops, livestock processing and other agricultural sectors account for over \$14 billion per year. The top five labor-intensive crops for the State of Missouri are: apples, peaches, watermelon, potatoes and grapes. A majority of the heavy activity occurs in the months beginning as early as March and continuing through October. The main geographic areas of prime activity are in the Southeast Local Area, West Central Local Area and Southwest Local Area of Missouri.

2. Agricultural Employers' Needs

DWD's AES staff strive to work closely within the agricultural sector to identify the needs of farmers, producers and agricultural businesses and to provide assistance to fulfill those needs. Currently, the biggest factor affecting agriculture in Missouri is a reliable, qualified workforce. Many of the farmers, producers and agricultural businesses have the desire to increase their production, but are held back from expanding due to the lack of farm workers.

3. Factors affecting agriculture in the state

Missouri agriculture is impacted greatly by weather conditions including rainfall, drought and temperatures. Pestilence and disease are other factors creating field crop problems. Missouri has a number of opportunities for agricultural producers to research and explore solutions through the University of Missouri Extension Services and the Department of Agriculture. Often quickly identifying a problem and finding a solution to remedy the problem can prevent negative impacts to crops. As producers find better ways to grow their crops they have seasons that require additional labor. During peak harvest season it is important to have access to a strong agricultural workforce that can assist producers in garnering the greatest yield from their crops.

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.

MSFW Characteristics

Missouri's migrant or season farm workers have a variety of surprising characteristics. The MSFWs in Missouri are not just from the Hispanic population. As the Agricultural Employment Services (AES) staff goes out and visits with the agricultural employers who have farm workers, they are finding that a migrant or seasonal farm worker can be from anywhere. In addition to workers of Hispanic decent, we are currently working with individual of Haitian, Bosnian, South African, Burmese decent, as well as American citizens that qualify as a migrant and/or seasonal farm worker. Depending as to where the farm worker originally comes from will determine the language spoken.

LWDB /One-Stop Job Centers Partnership

DWD and the Local Workforce Development Boards have an MOU with the 167 National Farmworker Jobs Program (NFJP) grantee, UMOS, to ensure the most effective and efficient utilization of the funds provided by USDOL for administration and operation of the statewide Migrant Seasonal Farmworker's outreach program.

Peak Season

At peak time, especially during the harvest season, there can be as many as 15,000 MSFW in Missouri. This will go down to approximately 1,000 during the low season. Many of the MSFW desire to stay in permanent jobs and not have to move around. They also want to stay in the agricultural field, so through UMOS and the Missouri Job Centers, we are diligently working to help move the MSFW into full time permanent positions.

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:

See 2.A.,B.,C.,D. and E.

A. CONTACTING FARMWORKERS WHO ARE NOT BEING REACHED BY THE NORMAL INTAKE ACTIVITIES CONDUCTED BY THE EMPLOYMENT SERVICE OFFICES.

Each region of the State will have a job center to assist central office staff in implementation and coordination of local outreach activities. Training will be completed on outreach throughout the State requiring a minimum number of staff from each job center to attend. This strategy will increase local program knowledge and will increase MSFW registrations

for Missouri and provide a wide range of services to the farm workers and agricultural employers.

Also, UMOS's Migrant Education staff will play a significant role in outreach to assist DWD in contacting farmworkers who are not being reached by normal intake activities, and we expect that partnership to continue. In addition, faith based organizations will partner to conduct outreach in order to direct more MSFWs to the local Missouri Job Centers.

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.

The State Monitor Advocate and full time outreach staff will attend all program related conferences and training opportunities offered, both in state and out-of-state. This information will then be shared with the appropriate staff in all Missouri's Job Centers.

DWD and UMOS have developed a MOU that will allow for combined training to Job Center staff by DWD's SMA and UMOS local staff. We are also working with UMOS to develop brochures and other outreach materials that feature both agencies and the services they provide.

The MSFW training presentations will be provided to Job Center outreach staff through interactive computer-based webinars and in person trainings. At a minimum, the following training will be provided to all appropriate Job Center staff at least once a year and available for new staff or upon request any time during the year.

MSFW Training Presentations:

Identifying the Farmworker

All AJCs must offer the MSFWs equal access to a full range of employment services, and in providing these services be sensitive to their preferences, skills and the availability of agricultural job opportunities. In order to accomplish this, all AJCs must identify and serve all farmworkers in an equitable manner. This interactive webinar will empower each AJC to accomplish compliance in meeting this regulation. Participants will learn how to identify, conduct intake and serve the MSFWs living and working in their areas as well as learn the demographic and agricultural information for each respective region.

Employment Related Laws and the Agencies Who Enforce Them

This interactive webinar will focus on multiple federal agencies and the laws they enforce. At the end of the training session, staff will be able to identify the federal agencies that would process complaints alleging employment related law violations.

Job Service Complaint System Training - The Basics

This interactive webinar provides an in-depth review of the JS Complaint system process. Participants will learn the different types of complaints, actions to take on them, how to identify a valid complaint, how to identify when complaints are taken in writing, proper documentation of complaints, recording and reporting JS related complaints and the actions to take on them. This training session will provide all participants the skills and tools needed to successfully process all employment related complaints in the AJCs pertaining to the JS Complaint System.

Complaint Process - How To

This interactive webinar provides an overview of the forms required and how to fill them out. In addition, it provides the information for further processing of a complaint.

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.

The MSFW training presentations will be provided to Job Center outreach staff through interactive computer-based webinars and in person trainings. At a minimum, the following training will be provided to all appropriate Job Center staff at least once a year and available for new staff or upon request any time during the year.

DWD and UMOS (the 167 Grantee) have developed a MOU that will allow for combined training to Job Center staff by DWD's SMA and UMOS local staff. Working with UMOS we have developed brochures and other outreach materials that feature both agencies and the services they provide in English and Spanish.

In order to provide high quality services to both jobseekers and employers the DES and DWD utilize a collaborative approach to providing training to continuously enhance the professional development for the Missouri Job Center staff. Various methods are utilized to present training to staff on new programs and services including: in-person training by subject matter experts from both agencies, webinars, videos imbedded in the DWD web portal, program specific desk aides, on-the-job training, and conference calls.

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.

Missouri Job Center staff will be trained via webinars to offer the MSFWs equal access to a full range of employment services. And in providing these services be sensitive to their preferences, skills, and availability of agricultural job opportunities. In order to accomplish this all Job Center staff must identify and serve all farm workers in an equitable manner. These interactive training webinars will empower each Job Center to accomplish compliance in meeting this regulation. Participants will learn how to identify, conduct intake and service the MSFWs living and working in their areas as well as learn the demographic and agricultural information for each respective local region. Training will be completed on outreach throughout the State requiring at least one local staff person to attend. This strategy will increase local program knowledge and will increase MSFW registrations for Missouri and provide a wide range of services to the farm workers and agricultural employers.

E. COORDINATING OUTREACH EFFORTS WITH NFJP GRANTEES AS WELL AS WITH PUBLIC AND PRIVATE COMMUNITY SERVICE AGENCIES AND MSFW GROUPS.

Regions will continue to partner with local agencies whenever possible including the WIOA Title I section 167 grantee. DWD and the 167 grantee, United Migrant Opportunity Services (UMOS), have a signed MOU. The purpose of the MOU is to ensure the most effective and efficient utilization of the funds provided for the MSFW program. DWD and UMOS will work together as partners to provide a full spectrum of services to Missouri's MSFW's and agricultural employers. We are also working with UMOS to develop brochures and other outreach materials that feature both agencies and the services they provide.

Missouri's Migrant Education Agency and churches are two of our most active partners. Local churches provide a variety of supportive services including food, rent money, clothing, and transportation. Migrant Education provides education and human resource service opportunities that strengthen and enhance the development of the migrant child and family. Outreach tools include printed material and personal contact. Personal contact results in better performance outcomes. This method is also the preferred method of outreach for the workers. On-site interaction gives workers the opportunity to have their questions answered and intake can be done via laptop. In addition to this, the State of Missouri plans to incorporate other forms of marketing such as advertising via Brownfield Network (radio), Spanish newspapers/radio and Farm Bureau.

Finally, the implementation of an agricultural services page on Facebook will complete our new marketing efforts. The addition of social media increases our ability to provide services while coordinating requests in a much more timely and efficient manner.

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:

- XLII. HOW CAREER AND TRAINING SERVICES REQUIRED UNDER WIOA TITLE I WILL BE PROVIDED TO MSFWs THROUGH THE ONE-STOP CENTERS;
- XLIII. HOW THE STATE SERVES AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH SERVICES.

DWD will provide Wagner—Peyser Act funded services to migrant workers and to prospective and actual employers of these individuals. DWD will make every effort to strengthen its working relationships with MSFWs and employers to encourage utilization of Missouri Job Centers. Efforts will continue to include the full range of the Missouri Job Center services delivered through an outreach effort designed to locate, contact, and inform migrant and seasonal farmworkers about the employment and training services available statewide and particularly in the Southeast, Southwest and West Central regions. Additional efforts include ensuring that MSFW customers are referred to the WIA 167 grantees for assistance.

DWD will ensure that MSFWs are offered the same range of employment services, benefits and protections, including counseling, testing and job training referral services, as is provided to non—MSFWs.

Wagner—Peyser services provided through the Missouri Job Centers include:

- registration for Wagner—Peyser and other services
- explanation and use of jobs.mo.gov
- job counseling
- referral to job openings
- improving job—seeking skills
- testing
- assessment
- referrals to supportive services and other providers including the WIA 167 grantee
- information on employment and training opportunities
- labor market information
- information n the Job Service complaint system, including filing and processing of complaints

In-take Process

Upon first arriving at a Missouri Job Center, the following methods are used to provide Career services:

- Adequately identifying the MSFW at the point of registration;
- Explaining services available;
- Assessing the immediate needs of the farm worker;
- Referral to appropriate service providers as needed; and
- Systematic follow-up with each individual to ensure their needs are met.

Upon completion of intake, the MSFWs training needs are assessed. Many times completion of training or an upgrade of skills is difficult to accomplish because workers have a family they must support. If training is possible and necessary, then the participant is referred to Job Center Skills Team for evaluation. If training options do not meet the individual’s needs, then referral to other service providers such as the 167 Grantee will be made. In addition, ESL and high school equivalency classes are provided by Migrant Education all over the state.

To better serve the agriculture employer DWD continues to reach out to them to make them aware of the services we provide to assist them in their agriculture businesses. The jobs.mo.gov website has a dedicated AES page promoting services to agricultural employers. In addition, the jobs.mo.gov website includes valuable information for all employers, including information on job postings and recruitment services, work based

learning programs, available tools to help assess employees, available workshops for employers, links to business resources and contact information for business services staff throughout the state.

DWD will strive to improve our services to agriculture employers by reaching out to them to better learn how we can be of assistance and tailor our services specific to the agriculture community. We plan to attend agriculture related conferences, farm fests, and other venues that will allow our outreach staff to interact with the agriculture employer. As information is learned DWD will continue to update our website and outreach materials to stay current with the agriculture employers needs.

B. MARKETING THE EMPLOYMENT SERVICE COMPLAINT SYSTEM TO FARMWORKERS AND OTHER FARMWORKER ADVOCACY GROUPS.

Missouri's DWD communications section has assisted the SMA and MSFW outreach staff in developing a marketing campaign regarding the employment service complaint system. They have designed brochures and posters that will be placed in Missouri's Job Centers and with other agencies that serve or have contact with agricultural employers and other farm worker advocacy groups. The SMA and outreach staff attends several agriculture related conferences as exhibitors. This allows them to reach out to the employers and network with other advocacy groups in attendance. Missouri employers have a dedicated webpage on jobs.mo.gov. The employer-services menu includes information on the employment service complaint system.

C. MARKETING THE AGRICULTURAL RECRUITMENT SYSTEM TO AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH PUBLICITY.

Local Business Outreach Team staff and MSFW outreach staff solicit job orders from agricultural employers on a regular basis. MSFW outreach staff coordinate employer outreach and marketing with business teams prior to making contact with the agricultural employer. Both business team and MSFW outreach staff utilize a common case management system. All employer contacts are recorded within the case management system, ensuring no duplication of services. In addition to local business outreach teams, MSFW outreach staff closely coordinate with multiple agencies, such as UMOS, the WIOA 167 grantee, Chambers of Commerce, local economic development organizations, and educational agencies to ensure business needs are met. This close coordination results in a streamlined and efficient service delivery while preserving the integrity of the program and avoiding duplication.

The jobs.mo.gov website has a dedicated AES page promoting services to agricultural employers. In addition, the jobs.mo.gov website includes valuable information for all employers, including information on job postings and recruitment services, work based learning programs, available tools to help assess employees, available workshops for employers, links to business resources and contact information for business services staff throughout the state. Every new business registrant in jobs.mo.gov is contacted by a representative from the local business team who offers additional workforce system services.

The DWD Communications Unit works closely with the SMA and MSFW Outreach staff to ensure marketing strategies are kept current. The jobs.mo.gov website is always up to date with current information for agricultural employers, brochures and flyers to promote

agricultural employment services are updated on a regular basis, ads have been placed in agricultural publications, social media is utilized and services are promoted at agricultural conferences and events throughout the year. DWD is continually looking for new and better ways to improve publicity. DWD is in the process of developing a joint brochure with UMOS and is planning a social media campaign.

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).

DWD will continue to partner with local agencies whenever possible, including the WIOA Title I section 167 grantee, UMOS. DWD and UMOS, have a signed MOU. The purpose of the MOU is to ensure the most effective and efficient utilization of the funds provided for the MSFW program and ensure coordination of services. DWD and UMOS will work together as partners to provide a full spectrum of services to Missouri's MSFW's and agricultural employers. DWD does not have any additional written agreements, however, partnerships are in place with community service and other organizations that provide assistance to MSFWs. Missouri Migrant Education agency and churches are two of our most active partners. Local churches provide a variety of supportive services including food, rent money, clothing, and transportation. Migrant Education provides education and human resource service opportunities that strengthen and enhance the development of the migrant child and family.

Missouri has recently hired a new SMA and one of her primary duties will be to build upon and increase collaboration with existing partners and seek out and establish relationships with new agencies that serve the MSFW population. All opportunities to interact with other agencies that serve MSFW's will be explored and followed up on to develop meaningful partnerships.

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.

In accordance with 20 CFR Subpart B, 653.107(d)(1), (2), and (3), DWD provides a copy of the Missouri Wagner—Peyser Agricultural Outreach Plan to UMOS, Inc. (WIOA Section 167 grantee). Comments from other appropriate groups are obtained through making the entire plan available for public comment. No comments were received specific to the AOP portion of the overall plan.

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.

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.

The State met its goals DWD's last assessment of progress (AOP) was for PY 2014 and the goal was to meet four out of five equity indicators of compliance, as well as meeting four out of seven minimum service level indicators, even though the state is not required to do so. No problems or difficulties were encountered in meeting equity indicators, minimum service levels, or planned levels of activity.

The Migrant Seasonal Farmworker program is operated with 10% Wagner-Peyser funding. This funding is used to support two positions, one is the State Monitor Advocate, the other is a full time outreach staff person. Missouri's goal for the MSFW Program is 200 outreach contacts per year. Active participation by Job Center staff, and engagement with partners, makes this goal achievable. DWD conducts outreach to workers in groups, instead of one-on-one consultations. This has resulted in a huge increase of MSFW registrations which more than doubled in the last year.

Missouri's outreach goal for the MSFW Program is 200 outreach contacts per year. Active participation by Job Center staff, and engagement with partners, makes this goal achievable. DWD conducts outreach to workers in groups, instead of one-on-one consultations. This has resulted in a huge increase of MSFW registrations which more than doubled in the last year.

It is projected that the Southeast region will work to increase their agricultural job orders by 15 and contact 100 MSFWs by the end of September 2017. During the peak season, their goal is to obtain job orders resulting from the previous quarter's outreach efforts and contact an additional 100 MSFWs. Post season goals are to reach 50 MSFWs as well as working with employers to provide seasonal labor needs.

The West Central region is working to increase the numbers which had dropped due to the closing of one of the Missouri Job Centers in the area that was a major site for MSFWs. The goal for the Region will be to increase the current enrollment by 25. In the past this region

had exceeded expectations in registrations, job orders and job developments and plans to reach their goals and exceed them in 2017.

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.

DWD's last assessment of progress (AOP) was for PY 2014 and the goal was to meet four out of five equity indicators of compliance, as well as meeting four out of seven minimum service level indicators. No problems or difficulties were encountered in meeting equity indicators, minimum service levels, or planned levels of activity.

Missouri achievements include increasing partnerships with agricultural employers; improving outreach for meeting basic needs of food clothing, shelter and education; and providing faith-based support services.

Partnerships at the local level are critical to the MSFW program. Local office staff as well as the SMA sought to establish and maintain working partnerships with agricultural employers, agricultural associations, and the migrant and season farm worker population.

Missouri cooperated with migrant service providers to conduct outreach and to ensure a wide variety of needs were met (food, clothing, shelter, education). Two of our biggest partners are UMOS, the 167 Grantee. Both organizations sole focus is the migrant farmworker and their family. A Memorandum of Understanding (MOU) was/is established between DWD, the local workforce development boards and UMOS.

In addition, small and large churches were utilized to help provide supportive services such as transportation to a worksite, clothes and lodging. Community organizations such as food pantries, clothing stores and temporary shelter providers provided basic needs to the farm worker and their families who sometimes travel long distances for a job.

E. STATE MONITOR ADVOCATE

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

The Monitor Advocate participated in the preparation of the agricultural plan and has been afforded the opportunity to approve and comment on the plan. Such review indicates that the plan has been prepared properly, omitting none of the prescribed requirements and properly describing the activities planned for providing services to both agricultural employers and migrant and seasonal farm workers (MSFWs).

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 Unified or Combined 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)).

Recent Missouri legislation has required the Missouri Department of Elementary and Secondary Education to develop new, Missouri specific state standards and they are still in the process of being developed.

Until Missouri completes new standards, Missouri AEL will continue to use the CCR standards. Professional development delivered in Missouri to Adult Education teachers is based on CCR standards. When new standards are available, professional development will be updated to reflect those standards.

MO AEL Adopted CCR in 2013 and have used OCTAE approved, ESL content standards since 2010.

B. LOCAL ACTIVITIES

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or

- Integrated education and training that—
 1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
 2. Is for the purpose of educational and career advancement.

Currently in Missouri, all programs are expected to provide, adult education, literacy, integrated education and training and workforce preparation activities. Workplace adult education and literacy activities are provided when appropriate. English language acquisition activities are currently offered by most programs; it depends on the need of the local area. IEL/CE activities are provided by 12 local programs.

Missouri Adult Education will use the considerations specified in section 231(e) of WIOA when creating local provider applications, will require each local provider to respond to each consideration, and the responses will be evaluated and scored prior to awarding local provider grants and/or contracts. Each applicant must commit to provide one or more of the Adult Education and Literacy Activities (Section 203 of WIOA).

During the application process, local program applicants will describe which services they plan to provide and will be expected to describe how they meet each of the considerations for the activities they plan to provide. Each activity will be defined in the Invitation for Bid as described in Section 203 of the Act. Below is the list of services (local activities) with further explanation below the list:

1. Adult education
2. Literacy
3. Workplace adult education and literacy activities
4. Family Literacy Activities — do not plan to offer at this time (see explanation below)
5. English language acquisition activities
6. Integrated English literacy and civics education — currently fund 12 local programs to offer EL/Civics and these grants will be extended one more year
7. Workforce preparation activities
8. Integrated education and training

Missouri has been working to increase the number of students who transition to post-secondary and employment. We have provided special funding to each local program to dedicate a staff person to assist with transition to post-secondary and employment and to assist in getting appropriate students enrolled in Title I through the Job Center.

All programs are to integrate workforce preparation activities into all adult education, literacy, and English language acquisition activities. Depending on the local area, the workforce preparation activities may be provided by Title I with Title II students attending. In other areas, the workforce preparation activities are offered by the Adult Education provider with the Job Centers referring Title I students to Adult Education to receive these activities. In this scenario, Title I pays for these services for non-eligible Title II students.

All adult education, literacy, and English language acquisition activities are required to be based upon the CCR standards. Eligible local providers will be required to describe, in their application for funds, how they will incorporate CCR standards into their instruction. In their application local providers will be required to address how their teachers will be participating in professional development related to CCR standards and how their instruction and instructional materials are aligned to the standards. Our monitoring will include reviewing professional development activities attended by teachers related to CCR

standards. All professional development developed by the University of Missouri/Missouri Training Institute, our PD provider, reinforces the use of CCR standards.

Missouri currently funds 12 local programs (and plans to continue to fund approximately that number) that offer Integrated English Literacy and Civics Education (IEL/CE). Workforce preparation activities are to be provided to IEL/CE students. Once the IEL/CE students' English skills are at a level where they can be successful, after also receiving workforce preparation activities, it is expected that those seeking employment or post-secondary be referred to Title I services or referred directly to employment or post-secondary. The English Language Acquisition component of IEL/CE is required to be aligned with CCR standards. In their application, eligible providers will be required to describe the curriculum and instructional materials to be used for the civics component which must, at a minimum, include instruction on the rights and responsibilities of citizenship and civic participation. The civics educational component must also include basic instruction in US history and workforce preparation activities and align to OCTAE's Employability Skills framework. In the local application, the eligible provider must describe how the instructional materials that will be used will align to the Employability Skills Framework.

Missouri local programs will make career pathways activities available to appropriate students. There are two targeted methods of providing these services. Integrated education and training will be provided concurrently with adult education, literacy and English language acquisition activities. Workforce preparation activities will be provided concurrently with adult education, literacy and English acquisition activities. Each local program will work closely with their local workforce board to create career pathways based on Sector Strategies which are guided by industry and demand occupations in the area. All local partners are to work together to align and create pathways to meet the needs of the customers with the ultimate goal of employment in a "demand occupation". Contextualized learning is to be used in the instruction of the adult education and English acquisition activities. The contextualized curriculum and materials used is to be based on the chosen sector strategies of the region so that Title II is aligned with the other partners in the local region. Eligible providers will be required to describe how they plan to meet these requirements in their application. Title II will partner with Title I to provide the "workforce training" piece of integrated education in training. Title II funds in Missouri are not to be used to pay tuition or to hire teachers to teach specific occupations. In some local regions, Title II will also partner with Title I to provide the workforce preparation activities.

In Missouri workplace adult education and literacy activities are offered on rare occasions. If, however, there is a need in the area, local programs have and will continue to provide these services to meet the needs of an employer. These activities are offered concurrently with adult education and literacy and English language acquisition activities.

Because of limited funds, at this time, Missouri does not plan to provide Family Literacy activities using Title II funds. Local programs will attempt to coordinate with other services and funding to meet this need.

SPECIAL RULE

Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the

age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

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

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

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

Missouri has established a correctional education program for institutionalized individuals and it has been operating successfully for over 15 years. Programs are required to submit an application through Missouri competitive bid process. Multiyear competitive grants are awarded using the same announcement, IFB (including 13 considerations), application, evaluation and scoring processes for all eligible providers as outlined in Section III (b)(5)(B) for Title II of the Missouri State Plan. Announcements for bid are posted on the DESE website and in local newspapers throughout the state to ensure that providers have direct and equitable access to apply. During the initial period of the grant submission process, any eligible agency that contacts the agency with an interest in participating will be provided the information needed. Missouri believes that these approaches meet the requirements specified in AEFLA and is satisfied that every effort is made to ensure direct and equitable access. Missouri uses the 13 considerations specified in section 231€ of WIOA to fund eligible providers. Applicants must provide detailed narrative to address how each consideration will be met. All applications are evaluated using the same rubric and scoring criteria. With the reauthorization of WIOA, the IFB will include the expectation that the following services are made accessible to offenders based on need and situational feasibility.

1) Adult education and literacy activities; 2) Special Education as determined by the eligible agency 3) Integrated education and training 4) Career pathways 5) Concurrent Enrollment 6) Peer tutoring when feasible 7) Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Funded correctional educational programs are required to give priority to serving individuals who are likely to leave the correctional institution within 5 years. State law requires all offenders without a high school diploma or high school equivalency to earn an HSE or exhibit a continuous, honest, good faith of academic success to be eligible for parole. DOC employs approaches to offender educational services that increase educational levels and provide skills for self-sufficiency to reduce the recidivism rate.

DOC offers adult education and literacy activities, including HSE preparation. These activities focus on improvement in servicing literacy students, improving language skills in NRS levels, preparing for the HSE, and preparing offenders to enter society as productive citizens. Integrated Education and Training is provided through the Employability Skills/Life Skills program. This program is designed to provide workforce training skills and life skills that will help offenders reenter into society as productive citizens. This program offers curriculum in areas such as job preparation (resume building, interview preparation), workforce skills, and family life skills. These are offered concurrently with the adult education curriculum that includes instruction in reading, writing, speaking, mathematics and English language acquisition. Curriculum materials are used that will provide real life contexts and align with CCR standards. Where situationally feasible, instruction may include peer tutoring. Special education instructional strategies, used within the DOC, are linked to the student's learning style and learning disabilities/difficulties. Accommodations are provided for students with learning disabilities/differences. Accommodations include providing signers or interpreters, offering trained tutors for one-on-one instruction, adaptations such as color overlays and large key calculators. Accommodations are provided to students in accordance with official guidelines when testing for both TABE and the High School Equivalency Certificates.

Missouri DOC offers career pathways for incarcerated students through several options. The integration of the Adult Education and Literacy program that operates concurrently with workforce preparation activities serve to prepare students for the workforce upon their release. Additionally, DOC offers options for post-secondary educational opportunities including self-pay and study with an accredited college. Vocational classes are offered at some institutions. The offender must qualify for these programs based on DOC criteria. The goal of these options is to provide a pathway for students to build skills through workforce training and education. These skills will assist with obtaining and retaining employment and in reducing recidivism.

DOC policy does not allow for direct connection with the public school sector, one-stop centers, and/or social services agencies during the student's incarceration. However, DOC does provide Title II funded students with packets of information/resources to help them transition into society through the Missouri Reentry Process. This packet includes information about ways to connect to Job Centers, adult education programs, one stop centers, post-secondary opportunities as well as others. The MRP offenders prepare for release throughout their incarceration. The Missouri Reentry Process includes provision of

information regarding educational opportunities, job placement, and local support systems/resources available.

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.

Missouri has an established program that integrates English Literacy with Civics Education. Missouri will continue to operate the program in the coming Program Year. Missouri provides services to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Services include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may partner with Title I and other partners to provide workforce training.

Missouri created sector strategy teams at the regional level which include adult education programs providing English language acquisition activities. Career pathways and employment strategies will be created for the sectors identified. Adult English language learners have opportunities to be placed in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency. Adult Education will partner with Title I and other sector stakeholders, to design opportunities for the English language learner.

2. DESCRIBE HOW THE STATE WILL FUND, IN ACCORDANCE WITH THE REQUIREMENTS OF TITLE II, SUBTITLE C, AN INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM AND HOW THE FUNDS WILL BE USED FOR THE PROGRAM.

Missouri will require all eligible providers for sections 225, 231, and 243 to use the same application process. This will ensure that all applications are evaluated using the same rubric and scoring criteria. Missouri will ensure that all eligible providers have direct and equitable access to apply for grants or contracts. Missouri will also ensure that the same grant and contract announcement, application, and proposal process will be used for all eligible providers through the grant management system. Prior to submitting the applications, any eligible agency that contacts the state agency with an interest in participating will be provided the information needed. Missouri believes that these approaches meet the requirements specified in AEFLA and ensure direct and equitable access. Missouri will use the considerations specified in section 231(e) of WIOA to fund eligible providers by incorporating each of the considerations into the narrative portion of the application. The state agency will use a point-based scoring rubric weighting each of the considerations. Applicants must provide narrative detail to demonstrate how they will meet each consideration.

Section 243 funds will be used to support the operational expenses of local IEL/CE programs, including teacher salaries and benefits, and instructional materials necessary to carry out instruction in English language acquisition, workforce preparation activities, and civics education. IEL/CE programs will be expected to provide services in combination with Integrated Education and Training. IEL/CE programs will be designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and integrate with the local workforce development system to carry out the activities of the programs. Once IEL/CE students' English skills are at a level where they can be successful, it is expected that those seeking employment or post-secondary opportunities be either referred to the local Job Center or referred directly to employment or post-secondary.

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.

Missouri will use funds made available under section 222(a)(2) to enhance the quality of programming in the adult education system. Not more than 12.5 percent of the grant funds made available will be used to carry out State Leadership activities under section 223. Missouri conducts the following State Leadership activities:

1. Missouri works collaboratively with the other core programs and partner agencies to align and coordinate services for program participants. Training at the state level and local level has been and will continue to take place to cross-train staff to develop an understanding of intake/orientation, eligibility screening, referral between partners, and program services and activities. In addition, the development of all components of career pathways will continue to be a priority with the focus on preparing students for careers in in-demand occupations (sector strategies).

2. Missouri has a statewide Adult Education professional development (PD) advisory committee. The committee meets as needed to identify future PD needs, develop PD plans and resources, identify and implement best practices in PD, coordinate PD activities, and review PD workshops as they are being developed to ensure it meets the needs of our teachers. The PD advisory committee has approximately 15 members including adult education local staff, PD provider (Missouri Training Institute), and state staff. The members of the PD advisory committee seek input from all teachers and all local adult education directors to determine appropriate PD needs. The PD committee prioritizes PD requests and determines what PD is to be developed each year and offered each year. The PD committee also takes into account new federal requirements and state requirements to determine PD needs and PD development. All PD workshops developed by the state's PD provider incorporate College and Career Readiness standards. In addition, the state agency provides PD twice per year on various topics such as new federal requirements, (integrated education and training, quality referrals, partnering), data quality management, fiscal accountability, effective instruction strategies, assessment, serving students with disabilities, transition to post-secondary, etc. At least twice a year, local program staff has an opportunity to share best practices with their peers.

3. The state agency provides technical assistance to programs. Specific areas of focus include:

a. Aligning adult education and literacy activities with other core programs and one-stop partners, and the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities.

b. Improving instruction by incorporating the following in the classroom:

i. the essential components of reading instruction

ii. college and career readiness

iii. active instruction (as opposed to study hall type classroom)

iv. multiple learning strategies used to provide differentiated instruction

v. tiered instruction that includes: whole group, small group, guided practice, and independent learning

c. The development and dissemination of instructional practices in reading, writing, speaking, mathematics, English language acquisition programs, and distance education.

d. The role of one-stop partners to provide access to employment, education, and training services.

e. The use of MIS data reports and the use of the MIS data system.

4. The State provides oversight to grantees and/or contractors including data reviews, on-site visits, and a program improvement process for programs with deficiencies.

2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE.

In addition to the required activities Missouri will use funds made available under section 223 to fund Missouri's distance learning program. Missouri's distance learning program is called "MoLearns" and is provided through the Rockwood School District. The MoLearns program is held accountable to the WIOA performance standards just like other adult education providers. In addition MoLearns is responsible for the following:

1. Having monthly contact with local adult education programs providing the programs with student skills sheets and/or reports when requested.

2. Providing basic skills and HSE preparation via Internet to Missouri adult education students.

3. Increasing the use of technology in HSE preparation by researching online resources that are presently available and forwarding these resources and websites to local AEL program directors.

4. Within two weeks after the end of each quarter, MO Learns will provide a student activity report to each AEL director.

5. Keep both online teachers and the director certified by following all certification requirements, including professional development.

6. Continue to develop promotional information and material marketing MO Learns, and providing it to the local AEL programs. Flyers and brochures will be made available at directors meeting and mailed to directors. Presentations will be made during MAACCE (the statewide adult education teacher conference).
 7. Continue coordinating and supporting all online teachers through frequent communication and staff meetings.
 8. Support students through the use of office hours, email, instant messaging and phone.
 9. At the discretion of the online teacher, if a student has been enrolled in MO Learns more than 90 days and has not post-tested, that student will be locked out of the program until such time as the student has post-tested. The student will then be allowed access to the MO Learns.
 10. If students do not work online for a minimum of 20 hours/month, they will be locked out of the program. The student must then contact the MO Learns director to be allowed access to the MO Learns class.
 11. Student progress must be measured by pre-testing and post-testing each adult student enrolled. The Test of Adult Basic Education (TABE) will be used to assess ABE/ASE students.
 12. Enroll, complete and maintain a record in the State's Adult Computer Enrollment System (ACES) for each individual enrolled in the MO Learns program. ACES data must be entered monthly.
 13. Produce all reports/surveys requested and agreed upon by both parties, to the state AEL office.
 14. Participate as a member of the Missouri state distance learning team in Project IDEAL.
- Missouri plans to create more Career Pathways opportunities by partnering with community colleges and workforce. Missouri also plans to more fully integrate college and career readiness standards into the classroom and create modules for programs to pilot.

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.

Missouri is strongly committed to helping local programs meet success in producing quality student outcomes based on core indicators of performance. MOAEL staff provides continuous monitoring, evaluation and assistance in activities that help improve outcomes, share resources, provides technical assistance and support, both directly and indirectly. Missouri Adult Education has a three component monitoring system for local programs to ensure the quality of providers of adult education and literacy activities under title II.

1. Desk Review — a monthly review of AEL grants/contracts that includes review of financial reports and program data. The data will include numbers served, testing data, performance data that includes testing, outcomes, persistence, progression, and enrollment

data. Additionally, data quality and professional development are monitored. Based upon monthly reviews, technical assistance is provided to programs.

2. Self-Assessment — for a select number of districts/programs, a self-monitoring report will be submitted to the Department for review to determine compliance with grant/contract requirements.

3. On-site Monitoring — a select number of programs will be scheduled for an on-site review to ensure that state and federal guidelines are followed, review program performance, and provide ongoing technical assistance to support improvement and continued compliance. These reviews include assessment of the following areas:

- a) Fiscal/program management and reporting
- b) Certification and professional development requirements
- c) Data entry and management
- d) Assessment procedures
- e) Intake and orientation processes
- f) Teaching/classroom observation
- g) Instruction
- h) Recruitment and retention
- i) Facilities
- j) Program policies
- k) Documentation requirements

Corrective Action: If any of the monitoring components reveal areas of noncompliance, the local provider will be required to submit a corrective action plan with the Missouri Adult Education office. Ongoing technical assistance is provided by the state staff.

In addition to providing technical assistance through the review process, Missouri contracts with the University of Missouri, Columbia - Missouri Training Institute to provide high-quality professional development to improve Missouri's adult education instruction.

Professional development is provided that:

- 1) Incorporates essential components of reading instruction as it relates to adults
- 2) Includes instruction related to the specific needs of the adult learner
- 3) Supports instruction provided by volunteers and paid teachers within the AE program
- 4) Provides dissemination of information about models and promising practices related to such programs.

Establishment of professional development offerings begins with a PD Advisory Committee that is comprised of AEL educators from programs throughout the state that work in cooperation with state AEL staff and the contracted PD provider, Missouri Training Institute. The role of the committee is to provide leadership in the development of PD

across the state. PD offerings are developed based upon needs of the programs with a focus on improving instruction and programmatic practices. The goal of the PD program is to improve instruction (in accordance with local activities) in an effort to increase the success of student outcomes. Workshops are delivered through face-to-face and online trainings, videos, book clubs, and other of other PD opportunities.

MTI trainings focus on improving instruction provided pursuant to local activities required under section 231(b). This includes training in such areas as reading instruction, differentiated instruction that meets the needs of the adult learners, effective teaching strategies, program procedures/processes, etc. In an effort to establish a strong foundation of instruction, all new teachers are required at attend specific workshops for beginning teachers. Additionally, all teachers will be required to attend a workshop related using CCR standards to guide instruction.

Missouri regularly monitors/evaluates professional development to ensure the quality of information presented, the effects of PD on student outcomes, and overall effectiveness of PD staff and programs. This is done through the following:

- 1) Summary evaluations completed by participants at all trainings to measure the effectiveness of the PD, learning objectives and whether additional training is needed.
- 2) Pre and Post workshop activities for new teachers to measure whether learning objectives have been achieved and to determine whether continued training is needed.
- 3) Annual review of trainers may be conducted by State staff. MTI trainers are required to meet 80% mastery of the Instructional Observation requirements.
- 4) Period reviews of programs to observe execution of strategies/processes and knowledge acquired through professional development training.
- 5) Collection of student data to determine whether profession development training impact student outcomes.

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 **Missouri Department of Elementary and Secondary Education**

Full Name of Authorized Representative: **Margie Vandeven**

Title of Authorized Representative: **Commissioner of Education**

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
7. The eligible agency agrees that in expending funds made available under title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303). Yes

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the instructions posted at

<https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>.

Missouri Department of Elementary and Secondary Education (DESE) ensures that no barriers exist that could impede equitable access or participation in the Adult Education and Family Literacy Act (AEFLA), Title II of WIOA, in regard to gender, race national origin,

color, disability, or age. Gender: DESE-AEL ensures that all genders have equal access to participate in AEFLA programs at the local level. DESE will work with local providers to ensure recruitment of all genders. National origin/race/color: Local applicants serve participants from diverse cultures, ethnicities, and backgrounds. Status updates from providers ensure a continued commitment to recruit and serve eligible individuals from diverse populations (national origin, race, color). All activities, program components and published materials will remain free of bias of national origin, race, and color. Disability: Each applicant ensures program access and participation to all individuals regardless of disability. All activities and published materials are free of bias regarding disabilities. All providers make reasonable accommodations for disabled participants to ensure their full and equitable participation in AEFLA activities. All entrances, restrooms, and offices are totally accessible to individuals with disabilities in order to ensure their equal access in AEFLA activities. Age: Each applicant ensures program access and participation to all individuals regardless of age (for those age eligible). All activities and published materials are free of bias regarding age. DESE-AEL will ensure that providers' recruitment, intake, participation, and hiring practices are in compliance with GEPA. Funded providers will ensure that AEFLA staff will recruit all eligible participants and not discriminate. Intake will be conducted with all eligible individuals to discuss and assess the educational needs and goals while addressing any questions about services provides. The intake process will be used to place eligible individuals in appropriate AEFLA activities regardless of race, color, national origin, gender, age, or disability. All individuals will be able to participate in all AEFLA activities regardless of race, color, national origin, gender, age or disability. Hiring process of local provider staff: All providers are required to be an equal opportunity employer. In adhering to this, providers will ensure equal opportunity hiring guidelines to ensure equal access in employment to all who apply for a position using AEFLA funds. On January 30, 2018, the Missouri Adult Educations state office required all adult education local programs to submit a short description of their plan to, or how they currently are, meeting GEPA, Section 427, requirements. The description included how the local program addresses those barriers that are applicable to their program to ensure equitable access for students, teachers, and other program beneficiaries with special needs as required in Section 427 of GEPA. All responses from local programs have been received as of this date.

In addition to the above, the state will include in its on-site monitoring tool of local programs GEPA requirements to ensure adherence. GEPA requirements will be included in future grant competitions.

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION (GENERAL)

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

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

A. INPUT OF STATE REHABILITATION COUNCIL

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

1. INPUT PROVIDED BY THE STATE REHABILITATION COUNCIL, INCLUDING INPUT AND RECOMMENDATIONS ON THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, RECOMMENDATIONS FROM THE COUNCIL'S REPORT, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION, AND OTHER COUNCIL REPORTS THAT MAY HAVE BEEN DEVELOPED AS PART OF THE COUNCIL'S FUNCTIONS;

The State Rehabilitation Council (SRC) reviewed modifications to the Missouri Vocational Rehabilitation's (MVR) services portion of the Combined State Plan for the Title I and VI B programs. On behalf of the Council, Tim Tadlock, SRC chairperson, submitted the following comments and suggestions:

1. The SRC Planning Committee, acting for the SRC, had an opportunity to review and comment on MVR's services portion of the Combined State Plan. We are in support of your plan.
2. We applaud MVR's response to the passage of the Workforce Innovation and Opportunity Act (WIOA). Your commitment to cooperating, collaborating and coordinating with other components of the statewide workforce development system is commendable. Improving partnerships and supporting people, including youth and students, with disabilities to obtain competitive integrated employment benefits everyone.
3. We would like to acknowledge MVR's work on its goals and priorities. The SRC recommends that MVR continue to work on strategies to assist them in reaching current goals and priorities and provide updates on its performance at future Council meetings.
4. The SRC agrees that MVR's goal of increasing employment outcomes for individuals with autism spectrum disorder (ASD) is needed. We support your strategies to develop training in serving people with ASD as well as to collaborate with the Department of Mental Health and other agencies.
5. The SRC appreciates MVR's efforts to keep categories open and eligible applicants in service. The SRC does recognize that rising costs and limited funding may necessitate the closing of categories and the institution of a moving waiting list for services. The SRC believes that any waiting list is undesirable and will result in more individuals becoming dependent on public assistance and increase the number of individuals who drop from the program before services are provided. The SRC will work with MVR on strategies to reduce or eliminate the waiting list and will ask for updates at the Council meetings.
6. The SRC would like to commend MVR for meeting all federal standards and performance indicators in FY 2016.
7. The SRC shares with MVR a concern that the economy makes MVR's role in accessing employment opportunities for people with disabilities more challenging. SRC continues to support MVR's efforts to find solutions by encouraging innovation and job creation and focusing on high quality employment outcomes.

The SRC had opportunities in the past year to provide input on other important matters with your agency. Some of these were reviewing and providing input to the program years (PYs) 2018 and 2019 goals, priorities, strategies and state plan; the SRC FY 2017 annual report; recommendations on policy revisions; state rule changes, collaboration with other disability-related councils; customer satisfaction survey results; the participation in and feedback from public hearings; hearing decision reviews; and reviewing MVR's outcomes and performance indicators.

The SRC appreciates the opportunity to work with MVR on these matters of importance to people with disabilities in the state of Missouri.

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

Response to SRC recommendation 1: MVR is pleased that the SRC is in support of MVR's services portion of the Combined State Plan.

Response to SRC recommendation 2: MVR is pleased that the SRC recognizes our commitment to supporting WIOA initiatives and our desire to work with other components of the statewide workforce development system in improving competitive integrated employment opportunities for people, including youth and students, with disabilities.

Response to SRC recommendation 3: MVR appreciates the acknowledgment from the SRC about meeting its goals and priorities. MVR agrees to comply with the SRC's recommendations to continue working on the goals and priorities and update the SRC at quarterly meetings about its performance.

Response to SRC recommendation 4: MVR appreciates the SRC's support of the goal of increasing employment outcomes for individuals with ASD and will keep the SRC informed about the continued progress toward reaching this goal.

Response to SRC recommendation 5: MVR agrees with the SRC that waiting lists are undesirable and have many negative effects on individuals with disabilities. As of September 30, 2017, all priority categories were open without a waiting list. However, due to rising costs and limited funding, the closing of categories and institution of a moving waiting list is anticipated. MVR will do everything possible to reduce the wait for services and plans to regularly release individuals from the waiting list. It will continue to implement cost effective practices and conserve funds so that more individuals can receive services. MVR looks forward to working with the SRC on strategies to reduce or eliminate the waiting list and will provide updates at each Council meeting.

Response to SRC recommendations 6 and 7: MVR is pleased that it met all federal standards and performance indicators in FY 2016. MVR will continue to strive to increase quality employment outcomes, develop and maintain strong partnerships with other agencies and provide effective employment services.

MVR expresses its sincere thanks and appreciation for the excellent assistance from the SRC this year. The SRC has been extremely active and helpful with the development of PYs 2018 and 2019 goals and priorities. In addition, the Council reviewed consumer satisfaction information, reviewed new policy and procedural changes along with hearing decisions,

attended 2018 public hearings, and collaborated on other important issues. MVR looks forward to working with the SRC in the future to better serve people with disabilities.

3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

MVR did not reject any of the Council's input or recommendations.

B. REQUEST FOR WAIVER OF STATEWIDENESS

When requesting a waiver of the statewide 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;

This agency has not requested a waiver of statewide.

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

This agency has not requested a waiver of statewide.

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 agency has not requested a waiver of statewide.

C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM.

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

Cooperation, Collaboration and Coordination

MVR has long-standing working relationships with partner agencies both inside and outside of the statewide workforce development system. The first part of this section focuses on those relationships and activities within the statewide workforce development system. The second section describes MVR's cooperation, collaboration and coordination with multiple agencies and organizations.

Cooperation with the Statewide Workforce Development System (SWDS)

The SWDS of services are provided through the Division of Workforce Development's (DWD) 14 workforce regions in Missouri. MVR is a key partner and works closely with the

job centers to provide vocational rehabilitation services to eligible individuals with disabilities. MVR has appointed a state liaison to collaborate with DWD, and MVR staff serves as active members on all 14 local Workforce Development Boards (WDBs). MVR district supervisors participated in the development of Memoranda of Understanding (MOUs) with all 14 WDBs. These MOUs direct and explain how partners work together to deliver services to individuals with disabilities in the local community.

Through the MOUs with job centers, MVR is the primary referral source from job center partners for individuals with disabilities. MVR counselors visit various Missouri Job Centers (both full service sites and satellites) frequently to provide services to consumers in a timely fashion.

MVR also provides ongoing cross-training and technical assistance to job center staff regarding rehabilitation technology and accommodations in the workplace. An MVR director works with partner agencies to facilitate collaboration with workforce development agencies and ensure that all federal regulations pertaining to Title IV of WIOA are followed.

MVR has access to DWD's statewide case management system. Many MVR counselors and business outreach specialists have been given access to this system known as MoJobs (formerly Toolbox). This arrangement helps strengthen MVR's and DWD's partnership and improves the sharing of resources for individuals with disabilities.

Both MVR and DWD are using Missouri Connections as a vocational guidance tool for their clients. DWD and MVR have collaborated by integrating MVR offices into each of the 14 workforce regions and creating mutual login passwords to access Missouri Connections. This eliminates the duplication of clients' records and allows for more efficient and effective services for mutual clients.

Public Institutions of Higher Education (IHE)

In collaboration with the Missouri Rehabilitation Services for the Blind (RSB), MVR has written cooperative agreements with all 34 public IHEs in Missouri. These agreements outline the responsibilities of each entity regarding the provision of services pursuant to the regulations specified in 34 CFR 361.53(d)(1).

Client Assistance Program (CAP)

MVR and CAP management staff meet on a quarterly basis to discuss important issues such as order of selection, new policies, best case practices, due process hearings and mediation, performance measures, joint training activities and public hearings. The CAP is a frequent participant and presenter at MVR-sponsored training sessions. The director of advocacy services with Missouri Protection and Advocacy Services, which CAP is a part of, is a governor-appointed member of the State Rehabilitation Council and sits on the council's Planning Committee, which reviews the state plan, and also on the Impartial Hearing Officer and Program Evaluation committees.

Missouri Department of Mental Health (DMH)

MVR has appointed a state liaison to collaborate with DMH and the governor's office in a variety of projects and activities. The Missouri Developmental Disabilities Council has active and cooperative participation with MVR, DMH, the governor's office and other agencies.

MVR has active participation in the following DMH programs:

- Division of Behavioral Health--Psychiatric Services State Advisory Council
- Division of Developmental Disabilities State Employment Leadership Network
- MVR/Division of Behavioral Health Individual Placement with Supports Evidence-Based Supported Employment Program implementation
- The Healthy Transitions Initiative (Transition Youth Behavioral Health)

MVR is collaboratively funding Disability Benefits 101 with DMH's Division of Behavioral Health Services.

Missouri Rehabilitation Services for the Blind (RSB)

MVR and RSB have a cooperative agreement for serving individuals who are Deaf-blind. Individuals who meet the Helen Keller definition of Deaf-blind may receive services from both agencies. MVR and RSB staff participated in joint training to discuss the cooperative agreement and best case practices developed to outline coordination of services from both agencies. The cooperative agreement provides an opportunity for each agency to serve individuals with multiple disabilities by taking advantage of the skills and expertise within each agency, while at the same time, utilizing the resources of MVR and RSB to the best advantage.

Missouri Reentry Process

MVR participates in the Missouri Reentry Process, which encourages collaboration between state and local agencies to improve the transition of offenders leaving prison and returning to Missouri communities and work. State and local agencies include the Departments of Corrections, Mental Health, Revenue, Social Services, Economic Development, Public Safety, and Health and Senior Services; Elementary and Secondary Education; Missouri Board of Probation and Parole; and Office of the State Court Administrator. Local community representatives include law enforcement, the faith-based community, crime victims and service/treatment providers.

Centers for Independent Living (CILs)

There are 22 Independent Living Centers in Missouri. MVR and the CILs work together on a regular basis to routinely share referrals and provide services to mutual clientele. A number of CILs have MVR district staff as active board members.

MVR continues to collaborate with the Statewide Independent Living Council (SILC) and the CILs to provide direct services to individuals with disabilities. The state plan developed by SILC and the CILs details the tasks necessary to accomplish the delivery of independent living services that will assist consumers with disabilities to achieve their goals. MVR and SILC utilize an outcome-based measurement tool for CILs. This tool measures consumer satisfaction using a telephone survey method rather than previously used mail-out surveys.

U.S. Department of Veterans Affairs Compensated Work Therapy Program

MVR has a memorandum of understanding (MOU) with the U.S. Department of Veterans Affairs Compensated Work Therapy Program (CWT). MVR and CWT are mutually committed to promoting and enhancing competitive employment opportunities for

veterans, enabling every individual to reach his or her life's potential. MVR and CWT work together in bringing enhanced employment opportunities to veterans with disabilities leading to greater individual and family economic stability and security.

Missouri Department of Elementary and Secondary Education (DESE) Office of Special Education, Missouri Sheltered Workshop Managers and the University of Missouri, College of Education

MVR works with DESE's Office of Special Education, Missouri sheltered workshop managers and the University of Missouri, College of Education, to comply with Section 511 of WIOA. This collaboration ensures that individuals with disabilities have access to information and services that will enable them to achieve competitive integrated employment. The Office of Special Education provides funding and technical assistance along with regulations and guidelines for the establishment and operation of sheltered workshops. Missouri sheltered workshop managers partner with MVR to carry out the requirements of Section 511. MVR contracts with the University of Missouri, College of Education, to provide workshop employees with career counseling and information and referral to local geographic resources that offer employment-related services and support to reach competitive integrated employment. MVR has dedicated staff members to assist in the implementation of Section 511 activities.

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

MVR and Missouri Assistive Technology (MoAT) have collaborated to develop a cooperative agreement to ensure maximum statewide utilization of services. By establishing a cooperative relationship, MVR and MoAT can increase rehabilitation technology services utilization and understanding by taking advantage of the expertise and knowledge within each agency. The agreement provides a plan for the coordination of services; for using the resources of the cooperating agencies to the best advantage; to provide information sharing, technical support and training; to facilitate the referral of potential eligible individuals between agencies; and to jointly serve eligible individuals in obtaining rehabilitation technology services. A VR staff member is a representative on the MoAT Advisory Council.

3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE UNITED STATES DEPARTMENT OF AGRICULTURE;

MVR works closely with the U.S. Department of Agriculture-funded Agricultural Engineering Extension of the University of Missouri in the delivery of information and assistance for agricultural operators with disabilities.

MVR and the AgrAbility Project housed within the University of Missouri and the Brain Injury Association of Missouri has had a productive working relationship for more than ten years. The mutual goals of MVR and AgrAbility are a commitment of delivering vocational rehabilitation services, rehabilitation technology, information, education and a safe environment for farm operators with disabilities. Operating under an MOU, MVR and AgrAbility completed a fee-for-service plan for rehabilitation technology services.

MVR and AgrAbility staff set the following goals for future activities:

- Collaborate with the National AgrAbility Project on hosting joint training with partner agencies, MVR staff, community rehabilitation programs (CRPs) staff, consumers and AgrAbility staff.
- Participate in national conferences and forums on AgrAbility, MVR, and rehabilitation technology services for rural agricultural services for eligible individuals with disabilities.

4. NONEDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

MVR sponsors students with disabilities to participate in the Governor’s Council on Disability Missouri Youth Leadership Forum that focuses on leadership, citizenship, social and career development skills.

CRPs work with out-of-school youth in providing job development and placement services along with skills training.

MVR cooperates with the CILs in providing services for adults and students with disabilities. It coordinated summer work experience projects with the CILs. The CIL Summer Pre-Employment Transition Services projects provided potentially VR eligible students with disabilities access to job exploration activities, workplace readiness training and social support and self-advocacy, including peer mentoring.

5. STATE USE CONTRACTING PROGRAMS.

MVR does not participate in state-use contracting programs.

D. COORDINATION WITH EDUCATION OFFICIALS

Describe:

1. DSU'S PLANS

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

Transition services provide eligible or potentially eligible students with disabilities the knowledge, skills and opportunities to make a successful transition to postsecondary education/training, independent living and competitive integrated employment based on their educational and career goals.

MVR, in collaboration with DESE’s Office of Special Education and local education agencies, will provide or arrange for the provision of pre-employment transition services in the areas of job exploration counseling, work-based learning experiences, counseling on opportunities for post-secondary education/training, workplace readiness training, and self-advocacy, including peer mentoring, for all students in need of such services who are eligible or potentially eligible for VR services.

Each local MVR district office will also participate in pre-employment transition coordination with the local education agency to include attending IEP meetings when invited, using conference calls and video conferences, when necessary; working with local

workforce development entities and employers to develop work opportunities for students with disabilities; coordinating pre-employment transition services with transition services provided in accordance with IDEA; and, when invited, attending person-centered planning meetings for youth receiving services under Title IX of the Social Security Act. To effectively coordinate these services, MVR:

- conducted statewide training to include guidance regarding IEP participation for all MVR staff that serve students in Missouri high schools;
- worked in partnership with the Parent Advocacy Coalition Educational Rights Center to develop a video introducing VR services that can be shown at IEP meetings;
- conducted cross training on services to youth with local job center staff and MVR staff in Kansas City and St. Louis, the two largest metropolitan areas of the state;
- invited special education personnel to train new MVR counselors on transition services within the IEP;
- provided cross training with local CILs to include information regarding benefits planning; and
- is currently working in collaboration with DMH's Division of Developmental Disabilities (DD) to provide cross training with MVR counselors and DD support coordinators regarding their respective services.

To deliver pre-employment transition services, MVR developed two summer projects, which include a six week paid summer work experience, one for VR eligible students with disabilities in partnership with CRPs and a project with CILs for students with disabilities who are eligible or potentially eligible for VR. MVR collaborated with businesses and school districts to provide services in these projects.

In addition, MVR is contracting with the University of Missouri, College of Education, to provide assistance with the provision of pre-employment transition services. The University hired 37 transition specialists located across the state, who are certified teachers and can go into the classroom, to collaborate with local education agencies and MVR to provide pre-employment transition services to students with disabilities who are potentially eligible for VR services. Six of the 37 provide pre-employment transition services in the Missouri Schools for the Severely Disabled.

MVR is also working with Wonderland Camp, an educational camp for children, teenagers and adults who have disabilities, to provide internship opportunities for both students and youth with disabilities. This past year, MVR sponsored students and youth with disabilities to participate in a week long Missouri Youth Leadership Forum, developed by the Governor's Council on Disability, that focuses on leadership, citizenship, and social and career development skills. The agency also covered the costs for students with disabilities to participate in the Kansas City Summer Transportation Institute, which is designed to increase the number of students with disabilities pursuing transportation-related careers. MVR is utilizing its business outreach specialists to work with employers on creating work experiences for youth and students with disabilities. And, it is collaborating with its WIOA partners in providing seamless, coordinated services to youth and students with disabilities.

MVR has a policy that outlines transition activities and services including the timely development and approval of an individualized plan for employment (IPE) for each eligible student prior to leaving high school. MVR will provide for the development of the IPE as early as possible during the transition planning process, but, at least, by the time the eligible student leaves the school setting. The IPE will include specific transition services or pre-employment transition services and supports needed for an eligible student with a disability or a youth with a disability, including youth with the most significant disabilities, to achieve an employment outcome or projected post-school employment outcome. An IPE is required to be developed in consideration of the IEP of a student with a disability under IDEA or a student's Section 504 services.

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 DESE Cooperative Agreement is a written agreement within DESE between MVR and the Offices of Special Education and College and Career Readiness as well as Rehabilitation Services for the Blind (RSB). The purpose of this agreement is to facilitate the coordination of transition services from school to post-secondary training and/or employment for individuals with disabilities who are enrolled in secondary education and are/or may be eligible to receive vocational rehabilitation services. This agreement addresses the following:

- (A) consultation and technical assistance;
- (B) transition planning to include pre-employment transition services, focusing on competitive integrated employment outcomes;
- (C) roles and responsibilities and financial obligations;
- (D) outreach and identification; and
- (E) work-based learning experiences to include programs like Project Search.

The agreement also describes the coordination of efforts to satisfy documentation requirements regarding subminimum wage.

Special Education Advisory Panel

DESE appointed an advisory panel for the purpose of providing policy guidance with respect to special education and related services for youth and students with disabilities in the state. The advisory panel is appointed by the commissioner of DESE and includes the MVR director of transition and section 511 services. Other members include:

- parents of children with disabilities (ages birth through 26)
- individuals with disabilities
- teachers

- representatives of higher education institutions that prepare special education and related services personnel
- state and local education officials
- representatives of other state agencies involved in the purchase or delivery of related services
- administrators of programs for children with disabilities
- state agencies' representatives who provide services to children with disabilities including foster care and juvenile and adult corrections
- representatives of private schools and public charter schools
- vocational, community or business organizations

Missouri Connections

Missouri Connections is a web-based career exploration tool to assist Missourians in determining their career interests, explore employment opportunities, set up career plans and establish job search strategies and resources. Sponsored by DESE, Missouri Connections is free of charge to students, parents, guidance counselors, educators and job seekers. Through Missouri Connections, DWD, Department of Higher Education, MVR and local school districts can utilize the same career planning tool with their clients/students. In addition to general career exploration/resource sharing, students/job seekers may also develop a career portfolio by creating a unique username/password that will allow them to login and save information regarding their specific career interests, job search, resume, etc. Students/job seekers who are receiving services through one or more of the above entities may also choose to share their login information thus eliminating the duplication of clients' records and allowing for more efficient and effective services for mutual clients.

Missouri Interagency Transition Team (MITT)

MITT was formed through the Office of Special Education and includes members representing state-level agencies, including MVR, across Missouri who have an interest in improving post-secondary outcomes for youth with disabilities. MITT meets to collaborate, break down service barriers, share resources, improve overall systems of service and improve data sharing among agencies. The team is in the process of developing interagency training.

The director, transition and section 511 services, is on the MITT and works closely with other MVR management staff to disseminate information and provide technical assistance to improve transition services and outcomes in Missouri. Recently, two new full-time and two part-time assistant directors of transition/section 511 services were added. They each have a territory and work directly with MVR staff to provide regional support and guidance and coordinate services.

Missouri Parent Training and Information Center (MPACT)

MPACT is a statewide parent training and information center serving all disabilities. A representative of MVR's supervisory staff is an active member of the MPACT Board. In addition, a representative of MPACT is a member of the State Rehabilitation Council. MVR

and MPACT collaborate on projects to assist students and children with disabilities to reach their full potential.

Project Search and Other Employer-Based Transition Training Programs

Project Search is a one-year, employer-led internship opportunity for VR eligible youth with cognitive/intellectual disabilities. It provides employability skills training and workplace internships for individuals with the most significant disabilities particularly students transitioning from high school to adult life. MVR is one of five required partners in the Project Search model. The other required partners are education, a CRP, a long-term provider (follow-along) and business. The first Project Search site was in St. Charles County and included a collaboration of St. Charles County school districts. The Office of Special Education awarded funding for training and technical assistance to replicate the Project Search High School Transition Program in the following schools: St. Louis City Public Schools, KC North School District, Kansas City Public Schools, the Independence School District, and Jefferson City High School. In addition to the Project Search programs, MVR is partnering with the Kansas City Public School District, Special School District of St. Louis County, the Franklin County Cooperative, Windsor C-1 School District in Jefferson County, St. Mary's Hospital in St. Louis and Mercy Hospitals in each of those counties to provide similar employer-based transition training programs prior to high school graduation for eligible students with most significant disabilities. MVR district offices and counselors that serve each of these schools serve on an executive management team. MVR has made a commitment to assist with referrals and partial funding for training for MVR eligible youth to participate in these programs. In addition, through the supported employment program model, MVR is also working in partnership with CRPs and two other school districts, in Rolla and Columbia, to provide services for youth with disabilities through their employer-led work experience programs.

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

See Section (2)(A).

C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

See Section (2)(A).

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

See Section (2)(A).

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.

MVR enters into cooperative written agreements with nonprofit, private CRPs to provide services on a fee-for-service basis to individuals with disabilities. MVR does not own or operate any of the programs. The CRP must be accredited by the Commission on Accreditation of Rehabilitation Facilities (CARF) or other approved accreditation entities as specified in the agreement. All CRPs must agree to the provisions of and sign the cooperative agreement with MVR prior to providing services to MVR consumers. CRPs provide services which may include job development, supported employment, employment skills training, employment services and employment transition services for individuals with disabilities. All CRP programs emphasize community integrated competitive employment.

MVR district offices meet with local CRPs to outline joint activities assisting mutual consumers in reaching employment outcomes. MVR and CRP staff offer input on service delivery processes and develop action plans to improve those processes. Other collaborative activities involve joint training programs.

In 2017, MVR held 10 CRP/MVR summits statewide. MVR staff and CRP direct services staff attended the meetings. The purpose of the summits was to enhance communication, promote partnering, share best practices, gather feedback and provide joint training.

Multiple ad hoc teams composed of MVR and CRP staff work together developing new ideas and designing processes to successfully support and implement those new ideas. For example, an ad hoc team reviewed documents that MVR requires from CRPs to ensure the forms were mutually agreeable and easy to understand. A CRP-MVR ad hoc team is forming to evaluate the results of the VR summer work experience project. This project was developed in partnership with CRPs in 2015 and continues. The ad hoc team will review lessons learned and work on ways to improve the project. A CRP-MVR team is assessing service overlap between DMH's Division of Developmental Disabilities (DD) and CRPs. The team is looking at ways to braid services. These activities actualize the MVR operating principle of continuously evaluating its processes.

The CRP-MVR team updated goals and priorities within the CRP-MVR agreement. Through collaborative efforts, MVR and CRP partners have strengthened the requirements for CRPs who want to provide Employment Services Plus in the areas of deaf/hard of hearing, brain injury, and/or autism spectrum disorder.

Collaboration and partnership continue to be cornerstones of the relationship between MVR and CRPs in Missouri and have created an environment of creativity and innovation. The CRP-MVR steering committee meets regularly to review progress on projects, service delivery and to discuss current and future issues warranting attention.

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.

As indicated in section (e), MVR enters into cooperative written agreements with CRPs to provide services on a fee-for-service basis to individuals with disabilities, which includes youth with the most significant disabilities. Ad hoc teams composed of MVR and CRP staff worked together developing new ideas and designing processes to successfully support and implement those new ideas. The CRP-MVR steering committee meets regularly to improve services and outcomes for individuals with disabilities who are receiving supported employment services.

The CRPs provide SE services, which may include:

- discovery and exploration;
- job supports;
- survey of businesses and assurance of potential community-based exploration, assessment and work sites suited to the needs of the clients;
- analysis of all relevant job-related variables (e.g., transportation, job restructuring, tax credit for employers, etc.);
- development of an internal advocacy system;
- provision of long-term, extended services support with the individual or employer a minimum of twice per month; and
- customized employment for individuals and employers.

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

MVR continually reviews its strategies to develop new employer relationships and support businesses that employ individuals with disabilities. Some of its flexible strategies include increasing work-based learning opportunities, on-the-job training, internships, apprenticeships and customized employment.

MVR is reviewing its internal processes to work more effectively with employers and WIOA partners. MVR customizes its services to meet the needs of business. It has several employer projects underway. MVR is partnering with Staples to customize an employment and training program in its distribution center. It is partnering with Toys R Us in providing similar customized services. MVR is partnering with CVS to develop a retail training program. It is also working with various businesses to assist in their recruitment and interview process for applicants with disabilities through the utilization of a resource called Talent Acquisition Portal (TAP). TAP is a collaboration with businesses to assist them in finding candidates with disabilities and connecting them with available job openings.

In order to meet business needs, MVR developed business outreach specialist positions that provide statewide coverage at local and state levels. Business outreach specialists work with labor market information to support both business and MVR staff needs. These

specialists not only offer outreach to employers and businesses, they also work with WIOA partners to develop employment collaboratives creating a single point of contact among agencies. MVR has representatives on regional WIOA business services teams. The teams work with local Chambers of Commerce, local educational agencies, local and state economic developers, regional planning commissions, human resource groups and other business organizations to determine employer needs in workforce regions across the state. Plans are underway between MVR and the Division of Workforce Development in initiating an employer survey to assess how to best serve businesses.

MVR utilizes the expertise of each State Rehabilitation Council member, which includes individuals typically associated with employers such as professionals from CRPs, CILs, workforce development, business, industry and labor. The Council representatives provide valuable input on working with employers to increase competitive integrated employment and career exploration opportunities.

MVR is involved in sector strategies planning at the local and state levels to address skills gaps and create career pathways to better serve employers with their individual needs and to provide them with prepared candidates. MVR will work with businesses to ensure they have resources for necessary workplace accommodations and rehabilitation technology.

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

MVR is utilizing its business outreach specialists to work with employers on providing paid and unpaid work experiences for youth and students with disabilities. It has been coordinating with employers, school districts, CRPs and CILs to provide summer work experience projects. MVR is also working with Wonderland Camp on an internship program. MVR will continue to collaborate with the WIOA business services teams on developing opportunities for pre-employment transition services.

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;

MVR is in ongoing conversations with the Missouri State Medicaid Authority, Missouri Department of Social Services MOHealthNet Division, to update its current MOU to consider the requirements of WIOA. This includes coordination of employment activities with the Missouri Department of Mental Health (DMH) Division of Behavioral Health (BH) and Division of Developmental Disabilities (DD), which serve individuals with mental illness, substance use disorders and intellectual disabilities provided under the Medicaid state plan and waivers.

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

MVR has an MOU with DMH, the state agency responsible for providing services for individuals with developmental disabilities and mental health services, which covers DMH's BH and DD divisions. The agreement outlines the collaboration on existing services, alignment of funding sources, information and data sharing, referrals and on-going development of services.

DMH's BH and MVR work together to increase access to evidence-based supported employment, also known as Individual Placement and Support (IPS), for adults with serious mental illnesses who are interested in improving their work lives. Missouri has 21 Community Mental Health/Treatment Centers (CMHCs) participating in this implementation collaborative. Ongoing technical assistance and fidelity reviews to the evidence-based practice are provided by a state trainer and a team consisting of MVR and DMH employees. The partnership between DMH and MVR includes a training format, offered to interested CMHCs statewide, on adopting IPS and on improving existing employment activities within treatment services. DMH and MVR implemented IPS for youth with serious mental illnesses in four current sites.

Additional partnering activities include the sponsoring of an employment summit with the Missouri Coalition for Community Behavioral Healthcare to facilitate clinical integration of behavioral health and community employment efforts and MVR's and DMH BH's co-funding of the customized Missouri benefits planning website DB101.

MVR has appointed a state liaison to collaborate with DMH and the governor's office in a variety of projects and activities. MVR has active participation in many of DMH programs.

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

See Section (h)(2).

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;

MVR developed a system of collecting and analyzing data annually to determine qualified personnel needs. The following information describes the data system utilized in determining personnel/personnel development; recruitment, preparation and retention of qualified personnel; standards; requirements for vocational rehabilitation counselor (VRC)

positions; staff development activities; personnel to address individual communication needs; performance evaluation system; and coordination with personnel development under the Individuals with Disabilities Education Act (IDEA).

To assist in determining the number of personnel employed to deliver VR services in relation to the number of individuals served, MVR annually reviews data from its case management system. This information includes the average daily census of individuals served and the number of new applications, individualized plans for employment, successful employment outcomes and cases closed without a successful employment outcome. MVR's human resource section tracks the number of employees and their personnel categories.

The VRCs, district supervisory positions and clerical staff are directly involved in providing services for individuals with disabilities (6 supervisors and assistant supervisors have a partial caseload). The number of individuals who had an open file with MVR as of September 30, 2017 was 14,538. The average number of cases per VRC is approximately 105 per counselor.

MVR's management team reviews each vacancy to determine if the position should be filled, relocated or reclassified to a counselor position (if the position was a different one) based upon factors such as current need and expected population growth. The goal for MVR is to continually evaluate caseload sizes, office work load and staffing to maximize efficiency.

(i & ii) MVR is made up of the following sections: Disability Determination, Independent Living and Vocational Rehabilitation (VR). There are approximately 624 full-time employees in all three sections. This report will focus on the VR section. As of September 30, 2017, the breakdown of the MVR Client Services section needed for service delivery is as follows:

139 Vocational Rehabilitation Counselors

8 Assistant Supervisors

23 District Supervisors (one also serves as regional manager, 6 have a partial caseload)

61 Clerical Support Staff Positions

Administrative Staff:

1 Assistant Commissioner

5 Coordinators (three are shared with all sections of MVR)

1 Field Operations Manager

2 Assistant Field Operations Managers

6 Regional Managers

12 Directors (two are shared with all sections of MVR)

1 Human Resource Manager (shared with all sections of MVR)

14 Assistant Directors (two are shared with more than one section of MVR)

2 Supervisors/Managers (shared with all sections of MVR)

1 Human Resource/Payroll Benefit Specialist

4 Quality Assurance Specialists

2 Accounting Business Specialists

1 Executive Assistant

1 Administrative Assistant

1 Procurement Specialist (shared with all sections of MVR)

1 Program Specialist

2 Program Analysts (one shared with all sections of MVR)

1 General Services Specialist

4 Business Specialists

1 Accounting Specialist

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

See Section (i)(1)(A)i

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.

MVR anticipates approximately 15 VRCs per year will be needed to fill the vacancies from retirements, resignations, terminations, etc. The total number of VRCs needed for a five-year period is approximately 75. MVR estimates that 14 assistant supervisors, 12 district supervisors, 45 clerical support staff and 22 administrative staff may be needed over the next five years to fill vacancies due to turnover and retirements.

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 is one graduate rehabilitation counselor training program in Missouri. Maryville University in St. Louis, a private institution, offers a master's level degree program in rehabilitation counseling. Graduates of this program are ready to take the Certified Rehabilitation Counselor (CRC) certification test and also the Licensed Professional Counselor (LPC) test upon graduation. Maryville University began offering a new program with a master's degree in rehabilitation counseling in September 1999. The program had 35 students enrolled in the fall 2017 semester, and 14 students are expected to graduate from

Maryville University by summer 2018. MVR will continue to work closely with Maryville University to recruit and hire potential graduates of the program.

MVR is also working with other graduate counseling programs in Missouri and offers practicum or internship opportunities.

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

See Section (i)(1)(B)(i).

iii. the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

See Section (i)(1)(B)(i).

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.

MVR works actively in recruiting new counselors with master's degrees in rehabilitation counseling or other related areas. As mentioned above, Missouri has one graduate level rehabilitation counseling program that, at this time, is not sufficient to produce the number of qualified rehabilitation professionals needed by MVR in all areas of the state. Even though graduate enrollment is high at Maryville University, many of the students are not willing to relocate from the St. Louis area. To address this issue, job announcements are sent to other institutions of higher learning that have rehabilitation counseling programs such as Southern Illinois University-Carbondale, Emporia State University, University of Arkansas, and Missouri universities that offer graduate-level counseling, social work and/or psychology programs.

MVR advertises all openings with the jobs.mo.gov web page and lists all openings on the agency's website. Additionally, MVR advertises all openings on multiple online job search sites, including Indeed.com, Simply Hired, and US Jobs among others.

MVR sends all job announcements to its state's historically black college, Lincoln University-Jefferson City, Missouri; as well as other historically black colleges such as Southern University-Baton Rouge, Louisiana; Langston University-Langston Oklahoma; and Mississippi State-Starkville, Mississippi.

MVR utilizes a diversity consultant to assist with ongoing staff development activities and outreach to underserved populations around the state. The consultant and the MVR Diversity Team work with MVR staff. The diversity consultant presented in-person training sessions for all staff in each of MVR's 25 offices and in-person training to new counselors this past year.

During 2017, approximately 12% of all professional staff and 26% of support staff with MVR were persons from diverse backgrounds. MVR also actively recruits individuals with disabilities. District supervisors and VRCs in MVR district offices receive all VRC job notices. Other disability organizations, including CILs and CRPs, are consulted about recruiting persons with disabilities. Approximately 25% of all professional staff and 11% of support staff with MVR were persons with disabilities.

MVR continues to offer non-paid as well as paid graduate internships for potential employees. MVR also considers candidates who have completed their necessary coursework and need to complete their internship requirement for open positions with the agency. During 2017, MVR provided one student with an unpaid practicum experience to enable the student to complete graduate coursework. MVR also provided a job shadowing experience for another student. These students will be considered for upcoming counselor vacancies. Three staff members worked on or completed their internships while serving as VRCs.

MVR is involved in a variety of activities to recruit and retain qualified rehabilitation personnel. Recruitment efforts are focused in part on maintaining good relationships with colleges and universities that offer degrees that meet state rule. MVR has a close working relationship with the graduate rehabilitation counselor program at Maryville University. MVR staff attends career fairs, serves as guest speakers, and makes regular contacts and visits to recruit students from the above master's level rehabilitation program. MVR representatives sit on the advisory board at Maryville. Staff development needs and important future training/recruiting issues are discussed at these advisory meetings.

MVR provides a career ladder for counselors rewarding their success and tenure. MVR has a succession plan team that is working on recruitment plans and ideas to retain qualified personnel. Leadership development and capacity building is encouraged statewide through optional training, the Emerging Leaders program, tuition reimbursement, team membership, guidance from MVR's leadership director and other activities. MVR encourages each staff member to view themselves as a leader in their current role.

The team has developed a new "Becoming a Counselor" brochure for potential VRCs and a welcome letter for after they are hired. The team held focus groups with Maryville students ready to graduate with their masters and current staff. The purpose was to solicit feedback on what students are looking for in their counseling careers and what current staff feels about working at MVR.

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

MVR acknowledges the state code: 5 CSR 20-500.140 is the standard in Missouri for the highest degree required for VRCs.

The State of Missouri requires that a qualified VR counselor must have the following minimum qualifications:

- a master's degree from an accredited college or university in rehabilitation counseling, guidance and counseling, psychology, social work, or closely related field; and
- fluency in American Sign Language or other appropriate mode of communication if the counselor provides services to individuals who are deaf or hard of hearing.

For individuals whose master's degree is not one of the above areas, MVR requires them to complete a certificate program in rehabilitation counseling.

MVR is pleased that six VRCs completed CSPD requirements for their master's degree in counseling during 2017. MVR has identified two staff members who are working on their master's degree to meet the requirements for CFR 361.18 and RSMo 337. At the end of FY 2017, MVR had 135 VRCs who met the CSPD requirements. There are a total of 139 VR counselors, some of which are part-time positions.

MVR continues to prioritize the CSPD funding of the VRCs mentioned above who are involved in university coursework, certification (CRC) and licensure (LPC). MVR is committed to ensuring that VRCs' tuition, fees and books are funded to obtain necessary coursework to meet the above requirements.

The human resource manager (HRM) for MVR develops an individualized plan with each newly hired staff member to identify/evaluate specific staff development needs, required courses, available resources and timelines necessary to achieve the standards in RSMo 337 or the appropriate CRC requirement. The HRM also monitors each staff development plan to ensure that all objectives are met. As necessary, the HRM consults with the state licensing boards and CRC officials. All staff is required to submit updated transcripts to the HRM to ensure compliance with the objectives of the standards.

The above plan is non-discriminatory and encourages the retraining and recruitment of persons with disabilities and from diverse backgrounds.

Annually MVR reviews the performance evaluations for rehabilitation staff to determine if they are consistent with the actual job functions, agency values and the Rehabilitation Act mandates.

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.

MVR continuously evaluates its hiring and training processes to ensure that staff has the education and experience necessary to provide a 21st century understanding of the evolving labor force and needs of individuals with disabilities. As mentioned earlier, MVR uses the state code: 5 CSR 20-500.140 as the standard in Missouri for the highest degree required for VRCs. This basic educational requirement is enhanced with ongoing training

for new and experienced counselors focusing on business development/engagement and effective service delivery to individuals with disabilities.

Many newly hired VRCs have had experience working with a CRP partner providing direct employment services to individuals with disabilities. Other new VRCs have previous work experience with an independent living center, job center or a community mental health agency. Paid or unpaid work experience in helping individuals with disabilities obtain and maintain employment is considered valuable prior work experience.

MVR has a comprehensive professional development system that ensures that its personnel have an understanding of the medical and psychosocial aspects of a variety of disabilities. MVR strives to hire counselors who meet the state code: 5 CSR 20-500.140 and prior experience working with individuals with disabilities. MVR augments that with professional development opportunities by providing training focused on specific disabilities. Additionally, MVR sends counselors to conferences that focus on specific disabilities such as the Missouri Brain Injury Association Conference. MVR has statewide and regional specialists that have had extensive training and experience in their area of expertise, e.g., business specialists, mental health, autism, rehabilitation technology, AgrAbility, benefits planning, brain injury, hearing impairments, vision impairments, learning disabilities and self-employment. These specialists are available to provide direct assistance to clients as well as consultation with counselors. All VRCs, regardless of their tenure, have the opportunity to work with a mentor who has expertise and experience in an area that is of interest to them.

MVR's clients have repeatedly expressed the value of having a high quality rehabilitation counselor in reaching their employment goals. This input is gained through customer satisfaction surveys, individual letters and public hearings. In order to help VRCs assess their client's skills and abilities to obtain and retain employment, MVR has stressed the value of counseling skills. VRCs are encouraged to have a "tool bag" of skills. Primary in this tool bag is the ability to hear and understand clients' goals, provide informed choice and address the specific barriers to successful employment. All professional MVR staff is trained in Motivational Interviewing (MI), an evidence-based practice, which helps clients and VRCs have constructive conversations that identifies their values and goals resulting in an individualized plan to reach their employment goal. Using MI, VRCs and clients identify clients' skills and abilities, the supports that they need to reach their goals, plan for setbacks and challenges, and how successful employment will affect their lives.

MVR has a multi-pronged approach to assist staff with modifying environmental and attitudinal barriers that clients face. Group training and individual assistance is provided to new and existing staff to effectively learn and perform their position. As mentioned earlier, MVR places a high value on the counseling skills of staff. All professional staff and many support staff have received four days of MI training. On-going MI training is available for all staff. MVR offers case management training to new VRCs within the first six months of their employment. New VRCs are also trained to learn to advocate and understand environmental and attitudinal barriers clients face. All counselors are encouraged to maximize resources by knowing and forming relationships with the varied resources in their territories. Many times these resources can provide assistance with environmental and attitudinal barriers. MVR recognizes the value of group trainings but also provides individual assistance to counselors through mentoring and coaching experiences.

Advances in rehabilitation technology are creating opportunities for clients. MVR has statewide and regional specialists who offer expertise in this area. These specialists provide individual consultation and also help staff remain up-to-date with regional trainings. Additionally, MVR utilizes Missouri Assistive Technology for consultation and training purposes.

MVR has been providing additional resources in developing effective relationships with employers in both the public and private sectors. MVR has a team of individuals whose primary responsibility is working with employers and assisting in connecting clients with potential employment. Additionally, all staff is trained and encouraged to develop relationships with businesses. MVR considers employers its partners and works toward helping them address their staffing needs.

MVR looks to the Missouri Economic Research and Information Center (MERIC) for local employment dynamics and labor market information. Job development and placement efforts utilize local level data to assist clients in making informed choices regarding their career goals, considering wages, turnover rates, current vacancies and areas of job creation. MERIC has provided training to MVR staff to aid them in using their website with clients.

4. STAFF DEVELOPMENT.

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

A. SYSTEM OF STAFF DEVELOPMENT

a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

MVR has a comprehensive program for in-service training and staff development for all positions. Staff at all levels will attend training in new employee orientation, cultural diversity training, sexual harassment prevention and customer service. Supervisory staff and upper management personnel are required to attend training in leadership, supervision, interviewing and other training offered through the state or other private sources. MVR is invested in its leadership training program for supervisors and emerging MVR leaders. Many MVR employees have graduated from, and some are currently participating in, the National Rehabilitation Leadership Institute. MVR utilizes an internal training consultant who assists in leadership training.

All new counselor and paraprofessional staff, together with their district supervisor, completes the New Counselor Training Manual or New Administrative Staff Training Manual, which assists in the development and understanding of the rehabilitation field and the agency's goals, priorities and responsibilities in serving individuals with disabilities under the federal/state VR program. MVR gathers ad hoc teams to address and evaluate specific staff development needs including topics such as leadership development, training manuals, new counselor orientations, and MI.

In addition to New Employee Orientation, new counseling staff receives training specific to vocational counseling/career development, job development/job placement, vocational services, and case management techniques from MVR staff.

MVR supports staff attendance on an annual basis to the Power Up Conference, which promotes the use and understanding of assistive technology and rehabilitation technology services and resources across the state. This conference is sponsored by the Missouri Assistive Technology Project. MVR convenes an ad hoc assistive technology team when necessary, which assists the agency in staff development activities for assistive technology.

MVR supports staff attendance at the National AgrAbility Conference. Additionally, statewide training has been provided on services and technology supports for agricultural careers.

Staff development needs are established in a number of ways. A survey of training needs is administered annually to all counseling and paraprofessional staff to ascertain the needs and interests of all MVR staff. Other methods to determine staff development needs are quality assurance reviews, evaluation of consumer satisfaction surveys, and feedback and recommendations from the State Rehabilitation Council.

Results of the training needs survey are shared with members of the administrative team and regional managers. MVR works to provide training in a variety of ways to accommodate staff needs. Staff members regularly participate in both in-person and web-based trainings.

The nature and scope of the staff development program is tied to MVR's overall goals and priorities. MVR is committed to improving staff competencies to ensure that the Rehabilitation Act, as amended, will be fully implemented and the philosophy embraced. MVR training supports the goals and priorities that have been established in the comprehensive statewide needs assessment.

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.

MVR continues to participate and has collaborative relationships with research programs and partner agencies.

Other training areas, which MVR frequently sponsors or staff participate in are

- Motivational Interviewing
- Legal and ethical issues in rehabilitation
- Medical and psychological aspects of disability
- Autism spectrum disorders
- Vocational counseling/assessment
- Americans with Disabilities Act
- Informed choice
- Social Security work incentive programs, including Ticket to Work

- Sexual harassment prevention
- Cultural diversity
- Job development/job placement/supported employment
- Transition from school to work and Individuals with Disabilities Education Act (IDEA issues)
- Workforce Innovation and Opportunity Act and the amendments to the Rehabilitation Act of 1973
- Rehabilitation technology
- Missouri Rehabilitation Association annual conference
- Leadership training
- Individual training requests pertinent to the field of rehabilitation
- Attendance at conferences/workshops related to MVR (e.g., traumatic brain Injury, APSE-MO, Power Up, rehabilitation technology)

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.

MVR employs seven vocational rehabilitation counselors for the deaf (VRCDs) located throughout Missouri who are skilled in manual communication for the deaf and hard of hearing. Biannually, they gather for training to discuss services and meet with students at the Missouri School for the Deaf. Five of the VRCDs are deaf or hard of hearing. Each of these counselors met CSPD requirements. MVR has three additional counselors who assist this team and have specialized training in hearing loss.

MVR utilize various forms of technology to communicate directly with clients and staff that are deaf/hard of hearing including videophones, email and texting as well as communication apps.

Any approved CRP has qualified staff, or they provide language accommodations or interpreters, to deliver Employment Services Plus to deaf/hard of hearing clients.

Applicants and eligible individuals who have limited English-speaking skills are provided interpreters funded by MVR. All brochures are translated into Spanish so that individuals and families who speak Spanish have access to information in their native language. At this time, MVR has a counselor who is fluent in Spanish in Cape Girardeau. This counselor has assisted with staff development and Hispanic liaison activities. MVR also has staff bilingual in Chinese and Vietnamese. The state has a contract with an over-the-telephone foreign language interpretation service, which MVR has utilized upon occasion for translation.

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.

MVR works closely with the Office of Special Education and school districts to coordinate staff development activities and services for students with disabilities.

Throughout the year, MVR staff and special education personnel from both the state and local levels focused on participation in special education transition-related trainings/professional development activities. Examples of these activities include attendance and presentations at the DESE Transition Summer Institute, Missouri Council of Administrators of Special Education and MPACT's Tools for Life Transition Summit. MVR coordinates opportunities for representatives providing pre-employment transition services to be a part of training and professional development activities. MVR hosted Transition Kickoff events for VRCs and special education teachers around the state. The events were originally held in Kansas City and Springfield and are now being replicated statewide.

The Cooperative Work Experience Program (COOP) agreement is an interagency state and local program between the Department of Elementary and Secondary Education (Special Education, MVR and Career Education); Rehabilitation Services for the Blind (RSB); and local school districts in the state of Missouri. The agreement is embedded in the state transition MOU and is available for all school districts. The purpose is to facilitate the coordination of transition services from school to post-secondary training and/or employment for students with disabilities who participate in special education programs and are eligible to receive vocational rehabilitation services. The MOU outlines roles and responsibilities among participating agencies and school districts in the development of off-campus work experience programs. Through these programs, students with disabilities who are receiving services through an IEP can earn high school credit in accordance with Missouri high school graduation requirements for the number of hours they work in a paid competitive, integrated employment setting. Additionally, MVR continues to work collaboratively with providers and local school districts to meet transition needs of students.

MVR, the Office of Special Education, school personnel and CRP staff are involved in partnership activities, joint training and technical assistance activities. The director, transition and section 511 services, is a member of the Missouri Interagency Transition Team and an active member of the state's Special Education Advisory Panel. An MVR staff member familiar with transition services is an active member of the MPACT Board.

State Rehabilitation Council: The State Rehabilitation Council reviews and comments on the development of the CSPD plan and related policies.

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;

MVR and the State Rehabilitation Council (SRC) jointly conduct a comprehensive, statewide assessment of the rehabilitation needs of Missourians with disabilities, annually over a three-year period. MVR will be submitting the results of the needs assessment to the Rehabilitation Services Administration during the four-year combined state plan cycle, two-year modification cycle or anytime circumstances require a modification in accordance with 20 CFR § 676.145. This section pertains to the first of a three-year statewide assessment period and illustrates all areas of need. The conclusions and recommendations of these assessments are incorporated into MVR's goals and priorities for the purpose of improving services to individuals with disabilities.

MVR uses a mixed methods approach to collect, in aggregate, qualitative and quantitative information on the rehabilitation needs of Missouri individuals with disabilities.

Information resources include:

a. Consumer Satisfaction Surveys

MVR routinely surveys a random sample of clients throughout various stages of open cases and case closures to obtain feedback on MVR services and to determine how to better serve the needs of individuals with disabilities.

b. Public Hearings

Annually, MVR conducts public hearings throughout the state to obtain input on the state plan, its key goals and priorities, plan changes and any other topic related to MVR services. In 2017, MVR and the SRC jointly held public hearings in Cape Girardeau, Columbia, Jefferson City, Kansas City, Springfield and St. Louis, Mo.

c. Input from the State Rehabilitation Council

During quarterly and ad hoc committee meetings, the SRC provides input to MVR on the rehabilitation needs of individuals with disabilities.

d. Strategic Teams

MVR utilizes both ad hoc and on-going teams, such as the CRP-MVR steering committee team, Transition Team, and Cultural Diversity Team, to gather data from its partners, school districts and underserved individuals with disabilities.

e. Analysis of Standards and Indicators

On a quarterly basis, MVR management reviews data to ensure the standards and indicators are being met or exceeded. The SRC annually reviews and analyzes this information with MVR. Once a full year of data is available on the new performance accountability measures, MVR will begin reviewing the information for utilization in the assessment of need.

f. During 2017, MVR conducted an online survey of staff who works with students and youth with disabilities to determine which services were most important and what barriers youth with disabilities face.

g. MVR used an online questionnaire to survey its staff in 2011 on the rehabilitation needs of Missourians with disabilities and continues to use the results in its decision-making processes along with feedback from its annual training needs assessment. Preparations to repeat this survey are underway.

Additional resources include:

- quality assurance case reviews
- quarterly reviews of case management data
- census data annually or as data is available
- data from the American Community Survey
- data from other state and federal agencies
- data from state and community boards and commissions
- due process hearings and mediations--annually MVR analyzes feedback from hearings
- literature reviews

Feedback from the public hearings cited that a lack of transportation was a barrier to services. MVR continually reviews this issue for possible resolutions. Offices work with local transportation providers such as OATS and Centers for Independent Living. One of the MVR district offices has a special arrangement with its local public transit agency where the office can order bus passes and provide them directly to clients. The need for transition services was a common theme throughout the hearings, which is addressed in this assessment.

The following is a summary of the comprehensive statewide assessment results in response to the rehabilitation needs of individuals with disabilities in Missouri, particularly the VR service needs of:

(A) individuals with the most significant disabilities (MSD) including their need for supported employment (SE) services

Based on MVR data from the last three years, the projected number of eligible individuals with MSD who will receive MVR services in PYs 2018 and 2019 will be approximately 13,600 each year. Of that number, approximately 2,500 individuals in PY 2018 and 2,600 individuals in PY 2019 will need SE services.

From the comprehensive statewide assessment, MVR identified the following services as necessary to meet the key needs of the MSD:

- SE Services -- The nature of the service itself requires an individualized approach based on the needs of an eligible individual. SE services are ongoing support services, including customized employment, and other appropriate services needed to support an individual with a most significant disability to achieve and maintain competitive integrated

employment. Services are provided by CRPs. MVR can provide up to 24 months of community-based job training.

- Assistive Technology and Rehabilitation Engineering Services -- Services include assessment and recommendations for accommodations, assistive devices and rehabilitation technology necessary to improve the quality of work and/or increase work productivity. Services are usually provided over a four-week period by accredited CRPs and qualified rehabilitation engineers.
- Self-Employment Services -- Individuals with MSD will need assistance in setting up approved business plans for self-employment. These services may include required business equipment, various supplies, rental fees or start-up costs for the plan. Services will be provided by MVR counselors and business consultants as needed.

B. WHO ARE MINORITIES;

(B & C) individuals with disabilities who are minorities and individuals who have been unserved or underserved by the VR program

An analysis of the comprehensive statewide needs assessment revealed that other than individuals on a waiting list, there are no populations in Missouri that are unserved. MVR counselors refer any individuals on a waiting list to appropriate federal and state programs, including other components of the statewide workforce development system to assist with employment, housing, food and clothing needs.

The needs assessment identified underserved individuals with disabilities as minority populations of Hispanics and African-Americans, individuals with autism spectrum disorders (ASD) and individuals with traumatic brain injury (TBI).

Hispanic Population:

Based on MVR data from the last three years, the projected number of eligible individuals with disabilities who are Hispanic that will receive MVR services in PYs 2018 and 2019 will be approximately 338 each year. After analyzing data from the Missouri Census Data Center (MCDC) and the American Community Survey, MVR feels these individuals are significantly underserved when compared to the total number of Hispanics with disabilities in Missouri.

From the comprehensive needs assessment, MVR identified the following services as necessary to meet the key needs of Missouri's Hispanic population with disabilities:

- Interpreter Services -- These services depend upon the specific needs of clients and are provided by MVR's bilingual MVR staff and state-contracted interpreters. The duration of interpreter services mirrors the length of other services.
- Translated Brochures - MVR has Spanish-translated brochures available its website.
- Job Placement Services - These services involve specialists who identify and cultivate job placement possibilities in the community. These services offer short-term follow-up support and can last between three and nine months. MVR counselors and CRPs provide job placement services.
- SE Services (see description above)

- Assistive Technology and Rehabilitation Engineering Services (see description above) -- In addition, MVR has a diversity consultant who provides cultural diversity training to all MVR staff. The consultant delivers training specific to each office's population area and assists with developing office plans to address diversity.

African-American Population:

Based on MVR data from the last three years, the projected number of eligible individuals with disabilities that are African-American who will receive MVR services in PYs 2018 and 2019 will be approximately 2,954 each year. MVR data reveals that, as a percentage, there are fewer Caucasians dropping from services than African-Americans; therefore, a percentage of African-Americans receiving services are underserved. In addition, MVR reviewed data from the MCDC and the American Community Survey and feels these individuals are underserved when compared to the total number of African-Americans with disabilities in Missouri.

From the comprehensive needs assessment, MVR identified the following services as necessary to meet the key needs of Missouri's African-American population with disabilities:

- Follow-Up Services -- MVR established the need for follow-up services for individuals at risk of dropping out of services. Key MVR staff and MVR intake counselors along with CRPs assist with follow-up services and activities. Clients are contacted to uncover reasons for leaving or barriers to receiving services. Key MVR personnel and CRP staff work with community resources to alleviate any barriers. These follow-up services are implemented before clients' cases are closed and can last between three and nine months. In addition, MVR has a diversity consultant who provides cultural diversity training to MVR staff.

Autism Spectrum Disorders (ASD):

Based on MVR data from the last three years, the projected number of eligible individuals with ASD who will receive MVR services in PYs 2018 and 2019 will be approximately 1,097 each year. Other variables could have an effect on this estimate such as the economy and the number of applicants coming into the system. MVR reviewed information and recommendations from the Centers for Disease Control (CDC); the National Autism Society; NAMI; the Missouri Department of Insurance, Financial Institutions and Professional Registrations' 2015 Annual Report to the Missouri Legislature; and MVR data. Based on this information and additional research, MVR concludes these individuals are underserved.

From the comprehensive statewide assessment, MVR identified the following services as necessary to meet the key needs of individuals with ASD:

- SE Services (see description above)
- Assistive Technology and Rehabilitation Engineering Services (see description above)
- Job Placement Services (see description above)
- Transition Services -- Transition services assist eligible students and youth with disabilities to successfully prepare them for transitioning into post-secondary education, vocational training or integrated employment. Services can be provided by MVR and

coordinated with the Office of Special Education, local school districts and CRPs. Services are provided for the duration of the case.

- Workplace Modifications -- Individuals with ASD may experience difficulties in modulating sensory input. Environmental assessments can be provided to identify distractions such as noise levels, lighting, high traffic areas, etc. Services are provided by CRPs and can overlap SE services usually lasting nine months, but MVR can provide up to 24 months of community-based job training.
- Employment Services Plus (ESP) -- ESP is designed to assist an individual with Autism Spectrum Disorder-Adult (ASD-A), Brain Injury (BI), and/or Cultural Deafness/hard of hearing (D/HH) who has barriers that require additional supports to achieve a successful employment outcome. ESP provides augmentative services for clients whose disability-related needs exceed the level of support provided by traditional vocational rehabilitation services but does not merit consideration of SE services.
- Other training appropriate to need such as vocational technical school, community college or college.

Traumatic Brain Injury (TBI):

Based on MVR data from the last three years, the projected number of eligible individuals with TBI who will receive MVR services in PYs 2018 and 2019 will be close to 185 each year. MVR reviewed data from the CDC, the Missouri Department of Health and Senior Services, the Brain Injury Associations of America and Missouri, Missouri Brain Injury Advisory Council 2012 - 2017 State Plan, "2011 Missouri Traumatic Brain Injury Needs Assessment Report," by the Missouri Department of Health and Senior Services and the University of Missouri Kansas City-Institute for Human Development, and data from brainline.org. Research revealed that Missourians with TBI exceed 15,000. Based on this information and the number of clients with TBI, MVR concludes these individuals are underserved.

From the comprehensive statewide assessment, MVR identified the following services as necessary to meet the key needs of individuals with TBI:

- SE Services (see description above)
- Job Placement Services (see description above)
- Assistive Technology and Rehabilitation Engineering Services (see description above)
- Transition Services (see description above) (data indicated that one of the highest risk groups for TBI was ages 15 to 24)
- ESP Services (see description above)

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

See Section (j)(1)(B).

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

From the comprehensive needs assessment, MVR identified the following services as necessary to meet the key needs of individuals with disabilities served through other components of the statewide workforce development system:

- job search assistance
- labor market information
- resume assistance
- case management
- assessment
- individual planning and referral
- educational attainment
- skills development and training
- computer skills training
- transportation assistance
- rehabilitation technology

Individuals providing the services are representatives from the Division of Workforce Development and other WIOA program partners.

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

In assessing the needs of youth and students with disabilities, research from the National Center on Secondary Education and Transition documents unsatisfactory outcomes achieved by youth with disabilities exiting school. They have difficulty accessing employment, education and community services. There is a need to bridge the information gap between schools, rehabilitation services, community agencies and employers.

Based on December 2016 core data from the Missouri Department of Elementary and Secondary (DESE) Office of Special Education, the number of students, ages 16 to 21 and currently enrolled in school, with individualized education plans (IEPs) is 20,685. This number represents students with disabilities who are eligible or potentially eligible for pre-employment transition services or other transition services. MVR further disaggregated this data by MVR district office so that school districts were grouped together based on the MVR office that serves each school. Therefore, the local MVR office knows the specific number of students, ages 16 to 21 with IEPs, for each of the schools that they serve.

MVR has received feedback from many stakeholders such as consumers, parents, school districts and employers regarding the need for services for youth and students with disabilities. There are limited competitive integrated employment opportunities for this population especially in rural areas.

MVR is answering these pre-employment transition needs of eligible or potentially eligible students with multiple strategies that supplement the MVR transition services that have

traditionally been provided by its staff and partners. These strategies include summer work experience programs coordinated with CRPs and similar programs with CILs. The VR Summer Work Experience Program was developed in partnership with CRPs. MVR offered paid summer work experience opportunities in integrated settings for VR eligible students with disabilities. In addition to working, the students received classroom training in soft skills. The CIL Summer Pre-Employment Transition Services Program provided potentially VR eligible students with disabilities access to job exploration activities, workplace readiness training, social support and instruction on self-advocacy including peer mentoring. MVR collaborated with businesses and school districts to provide services through these programs.

MVR is contracting with the University of Missouri, College of Education, to provide assistance with the provision of pre-employment transition services through regional pre-employment specialists. The university hired 37 specialists, all certified teachers, to work in collaboration with local education agencies and MVR to provide statewide pre-employment transition services to students with disabilities who are potentially eligible for VR services.

MVR is also working with Wonderland Camp on an internship program for both students and youth with disabilities. This past year, MVR sponsored students and youth with disabilities to participate in the Governor's Council on Disability Missouri Youth Leadership Forum that focuses on leadership, citizenship, and social and career development skills. MVR is utilizing its business outreach specialists to work with employers on creating work experiences for youth and students with disabilities. And, it is collaborating with its WIOA partners in providing seamless, coordinated services to youth and students with disabilities.

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

- a) Establish new CRPs: MVR does not believe that there is a need to establish new CRPs.
- b) Expand/develop current network of CRPs: No, MVR does not believe that there is a need to expand or develop the current network of CRPs.
- c) Improve CRPs: Yes, MVR has identified the following strategies to improve CRPs within the state:
 - The CRP-MVR steering committee will continue to make recommendations to improve services.
 - Minimum training requirements for CRP staff members have been developed and incorporated into the CRP-MVR Agreement. The CRP-MVR steering committee will monitor implementation of these new requirements and make recommendations as necessary.
 - MVR held 10 CRP/MVR summits statewide. MVR staff and CRP direct services staff attended the meetings. The purpose of the summits was to enhance communication, promote partnering, share best practices, gather feedback and provide joint training. MVR plans to host the summits on an annual basis.

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 .

Research verifies that pathways from school to work or secondary to post-secondary education can be more difficult for individuals with disabilities; therefore, the need for transition career services and pre-employment transition services is great.

DESE reports that for 2016--2017 school year, the percent of youth who had IEPs, are no longer in secondary school and who have been:

- enrolled in higher education is 28.50%.
- enrolled in higher education or competitively employed is 59.67%.

This data indicates that there is a need for transition services.

In 2017, MVR surveyed statewide staff members, who work with students or youth with disabilities, to gather information on practices and services for youth with disabilities. Among the findings, staff reported that some of the barriers that youth with disabilities face in obtaining successful employment are a lack of work exposure or work experiences, transportation issues, the absence of parent/family involvement or follow through from parents and students.

Feedback has shown that not all school districts are open to enhancing transition services. MVR is utilizing its transition counselors to forge inroads with school districts statewide. It is also working with the University of Missouri, College of Education, through pre-employment services to access all school districts including ones that historically have been hesitant in enhancing transition services. Additional strategies include an MVR-developed YouTube video, which can be shared with parents and students before, during or after IEP meetings. MVR counselors are present at IEP meetings when invited in order to coordinate services that are a part of the VR individualized plan for employment (IPE). MVR conducted a statewide training for MVR staff on outreach, joint service provision and coordination of IEP/IPE services. New MVR counselor training includes a special education transition coordinator who provides training on IEP development and transition services.

The DESE Graduation Handbook and DESE Transition Agreement include three work-based learning experiences for students with disabilities on an IEP and are coordinated with special education. Students receive high school credit. These three experiences are the COOP Program, employer-based transition training/Project Search for students with most significant disabilities, and unpaid internships.

A youth services committee, comprised of WIOA core partners and other entities that serve youth, was created to develop methods and strategies to support collaboration between partner agencies, promote greater understanding of the services provided by each agency, and discover methods to avoid duplication of services. Any workforce development boards that have youth committees have an MVR representative. MVR is part of the St. Louis County Youth Interagency Partnership, comprised of any organization serving youth in St. Louis County, which was formed to coordinate services so that no youth will fall through the cracks between agencies.

K. ANNUAL ESTIMATES

Describe:

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES;

The number of individuals in the MVR program who were eligible for services as of September 30, 2017 was 14,813.

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

The estimated number of eligible individuals who will receive services under the MVR program is 28,000 in FFY 2018 and 27,000 in FFY 2019.

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

The estimated number of eligible individuals who will receive services under the Supported Employment program is 2,500 in FFY 2018 and 2,600 in FFY 2019. These estimates are included in the total estimates in (k)(2)(A) above.

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION;

The estimated number of eligible individuals who will receive services under each priority category is as follows:

FFY 2018: Priority Category 1: 13,600; Priority Category 2: 14,200; Priority Category 3: 200

FFY 2019: Priority Category 1: 13,600; Priority Category 2: 13,350; Priority Category 3: 50

3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

MVR anticipates closing Priority Category 3 and will have a moving waiting list for Priority Category 2. The number of individuals who are eligible for VR services but are not receiving such services due to an order of selection will be approximately 500 - 1,500.

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.

The estimated cost of serving the above eligible individuals in the VR and Supported Employment programs will be approximately \$78,000,000 in FFY 2018 and \$75,000,000 in FFY 2019. As described in section (m), Order of Selection, of the VR services portion of this state plan, MVR is currently in an order of selection. The estimated cost of services for each priority category is as follows:

FFY 2018: Priority Category 1: \$39,624,000; Priority Category 2: \$36,660,000; Priority Category 3: \$1,716,000

FFY 2019: Priority Category 1: \$38,100,000; Priority Category 2: \$35,250,000; Priority Category 3: \$1,650,000

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.

MVR's goals and priorities for PYs 2018 and 2019 were jointly developed and agreed upon by MVR and the SRC, as described in section (a), Input of the State Rehabilitation Council, of the VR services portion of this state plan.

2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS.

The following goals and priorities for MVR are as follows:

Goal 1: Increase the number of employment outcomes for youth with disabilities.

Baseline data: The number of youth with disabilities reaching competitive integrated employment in FY 2016 was 1,768.

Objective 1:

Increase the number of competitive integrated employment outcomes for youth with disabilities.

Strategies

1. Develop joint training activities with MVR, school and CRP staff. Training will be focused on improving services and outcomes for students with disabilities.
2. Expand pre-employment transition services statewide.
3. Coordinate services with workforce development programs that target youth.
4. Expand individualized placement services to target youth with disabilities receiving services from the Department of Mental Health.
5. Provide opportunities for youth in identified workforce job-driven training programs and STEM degree/certificate programs.

Goal 2: Increase competitive integrated employment outcomes for individuals with autism spectrum disorder (ASD).

Baseline: The number of competitive integrated employment outcomes in FY 2016 for individuals with ASD was 316.

Objective 1:

Increase competitive integrated employment outcomes for individuals with ASD.

Strategies

1. Develop and maintain close working relationships with state and local partners (e.g., Department of Mental Health, WIOA partners, Centers for Independent Living, CRPs, etc.) to maximize resources and develop appropriate services and support systems.
2. Coordinate joint training activities for MVR counselors and direct services CRP staff to improve services and outcomes for clients with ASD.
3. Continue to develop capacity of regional specialists.
4. Expand specialized employment services for individuals with ASD.

Goal 3: Expand services for individuals with severe and persistent mental illness receiving Individual Placement and Support (IPS) services.

Baseline data: At the end of FY 2016, the number of individuals with severe and persistent mental illness receiving IPS service authorizations (open/closed) was 1,529.

Objective 1:

Increase the number of individuals receiving IPS services.

Strategies

1. Training staff on IPS evidence-based practices.
2. Training staff using Motivational Interviewing.
3. Collaborate with the Department of Mental Health (DMH) Behavioral Health (BH) Division on the implementation of evidence-based practices.
4. Increase the number and service capacity of IPS providers in the state.
5. Explore integration of evidence-based practices/fidelity into other CRP/MVR services.
6. Expand services to include youth with disabilities.

3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

As noted above, MVR and the SRC jointly developed the PYs 2018 and 2019 goals and priorities, which were based on an analysis of the comprehensive statewide needs assessment (CSNA), a review of the new performance accountability measures and other input from stakeholders and resources. The CSNA was expanded to include an assessment of the needs of students and youth with disabilities. In determining goals and priorities, MVR reviewed its past performance on the standards and indicators in relation to its upcoming performance based on the new performance accountability measures. Other input was considered as well in the development of the goals and priorities as listed in section (3)(C). below.

A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

In developing its goals and priorities, MVR analyzed information and results obtained from the most recent comprehensive statewide needs assessment, which can be found in section (j) Statewide Assessment. The CSNA revealed that youth with disabilities need guidance

with job exploration, work-based learning experiences, exploring opportunities for enrollment in comprehensive or post-secondary educational programs, workplace readiness training and instruction in self-advocacy. Findings indicate that this population has difficulty accessing employment, education and community services, and that youth need to develop the skills necessary to prepare for, obtain, retain or advance in competitive, integrated employment. MVR has made it a priority to improve outcomes for youth with disabilities as evidenced in the setting of goals and objectives in previous and its current state plan. Likewise, MVR has set goals and priorities to increase the number of individuals receiving IPS services, which includes youth with disabilities.

The CSNA also indicated that individuals with ASD were an underserved population. For several years, including this year, MVR has made the improvement of outcomes for this population a goal in its state plan. Several strategies have been developed to achieve success in increasing the competitive, integrated employment outcomes for individuals with ASD.

B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

Missouri will utilize anticipated performance under the new performance accountability measures of section 116 of WIOA to set goals and priorities. MVR met all required federal standards and performance indicators during the past two fiscal years. MVR will apply the same quality of service utilized in meeting those indicators to achieve the new performance measures and provide the same level of quality while moving forward.

C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION COUNCIL AND FINDINGS AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

Other available information on the operation and effectiveness of the VR program utilized in the development of the goals and priorities are:

- State Rehabilitation Council (SRC) input and recommendations
- RSA monitoring feedback from the Section 107 Monitoring Review
- performance on standards and indicators
- other sources, e.g., CRPs' legislative input, consumer satisfaction surveys, input from the Client Assistance Program, and public hearings

The goals and priorities for carrying out the supported employment program can be found in section (n) of the VR services portion of this plan titled Goals and Plans for Distribution of Title VI funds.

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.

MVR is currently in an order of selection.

Services shall be provided based upon the eligible individual's placement in one of the following priority categories:

Priority Category I: An individual with the most significant disability as defined below.

Priority Category II: An individual with a significant disability as defined below.

Priority Category III: An individual with a disability as defined below.

Definitions:

Individual with the Most Significant Disability: An individual with a significant disability who is seriously limited in three or more of the following functional areas: self-care, communication, mobility, self-direction, work tolerance, work skills, and/or interpersonal skills.

Individual with a Significant Disability: An individual with a disability who has a severe physical or mental impairment that seriously limits one or two functional capacities in terms of an employment outcome such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance and/or work skills;

a. whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time; and

b. who has one or more physical or mental disabilities resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculo-skeletal disorders, neurological disorders (including stroke and epilepsy), spinal cord conditions (including paraplegia and quadriplegia), sickle cell anemia, specific learning disability, end-stage renal disease, or another disability or combination of disabilities determined on the basis of an assessment for determining eligibility and vocational rehabilitation needs to cause comparable substantial functional limitation.

Individual with a disability: all other eligible individuals with a disability.

B. THE JUSTIFICATION FOR THE ORDER.

MVR continues to experience an increase in the cost of providing services to persons in all categories. As a result of the passage of WIOA, MVR is experiencing a rise in the costs associated with spending 15% of the federal grant on pre-employment transition services, carrying out Section 511 requirements and Missouri Job Center infrastructure funding agreements. Due to the increase in cost of services and insufficient financial resources, MVR anticipates it may not be able to provide services to all eligible individuals. MVR estimates that there will be 28,000 eligible individuals in PY 2018 and 27,000 in PY 2019 who will receive services.

C. THE SERVICE AND OUTCOME GOALS.

As of September 30, 2017, all categories are open and do not have a waiting list. However, as noted above, MVR is experiencing an increase in costs to serve persons in all categories, which may necessitate the institution of a waiting list. In that case:

The estimated number of eligible individuals who will receive services under each priority category is as follows:

PY 2018: Priority Category 1: 13,600; Priority Category 2: 14,200; Priority Category 3: 200

PY 2019: Priority Category 1: 13,600; Priority Category 2: 13,350; Priority Category 3: 50

The estimated number of eligible individuals who will exit with employment outcomes after receiving services is as follows:

PY 2018: Priority Category 1: 2,350; Priority Category 2: 2,650; Priority Category 3: 100

PY 2019: Priority Category 1: 2,350; Priority Category 2: 2,500; Priority Category 3: 25

The estimated number of eligible individuals who will exit without employment outcomes after receiving services is as follows:

PY 2018: Priority Category 1: 2,000; Priority Category 2: 2,000; Priority Category 3: 30

PY 2019: Priority Category 1: 2,000; Priority Category 2: 1,875; Priority Category 3: 25

D. THE TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER.

The timeline to reach an employment outcome varies significantly with each individual. It is estimated that the average number of months to reach an employment outcome for priority category I is approximately 21 months, priority category II is approximately 26 months, and priority category III is approximately 8 months.

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND

MVR will serve eligible consumers with the most significant disabilities (Priority Category 1) first. Eligible consumers with significant disabilities (Priority Category 2) will be served next following with eligible consumers with disabilities (Priority Category 3).

The following procedures will be followed in the implementation of the order of selection:

- 1) An eligible individual will be placed in the appropriate priority category and receive written notification of the assigned priority category. The eligible individual's date of application will be used to determine the order of services within a priority category.
- 2) Individuals will be notified of their right to appeal their category assignment.
- 3) An eligible individual's placement in a priority category may be changed under justifiable circumstances.
- 4) Rationale for placement will appear in the individual's case file.
- 5) The order of selection shall in no way affect the provision or authorization of diagnostic and evaluation services needed to determine eligibility.

- 6) Services authorized or provided to any eligible individual shall not be disrupted as a result of an order of selection or the closing of a priority category.
- 7) Order of selection priority categories do not apply to post-employment services.
- 8) All funding arrangements for providing services, including any third-party arrangements and awards by MVR, shall be consistent with the order of selection. If any funding arrangements are inconsistent with the order of selection, MVR shall renegotiate these funding arrangements so that they are consistent with the order of selection.
- 9) The order of selection shall in no way affect eligible individuals' access to services provided through MVR's information and referral system.
- 10) Eligible individuals who are in a priority category that is not open shall be provided accurate vocational rehabilitation information and guidance, including counseling and referral for job placement, using appropriate modes of communication to assist them in preparing for, securing, retaining, regaining or advancing in employment. These individuals will also be referred to other appropriate federal and state programs, including components of the statewide workforce system.
- 11) Individuals being referred to appropriate programs, as mentioned above, shall be provided the following:
 - (A) A notice of the referral to the agency carrying out the program
 - (B) Information identifying a specific point of contact within the agency to which the individual is being referred
 - (C) Information and advice regarding the most suitable services to assist the individual to prepare for, secure, retain, regain or advance in employment

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.

MVR has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.

N. GOALS AND PLANS FOR DISTRIBUTION OF TITLE VI FUNDS.

1. SPECIFY THE STATE'S GOALS AND PRIORITIES FOR FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES.

The PYs 2018 and 2019 goals and priorities for the distribution of funds from section 603 of the Rehabilitation Act for the provision of supported employment services are:

Goal 1: Monitor and evaluate the supported employment outcome-based model.

Goal 2: Research the efficiency and effectiveness of braided programs with the workforce development system.

Title VI funds are utilized for supported employment services through a fee-for-service as established in MVR's supported employment cost analysis. Title I funds are also utilized for the provision of supported employment services.

It is estimated that the number of eligible individuals with the most significant disabilities who will receive supported employment services is 2,500 in PY 2018 and 2,600 in PY 2019. It is also estimated that MVR will spend approximately \$6,870,000 in PY 2018 and \$7,145,000 in PY 2019 in Title I funds on supported employment services. These services will be provided through nonprofit, accredited CRPs.

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

MVR will provide supported employment services to youth with the most significant disabilities for up to 24 months and will extend, if necessary, should these services be needed to achieve an employment outcome. These services may include: job coaching, job supports (both on and off the job), guidance and counseling, retention services, resources for benefits counseling, information and referral, and employer consultation.

MVR will continue to work closely with the Missouri Department of Social Services MOHealthNet Division and the Department of Mental Health (DMH) Behavioral Health and Developmental Disabilities (DD) divisions to ensure that youth with the most significant disabilities are receiving extended services.

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.

MVR will work closely with the DMH DD division utilizing home and community-based waivers to increase supported employment and extended services for youth with the most significant disabilities.

O. STATE'S STRATEGIES

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

1. THE METHODS TO BE USED TO EXPAND AND IMPROVE SERVICES TO INDIVIDUALS WITH DISABILITIES.

All strategies identified to achieve goals and priorities, support innovation and expansion activities and overcome barriers to accessing the VR and the supported employment

programs in PYs 2018 and 2019 are listed below. The following strategies have been developed and reviewed by MVR and the State Rehabilitation Council:

Goal 1: Increase the number of employment outcomes for youth with disabilities.

Strategies

1. Develop joint training activities with MVR, school and CRP staff. Training will be focused on improving services and outcomes for students with disabilities.
2. Expand pre-employment transition services statewide.
3. Coordinate services with workforce development programs that target youth.
4. Expand IPS services to target youth with disabilities receiving services from DMH.
5. Provide opportunities for youth in identified workforce job-driven training programs and STEM degree/certificate programs.

Goal 2: Increase competitive integrated employment outcomes for individuals with autism spectrum disorder (ASD).

Strategies

1. Develop and maintain close working relationships with state and local partners (e.g., Department of Mental Health, WIOA partners, Centers for Independent Living, CRPs, etc.) to maximize resources and develop appropriate services and support systems.
2. Coordinate joint training activities for MVR counselors and direct services CRP staff to improve services and outcomes for clients with ASD.
3. Continue to develop capacity of regional specialists.
4. Expand specialized employment services for individuals with ASD.

Goal 3: Expand services for individuals with severe and persistent mental illness receiving Individual Placement and Support (IPS) services.

Strategies

1. Training staff on IPS evidence-based practices.
2. Training staff using Motivational Interviewing.
3. Collaborate with DMH BH on the implementation of evidence-based practices.
4. Increase the number and service capacity of IPS providers in the state.
5. Explore integration of evidence-based practices/fidelity into other CRP/MVR services.
6. Expand services to include youth with disabilities.

All of the above strategies will be used to expand and improve services to individuals with disabilities.

2. HOW A BROAD RANGE OF ASSISTIVE TECHNOLOGY SERVICES AND DEVICES
WILL BE PROVIDED TO INDIVIDUALS WITH DISABILITIES AT EACH STAGE OF THE
REHABILITATION PROCESS AND ON A STATEWIDE BASIS.

The following strategies will be utilized:

1. MVR will work jointly with CRPs and other partnering agencies, including WIOA partners, to develop and sponsor on-going training in rehabilitation technology services.
2. At any time during the rehabilitation process, MVR's statewide rehabilitation technology specialists will provide technical assistance to MVR counselors.
3. MVR has developed an ad hoc rehabilitation technology team to help clients meet their rehabilitation technology needs.
4. MVR staff will participate in activities, training programs and conferences sponsored by Missouri Assistive Technology.
5. MVR utilizes several rehabilitation technology projects, located at various Centers for Independent Living statewide, which have demonstration centers for exploring, reviewing and demonstrating various rehabilitation technology devices, services and resources.
6. The MVR assistant director of rural services will continue to work with the rehabilitation technology needs of farm operators with disabilities and consult with staff statewide.
7. MVR's director of deaf services will meet with all vocational rehabilitation counselors for the deaf biannually to discuss new strategies, resources and issues for deaf and hard of hearing clients.
8. MVR has an assistant director of deaf/hard of hearing services who will continue providing statewide support for staff with assistive technology services for clients with hearing impairments.

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.

1. MVR will recruit rehabilitation counselors from culturally diverse backgrounds to better serve individuals with significant disabilities from underserved populations.
2. MVR will utilize state-contracted interpreters to reduce communication barriers.
3. MVR will continue to translate brochures in Spanish for the Hispanic community.
4. MVR's diversity consultant will provide cultural diversity training to MVR staff and deliver training to each MVR office. In addition, the consultant will continue to lead the Diversity Team, which includes MVR and CRP staffs.
5. Utilize the strategies under Goal 2 as mentioned under section (o) above.

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 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) can be found under Goal 1, strategies 1 through 5 under section (o) above.

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING
COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE.

The specific strategies that will be used to improve CRPs can be found under Goal 1 strategy 1, Goal 2 with strategies 1 and 2, and Goal 3 with strategy 5 listed above in section (o). In addition, MVR and CRP staffs offer input on service delivery processes during partnering meetings and develop action plans to improve those processes. The CRP-MVR steering committee meets regularly to review progress on these processes, service delivery and to discuss current and future issues warranting attention. This effort, along with joint training activities, is beneficial to improving both the CRP and MVR programs.

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT
TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF
WIOA.

MVR is collaborating, cooperating and coordinating with WIOA partners to work on methods to align data systems, share referrals and determine common intake practices. It will review the performance of the state with respect to the performance accountability measures with WIOA partners to ensure measures are consistent throughout the core programs. Efforts will be directed at cross training to educate partner staff on each other's programs. MVR will be analyzing methods to work with partners on braided services among programs.

7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE
WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH
DISABILITIES.

MVR will continue to work with DWD, which provides the statewide workforce development system services through the Missouri Job Centers in 14 workforce regions. MVR has appointed a state liaison to collaborate with DWD, and MVR staff serves as active members on all 14 local workforce development boards.

Through Memoranda of Understanding, MVR is an important referral source from job center partners for individuals with disabilities. MVR counselors visit various Missouri Job Centers (both full service sites and satellites) frequently to provide services to consumers in a timely fashion. MVR will work with partners in learning what services are available and how to capitalize on resources and processes already in place.

MVR is working closely with all of the WIOA partners in order to provide the best services possible for consumers. MVR initiated the creation of a braiding services team, comprised of

WIOA core partners and other entities that serve individuals with disabilities, to develop methods and strategies to support collaboration between partner agencies, promote greater understanding of the services provided by each agency, and discover methods to avoid duplication of services. Many teams, consisting of members from all of the partner programs, are meeting and developing methods to meet individuals' needs.

8. HOW THE AGENCY'S STRATEGIES WILL BE USED TO:

A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;

MVR obtains input on goals and priorities from the comprehensive statewide assessment of need, which includes the SRC, public hearings and consumer satisfaction surveys. This information is given to the administrative and strategic teams to develop strategies. MVR utilizes a variety of teams to assist with the development and implementation of many of the strategies identified in this section. Team members include MVR staff, management, providers, former consumers and school personnel. Quality assurance reviews are also used to assess the progress of the strategies toward the targets. MVR's Management Team monitors outcomes and progress toward goals on a regular basis.

Goals, priorities and strategies were developed from the statewide assessment of need. Strategies to assist with improving services to clients and families with ASD were established. In addition, MVR will use Strategy 2 from Goal 2 as mentioned above in section (o).

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

MVR continues to support innovation and expansion activities through its commitment to growing the IPS model. MVR has implemented IPS services to help individuals with serious and persistent mental illness reach competitive employment. In partnership with the DMH BH, MVR has and continues to jointly fund the IPS state trainer to implement the fidelity IPS model. The trainer represents MVR's and the DMH BH's model of clinical integration.

MVR will utilize innovation and expansion funds to support activities of the Missouri State Rehabilitation Council and the Statewide Independent Living Council pursuant to 34 CFR section §361.35.

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.

MVR uses strategies identified in sections (o)(2)(3) and (8)(B) above to overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the state VR program and the state supported employment services program.

P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

Describe:

1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR

COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS.

Strategies that contributed to the achievement of or factors that impeded the achievement of the FY 2016 Goals and Priorities established by MVR and the State Rehabilitation Council were as follows:

Goal 1: Increase the number of employment outcomes for youth with disabilities.

Evaluation of Progress: Goal met.

The number of employment outcomes for youth with disabilities at the end of:

Fiscal Years: 2015: 1,753, 2016: 1,768

Strategies that contributed to the achievement of Goal 1:

1. Developed joint training activities with MVR, school and CRP staff. Training will be focused on improving services and outcomes for students with disabilities.
2. Expanded pre-employment transition services statewide.
3. Coordinated services with workforce development programs that target youth.
4. Expanded IPS services to target youth with disabilities receiving services from DMH.
5. Provided opportunities for youth in identified workforce job-driven training programs and STEM degree/certificate programs.

Goal 2: Increase competitive integrated employment outcomes for individuals with ASD.

Evaluation of Progress: Goal met.

The number of employment outcomes for individuals with ASD at the end of:

Fiscal Years: 2015: 292, 2016: 316

Strategies that contributed to the achievement of Goal 2:

1. Developed and maintained close working relationships with state and local partners (e.g., Department of Mental Health, WIOA partners, Centers for Independent Living, CRPs, etc.) to maximize resources and develop appropriate services and support systems.
2. Coordinated joint training activities for MVR counselors and direct services CRP staff to improve services and outcomes for clients with ASD.
3. Developed capacity of regional specialists.
4. Expanded specialized employment services for individuals with ASD.

Goal 3: Expand services for individuals with severe and persistent mental illness receiving Individual Placement and Support (IPS) services.

Evaluation of Progress: Goal met.

The number of individuals with severe and persistent mental illness receiving IPS service authorizations (open/closed) at the end of:

Fiscal Years: 2015: 1,200, 2016:1,529

Strategies that contributed to the achievement of Goal 3:

1. Trained staff on IPS evidence-based practices.
2. Trained staff using Motivational Interviewing.
3. Collaborated with DMH BH on the implementation of evidence-based practices.
4. Increased the number and service capacity of IPS providers in the state.
5. Explored integration of evidence-based practices/fidelity into other CRP/MVR services.
6. Expanded services to include youth with disabilities.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

All goals and priorities were met.

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.

FY 2016 Goals for the Supported Employment Program and strategies that contributed to the achievement of the goals were as follows:

Goal 1: Monitor and evaluate the new supported employment outcome-based model that was implemented FY 2013.

Evaluation of Progress: Goal met.

MVR has produced extensive work through the CRP-MVR steering committee team in order to maximize benefits for supported employment (SE), which includes the IPS services. MVR and the CRPs developed and implemented a new outcome-based SE model FY 2013. Statewide training for MVR and the CRPs was provided.

MVR also revised its cooperative agreement with CRPs to align with the new outcome-based model. This agreement includes service provision, authorization, billing, compliance and verification processes.

Goal 2: Research the efficiency and effectiveness of braided programs with Workforce Development.

Evaluation of Progress: Goal met.

MVR initiated the creation of a braiding services team, comprised of WIOA core partners and other entities that serve individuals with disabilities, to develop methods and strategies

to support collaboration between partner agencies, promote greater understanding of the services provided by each agency, and discover methods to avoid duplication of services.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

All goals and priorities were met.

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA.

At the time of this writing, data collection and submission under the new performance accountability indicators had only been required for the first quarter of the program year; therefore, insufficient information was available to accurately assess performance. Once a full year of data is available on the new measures, MVR will review the information to determine its performance under section 116 of WIOA. The most recent complete year of available data was FY 2016, in which MVR utilized standards and indicators as the measure of performance.

MVR met all federal standards and performance indicators.

Standard 1: EMPLOYMENT OUTCOMES

PERFORMANCE INDICATOR 1.1: The number of individuals exiting the Vocational Rehabilitation (VR) program who achieved an employment outcome during the current performance period compared to the number of individuals who exit the VR program after achieving an employment outcome during the previous performance period.

Required standard: Equal to or greater than previous year

FY 2015: 5,063 FY 2016: 5,170 Difference: +107

PERFORMANCE INDICATOR 1.2: Of all individuals who exit the VR program after receiving services, the percentage that are determined to have achieved an employment outcome.

Required Standard: 55.8% FY 2016: 60.1%

***PERFORMANCE INDICATOR 1.3:** Of all individuals determined to have achieved an employment outcome, the percentage who exits the VR program in competitive or self-employment with earnings equivalent to at least the minimum wage.

Required Standard: 72.6% FY 2016: 98.6%

***PERFORMANCE INDICATOR 1.4:** Of all individuals who exit the VR program in competitive or self-employment with earnings equivalent to at least the minimum wage, the percentage who are individuals with significant disabilities.

Required Standard: 62.4% FY 2016: 96.5%

***PERFORMANCE INDICATOR 1.5:** The average hourly earnings of all individuals who exit the VR program in competitive or self-employment with earnings levels equivalent to at least the minimum wage as a ratio to the state's average hourly earnings for all individuals in the state who are employed (as derived from the Bureau of Labor Statistics report, "State Average Annual Pay," for the most recent available year).

Required Standard: .52 FY 2016: .52

PERFORMANCE INDICATOR 1.6: Of all individuals who exit the VR program in competitive or self-employment with earnings equivalent to at least the minimum wage, the difference between the percentages who reported their own income as the largest single source of economic support at exit and the percentage that reported their own income as the largest single source of support at application.

Required Standard: 53% FY 2016: 65%

Standard 2: EQUAL ACCESS TO SERVICES

PERFORMANCE INDICATOR 2.1: The service rate for all individuals with disabilities from minority backgrounds as a ratio to the service rate for all non-minority individuals with disabilities.

Required Standard: .80 FY 2016: .93

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED.

MVR continues to support innovation and expansion activities through its commitment to growing the IPS model. MVR has implemented IPS services to help individuals with serious and persistent mental illness reach competitive employment. In partnership with DMH BH, MVR has and continues to jointly fund the IPS state trainer to implement the fidelity IPS model. The trainer represents MVR's and the DMH BH's model of clinical integration.

In 2017, MVR utilized Part B, Title I funds for the SRC and Part B, Title VII funds for the SILC quarterly meetings. These funds were primarily used to pay for council members' travel, meeting expenses and supplies.

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.

MVR maintains cooperative, written agreements with nonprofit, private CRPs to provide services on a fee-for-service basis. All supported employment fees authorized by MVR are a uniform, flat rate as recommended by the RSA 107 Monitoring Review.

Supported employment (SE) services for individuals with the most significant disabilities, including youth with the most significant disabilities, may include:

- discovery and exploration;
- job supports;
- survey of businesses and assurance of potential community-based exploration, assessments and work sites suited to the needs of the clients;

- analysis of all relevant job-related variables, (e.g., transportation, job restructuring, tax credit for employers, etc.);
- development of an internal advocacy system;
- provision of long-term, extended services support with the client or employer a minimum of twice per month; and
- customized employment for individuals and employers.

MVR is committed to providing greater access to SE services. The scope of SE services reaches throughout the state. All counties in Missouri are being served by CRPs that provide SE services.

MVR district offices meet with local CRPs to outline joint activities to assist mutual consumers reach employment outcomes. MVR and CRP staffs both offer input on service delivery processes during partnering meetings and develop action plans to improve those processes. Other collaborative activities involve joint training programs.

One of the methods that MVR uses to continuously improve SE services and the service delivery process is through the use of a strategic team. The CRP-MVR steering committee meets regularly to improve services, review feedback, monitor progress and to discuss current and future issues warranting attention.

MVR and the CRPs developed an outcome-based service model that emphasizes quality employment outcomes and retention.

DMH BH and MVR have been working to increase access to evidence-based supported employment, also known as IPS, for adults with serious mental illnesses who are interested in improving their work lives. Missouri has 21 Community Mental Health/Treatment Centers participating in this implementation collaborative. DMH and MVR are implementing IPS for youth with serious mental illnesses in four current sites.

To assist in determining the quality and effectiveness of SE services, MVR surveys its consumers. The 2017 Customer Satisfaction Survey results indicated that 98 percent of SE clients, who left services both successfully and unsuccessfully, felt MVR staff were available when needed and treated them with respect.

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES.

MVR can provide up to 24 months of community-based job training. During the provision of assessment, job development and job coaching, the need for services is reviewed in three month increments by the MVR counselor, the CRP and the SE consumer. Transitioning from supported employment to extended services occurs when the consumer requires job supports for 25 percent of the work time or less. In cases where consumers have serious and persistent mental illness, the 25 percent level does not apply. Instead, the benchmark is the successful achievement of goals and objectives as outlined in monthly progress reports.

CERTIFICATIONS

Name of designated State agency or designated State unit, as appropriate **Missouri Vocational Rehabilitation**

Name of designated State agency **Missouri Vocational Rehabilitation, Department of Elementary and Secondary Education**

Full Name of Authorized Representative: **C. Jeanne Loyd, Ed.D.**

Title of Authorized Representative: **Assistant Commissioner, Office of Adult Learning and Rehabilitation Services**

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 I 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

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 **Missouri Vocational Rehabilitation, Department of Elementary and Secondary Education**

Full Name of Authorized Representative: **C. Jeanne Loyd, Ed.D.**

Title of Authorized Representative: **Assistant Commissioner of the Office of Adult Learning and Rehabilitation Services**

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.

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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 **Missouri Vocational Rehabilitation, Department of Elementary and Secondary Education**

Full Name of Authorized Representative: **C. Jeanne Loyd, Ed.D.**

Title of Authorized Representative: **Assistant Commissioner of the Office of Adult Learning and Rehabilitation Services**

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 **No**

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,

LX. 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

LXI. 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:

LXII. 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

LXIII. AN INDIVIDUALIZED PLAN FOR EMPLOYMENT THAT MEETS THE REQUIREMENTS OF SECTION 102(B) OF THE REHABILITATION ACT, WHICH IS DEVELOPED AND UPDATED WITH TITLE I FUNDS, IN ACCORDANCE WITH SECTIONS 102(B)(3)(F) AND 606(B)(6)(C) AND (E) OF THE REHABILITATION ACT.

ADDITIONAL COMMENTS ON THE ASSURANCES FROM THE STATE

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION
(BLIND)

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

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

A. INPUT OF STATE REHABILITATION COUNCIL

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

1. INPUT PROVIDED BY THE STATE REHABILITATION COUNCIL, INCLUDING INPUT AND RECOMMENDATIONS ON THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, RECOMMENDATIONS FROM THE COUNCIL'S REPORT, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION, AND OTHER COUNCIL REPORTS THAT MAY HAVE BEEN DEVELOPED AS PART OF THE COUNCIL'S FUNCTIONS;

GENERAL RECOMMENDATIONS: The State Rehabilitation Council for the Blind (SRC) provided the following general recommendations during meetings in FY 2016-2017:

1. The SRC recommended RSB have a presence on social media, particularly Facebook.

RSB Response: The Department of Social Services has created a Facebook page. RSB information and activities are now posted on the Departments page.

2. The SRC discussed public attendance at public forums and decided to continue to have a phone conference line available for those unable to travel.

RSB Response: RSB agrees with the importance of providing access to the public forms associated with council meetings. RSB continues to provide a phone conference line for individuals unable to travel.

3. The council recommended continuing to have guest speakers at each public meeting to present information relevant to client services.

RSB Response: RSB agrees that guest speakers help encourage public attendance and will continue to help coordinate those presentations.

4. RSB is getting a new case management system. The SRC expressed concern that the new system is accessible prior to installing.

RSB Response: RSB is purchasing the AWARE system. This system has been installed in 38 agencies. RSB contacted Blind Agencies using the software and was assured it is accessible to screen reading and speech recognition software. The contract requires accessibility with screen reading, speech and magnification software. A testing team has been created to test accessibility prior to going live.

5. Significant updates were made to the VR policy manual for WIOA compliance. The SRC reviewed and approved the changes.

RSB response: The manual changes were made in cooperation with the SRC. The SRC approved all changes. There were no public comments on the changes during the public comment period. All changes have been implemented.

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

See section (a)(1)

3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

The agency did not reject any of the Council's input or recommendations.

B. REQUEST FOR WAIVER OF STATEWIDENESS

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. A LOCAL PUBLIC AGENCY WILL PROVIDE THE NON-FEDERAL SHARE OF COSTS ASSOCIATED WITH THE SERVICES TO BE PROVIDED IN ACCORDANCE WITH THE WAIVER REQUEST;

This agency has not requested a waiver of statewideness.

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

This agency has not requested a waiver of statewideness.

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 agency has not requested a waiver of statewideness.

C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM.

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

Rehabilitation Services for the Blind (RSB) works closely with a wide variety of agencies and programs in coordinating the provision of vocational rehabilitation and client support services. Some of these relationships have been agreed to in written cooperative agreements, such as those with the 22 State Independent Living Centers that spells out referral procedures, coordination of services, and the technical assistance available from both entities; and the Missouri School for the Blind, which provides for joint referral and service coordination.

RSB has partnered with Lighthouse for the Blind and Alphapointe Association for the Blind through a contractual relationship to provide intensive specialized prevocational skills training to youth with disabilities who are blind or visually impaired. Lighthouse for the Blind's summer program delivers a residential program for students who plan to live independently and seek competitive integrated employment or attend a vocational training program or college upon graduation from high school. Alphapointe offers an eight—week program providing competitive work experience to high—school age youth. The goal is to provide each consumer with a foundation for the school—to—work transition, to enable each to practice personal independence through work and goal—setting experiences, and to afford an opportunity for community involvement. This program includes vocational exploration; identifying preferences, interests, and abilities with regard to work; and learning about work related behaviors and self—advocacy. Clients participate in general orientation during the first week of the program. The remaining seven weeks they spend on the job. Short—term job coaching may be provided to assist in orienting the consumers to the particular job site. Consumers receive an hourly wage during their placement at a job site. Involvement in this program is intended to increase a consumer's career awareness, build marketable vocational skills, and support a healthy self—image.

Other relationships such as those with community rehabilitation programs are spelled out in State required contracts for service provision. These specify the services to be provided, their duration, costs, and reporting and billing requirements. Still others are predicated on working relationships for coordination of support services based on individual client need at the local level, such as transportation, housing, recreation, supported employment extended services provided through the Department of Mental Health Regional Offices for individuals with developmental disabilities and Senate Bill 40 Boards (County Developmental Disability Services), and other local agencies involved in provision of

physical and mental rehabilitation. RSB does not participate in any state use contracting programs.

A description of RSB services and procedures for referral from the Family Support Division is specified in their Income Maintenance manual and, similarly, RSB policy requires referral of clients to the Family Support Division for determination of eligibility for Supplemental Aid to the Blind or Blind Pension. There are also referral procedures to/from the state—funded Prevention of Blindness Program for ophthalmologic services, as well as the Business Enterprise Program (BEP) for vocational rehabilitation services and training in order to qualify for employment as a Randolph—Sheppard vendor.

Missouri Assistive Technology (MoAT) is the state agency that carries out activities under section 4 of the Assistive Technology Act of 1998. RSB and MoAT collaborate to jointly serve eligible individuals and ensure maximum statewide utilization of services, expertise and knowledge within each agency and avoid duplication of services. MoAT does have representation on the SRC to assist in the coordination of activities. RSB has developed a Guide for Self—Employment for use by both clients and staff in the provision of services for individuals with the vocational goal of self—employment. Included is information to aid clients in making connections to programs that provide assistance in starting or operating a business. The United States Department of Agriculture’s (USDA) Rural Business and Cooperative Development Service in Missouri is one of the organizations listed. Included is information on USDA grants, loans, loan guarantees, and technical skill assistance provided through the Business and Industry Loan program aimed at encouraging development in rural areas in order to create or preserve employment opportunities there, and the Technical Assistance program aimed at assisting the individual, business, and community by dissemination and promotion of technical skills, people skills and personal skills knowledge. RSB has also developed a contractual relationship with the Missouri AgrAbility Project, a Cooperative Extension Service through the University of Missouri, Columbia, administered by the USDA, to assist people with disabilities employed in agriculture by providing training, site visits, on—farm assessments, technical assistance, and agriculture based education.

RSB works cooperatively with Small Business Administration’s Small Business Development Centers. Consultants with the Centers lend their expertise to RSB staff and clients in development of proposed business plans. They analyze cash flow and sales projections to determine probability of success of the proposed business and provide recommendations to lenders for funding of plans deemed feasible.

RSB is a Partner Organization with the Starkloff Disability Institute’s “The Next Big Step” program. Through this program, Starkloff Disability Institute has partnered with “Role Model Companies” and “Partner Organizations” to help the Role Model Companies find disabled job candidates through Partner Organizations whom they can hire, retain and promote.

The Hyatt St. Louis Regency Hands—On Training Program is a two week (100 hour), hands—on reality based vocational training and placement program for VR eligible individuals with disabilities. Services include hospitality and employability skills training, job coaching and potential placement assistance. The departments available for the skill training included: Culinary Arts, Housekeeping, Laundry, Banquet Set Up, Engineering/Maintenance, Receiving/Storeroom, Clerk, Cafeteria Attendant, Front Desk

Clerk, and PBX Operator. Trainees are temporary employees of Hyatt and receive a minimum wage salary while enrolled in the two week course. Graduates receive certificates of completion and limited placement assistance. The program is a partnership between Hands—On Education, Hyatt, MVR, RSB, and St. Louis area school districts and transition teams. Program participation is targeted towards transition clients age 18 or older interested in working in the culinary or hospitality field.

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

See section (c)(1)

3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE UNITED STATES DEPARTMENT OF AGRICULTURE;

See section (c)(1)

4. NONEDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

See section (c)(1)

5. STATE USE CONTRACTING PROGRAMS.

See section (c)(1)

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.

Outreach:

The Missouri Department of Elementary and Secondary Education (DESE) and RSB have developed and implemented a joint referral process for local education agencies and RSB as required by 162.1139 Revised Statutes of Missouri for all children identified as visually impaired. The DESE State Plan for Special Education requires that school districts discuss RSB services annually at each student's Individualized Educational Program meeting. RSB staff must refer any client that is not served through an IEP to the Division of Special Education with the parent's consent. The Office of Special Education provides guidance documents and a referral form available online to the local education agencies for this process. RSB continues to offer local administrators of special education (LASE) and the DESE Missouri Blind Task group presentations on RSB transition services at their meetings.

Missouri Interagency Transition Team (MITT)

The Missouri Interagency Transition Team (MITT) was formed through the Office of Special Education to promote interagency collaboration in Missouri at the state level by establishing a group vision for improving outcomes for young adults with disabilities. MITT consists of diverse state—level members, including RSB, that meet quarterly to share resources, develop goals and promote activities to improve transition education, pre—employment transition services, and post—secondary outcomes.

Blind Task Force (House Bill 401):

House Bill 401, signed into law in July 1999, added new requirements to existing Missouri statutes. These statutes changed RSB’s policies and procedures for coordination with the Department of Elementary and Secondary Education on the transition of students with disabilities from receipt of educational services to receipt of vocational rehabilitation services, including pre—employment transition services. The requirements are as follows:

- Establishment of a task force on blind student academic and vocational performance to "develop goals and objectives to guide the improvement of...transition from school to work, rehabilitation services, independent living, and employment outcomes for eligible students." Members are appointed by the Commissioner of Education in cooperation with the Director of the Department of Social Services (RSB’s parent agency). Membership is comprised of parents, students, teachers of the visually impaired, a public school special education administrator, a public school building principal who supervises instruction of students who are visually impaired, an employer of persons who are visually impaired, an orientation and mobility specialist, a representative from a university special educator training program, one representative each from the Missouri Council of the Blind and National Federation of the Blind of Missouri, a representative from the Department of Elementary and Secondary Education, a representative from the Missouri School for the Blind, a representative of the Department of Social Services, and a representative from RSB.

RSB worked as an active partner with the Blind Task Force, coordinating the 2015 Vision Summit for Parents and Educators of Children with Visual Impairment/Blindness. The one day event was host to over 125 parents, professionals, educators, and students. Topics focused on the provision of appropriate education services, accommodations, and pre—employment transition services for students who are blind or visually impaired.

- The creation of a "Blindness Skills Specialist" position at each of the nine DESE Regional Professional Development Centers. Responsibilities of these individuals include coordination of "services available from other entities who serve eligible students." DESE has contracted with three specialists, one located at Truman State University in Kirksville, MO, and two located at Missouri State University in Springfield, MO.
- Submission of an annual report from the Department of Elementary and Secondary Education to the Missouri Legislature. The report is to include the number of students with visual impairments receiving special education services who: 1) receive transition planning services with the cooperation of RSB as part of their Individual Education Plan; and 2) are referred to RSB.
- Establishment of a joint referral system between the Division of Special Education in the Department of Elementary and Secondary Education and RSB.

Interagency Cooperative Agreement:

During FFY 2014 the Office of Adult Learning and Rehabilitation Services (Vocational Rehabilitation) and Rehabilitation Services for the Blind updated an interagency cooperative agreement for transition services with the Office of Special Education and Office of Career Readiness, which outlines plans, policies, procedures, and financial responsibility of each agency for the coordination of transition services to students with disabilities. The agreement, developed in accordance with IDEA and the Rehabilitation Act of 1973 as amended, includes the following:

1. RSB to provide consultation and technical assistance to local and state educational staff in planning for the transition of students with disabilities from school to post school activities, including vocational rehabilitation services;
2. Transition planning by RSB staff and the educational agency that facilitates development of and completion of their individualized education programs in accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA);
3. Roles and responsibilities, including financial responsibilities of each agency and provisions for determining state lead agencies and qualified personnel responsible for transition services; and,
4. Procedures for outreach and identification of students with disabilities who are in need of transition services.

The agreement contains guidance on the primary source of service provision including the educational agencies' financial responsibility in accordance with IDEA and RSB's agreement to pay for employment related transition services provided in accordance with the Rehabilitation Act as amended for vocational rehabilitation services beyond the scope of IDEA.

In addition, the agreement provides the means to ensure joint planning of individualized educational plans and individualized plans for employment and includes the opportunity that students may receive "for credit" work experiences through the Cooperative Work Experience Program.

Missouri Connections:

Missouri Connections is a web—based career exploration tool for:

- self—awareness assessment
- career assessment and awareness
- educational and occupational exploration
- postsecondary planning
- career preparation and management
- job placement

Missouri Connections provides interactive career exploration features, information on educational options and degree choices after high school, and administrative options for schools to upload course lists and customized career plans of study. Sponsored by DESE and the Department of Economic Development (DED), Missouri Connections is free of charge to

students, parents, guidance counselors, educators, and job seekers. Through Missouri Connections, the Division of Workforce Development, under DED, Department of Higher Education, RSB and other WIOA core partners and local school districts can utilize the same career planning tool with their clients/students.

Transition Handbook for the Cooperative Work Experience Program:

A Transition Handbook for the Cooperative Work Experience Program, jointly developed by the Division of Vocational Rehabilitation, Department of Elementary and Secondary Education and RSB staff, provides policy guidance on transition services. The handbook is available on the DESE website.

Transition Brochure:

A brochure on transition services that was jointly developed by staff of the Division of Vocational Rehabilitation, Department of Elementary and Secondary Education (DESE) and RSB is available on DESE's website. It provides a single source for an overview of the technical assistance, consultation, and transition services that are available from the two State vocational rehabilitation agencies. The target audience includes students, parents, school personnel, and community organizations that might be in contact with individuals who could potentially benefit from vocational rehabilitation services.

RSB Vocational Rehabilitation Transition Policy:

RSB has modified procedures for the provision of services to youth in transition and students in transition to be consistent with WIOA requirements and amendments to the Rehabilitation Act of 1973. This includes the provision of pre—employment transition services to students in transition, which may be provided by our Children's Specialist to students potentially eligible for VR services. Changes also include a 90 day timeframe for development of an Individualized Plan for Employment after the date of eligibility determination, unless RSB and the eligible individual agree to an extension.

Cooperative Agreements with Institutions of Higher Education:

In compliance with the regulations implementing the Vocational Rehabilitation Act Amendments of 1998, RSB, with the cooperation of the Division of Vocational Rehabilitation, has developed an interagency agreement for all of Missouri's public institutions of higher education (IHES). This agreement spells out the financial, support and other responsibilities that are required by the regulations for each party in supporting the post—secondary education of persons with disabilities.

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;

See section (d)(1)

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

See section (d)(1)

C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

See section (d)(1)

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

See section (d)(1)

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.

Personal Vocational Adjustment Services

Rehabilitation Services for the Blind (RSB) uses the state contracting and procurement processes with private non—profit vocational rehabilitation service providers for the provision of comprehensive assessment of personal vocational adjustment skills, and training in those skills. This document also contains the fee for service price the provider will charge for services offered.

The center based vocational rehabilitation services provided by these vendors are specifically designed to meet the training needs of individuals who are blind and visually impaired and include instruction in Braille, orientation and mobility, and the use of software for speech access or enlargement of visual outputs for computer systems.

Agreements for the provision of center based vocational rehabilitation services exist with the following vendors:

Alphapointe Association for the Blind, Kansas City, Missouri

Blindness: Learning in New Dimensions, Inc., [BLIND, Inc.] Minneapolis, Minnesota

Colorado Center for the Blind, Littleton, Colorado

Louisiana Center for the Blind, Inc., Ruston, Louisiana

World Services for the Blind, Little Rock, Arkansas

Rehabilitation Teaching Services

The state contracting and procurement processes have also been used to establish an agreement between RSB and the St. Louis Society for the Blind for the provision of itinerant training in activities of daily living, braille and orientation and mobility.

Rehabilitation Engineering/Braille Instruction/Orientation and Mobility

RSB uses the state contracting procurement processes to establish agreements with individuals and/or community resources such as centers for independent living to obtain rehabilitation engineering, braille instruction and orientation and mobility services.

Supported Employment Services

RSB uses the state contracting procurement processes to establish agreements with Supported Employment Service Providers. Additional information on this is contained in State Plan section f “Arrangements and Cooperative Agreements for the Provision of Support Employment Services”.

Other Services

RSB utilizes the Expenditure Registration System ERS101 “authorization for services” process to provide other client specific rehabilitation services such as vocational evaluation, employee development, vocational skill training, and job search skill training through non—profit rehabilitation service providers.

F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

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

Rehabilitation Services for the Blind (RSB) uses state contracting and procurement processes, including formal requests for proposals (RFP’s), to develop service agreements in order to provide supported employment services to clients. These contracts spell out the responsibilities of both the contractor and RSB in the referral of clients and the provision of services, the services that each contractor agrees to provide, and the cost of those services.

The contract specifies that the supported employment service provider is responsible for arranging for extended services, including natural supports. RSB assists the supported employment service provider in the development of natural supports away from the worksite and assists in locating funding for extended services when a resource is not readily available through the contractor. RSB may provide extended services for youth with the most significant disabilities for a period not to exceed 4 years.

The contract agreement for supported employment services serves as the cooperative agreement document between RSB and supported employment service providers and includes a statement to that effect.

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 Rehabilitation Act of 1973, as amended (Rehabilitation Act), provides states with considerable flexibility in the organization of the agency or agencies responsible for the administration of the vocational rehabilitation (VR) program. States may choose to designate one agency to provide VR services to persons with all types of disabilities (known as a “combined” agency), or two distinct agencies, one to serve individuals who are blind and visually impaired and another to serve individuals with all other disabilities (known as “blind” and “general” agencies, respectively) (section 101(a)(2) of the Rehabilitation Act). Missouri is fortunate to be one of 24 states that have both a general VR agency (Missouri Vocational Rehabilitation—General) and services for the blind VR agency (Rehabilitation Services for the Blind) as core and equal partners for the vocational rehabilitation program. Research indicates that separate blind agencies, when compared to general/combined agencies, show higher quality services specific to the population, resulting in better trained clients ready for the 21st century workforce, higher competitive placement rates, and higher incomes at closure leading toward self—sufficiency for those individuals. This organizational structure provides greater effectiveness and efficiency in working with clients and employers in the provision of vocational rehabilitation services and meeting the vision and requirements of WIOA.

RSB works with employers through a variety of activities at the local level to identify competitive integrated employment and career exploration opportunities to facilitate the provision of VR services and transition services, including transition services for youth and pre—employment transition services. District offices engage in outreach activities meeting directly with employers to identify employment needs and educate employers about the services RSB can offer for existing and new employees. Each district office and the Prevention of Blindness program have a tonometer to screen for the early signs of glaucoma as a service to employers and to promote VR services. Outreach activities are extended to employer health fairs, job fairs, chamber of commerce events, and participating in local Workforce Development Boards. RSB has developed relationships with several employers across the state communicating directly with HR staff on employment needs, identify customized employment opportunities, and provide disability/blindness awareness and sensitivity training. Outreach activities have resulted in competitive integrated employment outcomes and work experience opportunities, both paid and unpaid, for youth and students with disabilities and adult clients.

RSB has one Job Development Specialist that works directly with employers to develop relationships and identify clients from various offices to meet employer needs. This position serves on several committees including the St. Louis Deafblind Taskforce, St. Louis County Disability Resource Committee, Employment Liaison Committee, Employment Working Group for Immigrants and refugees, St. Louis Transition Council, St. Louis Special School District Agency Collaborative, and the Urban League. This position receives and distributes job postings to VR staff and assists clients in the development of business plans required for self—employment vocational goals.

RSB participates in the National Employment Team (NET), a one—company approach to serving a variety of businesses through the national network of VR programs. The NET’s vision is to create a coordinated approach to serving business customers through a national VR team that specializes in employer development, business consulting and corporate relations. The NET supports a dual customer base, meeting the employment needs of qualified applicants and support services provided by the VR program. This offers VR

agencies a national system for sharing employment resources, best practices, and provides business connections. The point of contact from each VR agency is invited to participate in phone conferences to learn more about a specific company's business, their hiring needs and trends, discuss accessibility and accommodations, and their success with VR services in other states. The result is that businesses have a direct access to a pool of qualified applicants and the support services offered by RSB, and RSB clients have access to national and local employment opportunities and career development resources.

The Talent Acquisition Portal (TAP) was built for VR and businesses to work together for the success of hiring individuals with ABILITIES. TAP is an online system, which includes both a national talent pool of Vocational Rehabilitation (VR) candidates looking for employment and a job posting system for businesses looking to hire individuals with disabilities. TAP is led by the Council of State Administrators of Vocational Rehabilitation and the National Employment Team (NET) in partnership with disABLEDperson, Inc., and TAP is supported by the NET, which includes VR Business Consultants in every state, the territories and D.C. who can partner and can provide support services to businesses at the national, state and local level.

TAP services to businesses includes:

- Post Jobs that will reach all 80 Agencies in 50 States, Territories, and DC
- Voluntary Self—Disclosure of Candidates
- Résumé searching and Geographic Availability of Candidates • Job Reporting Metrics
- Compliance Reports
- Preliminary Interview Capability
- Online Job Fairs • Printable Transcripts
- Partnership opportunities through The NET
- Manual or Automated Job Postings through their API

Every RSB counselor and district supervisor has access to TAP and can invite any VR client to enter their information into the system. Counselors can help the client enter information, edit résumés, and send job leads to clients.

RSB's clients are able to access jobs.mo.gov, a web—based employment resource for clients and employers maintained by the Division of Workforce Development. This site offers clients career planning and job exploration, self—assessment, and wage and trend data to analyze careers, trends and growing occupations in Missouri. Clients are able to search for job orders and referral information from employers for job openings that meet their qualifications. Clients can access other job portals through this system, expanding the search outside of Missouri. Employers can also perform a job search for available applicants that match the skills for their specific employment needs and can access information on incentives, business resources, and recruitment.

RSB has formal contract agreements with community rehabilitation providers to work with employers and assist clients with job search, job placement and customized employment opportunities. Other services include work based learning experiences, task analysis, and

job coaching when needed. RSB contracts with Alphapointe Association for the Blind for an eight—week Summer Transition Employment Program (STEP) providing competitive work experience to high—school age youth. The goal is to provide each consumer with a foundation for the school—to—work transition, to enable each to practice personal independence through work and goal—setting experiences, and to afford an opportunity for community involvement. This program includes vocational exploration; identifying preferences, interests, and abilities with regard to work; and learning about work related behaviors and self—advocacy. Consumers participate in general orientation during the first week of the program. The remaining seven weeks they spend on the job. Short—term job coaching may be provided to assist in orienting the consumers to the particular job site. Consumers receive an hourly wage during their placement at a job site. Involvement in this program is intended to increase a consumer’s career awareness, build marketable vocational skills, and support a healthy self—image.

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

See section (g)(1)

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 Missouri Department of Mental Health (DMH) is the state agency responsible for the provision of services to individuals with developmental disabilities and for providing mental health services. RSB collaborates with DMH to develop employment opportunities for community—based employment in integrated settings for eligible clients.

DMH currently administers five Medicaid Home and Community Based (HCB) Waiver programs delivering employment supports and services for individuals with intellectual or other developmental disabilities. The five waivers are the Comprehensive Waiver; Missouri Children with Developmental Disabilities Waiver (MOCDD or Sarah Jian Lopez Waiver); Support Waiver; Partnership for Hope; and Autism Waiver. The partnership with DMH has resulted in a referral process between agencies that maximizes the availability of services to individuals with the most significant disabilities. A description of services available under each waiver can be found at <http://dmh.mo.gov/dd/progs/waiver/services.html>.

Division of Developmental Disabilities has a statewide employment initiative, Employment First, for working age citizens with disabilities. Employment services include job preparation, job discovery, and community employment in a competitive integrated work setting that may include ongoing supports. The Division of Behavioral Health provides employment services to individuals with mental illnesses, histories of substance abuse, and/or criminal backgrounds. Clinical and vocational employment services are integrated through state—wide partnerships to help individuals who are interested in employment participate in the competitive labor market with the appropriate level of supports and

services to be successful. RSB will continue to partner and collaborate with DMH programs in the delivery of employment services.

Mo HealthNet administers the Medicaid program in Missouri, and reports to the Department of Social Services along with Rehabilitation Services for the Blind. This organizational structure affords RSB access to Medicaid eligibility and services in the utilization of comparable services and benefits. Mo HealthNet coverage is automatically available to recipients of the Missouri Supplemental Aid to the Blind (SAB) and Blind Pension (BP) programs. RSB receives monthly referrals for all individuals who have applied and been found eligible for SAB or BP.

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

See section (h)(1)

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

See section (h)(1)

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;

Each state fiscal year, during the preparation of the funding request for the next fiscal year, Rehabilitation Services for the Blind (RSB) studies personnel needs over the preceding two—year period to determine turnover rate. The number of staff employed by the State agency in the provision of vocational rehabilitation services in relation to the number of individuals served, broken down by personnel category, is reviewed. Projections are made of the number of personnel, by category, which will be needed by the State agency to provide vocational rehabilitation services in the State in five years based on projections of the number of individuals to be served, including individuals with severe disabilities, the number of personnel expected to retire or leave the field, and other relevant factors. Both supervisory and administrative staff have input into the process.

RSB has a total of 102 budgeted full time equivalent (FTE) staff positions. The following positions included in the FTEs are directly involved in providing services to individuals in

the VR program: 18 Vocational Rehabilitation Counselors (VRCs); 17 Rehabilitation Teachers; 6 Orientation and Mobility Specialists; 1 Job Development Specialist; 6 District Supervisors; 7 Clerical Supervisors; 5 Business Enterprise Area Supervisors; 3 Children's Specialists; and 15 Rehabilitation Assistants. There are additionally 16 administrative and management staff in various positions at the central office in Jefferson City.

All of the named positions above are directly involved in providing services to individuals with disabilities. During FFY 2016, 1555 persons had an open VR case with RSB, resulting in an average of 86 cases per counselor. During FY 2017 1517 persons had an open VR case, resulting in an average of 84 cases per counselor. At the current rate of applications, no increase in the number of VRC positions is envisioned at this time.

Based on historical data, RSB anticipates that approximately two VRCs, two Rehabilitation Teachers and three Rehabilitation Assistants will need to be replaced due to retirements, employment terminations and other causes on an annual basis. The remaining categories of employees average less than one termination per year. The total number of new staff projected to be needed during the five—year period is:

Vocational Rehabilitation Counselors = 10

Rehabilitation Teachers = 10

Rehabilitation Assistants = 15

Orientation and Mobility Specialists = 2

District Supervisors = 1

Clerical Supervisors = 2

BEP Area Supervisors = 2

Children's Specialists = 1

Administrative Staff = 3

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

See section (i)(1)(A)(i)

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.

See section (i)(1)(A)(i)

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 is one graduate rehabilitation counselor training program in Missouri. In September 1999 Maryville University in St. Louis began offering a masters level degree program in rehabilitation counseling. Graduates of this program are ready to take the Certified Rehabilitation Counselor (CRC) test and also the Licensed Professional Counselor (LPC) test upon graduation. The program had 43 students enrolled during the fall 2015 semester and 8 students graduated in spring 2015. RSB will continue to work closely with Maryville University to recruit and hire potential graduates.

Maryville University and the University of Central Missouri (UCM) also possess undergraduate curricula in rehabilitation. Missouri State University (MSU) offers a Graduate Certificate in Orientation and Mobility available to non—degree seeking individuals or as a component of the Master’s degree in Special Education, Visual Impairment emphasis. The Orientation and Mobility certification is designed to meet regional needs and is aligned to the standards set by AER and ACVREP.

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

See section (i)(1)(B)(i)

iii. the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

See section (i)(1)(B)(i)

2. PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

The issue of shortage of qualified personnel specifically trained in rehabilitation counseling will be a concern regardless of a change in the personnel standards. Missouri DVR reports employing 144 Rehabilitation Counselors; RSB employs 18. With only one program for rehabilitation counselor preparation in the state, an insufficient number of in—state graduates will be available to meet the foreseeable future needs of public rehabilitation agencies in the state, even if every graduate of the program went to work for a public rehabilitation agency. This necessitates widening RSB’s recruiting focus to include graduates from other rehabilitation programs throughout the country, as well as graduates in other disciplines. RSB does anticipate being able to hire Master’s level staff who have counseling, psychology or social work degrees as there are a number of university programs in the State that offer those degrees.

In order to meet the need for qualified personnel, RSB has developed a plan to present employment opportunities at RSB to a wider audience. Some of the components of that plan are:

- a. Continue to utilize the system of recruitment established by the Missouri State Division of Personnel. This system provides access to Merit System job descriptions and data regarding application for employment with the State of Missouri. The Division of Personnel maintains lists of eligible applicants for contact when a vacancy exists. These job descriptions and notices of vacancies can be found on—line at the Missouri State Government website.
- b. Send vacancy announcements and job descriptions to colleges and universities throughout the country that offer academic programs in rehabilitation counseling, teaching, orientation and mobility; to other public and private rehabilitation agencies; and to consumer organizations within the State of Missouri.
- c. Post announcements of RSB job opportunities on Internet—based job lists, including National Council of State Agencies for the Blind (NCSAB), Rehabnet, National Orientation and Mobility Certification (NOMC), Orientation and Mobility Listserv, Rehabilitation Counselor Listserv, NFB Missouri Listserv, MCB's Mo—Blind Listserv, and Special Education Exchange.
- d. All of RSB's recruiting efforts listed in a—c above emphasize the importance of locating, interviewing and employing individuals who are from minority backgrounds or who have a disability. All of the colleges and universities with a rehabilitation counseling curriculum in Missouri, Kansas, Iowa, Arkansas and Illinois give preference to students who are from minority backgrounds or who have a disability.

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

The Missouri Merit System qualifications for all RSB counselor positions are the highest standard in the state consistent with RSMO 337. All of RSB's counseling staff meets the existing standards. These current requirements include possession of a Master's Degree from an accredited school of rehabilitation counseling, counseling, counseling and guidance, clinical psychology, counseling psychology, or social work (Possession of a current Certified Rehabilitation Counselor [CRC] certification issued by the Commission on Rehabilitation Counselor Certification will substitute for possession of Master's Degree). The Missouri Merit System provides a competitive examination process for recruitment and retention of a qualified workforce and governs the appointment, promotion, transfer, layoff, removal, and discipline of employees. To be considered for employment in accordance with state personnel requirements, applicants must meet the established Merit System personnel qualifications and be placed on a register for the specific job classification. Office of Administration, Division of Personnel maintains the register of eligible names that may be considered for new hires.

All of RSB's counseling staff currently possesses a Master's Degree in rehabilitation, counseling, social work or a related discipline. Graduate programs are available in the accepted disciplines at universities within 30 miles of every RSB district office. RSB will utilize Technical Assistance and Continuing Education Program (formerly known as Rehabilitation Continuing Education Program) funding to assist staff in obtaining Master's degrees in Rehabilitation Counseling or a related discipline. RSB coordinates with institutions of higher education including University of Missouri, Missouri State University, University of Central Missouri, and the University of Arkansas to reach out and attract students from acceptable fields of education.

RSB will continue to coordinate with institutions offering graduate education in rehabilitation or related areas to ensure that classes are readily available, either in traditional programs or through use of the Internet and other non—traditional methodologies.

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.

See section (i)(3)(A)

4. STAFF DEVELOPMENT.

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

A. SYSTEM OF STAFF DEVELOPMENT

a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

RSB supports the attendance of staff members in graduate programs that would meet the criteria established in the standards, i.e., degrees in rehabilitation counseling, education counseling, social work or clinical psychology.

In addition to the academic training referenced above, RSB provides the following opportunities for staff to attain/retain expertise in their profession:

a. RSB has developed and maintains a training curriculum for all new personnel so that they are provided with the basic information needed to perform their jobs. This session includes training on:

- The Rehabilitation Act Amendments of 1998
- Regulations implementing the Rehabilitation Act Amendments
- Current research

- The Workforce Innovation and Opportunity Act
- Informed choice
- Department of Social Services required staff training, such as Civil Rights and Cultural Diversity, HIPAA Privacy, HIPAA Security
- Diseases of the eye
- The rehabilitation process, including assessment, rehabilitation counseling and job development/placement
- RSB programs and policies
- Client Assistance Program
- Supported Employment, Self
- Employment, Vocational Evaluation, and Placement manuals
- Use of System 7 Electronic Case Management System

b. RSB participates in a system of supervisory training for new district office personnel. The district supervisor and clerk IV in each office provide a systematic orientation and training curriculum to new staff so that they can learn background information necessary to the area in which they will be employed and the clients they will serve.

c. RSB assigns an experienced vocational rehabilitation counselor to each new counselor to act as a mentor during their probationary period. This counselor is available to provide advice, on—the—job training in specific competencies, and guidance to the new counselor in their adjustment to RSB and the VR process. Other counselors provide peer support in assisting the new counselor in achieving a level of understanding and skills acquisition of the VR process. Central Office provides additional training to staff as necessary and as requested by local offices.

d. In addition to the above, when changes occur in legislation or regulation that effect the service delivery systems, staff are provided with training in order to implement the necessary changes.

e. RSB annually provides training opportunities for staff in topics applicable to job performance.

f. Upon their request, RSB allows rehabilitation technology and engineering vendors to conduct seminars in emerging technology and software items at district offices.

g. As a result of RSB's Quality Assurance Initiative, the RSB Counselor Academy was developed. The RSB Counselor Academy addresses both new orientation and developmental training for vocational rehabilitation counselors and district supervisors. One component of the RSB Counselor Academy is specific training in Motivational Interviewing. Motivational Interviewing provides additional resources to field staff working with individuals to facilitate changing behaviors, ultimately leading to a successful employment outcome. RSB has placed the MI training via scenarios on DVD onto the agency intranet through the training application called the Employee Learning Center to allow for self—paced learning. Other sessions have focused on Comprehensive Assessment, IPE

Development, the Self—Employment Resource Guide and Small Business Plans, and AgrAbility. RSB continued its Counselor Academy series of trainings in FFY 2015. The first day of the two day training was provided to both Vocational Rehabilitation Counselors and Rehabilitation Teachers. The staff received training on various eye diseases including diabetes, the resultant functional limitations and effects on the clients' overall health, eye condition, and ability to work. Other sessions included training on techniques for using low vision aids as well as a session on the Unified English Braille code. Counselor specific training focused on an introduction to the Workforce Innovation and Opportunities Act (WIOA) and a session on Transition. In addition, additional training was provided to staff on how to read profit and loss statements when working with clients seeking to start their own small business.

h. RSB annually supports staff attendance at conferences, webinars and seminars to the extent possible in order to broaden the scope of knowledge available to the staff. Some examples that we have attended or plan to attend include:

- Missouri Assistive Technology (MoAT) Power
- Up Conference
- Missouri Assistive Technology Wireless Pilot Training
- Missouri Assistive Technology Community Forum
- Business Enterprise Program national and regional conferences
- Monthly SSA claim reimbursement All VR Call
- RSA hosted and sponsored national conferences
- National Federation of the Blind annual state conference
- Missouri Council of the Blind annual state conference
- Missouri School Counselor Association
- Ethics Training
- Section 504 and Students with Disabilities
- Special Education Law
- Association for Education and Rehabilitation conferences
- RSB CM System 7 Training
- Agricultural Assistive Technology Training
- MACRT
- National Advisory Disability Committee
- Centene Corp
- Children's Vision Summit
- Visiting Counselor Days — WSB

- Plan for Achieving Self—Support (PASS) Basics (webinar)
- Business Leadership and Superior Training
- Progressive Employment Webinar
- Deafblind Awareness Training
- Interviewing for Success
- Helen Keller National Center training opportunities
- WIOA webinars and conferences

i. RSB receives many periodicals regarding rehabilitation subjects. All publications are available to staff upon request, including:

- “The Vendorscope,” a publication of the Randolph
- Sheppard Vendors of America
- Journal of Visual Impairment and Blindness
- Publications of the American Foundation for the Blind
- Publications of the National Federation of the Blind
- Publications of the American Council of the Blind
- Publications of RRTC’s throughout the country

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.

See section (i)(4)(A)

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.

RSB utilizes staff with expertise in other languages and other modes of communication to work with clients with special communications needs in their district as needed. RSB has four bilingual staff, including Spanish, Hindi, Urdu, Punjabi, Bengali, and Arabic speakers. More frequently, when this expertise is needed, it is secured from family members or purchased from a third party. RSB subscribes to a telephone service called World Wide Interpreters through which interpreters can be connected with RSB staff and clients to facilitate verbal communication.

RSB currently has one staff member who is able to communicate using sign language. RSB provides sign language interpreters for all public meetings, hearings and forums upon

request. TDD service is available at all RSB offices, either through on—site equipment or through Relay Missouri, a service of Missouri’s Office of Administration.

RSB has the capability internally and through the Center for Braille and Narration Production at the Missouri State Prison to produce information in accessible media for staff and clients, including braille, large print, audio tape, and electronic formats. All information disseminated by the agency to staff with disabilities, as well as clients, is available in accessible media. In addition, 33.8 % of RSB’s field staff providing direct client services can read at least Grade 1 Braille.

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.

a. HB401, signed into state law in 1999, created a Blind Student Task Force to advise the Department of Elementary and Secondary Education (DESE) on issues pertaining to children who are blind or visually impaired. RSB has appointment authority for one position on the Task Force.

b. RSB has conducted training in conjunction with DESE in transition and is part of a cooperative agreement with DESE and DVR to ensure the full participation of students with visual disabilities in high school vocational education programs and experiences.

c. Missouri State University (MSU) operates the only graduate education program for Teachers of the Visually Impaired in the state, and RSB continues negotiations with the Visually Impaired Programs professor to assist in recruitment of qualified Orientation and Mobility personnel as well as to further professional development opportunities for current staff.

d. RSB and MVR have developed and implemented a memorandum of understanding (MOU) with institutions of higher education (IHEs) in the state. This MOU outlines each entity’s responsibilities in the delivery of adaptive equipment and technological aids and appliances for students with disabilities in colleges and universities throughout the state.

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;

Rehabilitation Services for the Blind (RSB), along with the State Rehabilitation Council for the Blind (SRC), continually assesses the rehabilitation needs of Missourians with visual disabilities on an annual basis as part of its state and strategic planning process. This is year two and three of the triennial process that culminates in a comprehensive summary of the

data in order to ascertain the needs of individuals with vision disabilities throughout the state of Missouri. This assessment period covers the FFY 2016-2017. Conclusions and recommendations of this assessment are incorporated into RSB goals and priorities for the purposes of improving services to individuals with the primary disability of vision loss.

Rehabilitation Services for the Blind is not in an order of selection. RSB projects that funding for the 2018 and 2019 FFY will meet the needs of all individuals who apply for services.

Data sets include:

1. Recipients of Blind Pension (BP) and Supplemental Aid for the Blind (SAB);
2. Recipients of SSI/SSDI who also receive other benefits from the DSA;
3. Recipients of Vocational Rehabilitation Services for blind and visually impaired;
4. Recipients of Independent Living Rehabilitation/Independent Living for Older Blind;
5. Recipients of Prevention of Blindness services;
6. Children reported eligible for the American Printing House for the Blind quota registration program;
7. Data elements contained within the Missouri Annual Blind/Visually Impaired Literacy Study December 2014 report; and
8. Additional fractional data sets from various sources include: the Annual Report of the SRC and results of the vocational rehabilitation client satisfaction survey conducted by the SRC; information gained from public hearings held throughout the state in conjunction with the quarterly SRC meetings; Federal Standards and Indicators; input gained from participation and presentations at the annual state conventions held by Missouri Council of the Blind and the Missouri Affiliate of the National Federation of the Blind; Quality assurance case reviews conducted by RSB; Quarterly analysis of case management data; analysis from client review proceedings; and Census data including American Community Survey and Labor data.

Analysis of data sets for FFY 2016—2017:

1. Blind Pension (BP)/Supplemental Aid for the Blind (SAB): BP average monthly caseload for FY 2016 was 2805 for FY 2017 was 2874. SAB average monthly caseload for 2016 was 1033 and for 2017 was 1051.
2. SSI/SSDI recipients who are receiving other benefits from the DSA in the form of food stamps, TANF and child care:: Average monthly caseload for FY 2016 was 110,492 and FY 2017 was 103,831.
3. Vocational Rehabilitation clients served during FY 2016 was 1555 and for 2017 was 1517. The average length of time on service from opening 02 to closure was 964 days for FY 2016 and 760 days for FY 2017.
4. Independent Living—State and Independent Living for Older Blind clients served during FY 2016 was 1500 and for FY 2017 was 1623.
5. Prevention of Blindness cases for FY 2016 totaled 403. Cases for FY 2017 totaled 421 of which 322 cases are currently open and 99 cases closed successful.

6. American Printing House statewide eligible registrants as of January 2016 were 1430, of which 1357 were 21 years of age and under, and as of January 2017 were 1448, of which 1382 were 21 years of age and under.

7. Self—employment closures in FY 2016 were 9.16% of the total 273 successful closures. Self-employment closures in FY 2017 were 4.92% of the total 183 successful closures.

8. The number of school age 5k-21 blind/visually impaired students educated in the general classroom, in an itinerant or resource classroom, in a self-contained classroom, or in a separate educational facility during the 2015-2016 school year was 458 and for the 2016-2017 school year was 479. The number of blind/visually impaired students ages 3-5preK was 32 for the 2015-2016 school year and 32 for 2016-2017 school year.

9. The number of blind/visually impaired blind/visually impaired students with a four year graduation rate in the 2015-2016 school year was 20 with a 66.7% graduation rate, and 22 students with a 78.6% graduation rate for the 2016-2017 school year

10. During the 2015-2016 school year 55 blind and visually impaired students were referred to RSB through Department of Elementary and Secondary Education. 76 students were referred during the 2016-2017 school year.

11. The number of eligible students who received transition planning services with the cooperation of Missouri Vocational Rehabilitation or Rehabilitation or Rehabilitation Services for the Blind as part of their IEP for the 2015-2016 school year is 194 and for the 2016-2017 school year is 225.

RSB and the SRC have concluded the most common vocational rehabilitation services purchased during were: Rehabilitation technology 35.48% of all purchased services for FFY 16 and 31.34% for FFY 17; Training, including College/University, Vocational, on—the job training, basic academic remedial or literary training and specific job readiness training, at 33.76% of all purchased services for FFY 16 and 38.02% for FFY 17; Maintenance (food, clothing, shelter) to support other VR services at 13.63% of all purchased services for FFY 16 and 15.41% for FFY 17; Assessment at 5.46% of all purchased services for FFY 16 and 4.68% for FFY 17; Diagnosis and Treatment of Impairments at 4.13%% of all purchased services for FFY 16 and 5.18% for FFY 17; and Transportation Services to support other VR services at 2.81% of all purchased services for FFY 16 and 2.23% for FFY 17. Augmentative Rehabilitation Services including teaching alternative techniques of Blindness in activities of daily living and orientation and mobility training are largely provided by RSB Rehabilitation Teachers and Mobility Instructors supplemented through fee for service contracts with five CRP's providing comprehensive personal and vocational adjustment services. Supported employment needs are similar; however, with the addition of personnel qualified to work with blind/visually impaired clients in conducting community based vocational assessments, job development, job coaching, and extended support services. Employment services are provided through RSB's vocational counselors and employment services, including Supported Employment purchased through contracted CRPs.

Consideration of the numbers of clients served in the various programs listed above that fall into the categories of Most Significantly Disabled and Supported Employment—eligible without the need to revert to an order of selection, waiting list or financial needs testing, supports the concept that the service needs of most significantly disabled and SE clients are being met. This is consistent with the analysis of the SRC's client satisfaction survey for FY

2016, which indicates a 89% overall satisfaction rate with RSB's ability to meet client needs based on a 34% return rate of survey questionnaires sent to all closed cases. FFY 17 shows a 90% satisfaction rate with 18% return rate.

RSB contracts with five community rehabilitation programs offering comprehensive personal vocational adjustment services, four of which have onsite residential services and one utilizes offsite residential settings, none of which have a waiting list, also supports the concept that services are available to meet the demand for blindness—specific services in the state. RSB has a service agreement with the Helen Keller National Center for Deaf—Blind Youths and Adults. RSB maintains contracts with 12 Community Rehabilitation Providers offering community employment services including Supported Employment Services to the most significantly disabled. Several of these community contract providers cover multiple districts. The low usage level of SE services, 33 during FY 2016 and 33 during FY 2017, despite the relatively large number of providers, suggests that the demand for SE services is being met.

Service rates for clients with disabilities who are also members of identified minority groups or that have traditionally been unserved or underserved have been very good compared to the statistical base in the state. RSB's service rate for these clients consistently exceeds the accepted norm of 1.5 times their prevalence in the affected population, with most measurements in the 20+ percent range, while Missouri's minority population is 16%. The percent of Missouri population for 2010 reporting Black/African American is 11.7%. The percent of total served in the RSB vocation program reporting Black/African American is 31.7% for FFY 16 and 33.56% for FFY 2017. The percent of successful closures among this population is 20.88% for 2016 and 24.58% for FFY 2017. The percent of Missouri population for 2010 reporting Hispanic or Latino origin was 3.7%. The percent of total served in the RSB vocational program reporting Hispanic or Latin origin was 2.12% for FFY 2016 and 2.37% for FFY 2017. The percent of successful closures among this population was 2.2%% for FFY 2016 and 2.19% for FFY 2017. Minority income is greater than non—minority income in FFY 2016, with average weekly earnings of \$370.00, compared to \$356.00 for non—minorities. FFY 2017 average weekly earnings increased to \$496 for minority populations compared to \$565 for non-minorities. 33.82% in FFY 2016 and 35.93% in FFY 2017 of the total served report ethnic/racial minority status. These results generally support the concept that RSB's services, for individuals who are minorities and from unserved and underserved populations, generally satisfy their vocational rehabilitation needs.

RSB, in cooperation with the Helen Keller National Center, conducted a statewide Deaf—Blind needs assessment during the 2013 calendar year. According to the Helen Keller Center National Registry, Missouri currently has 359 people identified as Deaf—Blind, and another 9 Deaf—Blind individuals whose address has changed and no current contact information is available. RSB identifies 11 individuals who received vocational rehabilitation services with dual diagnosis of vision and hearing loss in 2017. Women have fared well under RSB's policies and practices, with 52.01% of the 2016 employment closure cohort achieved by women. 49% of total served in 2016 were women. FFY 17 shows 48.71% women served and 44.81% closed successfully.

RSB is committed to the partnership developed with the workforce development system in Missouri to provide employees trained for the 21st century workforce and obtain

employment that leads toward self—sufficiency. RSB provides training, joint referrals, and support to the job centers throughout Missouri. RSB remains committed to providing training and supports to the local job centers through individual vocational counselor and supervisor visits and on—demand training for job center staff. Training covers such topics as accessibility, RSB referral process, the use of assistive technology for the blind in employment, and RSB services in general. With the Executive Director of the MOWDB on the SRC for the blind, RSB has access to educate the MOWDB team regarding RSB services and capabilities of the population served. RSB will need to continue working with all partners to develop innovative programs and serve common clients, develop new ways to provide job creation, and work cooperatively to remove the stigma of individuals with disabilities in the workplace. Improved common work needs assessments and referral processes to appropriate agencies will assist in the provision of services and success of clients served.

For the school year 2015-2016 the Missouri Department of Elementary and Secondary Education has identified 363 blind or visually impaired students ages 14-21 registered with the American Printing House potentially eligible for VR services, including pre-employment or other transition services. No students exited school without receiving a diploma. For the school year 2016-2017, 375 blind or visually impaired students were identified, with one student exiting school without a diploma.

B. WHO ARE MINORITIES;

See section (j)(1)(A)

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

See section (j)(1)(A)

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

See section (j)(1)(A)

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

See section (j)(1)(A)

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

RSB considers the current programs for community rehabilitation within the state as being sufficient to meet the current need. This sufficiency is supported by the fact that RSB contracts for employment services, including supported employment, with 12 contract providers, many of whom have multiple offices covering multiple districts. RSB also contracts with five contracted Community Rehabilitations Programs offering comprehensive personal and vocational adjustment to blindness training. There have been no waiting lists for either employment services or comprehensive personal and vocational adjustment training during the past year, nor is a waiting list projected.

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 .

Of the 375 students ages 14—21 identified by APH, 225 received transition planning services coordinated with RSB and IEP under the Individuals with Disabilities Act during the 2016-2017 school year. While Missouri law requires a joint referral process between RSB and the local educational authorities, parents must be informed of RSB services but may refuse to have their child referred to RSB for services. Services are provided in accordance to the interagency MOU with the Department of Elementary and Secondary Education that outlines services, responsibilities, and financial obligations for each party. RSB participates in the IEP planning process to coordinate and compliment the provision of VR services for eligible and potentially eligible students and services provided under the Individuals with Disabilities Education Act.

K. ANNUAL ESTIMATES

Describe:

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES;

The number of individuals in the State who will be eligible for services under this State Plan is estimated to be 1874.

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

The number of individuals who will receive services with funds provided under the VR program of the Act is estimated to be 1810.

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

The number of individuals who will receive services with funds provided under the Supported Employment Program of the Act is estimated to be 23.

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION;

Rehabilitation Services for the Blind is not under an order of selection.

3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

Rehabilitation Services for the Blind is not under an order of selection.

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.

The total cost of services to individuals eligible to receive them under this State Plan is estimated to be \$11,000,000.

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 following goals were jointly developed and agreed to by Rehabilitation Services for the Blind and the State Rehabilitation Council for the Blind following review of the comprehensive needs assessment referenced in Section (J). The goals appear in their order of priority.

Goal 1: Stabilize the downward trend in new applicants in FFY 2017 to 390.

Baseline data: The number of new applicants in FFY 2011 was 460; the number of new applicants in FFY 2012 was 455; the number of new applicants in FFY 2013 was 436; the number of new applicants in FFY 2014 was 430; the number of new applicants in FFY 2015 was 397; New applicants have been on a downward trend since 2011.

Goal 2: Improve employment outcomes to enhance economic stability and self—sufficiency for clients who exit the VR program.

Baseline data: In the FFY 2011 reporting period (aggregate data from year 2010 and 2011) the performance level on Standard/Indicator 1.6 was reported as 22.5. In the FFY 2012 reporting period (aggregate data from year 2011 and 2012) the performance level on Standard/Indicator 1.6 was reported as 29.58. In the FFY 2013 reporting period (aggregate data from year 2012 and 2013) the performance level on Standard/Indicator 1.6 was reported as 30.89.

Goal 3: Modernize the VR service delivery system to be consistent with WIOA requirements and improve the quality, timeliness and effectiveness in the provision of those services.

Goal 4: Develop a Transition Services best practice resource guide consistent with federal regulations in the delivery of services to Youth with Disabilities and Students with Disabilities.

2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS.

See section (I)(1)

3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

See section (I)(1)

A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

See section (l)(1)

B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

See section (l)(1)

C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION COUNCIL AND FINDINGS AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

See section (l)(1)

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.

Rehabilitation Services for the Blind is not implementing an Order of Selection.

B. THE JUSTIFICATION FOR THE ORDER.

Rehabilitation Services for the Blind is not implementing an Order of Selection.

C. THE SERVICE AND OUTCOME GOALS.

Rehabilitation Services for the Blind is not implementing an Order of Selection.

D. THE TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER.

Rehabilitation Services for the Blind is not implementing an Order of Selection.

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND

Rehabilitation Services for the Blind is not implementing an Order of Selection.

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.

Rehabilitation Services for the Blind is not implementing an Order of Selection.

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.

RSB provides Supported Employment services through the use of contracted Supported Employment Service Providers (SESPs) located throughout the state. Services that may be purchased from SESP include job development, task analysis, and time—limited individual and group job coaching. RSB expects to receive \$56,500 in Title VI funds for FFY 2016. Title VI, Part B funds will only be used to purchase services through the contracted providers following evaluation identifying the client as being eligible for and in need of supported employment services. RSB will augment Title VI, Part B funds once those funds are exhausted.

A list of the contracted Supported Employment Service Providers and their main office locations are listed below:

- ACT, Columbia, Missouri
- Alphapointe Association for the Blind, Kansas City, Missouri
- Children’s Therapy Center, Inc., Sedalia, Missouri
- Community Living, Inc., St. Peters, Missouri
- Community Options, Chillicothe, Missouri
- Independence Center, St. Louis, Missouri
- Job Point, Columbia, Missouri
- Learning Opportunities/Quality Works, Inc., Monroe City, Missouri
- Metropolitan Employment & Rehabilitation Services, St. Louis, Missouri
- Preferred Family Healthcare, Springfield, Missouri
- United Cerebral Palsy of NW Missouri (UCP), St. Joseph, Missouri
- Unlimited Opportunities, Inc., Boonville, Missouri

The supported employment program ensures that individuals with the most significant disabilities, including youth with the most significant disabilities, are afforded a full opportunity to prepare for, obtain, maintain, advance in, or re—enter competitive integrated employment, including supported or customized employment. RSB’s employment outcomes for supported employment is recorded at 1.5% of total closures for FFY 2015. Of the individuals that exited the program and received supported employment services during FFY 2015, 80 percent were successfully employed in competitive jobs. These individuals averaged \$9.77 per hour and worked an average of 30 hours per week.

RSB will provide supported employment services to youth with the most significant disabilities for up to 24 months and will extend, if necessary, should these services be needed to achieve an employment outcome. WIOA permits but does not require DSU’s to utilize the funds reserved for supported employment for this population to provide extended services to youth, not to exceed four years. RSB is currently reviewing policies and procedures to allow for the provision of extended services in accordance with these new

opportunities. As federal guidelines change, RSB is committed to amending policies and procedures to provide supported employment and extended services to youth.

RSB will continue to work closely with the Missouri Department of Social Services MOHealthNet Division and the Department of Mental Health (DMH) Behavioral Health and Developmental Disabilities (DD) divisions to ensure that youth with the most significant disabilities are receiving extended services. Services may include job monitoring and assessment of employment stability, establishment of peer and natural support environments, and coordination of specific services necessary to assist the individual to maintain employment. RSB will work closely with the DMH DD division utilizing home and community-based waivers to increase supported employment and extended services for youth with the most significant disabilities.

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

See section (n)(1)

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.

See section (n)(1)

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 strategies to achieve goals and priorities identified in Attachment (I) were jointly developed and agreed to by Rehabilitation Services for the Blind (RSB) and the State Rehabilitation Council for the Blind (SRC) as follows:

Goal 1: Stabilize the downward trend in new applicants in FFY 2017 to 390.

Baseline data: The number of new applicants in FFY 2011 was 460; the number of new applicants in FFY 2012 was 455; the number of new applicants in FFY 2013 was 436; the number of new applicants in FFY 2014 was 430; the number of new applicants in FFY 2015 was 397; New applicants have been on a downward trend since 2011.

Strategies:

1. Reduce the average number served per year per caseload from the current 104 cases per counselor through efforts to address cases stalled in status 24 without action and cases where contact has been lost and all reasonable efforts to reestablish contact has been done.
2. Establish and implement minimum standards for frequency of client contact and measure that through regular and annual case reviews.
3. Each district office will be responsible for a district specific project to analyze where referrals are coming from and target outreach efforts to major stakeholders and other environments where blind or visually impaired would likely come into contact with and absent from the database.

Goal 2: Improve employment outcomes to enhance economic stability and self—sufficiency for clients who exit the VR program.

Baseline data: In the FFY 2011 reporting period (aggregate data from year 2010 and 2011) the performance level on Standard/Indicator 1.6 was reported as 22.5. In the FFY 2012 reporting period (aggregate data from year 2011 and 2012) the performance level on Standard/Indicator 1.6 was reported as 29.58. In the FFY 2013 reporting period (aggregate data from year 2012 and 2013) the performance level on Standard/Indicator 1.6 was reported as 30.89.

Strategies:

1. Continue the job specific training and maintenance of skills for all vocational counselors and district supervisors through the Counselor Academy initiated in FFY 2012 and develop competency component.
2. Continue to monitor and emphasize the data points of percent of new applicants who are unemployed at application and use of low incident placement strategies such as on—the—job training, supported employment, work experience, and targeted job placement.
3. Continue to emphasize learning appropriate alternative techniques of blindness critical to successful employment, such as orientation and mobility skills; alternative skills of blindness to access, store and retrieve print information; and personal care skills.
4. Develop and improve coordination and collaboration with core partners and local Workforce Development Boards to braid services and assist clients in obtaining employment consistent with their strengths, resources, priorities, concerns, abilities, and capabilities.
5. Enhance employer engagement activities to increase employer services and recruiting, hiring, retaining, and promoting individuals with disabilities.

Goal 3: Modernize the VR service delivery system to be consistent with WIOA requirements and improve the quality, timeliness and effectiveness in the provision of those services.

Strategies:

1. Update policy manuals and administrative rule based on federal guidance and WIOA requirements.
2. Continue to update and provide high quality staff training and support on implementation of WIOA, effective case service processes, and skills necessary to ensure

that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

3. Conduct annual case record reviews of case practices to determine consistency and adherence to federal and state requirements and determine where additional guidance is needed.

4. Enter into an agreement with the Missouri Department of Labor to access the UI wage database.

Goal 4: Develop a Transition Services best practice resource guide consistent with federal regulations in the delivery of services to Youth with Disabilities and Students with Disabilities.

Strategies:

1. Create a diverse work group consisting of state level and front line staff, client, parent or other professional advisory representatives when possible and relevant to the group tasks. The goal of the work group is to evaluate the current efforts against best practices and evidence based practices and available resources to assess the strengths and the improvements needed regarding transition services for blind and visually impaired to promote the involvement of stakeholder when planning and implementing services to provide successful transitions to employment, learning and independent living. The work group must assess the strengths and the improvements needed regarding transition services for blind and severely visually impaired and new federal regulations.

2. Train District Supervisors and Counselors in the best practices resource guide and provision of transition services. All of the strategies in Attachment (o) will be used to improve services to individuals in FFY 2017. Specific strategies used to "expand" services for individuals with disabilities and support innovation and expansion activities are listed as follows:

- Expanding the use of Supported Employment by increasing the number of vendors as needed, training staff to more appropriately use Supported Employment and improving the vendors' capacity to serve blind and visually impaired clients through RSB—provided materials.
- Improving the services provided to clients who are unemployed when they enter the VR system through improved assessment, employment goal development and use of innovative strategies for job development and placement.

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.

RSB serves only blind and visually impaired individuals, so assistive technology services and devices are provided to almost every client throughout the VR process. Assistive technology services are provided throughout the state by contracted vendors who provide evaluation, consultation, assessments, training, installation, and modifications for clients and employers. Although not specifically listed as technology related, strategies undertaken in increasing services to the transition population, as well as to the group of clients who are

unemployed at entry into the VR system, rely heavily on planned strategies and activities aimed at improving RSB's performance at assessing clients' assistive technology needs as they relate to the access, storage and retrieval of print information. Improved delivery of assistive technology services through these strategies will result in increased performance in the areas identified by RSB as priorities for FFY 2015 and beyond.

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.

Specific strategies that will be used to reduce cultural barriers and 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 include:

- Requiring case recruitment activities for all staff to identify and serve new clients, including those who serve areas with large minority populations and those who have been unserved or underserved by the VR program.
- Requiring district offices to create and implement outreach plans to locate, gain access to, and serve minority populations and those who have been unserved or underserved by the VR program.
- Working together with partner agencies to develop joint referrals and best practices for recruiting staff from minority populations or from groups with an awareness of minority population needs and issues in order to increase RSB's success in outreach to minority communities.
- Improving the identification of and service to unserved or underserved populations through an increase in the number and quality of vendors to serve that population and train staff in identification and development of appropriate service plans for clients from that population.

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).

- Improve the identification of and service to the transition population through revisions in policy and process that target services to that population.
- Improve community outreach to schools, parents, students, advocacy groups, and other service providers on the availability of services for students with disabilities.
- Utilize the RSB Children's Services program in identification of and possibly providing services to potentially eligible VR clients.

- Continue to engage schools and participate in the IEP planning process and coordinate the provision of VR services and pre—employment transition services in accordance with IDEA and the Rehabilitation Act of 1973 as amended, and the Interagency Memorandum of Understanding with the Department of Elementary and Secondary Education.
- Continue to participate in statewide initiatives developed to enhance transition services, such as the Missouri Blind Task Force and the Missouri Interagency Transition Team.

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE.

- Increase the number of community rehabilitation programs contracted to provide Supported Employment and Short Term Community—Based Employment Services when determined necessary.
- Provide staff development materials to assist the CRP’s in training staff to work with blind and visually impaired client.
- Provide training opportunities to include the provision of pre—employment transition services and customized employment services.

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA.

The Missouri workforce development system comprised of all core WIOA partners has developed a Memorandum of Understanding on the implementation of WIOA and creating the partnerships to begin developing common referrals, the braiding of services, and data sharing. These collaborative efforts will enhance access for individuals with disabilities and improve performance for all partners. Performance accountability measures under section 116 of WIOA are new to vocational rehabilitation and have not yet been measured. RSB met all required federal performance indicators during the past two years prior to WIOA. RSB will apply the same quality of service utilized in meeting those indicators to achieve the new performance measures and provide that level of quality while moving forward.

7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES.

RSB has been an active partner of the Missouri workforce development system in the implementation of WIOA at the state level. At the local level, the strategy of requiring staff to undertake specific case recruitment activities to identify and serve new clients will increase RSB’s visibility in the workforce development system. Specific work plans for each district office will include on—going contacts with workforce partners, attendance at local WDB meetings, publication of RSB’s available services to individuals, as well as emphasis on RSB’s role as a resource to workforce partners in accommodation and other disability—related issues.

8. HOW THE AGENCY'S STRATEGIES WILL BE USED TO:

A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;

Each of the strategies identified in this section are based on the results of the comprehensive needs assessment and have been selected to improve RSB's performance in one or more of the four stated goals. Publication of this plan to staff and the public, along with monitoring of the implementation of the plan by RSB executive and supervisory staff, will ensure that the strategies are widely distributed, have the greatest opportunity for input from stakeholders, and are accepted as strategic components to the improvement of services to RSB clients.

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

See section (o)(8)(A)

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.

See section (o)(8)(A)

P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

Describe:

1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS.

Goal 1: Stabilize the downward trend in new applicants in FFY 2017 to 390.

Baseline data: The number of new applicants in FFY 2009 was 553; the number of new applicants in FFY 2010 was 540; the number of new applicants in FFY 2011 was 460; the number of new applicants in FFY 2012 was 455; and the number of new applicants in FY 2013 was 436. New applicants have been on a downward trend since 2008.

Strategies:

1. Reduce the average number served per year per caseload from the current 104 cases per counselor through efforts to address cases stalled in status 24 without action and cases where contact has been lost and all reasonable efforts to reestablish contact has been done.
2. Establish and implement minimum standards for frequency of client contact and measure that through regular and annual case reviews.
3. Each district office will be responsible for a district specific project to analyze where referrals are coming from and target outreach efforts to major stakeholders and other environments where blind or visually impaired would likely come into contact with and absent from the database.

The number of new applicants to the vocational rehabilitation program in FFY 2013 was 436; FFY 2014 was 430; FFY 2015 was 397; FFY 2016 was 331; and FFY 2017 was 375. The Department initiated a dashboard system to measure and track critical data points in January of 2011. One of the critical data points Rehabilitation Services for the Blind measures and tracks monthly is new applicants to the vocational rehabilitation program. An aspect of the dashboard includes graphing trends going back to 2008, and the number of new applicants had been trending downward every year until 2017.

Replenish rate is a focus on quarterly statistics presented at Quarterly management meetings. Field staff have received training designed to improve verification of where referrals heard about our services to provide feedback for targeted outreach activities. Case finding project objectives are developed for each district office. One of the barriers to increasing new applicants may be that the average caseload size has been increasing over the last couple of years, to the FFY 2012 high of 127 cases per caseload in the VR program. This may act as a disincentive to increasing new referrals. An analysis of this increase indicates that length of time on service has been increasing as a consequence of a poor economy and an increase in the number of individuals selecting a vocational goal requiring college level training. In an effort to overcome this barrier, in February 2013 RSB began redistricting to redistribute and clear caseloads, resulting in an equalization and reduction of the average caseload size. Caseloads averaged 120 cases per counselor in FFY 2013 and 104 cases per counselor in FFY 2015. Caseload averages have decreased to 86 in FFY 2016 and 84 in FFY 2017.

In FFY 2014 RSB began a coordinated effort with the State Rehabilitation Council in the development of a targeted marketing plan based on historical referral data. RSB is utilizing System 7, the electronic case management system, to identify historical data from the past three years collected at time of referral regarding how applicants heard about RSB and who referred them to the agency. RSB has provided additional training to staff on referral data collection to enhance our understanding of where applicants were hearing about the agency and our vocational services. A three year analysis shows the number of referrals in FFY 2015 was 513 with 77.4% applying for services, FFY 2016 was 536 with 61.75% applying for services, and FFY 2017 was 493 with 76.06% applying for services. The Total number of referrals and number applying for services has started decreasing. The new requirement to serve potentially eligible students with a disability who have not yet applied for VR services could impact these numbers.

Goal 2: Improve employment outcomes to enhance economic stability and self—sufficiency for clients who exit the VR program.

Baseline data: In the FFY 2011 reporting period (aggregate data from year 2010 and 2011) the performance level on Standard/Indicator 1.6 was reported as 22.5. In the FFY 2012 reporting period (aggregate data from year 2011 and 2012) the performance level on Standard/Indicator 1.6 was reported as 29.58. In the FFY 2013 reporting period (aggregate data from year 2012 and 2013) the performance level on Standard/Indicator 1.6 was reported as 30.89

Strategies:

1. Continue the job specific training and maintenance of skills for all vocational counselors and district supervisors through the Counselor Academy initiated in FFY 2012 and develop competency component.
2. Continue to monitor and emphasize the data points of percent of new applicants who are unemployed at application and use of low incident placement strategies such as on—the—job training, supported employment, work experience and targeted job placement.
3. Continue to emphasize learning appropriate alternative techniques of blindness critical to successful employment; such as orientation and mobility skills; alternative skills of blindness to access, store and retrieve print information; and personal care skills.
4. Develop and improve coordination and collaboration with core partners and local Workforce Development Boards to braid services and assist clients in obtaining employment consistent with their strengths, resources, priorities, concerns, abilities, and capabilities.
5. Enhance employer engagement activities to increase employer services and recruiting, hiring, retaining, and promoting individuals with disabilities.

In FFY 2017, the difference between the percentage of clients who report their own income as the largest single source of support at the time they exit the VR program and the percentage who report their own income as the largest single source of support at the time they apply for VR services was 32.2%, exceeding the minimum required performance level.

MI training has been provided to all vocational rehabilitation counseling staff and an MI training module has been placed on the Employee Learning Center as a mandatory training requirement. The Counselor Academy training in October 2012 provided specific training and maintenance focused on the comprehensive assessment and IPE development. RSB initiated Rehabilitation Teacher job specific and competency based training in FFY 13 via the RT Focus Group and a cooperative agreement with the Nebraska Center for the Blind. This provides additional enhancement of the fundamental skills of blindness necessary to achieve and maintain successful employment via hands on training.

In FFY 2013, RSB in partnership with the Helen Keller National Center conducted a statewide needs assessment and analysis to enhance services and employment outcomes to deaf—blind clients. RSB continues to monitor and emphasize the data points of percent of new applicants who are unemployed at application and use of low incident placement strategies such as supported employment to enhance services and employment outcomes to deaf—blind clients through increased use of the supported employment program. RSB entered into a cooperative agreement and provided staff training with Missouri Division of Vocational Rehabilitation to jointly serve deaf—blind clients.

Goal 3: Modernize the VR service delivery system to be consistent with WIOA requirements and improve the quality, timeliness and effectiveness in the provision of those services.

Strategies:

1. Update policy manuals and administrative rule based on federal guidance and WIOA requirements.

2. Continue to update and provide high quality staff training and support on implementation of WIOA, effective case service processes, and skills necessary to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.
3. Conduct annual case record reviews of case practices to determine consistency and adherence to federal and state requirements and determine where additional guidance is needed.
4. Enter into an agreement with the Missouri Department of Labor to access the UI wage database.

The VR policy manual was updated in PY 17 based on federal guidance and WIOA requirements. The update was completed by a group of administrative and field staff. All changes were made in cooperation and with the SRC approval. No public comments were received during the open comment period.

A new staff training and quality control position was created in FY 16 to meet the new training requirements. This position has been creating new staff orientation training, blind immersion training, and coordinating training sessions to ensure personnel have a 21st century understanding of the evolving labor force. This includes trainings offered by MERIC that focus on labor markets and trends in Missouri. This position is also responsible case reviews for adherence to federal and state requirements. Monthly checks are made in the electronic case management system for compliance with new federal time frames and service requirements. RSB is the second year of this four year strategy and will continue to make progress. RSB has entered into an MOU with the Missouri Department of Labor to access the UI wage database.

Goal 4: Develop a Transition Services best practice resource guide consistent with federal regulations in the delivery of services to Youth with Disabilities and Students with Disabilities. Strategies:

1. Create a diverse work group consisting of state level and front line staff, client, parent or other professional advisory representatives when possible and relevant to the group tasks. The goal of the work group is to evaluate the current efforts against best practices and evidence based practices and available resources to assess the strengths and the improvements needed regarding transition services for blind and visually impaired to promote the involvement of stakeholder when planning and implementing services to provide successful transitions to employment, learning and independent living. The work group must assess the strengths and the improvements needed regarding transition services for blind and severely visually impaired and new federal regulations.
2. Train District Supervisors and Counselors in the best practices resource guide and provision of transition services. All of the strategies in Attachment (o) will be used to improve services to individuals in FFY 2017. Specific strategies used to "expand" services for individuals with disabilities and support innovation and expansion activities are listed as follows:
 - Expanding the use of Supported Employment by increasing the number of vendors as needed, training staff to more appropriately use Supported Employment and improving the

vendors' capacity to serve blind and visually impaired clients through RSB—provided materials.

- Improving the services provided to clients who are unemployed when they enter the VR system through improved assessment, employment goal development and use of innovative strategies for job development and placement. In 2013 a workgroup was created consisting of front line, supervisory and administrative staff to begin reviewing current policy, process and procedures and to begin identifying outside professionals and client representatives to serve on the committee. The work group made significant progress in evaluating processes and updating training information. A training presentation was created that outlined VR transition services, emphasizing coordination with local educational authorities and how VR transition services should coordinate with and compliment, but not replace, services provided under IDEA. In 2013 and 2014 the training was widely presented to district office staff, to the SRC and a public forum, at the Children's Vision Summit, and the Association for Education and Rehabilitation of the Blind and Visually Impaired.

The passage of WIOA and changes to transition services contained therein immediately made a significant amount of the work, training and success of this group obsolete. A Transition Services Coordinator has been hired to oversee transition services including Pre-Employment Transition Services for Students with a Disability. This position has been analyzing guidance and regulations, assisting in updating policy and developing services consistent with the new regulations. The intent is to reconvene the workgroup when the implementation activities are near complete. This is the second year of the four year goal and RSB will continue to make progress.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

See section (p)(1)

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.

See Goal 2 above

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

See Goal 2 above

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA.

The performance accountability indicators under section 116 of WIOA have not yet been negotiated or measured. The performance indicators below were used during the two most recent fiscal years. However, new reporting requirements and implementation of a "federal

program year” went into effect July 1, 2017, resulting in only three quarters of data instead of a full year.

Standard 1.1: The number of individuals exiting the VR program who achieved an employment outcome during the current performance period compared to the number of individuals who exit the VR program after achieving an employment outcome during the previous performance period. The required performance level is performance in the current period must equal or exceed performance in the previous period. Based on the two year aggregate FFY 2016/2017 Indicator 1.1 was 456 employment closures for three quarters compared to 545 employment closures for previous reporting period (2016/2015) and 543 closures for 2015/2014 reporting period.

Standard 1.2: Of all individuals who exit the VR program after receiving services, the percentage who are determined to have achieved an employment outcome (rehabilitation rate). The required performance level for agencies that serve the blind and visually impaired is 68.9%. The rehabilitation rate for the FFY 2016/2015 reporting period was 77.4% and 86.9% for 2017/2016. RSB has been relatively consistent in performance on the percentage of those who exit the program after receiving services with employment outcomes. This percentage is well above the previous blind agency average and national average. This result may be, in part, due to a high number of job retention cases, where the first vocational rehabilitation strategy is to salvage an existing job with appropriate VR services and a persistence in efforts to provide services leading to an employment outcome.

Standard 1.3: Of all individuals determined to have achieved an employment outcome, the percentage who exit the VR program in competitive, self— or business enterprise program (BEP) employment with earning equivalent to at least the minimum wage. The required performance level for agencies that serve the blind and visually impaired is 35.4 percent. For the reporting period of the two year aggregate of FFY 2016/2015 RSB attained a performance level of 86.6%. RSB attained a performance level of 81.1% for FFY 2017/2016, with only three quarters in 2017. This is reflective of the efforts given to work with clients toward achievement of their vocational goals during a difficult economic climate. Rehabilitation Services for the Blind (RSB) has had employment outcomes as a priority for many years and has become part of the agency’s culture and is reflected in the employment closures or production numbers. RSB understands the importance of and has supported the chosen vocational goal and employment outcome of unpaid homemaker. New WIOA requirements and proposed regulations eliminate uncompensated employment outcomes, including homemakers, from the scope of the definition for purposes of the VR program. The decrease in the performance level is reflective of an increase in homemaker closures prior to the implementation of the new regulations.

RSB continues to place emphasis on competitive integrated employment outcomes.

Standard 1.4: Of all individuals who exit the VR program in competitive, self— or BEP employment with earnings equivalent to at least the minimum wage, the percentage who are individuals with significant disabilities. The required performance level for agencies that serve blind and visually impaired is 89.0 %. For the current reporting period of the aggregate FFY 2017/2016, RSB’s performance level is 98.9% of the individuals who exited the program with competitive employment outcomes reported a significant disability. RSB has been consistent over the years focusing efforts on serving individuals with significant and most significant disabilities.

Standard 1.5: The average hourly earnings of all individuals who exit the VR program in competitive, self— or BEP employment with earnings equivalent to at least the minimum wage as a ratio to the state’s average hourly earnings for all individuals in the state who are employed (as derived from the Bureau of Labor Statistics’ report “State Average Annual Pay” for the most recent available year). The required performance level for agencies that serve blind and visually impaired is the ratio .59. The average hourly wage for FFY 2015 and FFY 2016 for individuals exiting the VR program in competitive employment earning at least minimum wage was \$14.47. For FFY 2016 and 2017 the average wage was \$16.51. As a ratio to the state’s average hourly earnings for all individuals, RSB’s performance level is .66 for FFY 2016 and .74 for FFY 2017. Individuals who attain successful competitive employment with earning above minimum wage after receiving services from RSB have consistently earned better than blind agency average and national VR agency average.

Standard 1.6: Of all individuals who exit the VR program in competitive employment, self— or BEP employment with earnings equivalent to at least the minimum wage, the difference between the percentage who report their own income as the largest single source of economic support at the time they exit the VR program and the percentage who report their own income as the largest single source of support at the time they apply for VR services. The required performance level for agencies serving individuals who are blind and visually impaired is a difference of 30.4.

During the reporting period FFY 2016, RSB’s performance level was 34.9% and for FFY 2017 was 32.2% . For the reporting period FFY 2016, the percentage of individuals reporting their own income as the single largest source of support at the time of application was 47.9%. The percentage of individuals reporting their own income as the largest single source of economic support at the time they exit the VR program was 82.8%. The difference is 34.9%, exceeding the minimum required performance level. For the reporting period FFY 2017, the percentage of individuals reporting their own income as the single largest source of support at the time of application was 53.2%. The percentage of individuals reporting their own income as the largest single source of economic support at the time they exit the VR program was 85.4%. The difference is 32.2%, exceeding the minimum required performance level. In FFY 2015, 50.88% of new applicants were referred due to changes in the circumstances of their employment such that they required VR services to address substantial impediments to performing the essential duties of their job. It is not uncommon for businesses to undergo significant changes to maintain a competitive edge in today’s economy and require concomitant competencies from their employees. Much of the adaptive techniques, accommodations, and compensatory skills used by blind and visually impaired are job specific and when changes are made in those specific aspects of the essential job duties, new adaptive equipment, techniques and compensatory skills are needed to meet those challenges. Visual disabilities are often progressive in nature and as individuals lose more vision their needs change significantly to meet employment demands and/or needs to support their employment.

Standard 2.1: The service rate for all individuals with disabilities from minority backgrounds as a ratio to the service rate for all individuals with disabilities from nonminority backgrounds. The required performance level for all agencies is the ratio level of .80 with a minimum of at least 100 individuals from minority backgrounds exiting the program after receiving services. In the previous reporting period (based on a single year of data) FFY FFY2017, the ratio of minority service rate to non—minority service rate was .96,

with 82 individuals representing minorities exiting the VR program. In reporting period FFY 2016, the minority service rate is .90, with 113 individuals representing minorities exiting the VR program. RSB continues to be vigilant in reaching out to individuals representing minorities and knowledgeable regarding cultural factors that amplify or attenuate the vocational rehabilitation process.

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED.

In FFY 2016 and 2017 RSB supported innovation and expansion activities by providing funding for the State Rehabilitation Council and Statewide Independent Living Council. Funding provided was necessary and sufficient for the Councils to carry out their functions, including members travel, supplies, and meeting expenses.

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.

Rehabilitation Services for the Blind (RSB) offers assessment, job development, task analysis, and time—limited individual and group job coaching leading to supported employment through 12 formal contracts with supported employment service providers. Other services available to clients with a goal of supported employment are the same as those available to clients receiving services under Title I. The supported employment program ensures that individuals with the most significant disabilities, including youth with the most significant disabilities, are afforded a full opportunity to prepare for, obtain, maintain, advance in, or re—enter competitive integrated employment, including supported or customized employment. Extended services may be provided to youth with the most significant disabilities for a period not to exceed four years.

Supported employment services are available not only to individuals after leaving their secondary education program, but to students whose IEP and IPE include these services as part of their transition plan and whose school district signs a cooperative work experience program agreement with RSB.

RSB provides supported employment services in accordance with the RSB supported employment service policy and procedures consistent with federal requirements. These guidelines call for case review by Central Office personnel if a client is not ready for transition to extended services after nine months of job coaching. Authorization for additional job coaching may be issued upon Central Office approval of continuation of these services. RSB understands that time limited services may, under special circumstances, be provided up to 24 months or longer as agreed to on the Individualized Plan for Employment (IPE).

Transition to extended services occurs at the point job stabilization is reached. RSB defines "job stabilization" as follows: 1) employer satisfaction with productivity and social and work behaviors; 2) co—worker acceptance of the individual; 3) completion of training,

adjustment and fading activities of the job coach; 4) IPE objectives have been met; and 5) the individual is suitably employed in competitive integrated employment and is satisfied with the job.

RSB provides ongoing technical assistance on issues of blindness, employer marketing, and adaptive technology to SESP as requested.

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES.

See section (q)(1)

CERTIFICATIONS

Name of designated State agency or designated State unit, as appropriate **Family Support Division, Rehabilitation Services for the Blind**

Name of designated State agency **Family Support Division**

Full Name of Authorized Representative: **Patrick Luebbering**

Title of Authorized Representative: **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 I 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

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 **Missouri Family Support Division, Rehabilitation Services for the Blind**

Full Name of Authorized Representative: **Patrick Luebbering**

Title of Authorized Representative: **Director Family Support Division**

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 **Missouri Family Support Division, Rehabilitation Services for the Blind**

Full Name of Authorized Representative: **Patrick Luebbering**

Title of Authorized Representative: **Director Family Support Division**

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 **Yes**

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,

LXIV. HAS DEVELOPED AND WILL IMPLEMENT,
. STRATEGIES TO ADDRESS THE NEEDS IDENTIFIED IN THE ASSESSMENTS; AND

A. 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

LXV. 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:

LXVI. 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

LXVII. AN INDIVIDUALIZED PLAN FOR EMPLOYMENT THAT MEETS THE REQUIREMENTS OF SECTION 102(B) OF THE REHABILITATION ACT , WHICH IS DEVELOPED AND UPDATED WITH TITLE I FUNDS, IN ACCORDANCE WITH SECTIONS 102(B)(3)(F) AND 606(B)(6)(C) AND (E) OF THE REHABILITATION ACT.

ADDITIONAL COMMENTS ON THE ASSURANCES FROM THE STATE

VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and the Vocational Rehabilitation Program— and also submit relevant information for any of the eleven partner programs it includes in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program.* If included, Combined State Plan partner programs are subject to the “common planning elements” in Sections II and III of that document, where specified, as well as the program-specific requirements for that program (available on www.regulations.gov for public comment). The requirements that a State must address for any of the partner programs it includes in its Combined State Plan are provided in this separate supplemental document. The Departments are not seeking comments on these program-specific requirements, which exist under separate OMB control numbers and do not represent requirements under WIOA. For further details on this overall collection, access the Federal eRulemaking Portal at <http://www.regulations.gov> by selecting Docket ID number ETA-2015-0006.

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

TEMPORARY ASSISTANCE FOR NEEDY FAMILIES (TANF)

States that include TANF in the Combined State Plan must outline how the State will meet the requirements of section 402 of the Social Security Act including how it will:

A. CONDUCT A PROGRAM DESIGNED TO SERVE ALL POLITICAL SUBDIVISIONS IN THE STATE (NOT NECESSARILY IN A UNIFORM MANNER) THAT PROVIDES ASSISTANCE TO NEEDY FAMILIES WITH (OR EXPECTING) CHILDREN AND PROVIDES PARENTS WITH JOB PREPARATION, WORK, AND SUPPORT SERVICES TO ENABLE THEM TO LEAVE THE PROGRAM, SPECIFICALLY CASH ASSISTANCE, AND BECOME SELF-SUFFICIENT (SECTION 402(A)(1)(A)(I) OF THE SOCIAL SECURITY ACT).

The Temporary Assistance cash program shall include requiring an applicant for or recipient of cash assistance to participate in work activities as defined in an individual employment plan.

Parents and needy caretaker relatives will not be referred for work participation services in the following situations:

- Child only cases;
- Parents and needy caretaker relatives who are caring for children under the age of 12 weeks;
- Parents and needy caretaker relatives who are permanently disabled;
- Parents and needy caretaker relatives who are 60 years of age or older;
- Parents and needy caretaker relatives who are needed in the home to care for a disabled household member; or
- Parents and needy caretaker relatives who received 45 months Temporary Assistance and are currently extended due to an existing hardship and not employment and training ready.

The eligibility requirements for the Temporary Assistance cash program shall include:

- a) Requiring an applicant for or recipient of cash assistance to participate in work activities as defined in this plan with exclusions as provided;
- b) Requiring a recipient of assistance and each dependent child to be:
 - 1) a resident of the State of Missouri; and
 - 2) a citizen of the United States; or
 - 3) a qualified alien defined in 8 United States Code section 1641 residing in the United States for a period of five (5) years on or after August 22, 1996, except as provided in 8 United States Code section 1622(b).
 - 4) Public Law 111-118 enacted on December 19, 2009 provides that Iraqi and Afghan Special Immigrants are eligible for benefits to the same extent and for the same period as refugees pursuant to Section 207 of the Immigrations and Nationality Act. The new legislation supersedes Public Law 110-161 and Public Law 110-181, which granted certain Iraqi and Afghan immigrants special immigrant status under section 101(a)(27) of the Immigration and Nationality Act (INA) effective December 26, 2007 and was time limited. Provided that other eligibility requirements are met, Iraqi and Afghan Special Immigrants are eligible for benefits indefinitely.
- c) Requiring an applicant for assistance to provide all Social Security numbers for each parent, caretaker, and child and requiring the applicant for or recipient of assistance to cooperate with Family Support Division to obtain Social Security numbers;
- d) The assistance provided under the Temporary Assistance Program is used for the benefit of the child or children;

e) Recipients of Supplemental Security Income (SSI) shall not be eligible for Temporary Assistance. Their income, expenses, and resources are excluded when determining household eligibility. They are excluded for purposes of determining household size; and

f) Meeting other eligibility requirements contained in this plan.

2. Application for benefits and timely investigation of eligibility for benefits will be consistent with sections 208.060 and 208.070, RSMo. In Temporary Assistance cases where an eligible individual does not receive the first payment for the month in which the thirtieth day after application falls, a delayed payment will be made for that month and any later months that occur before the application was approved.

3. The real and personal property considered in determining eligibility for Temporary Assistance shall be as follows:

a) Real or personal property of any kind or character that is not excluded that the participant owns or possesses, has an interest in, of which s/he is the record or beneficial owner, less encumbrances of record.

b) An applicant may not own personal property with equity greater than one thousand dollars (\$1,000), and a participant who signs an individual employment plan may not own personal property with equity greater than five thousand dollars (\$5,000).

c) Any combination of more than one thousand dollars (\$1,000) for applicants and five thousand dollars (\$5,000) for participants who have signed individual employment plans will make the family ineligible.

4. In determining eligibility for Temporary Assistance benefits real property that the family is making a good faith effort to sell shall be excluded. A claimant must provide proof of good faith effort as requested by Family Support Division. Good faith effort to sell includes the following:

a) Listing the real property with a reputable real estate agent and cooperating in marketing the property. Cooperation in marketing the property includes acts such as showing the property and setting a realistic sales price;

b) Publicly advertising the property for sale on no less than a weekly basis in a general newspaper, instead of listing the property with a reputable real estate agent;

c) Accepting reasonable purchase offers, for example, reflecting a reasonable market value; and

d) Initiating any legal action necessary to force a sale when other owners outside the Temporary Assistance cash assistance group do not wish to sell.

5. "Earned Income" encompasses income in cash or in kind earned by a needy individual through the receipt of wages, salary, commissions, or profit from activities in which s/he is engaged as an employee or as a self-employed individual.

6. Temporary Assistance shall be granted on behalf of an eligible child or children in otherwise eligible families. Temporary Assistance may be granted to the parents or other needy relatives caring for a child or children meeting all eligibility criteria, and who:

a) Are deprived of parental support or care for the following reasons:

- 1) Death;
- 2) Continued absence from or never living in the home;
- 3) Physical or mental incapacity of a parent;
- 4) Divorce/separation;
- 5) Desertion or abandonment;
- 6) Need; or
- 7) Confinement in a penal, medical, or custodial institution.

b) The relative with whom a child may be living, in order to receive Temporary Assistance, including father, mother, grandfather, grandmother, brother, sister, stepfather or stepmother (but not their parents), stepbrother, stepsister, uncle, aunt, first cousin, first cousin of a parent, nephew, niece, adoptive father or adoptive mother, grandfather-in-law or grandmother-in-law (meaning the spouse of a second marriage of one of the child's biological grandparents), great-grandfather or great-grandmother (including great-great-grandfather or great-great-grand-mother), brother or sister of half blood, adoptive brother or adoptive sister, brother-in-law or sister-in-law, uncle or aunt of the half blood, uncle-in-law or aunt-in-law, great-uncle or great-aunt (including great-great-uncle or great-great-aunt), and other relatives by adoption, in addition to those specifically mentioned here, may be considered eligible payees within the same degree of relationship as apply to blood relatives. The biological relatives of an adopted child may also continue to be eligible payees. A legal guardian may also serve as a payee for Temporary Assistance, and if the legal guardian is otherwise eligible, may be eligible for a cash payment.

7. Home is interpreted to mean a family setting maintained or in the process of being established as evidenced by the assumption or continuance of responsibility for the child.

Usually the child shares the family household with the parent or relative. A home exists as long as the parent or relative takes responsibility for the care and control of the child, even though circumstances may require temporary absence of either the child or the parent or relative from the customary family setting.

8. For the purpose of the administration of Temporary Assistance payments shall be defined as payments by electronic or other means made to the payee at regular intervals. Temporary Assistance benefits will be paid monthly.

a) Temporary Assistance benefits are delivered by Electronic Benefits Transfer or are directly deposited into a bank account and are made available monthly in advance. The schedule for availability of benefits is:

- 1) Benefits for cases in which the payee's birth month is January through March shall be available on the first day of the month;
- 2) Benefits for cases in which the payee's birth month is April through June shall be available on the second day of the month;
- 3) Benefits for cases in which the payee's birth month is July through September shall be available on the third day of the month; and

4) Benefits for cases in which the payee's birth month is October through December shall be available on the fourth day of the month.

9. Temporary Assistance benefits are to be used for the needs of the child(ren).

a) Transactions using Temporary Assistance benefits issued by Electronic Benefit Transfer are prohibited in the following locations:

- 1) Any liquor store;
- 2) Casino, gambling casino, gaming establishment;
- 3) Retail establishment providing adult-oriented entertainment in which performers disrobe or perform in an unclothed state for entertainment purposes; and
- 4) Any place mainly for or used by adults 18 or older and/or not in the best interest of the child or household.

b) Transactions using Temporary Assistance benefits issued by Electronic Benefit Transfer are prohibited for the following items:

- 1) Alcoholic beverages;
- 2) Lottery tickets, gambling, bingo;
- 3) Tobacco products;
- 4) Controlled drugs without a valid prescription; and
- 5) Any item mainly for or used by adults 18 or older and/or not in the best interest of the child or household.

c) Temporary Assistance Electronic Benefit Transfer transactions are blocked at the locations listed above based upon Merchant Category Codes (MCC) and Terminal ID. The MCC describes the type of business, and for businesses that provide multiple goods and services it reflects the greater percentage of the business. The MCC is assigned by the bank or financial institution that processed the business' application to start accepting bankcard payments. Terminal ID's have been identified to block specific ATM's that are placed in prohibited locations.

Additional MCCs and Terminal ID's may be added or deleted at any time. The types of transactions blocked include:

- 1) Credit or debit card service;
- 2) Automated teller machine;
- 3) Point-of-sale terminals; or
- 4) Any online system for the withdrawal of funds or processing of payment for merchandise or a service.

Reports and individual transactions are reviewed using Fraud Navigator, a product of the Electronic Benefit Transfer vendor that recognizes patterns for fraud detection.

d) Temporary Assistance recipients using Electronic Benefit Transfer transactions have access to use or withdraw assistance with minimal fees or charges. Access is available in any store that displays the QUEST Mark, or automated teller machine that displays the Quest Mark, Honor, or Shazam logos. Temporary Assistance Electronic Benefit Transfer transactions are not blocked at any retailer authorized as a vendor by the Food and Nutrition Service. Information regarding accessing benefits with no fees and when fees may apply are provided to each Temporary Assistance applicant and recipient, which includes the following information:

- 1) No fee is charged for the first withdrawal at an automated teller machine. There is an \$.85 charge for each additional withdrawal;
- 2) No fee is charged for purchases at a point-of-sale terminal. There is an \$.85 charge for each cash withdrawal; and
- 3) There may be additional surcharges by the retailer.

Information regarding accessing Temporary Assistance benefits is publicly available in the form of a brochure at each agency office and on the internet at <http://dss.mo.gov/fsd/fstamp/pdf/im4ebt.pdf> in English and <http://dss.mo.gov/fsd/fstamp/pdf/im-4ebtspanish.pdf> in Spanish.

The agency will review on a case by case basis any participant report of inability to access their cash assistance due to the restriction of use at these locations.

10. Determining the Amount of Cash Payments:

a) The following persons are considered members of the household for purposes of determining household size and Temporary Assistance grant, if eligible: eligible children under the age of 18, or age 18 and in secondary school or the equivalent vocational or technical school if expected to graduate; natural or adoptive parents of one or more of the eligible children; and any needy non-parent caretaker relative or related or unrelated guardian. The non-parent caretaker relative or the guardian, if found to be eligible for inclusion, has the option to be excluded from the assistance group.

b) Consideration of Available Income

1) All income of the following persons in the household shall be considered in determining whether the children (including a stepchild and adopted child) are in need and, if so, the amount of that need:

(A) Eligible children;

(B) Biological or adoptive parents of one or more eligible children;

(C) Needy non-parent caretaker relative, or related or unrelated guardian, if s/he desires to be included in the assistance group and is eligible for inclusion;

(D) Income of a stepparent living in the same home as such child which exceeds the sum of the first 90 dollars of the stepparent's earned income, the standard of need, payments by the stepparent to individuals claimed by him/her as dependents, and payments by the stepparent of court ordered alimony or child support;

(E) A biological or adoptive brother or sister of an eligible child, if the brother or sister meets certain conditions and is living in the home;

(F) With respect to an eligible child who is living with a parent or legal guardian who is under age 18, the income of such minor parent's parents who are living in the home shall be included to the same extent that the income of a stepparent is included. The minor parent's parents' earned income shall be disregarded up to 100% of the federal poverty level; and

(G) Income of all other persons in the household will be considered in the amount made available to the household.

2) In computing the income of an applicant or program participant or of the household of which s/he is a member only the income that is available during the period under consideration shall be taken into account.

11. Earned Income Exemption: In determining the need and amount of grant for applicants for or program participants in the Temporary Assistance program earned income exemptions will apply.

12. 185% Test: No family shall be eligible for Temporary Assistance benefits if for that month the total income of the family (other than Temporary Assistance benefits) without application of the earned income disregards equals or exceeds one hundred eighty five percent (185%) of the Standard of Need for a family of the same composition. There are no disregards or deductions allowed for the 185% Test other than overhead expenses for self-employment.

13. Standard of Need Test: No family shall be eligible for Temporary Assistance benefits if for that month the total income of the family (other than Temporary Assistance benefits) without application of the earned income disregards equals or exceeds the Standard of Need for a family of the same composition. The \$90 standard work exemption, child care costs, and overhead expenses for self-employment are deducted from gross earnings in the Standard of Need Test.

14. Percentage of Need Test: No family shall be eligible for Temporary Assistance benefits if for that month the total income of the family (other than Temporary Assistance benefits) after application of the earned income disregards equals or exceeds 34.526% of the Standard of Need. The \$90 standard work exemption, child care costs, and two-thirds disregard or \$30 plus 1/3 disregard, or \$30 disregard, and overhead expenses for self-employment are deducted from gross earnings in the Percentage of Need Test.

15. When considering an application for Temporary Assistance the income tests must indicate income below the respective standard. If determined eligible after the application of the tests in paragraphs 11, 12, and 13, the grant will be the deficit determined in the Percentage of Need Test.

16. In the payment of Temporary Assistance benefits the amount shall always be lowered to the nearest dollar interval.

17. In Temporary Assistance cases the initial assistance payment benefit must be prorated when the case is approved in the same month as the filing of the application.

18. Restitution and recovery may be required if at any time it is determined that a program participant has received benefits to which s/he was not entitled because of a state or federal statutory or regulatory requirement.

19. Transitional Employment Benefit is a \$50 payment to families with earned income who are no longer eligible for Temporary Assistance benefits due to an increase in income, removal of an earnings disregard or an allowable expense deduction, or a household composition change which causes ineligibility due to income guidelines for Temporary Assistance provided—

(A) The family received Temporary Assistance cash benefits for at least one (1) month;

(B) There is a work eligible individual, as defined in 45 C.F.R.261.10, included in the family;

(C) Work eligible individuals in the family continue to meet the minimum work participation hours as outlined in 42 U.S.C. 607;

(D) The family continues to meet all other eligibility requirements contained in 13 CSR 40-2.300 through 13 CSR 40-2.370 with the exception of income.

All earned income is disregarded in determining eligibility for Transitional Employment Benefit, but the eligible family must continue to meet the regular Temporary Assistance 185% Test, Standard of Need Test, and Percentage of Need Test.

The family is eligible to receive the fifty dollar (\$50.00) Transitional Employment Benefit payment for up to six (6) consecutive months as long as the family meets the requirements in subsections (B), (C), and (D).

There is no limit on the number of times a family may receive Transitional Employment Benefit payments as long as the family loses eligibility for Temporary Assistance as outlined above.

The Transitional Employment Benefit is not included in the 60-month lifetime limit for Temporary Assistance as referenced in 42 U.S.C. 608.

Families who receive Transitional Employment Benefits shall not assign to the Family Support Division in behalf of the state any rights to support from any other person on behalf of any member of the family.

B. REQUIRE A PARENT OR CARETAKER RECEIVING ASSISTANCE TO ENGAGE IN WORK (DEFINED BY THE STATE) ONCE THE STATE DETERMINES THE PARENT OR CARETAKER IS READY TO ENGAGE IN WORK, OR ONCE HE OR SHE HAS RECEIVED 24 MONTHS OF ASSISTANCE, WHICHEVER IS EARLIER, CONSISTENT WITH THE CHILD CARE EXCEPTION AT 407(E)(2) (SECTION 402(A)(1)(A)(II) OF THE SOCIAL SECURITY ACT)

Unless otherwise exempt or temporarily excluded from participation, a parent or caretaker receiving assistance and a sanctioned applicant must engage in work activities when the Family Support Division has determined that he/she is ready to engage in work. The purpose of work participation services is to provide the necessary services and supports to assist Temporary Assistant participants to be successful in obtaining employment that will lead to self-sufficiency.

An individual in a single-parent family with a child age six or older is engaged in work if s/he participates an average of 30 hours per week.

A single custodial parent or caretaker relative with a child under age six is engaged in core work activities if the individual participates in work activities for at least an average of 20 hours per week.

If the individual is a single custodial parent caring for a child under age six and if the individual has demonstrated the inability to work as determined by the Family Support, the Family Support Division shall not reduce assistance because of the individual's refusal to engage in required work because of one or more of the following reasons:

- 1) Unavailability of appropriate child care within reasonable distance from the individual's home or work site;
- 2) Unavailability or unsuitability of informal child care by a relative or under other arrangements; or
- 3) Unavailability of appropriate and affordable child care arrangements.

C. ENSURE THAT PARENTS AND CARETAKERS RECEIVING ASSISTANCE ENGAGE IN WORK IN ACCORDANCE WITH SECTION 407 (SECTION 402(A)(1)(A)(III) OF THE SOCIAL SECURITY ACT)

Work participation services will include, but are not limited to:

- Development of service/employability plan;
- Job readiness workshop activities;
- Skills training;
- Job Search assistance;
- Vocational skill assessments;
- Authorization of work related expenses and/or transportation expenses;
- Assistance with locating child care providers;
- Job development; and
- Development of work experience, community service activities and transitional job opportunities

The following individuals, if eligible for assistance, are exempt from participating in work activities but may voluntarily participate:

1. An individual claiming or receiving permanent and total disability and who has applied for or is receiving Old Age Survivor's and Disability Insurance (OASDI) benefits, Supplemental Security Income (SSI) benefits, or employer-sponsored disability insurance.
2. Caretaker-payees 60 years of age or older.
3. Individuals who are needed in the home to care for a disabled individual who has a physical or mental handicap.

4. A single custodial parent caring for a child who has not attained 12 weeks of age.

EXCLUSIONS FROM WORK ACTIVITIES

Individuals, if eligible for assistance, may be temporarily excluded from participating in work activities if they are victims of domestic violence; temporarily disabled; lack transportation or child care; or if they actively participate with a Children's Division plan.

GOOD CAUSE FOR NOT PARTICIPATING IN A WORK ACTIVITY

If an individual in a family subject to work participation requirements fails to cooperate in developing the individual employment plan, without good cause fails to comply with the individual employment plan, or without good cause refuses to engage in a required work activity, the Family Support Division shall reduce the amount of assistance otherwise payable to the family by 25%. If the participant continues to fail to cooperate, there is a full family sanction, which results in the case being closed.

The following constitute good cause for failure to participate or accept employment:

1. The employment would result in the family of the recipient experiencing a net loss of cash income. Net loss of cash income results if the family's gross income less necessary work-related expenses is less than the cash assistance the individual was receiving when the offer of employment was made. Gross income includes, but is not limited to, earnings, unearned income, and cash assistance;
2. Court-required appearance or incarceration;
3. Emergency family crisis that renders participation unreasonable;
4. Breakdown in transportation arrangements with no readily accessible alternative means of transportation;
5. Breakdown in child care arrangements or availability of child care not suited for special needs of the child for whom it is intended; or
6. Lack of identified social services necessary for participation and set forth in the individual employment plan.

If the individual is a single custodial parent caring for a child under age six and if the individual has demonstrated the inability to work as determined by the Family Support, the Family Support Division shall not reduce assistance because of the individual's refusal to engage in required work because of one or more of the following reasons:

- 1) Unavailability of appropriate child care within reasonable distance from the individual's home or work site;
- 2) Unavailability or unsuitability of informal child care by a relative or under other arrangements; or
- 3) Unavailability of appropriate and affordable child care arrangements.

If the Division determines after an investigation that a participant is not cooperating with a work participation activity requirement, the Division shall schedule a face-to-face meeting with the participant to explain the potential sanctions and the requirements to end the sanction.

The participant shall be given at least ten (10) business days' notice from the date of mailing of the meeting notice of the date, time and place designated by Division for the participant to appear. If the participant is unable to attend the meeting, the participant must contact the Division to reschedule the meeting prior to the scheduled meeting to request an alternative meeting date, time or place. The meeting must occur prior to or during the same calendar week as the original meeting, unless good cause exists.

The participant shall have six (6) weeks from the first business day of the week following the meeting to comply with the work participation activity requirements as required by Division. The participant's TA benefits shall not be sanctioned during the six (6) week period.

If the participant fails to appear for the scheduled face-to-face meeting they shall have six (6) weeks from the first business day of the week following the most recent scheduled meeting with Division to comply with the work participation activity requirements. The participant's TA benefits are not sanctioned during the six (6) week period. This six (6) week period is the conciliation period.

If the participant does not comply with the work participation activity requirements during the six (6) week period the Division shall apply a sanction terminating fifty (50) percent of the full amount of TA benefit to the participant and the participant's family for a period of no more than ten (10) weeks.

During this ten week period the participant shall remain in sanction status. To end the sanction the participant shall perform work participation activities for a minimum average of thirty (30) hours per week for four consecutive (4) weeks.

Failure to complete these requirements will result in the participant's TA case being closed.

D. TAKE SUCH REASONABLE STEPS AS THE STATE DEEMS NECESSARY TO RESTRICT THE USE AND DISCLOSURE OF INFORMATION ABOUT INDIVIDUALS AND FAMILIES RECEIVING ASSISTANCE UNDER THE PROGRAM ATTRIBUTABLE TO FUNDS PROVIDED BY THE FEDERAL GOVERNMENT (SECTION 402(A)(1)(A)(IV) OF THE SOCIAL SECURITY ACT)

Officers and employees of the state of Missouri are prohibited, except as described below, from disclosing any information obtained by them in the discharge of their official duties relative to the identity of applicants for or recipients of benefits or the contents of any records, files and communication except in proceedings where the eligibility for benefit level of a recipient is called into question. The Family Support Division maintains a monthly report showing name and address of all recipients in each resource center and customer service center of the Family Support Division.

No person, association, firm, corporation, or other agency shall make use of any name or list of names of recipients of cash assistance.

Information can be released for the administration of any Federal or federally assisted program which provides assistance in cash, in—kind, or services directly to individuals on the basis of need.

E. ESTABLISH GOALS AND TAKE ACTION TO PREVENT AND REDUCE OUT-OF-
WEDLOCK PREGNANCIES, WITH SPECIAL EMPHASIS ON TEENAGE PREGNANCIES
(SECTION 402(A)(1)(A)(V) OF THE SOCIAL SECURITY ACT)

The Missouri Department of Health and Senior Services administer the Abstinence Education Grant Program (AEGP) to support teen pregnancy prevention strategies to reduce out-of-wedlock births. AEGP funds a media campaign that includes Talk with Me radio and television spots to encourage parents to talk with their kids about sex, abstinence, and other healthy decisions.

Community Partnerships/Missouri Caring Communities

Caring Communities have six (6) core results that make up their framework. One of the core results is Youth Ready to Enter Productive Adulthood. One of the goals of this core result is to reduce teen pregnancy. Each Caring Community is responsible for each of the core results.

Caring Communities form partnerships within the community to facilitate programs designed to reach core results. Those partnerships include: state agencies/organizations, community organizations, neighborhoods, schools, parents and youth in the community.

As part of their strategy to help with reducing teen pregnancy, several programs have been implemented in the Caring Communities. Some of these programs include:

education enrichment for teenage pregnancy prevention; safety net for families to enhance family living; school health services to improve family health; and mentoring programs directly aimed at youth.

Abstinence Education Grant Program

The Missouri Department of Health and Senior Services administers the Abstinence Education Grant Program (AEGP) to support teen pregnancy prevention strategies to reduce out-of-wedlock births. AEGP funds a media campaign that includes Talk with Me radio and television spots to encourage parents to talk with their kids about sex, abstinence, and other healthy decisions.

Personal Responsibility Education Program

The Missouri Department of Health and Senior Services administers the Personal Responsibility Education Program (PREP) to support teen pregnancy prevention strategies to reduce out-of-wedlock births. PREP serves adolescents ages 12-19 in some of the highest need counties of Missouri by providing evidence-based teen pregnancy prevention education programs which also include addressing adulthood preparation topics.

Teen Outreach Program

The Teen Outreach Program (TOP) is administrated by the Department of Health and Senior Services to replicate one of the few rigorously evaluated programs proven effective in increasing school success and protecting youth from risk factors that contribute to teen pregnancy and other negative health behaviors.

F. CONDUCT A PROGRAM DESIGNED TO REACH STATE AND LOCAL LAW
ENFORCEMENT OFFICIALS, THE EDUCATION SYSTEM, AND RELEVANT

COUNSELING SERVICES, THAT PROVIDES EDUCATION AND TRAINING ON THE PROBLEM OF STATUTORY RAPE SO THAT TEENAGE PREGNANCY PREVENTION PROGRAMS MAY BE EXPANDED TO INCLUDE MEN (SECTION 402(A)(1)(A)(VI) OF THE SOCIAL SECURITY ACT)

Law enforcement officers in the State of Missouri are mandated to receive 1,000 hours of training regarding sex crimes that includes extensive coverage of statutory rape. Because of their knowledge and training, the Department of Social Services (DSS) encourages the use of law enforcement to educate teen fathers, non-custodial fathers and young males participating in state sponsored or state supported programs. This resource is most beneficial to the programs established to address the reduction of out-of-wedlock births in Missouri that are wide spread throughout the state. This includes, but is not limited to, programs within the education system, Caring Communities, programs within DSS directed toward teens, and other DSS programs such as Child Support.

G. IMPLEMENT POLICIES AND PROCEDURES AS NECESSARY TO PREVENT ACCESS TO ASSISTANCE PROVIDED UNDER THE STATE PROGRAM FUNDED UNDER THIS PART THROUGH ANY ELECTRONIC FUND TRANSACTION IN AN AUTOMATED TELLER MACHINE OR POINT-OF-SALE DEVICE LOCATED IN A PLACE DESCRIBED IN SECTION 408(A)(12), INCLUDING A PLAN TO ENSURE THAT RECIPIENTS OF THE ASSISTANCE HAVE ADEQUATE ACCESS TO THEIR CASH ASSISTANCE (SECTION 402(A)(1)(A)(VII) OF THE SOCIAL SECURITY ACT)

Transactions using Temporary Assistance benefits issued by Electronic Benefit Transfer are prohibited in the following locations:

- 1) Any liquor store;
- 2) Casino, gambling casino, gaming establishment;
- 3) Retail establishment providing adult-oriented entertainment in which performers disrobe or perform in an unclothed state for entertainment purposes; and
- 4) Any place mainly for or used by adults 18 or older and/or not in the best interest of the child or household.

Transactions using Temporary Assistance benefits issued by Electronic Benefit Transfer are prohibited for the following items:

- 1) Alcoholic beverages;
- 2) Lottery tickets, gambling, bingo;
- 3) Tobacco products;
- 4) Controlled drugs without a valid prescription; and
- 5) Any item mainly for or used by adults 18 or older and/or not in the best interest of the child or household.

Temporary Assistance Electronic Benefit Transfer transactions are blocked at the locations listed above based upon Merchant Category Codes (MCC) and Terminal ID. The MCC describes the type of business, and for businesses that provide multiple goods and services it reflects the greater percentage of the business. The MCC is assigned by the bank or

financial institution that processed the business' application to start accepting bankcard payments. Terminal ID's have been identified to block specific ATM's that are placed in prohibited locations. Additional MCCs and Terminal ID's may be added or deleted at any time. The types of transactions blocked include:

- 1) Credit or debit card service;
- 2) Automated teller machine;
- 3) Point-of-sale terminals; or
- 4) Any online system for the withdrawal of funds or processing of payment for merchandise or a service.

Reports and individual transactions are reviewed using Fraud Navigator, a product of the Electronic Benefit Transfer vendor that recognizes patterns for fraud detection.

H. ENSURE THAT RECIPIENTS OF ASSISTANCE PROVIDED UNDER THE STATE PROGRAM FUNDED UNDER THIS PART HAVE THE ABILITY TO USE OR WITHDRAW ASSISTANCE WITH MINIMAL FEES OR CHARGES, INCLUDING AN OPPORTUNITY TO ACCESS ASSISTANCE WITH NO FEE OR CHARGES, AND ARE PROVIDED INFORMATION ON APPLICABLE FEES AND SURCHARGES THAT APPLY TO ELECTRONIC FUND TRANSACTIONS INVOLVING THE ASSISTANCE, AND THAT SUCH INFORMATION IS MADE PUBLICLY AVAILABLE (SECTION 402(A)(1)(A)(VIII) OF THE SOCIAL SECURITY ACT)

Temporary Assistance recipients using Electronic Benefit Transfer transactions have access to use or withdraw assistance with minimal fees or charges. Access is available in any store that displays the QUEST Mark, or automated teller machine that displays the Quest Mark, Honor, or Shazam logos. Temporary Assistance Electronic Benefit Transfer transactions are not blocked at any retailer authorized as a vendor by the Food and Nutrition Service. Information regarding accessing benefits with no fees and when fees may apply are provided to each Temporary Assistance applicant and recipient, which includes the following information:

- 1) No fee is charged for the first withdrawal at an automated teller machine. There is an \$.85 charge for each additional withdrawal;
- 2) No fee is charged for purchases at a point-of-sale terminal. There is an \$.85 charge for each cash withdrawal; and
- 3) There may be additional surcharges by the retailer.

Information regarding accessing Temporary Assistance benefits is publicly available in the form of a brochure at each agency office and on the Internet at

<http://dss.mo.gov/fsd/fstamp/pdf/im4ebt.pdf> in English and

<http://dss.mo.gov/fsd/fstamp/pdf/im4ebt.pdf> in Spanish.

The agency will review on a case by case basis any participant report of inability to access their cash assistance due to the restriction of use at these locations.

I. INDICATE WHETHER IT INTENDS TO TREAT FAMILIES MOVING FROM ANOTHER STATE DIFFERENTLY FROM OTHER FAMILIES UNDER THE PROGRAM, AND IF SO HOW (SECTION 402(A)(1)(B)(I) OF THE SOCIAL SECURITY ACT)

Families moving into the State from another state will be eligible for assistance in the same manner as any other resident of the State except that the State will not grant assistance for any month for which another state pays the family assistance under its Temporary Assistance for Needy Families (TANF) program.

J. INDICATE WHETHER IT INTENDS TO PROVIDE ASSISTANCE TO NON-CITIZENS, AND IF SO INCLUDE AN OVERVIEW OF THE ASSISTANCE (SECTION 402(A)(1)(B)(II) OF THE SOCIAL SECURITY ACT)

The eligibility requirements for the Temporary Assistance cash program shall include:

- a) Requiring an applicant for or recipient of cash assistance to participate in work activities as defined in this plan with exclusions as provided;
- b) Requiring a recipient of assistance and each dependent child to be:
 - 1) a resident of the State of Missouri; and
 - 2) a citizen of the United States; or
 - 3) a qualified alien defined in 8 United States Code section 1641 residing in the United States for a period of five (5) years on or after August 22, 1996, except as provided in 8 United States Code section 1622(b).
 - 4) Public Law 111-118 enacted on December 19, 2009 provides that Iraqi and Afghan Special Immigrants are eligible for benefits to the same extent and for the same period as refugees pursuant to Section 207 of the Immigrations and Nationality Act. The new legislation supersedes Public Law 110-161 and Public Law 110-181, which granted certain Iraqi and Afghan immigrants special immigrant status under section 101(a)(27) of the Immigration and Nationality Act (INA) effective December 26, 2007 and was time limited. Provided that other eligibility requirements are met, Iraqi and Afghan Special Immigrants are eligible for benefits indefinitely.

K. SET FORTH OBJECTIVE CRITERIA FOR THE DELIVERY OF BENEFITS AND THE DETERMINATION OF ELIGIBILITY AND FOR FAIR AND EQUITABLE TREATMENT, INCLUDING AN EXPLANATION OF HOW IT WILL PROVIDE OPPORTUNITIES FOR RECIPIENTS WHO HAVE BEEN ADVERSELY AFFECTED TO BE HEARD IN A STATE ADMINISTRATIVE OR APPEAL PROCESS (SECTION 402(A)(1)(B)(III) OF THE SOCIAL SECURITY ACT)

If a Temporary Assistance application is not acted upon within thirty calendar days after the filing of the application or is denied in whole or in part, or if any benefits are canceled or modified and concurrently with each reinvestigation, the applicant or program participant shall be notified in writing by the Family Support Division of his/her right to appeal to the Director. However, those program participants receiving the maximum payment allowed by law will not be notified of their right to appeal on the basis of the amount of grant following the completion of a reinvestigation of their case. Procedure for the conduct of the hearings

shall be simple, informal, and summary, but the rules of evidence as applied to civil cases in Missouri shall be applied.

Within a reasonable time after the conclusion of a hearing the Director will render a decision, which will include a statement of the Findings of Fact and Conclusions of Law. A copy of the decision will be sent to the appellant by registered United States mail. A copy will also be mailed to the county Family Support Division office and to any duly authorized representative of the appellant.

There is established the position of state hearing officer within the Division of Legal Services in order to comply with all pertinent federal and state laws and regulations. State hearing officers shall have authority to conduct state level hearings of a pre-determination or appeal nature; they shall serve as direct representatives of the Director. All decisions issued as a result of the hearing so conducted by the hearing officers shall be in the name of the Director. Although the hearing officers may be assigned to a certain area, this authority to conduct hearings shall be statewide. The authority of the hearing officers to conduct hearings shall apply to all programs administered by the Director.

L. INDICATE WHETHER THE STATE INTENDS TO ASSIST INDIVIDUALS TO TRAIN FOR, SEEK, AND MAINTAIN EMPLOYMENT (SECTION 402(A)(1)(B)(V) OF THE SOCIAL SECURITY ACT)—

1. PROVIDING DIRECT CARE IN A LONG-TERM CARE FACILITY (AS SUCH TERMS ARE DEFINED UNDER SECTION 1397J OF THIS TITLE); OR

2. IN OTHER OCCUPATIONS RELATED TO ELDER CARE, HIGH-DEMAND OCCUPATIONS, OR OCCUPATIONS EXPECTED TO EXPERIENCE LABOR SHORTAGES AS, DETERMINED APPROPRIATE BY THE STATE FOR WHICH THE STATE IDENTIFIES AN UNMET NEED FOR SERVICE PERSONNEL, AND, IF SO, SHALL INCLUDE AN OVERVIEW OF SUCH ASSISTANCE.

The Health Profession Opportunity Grant (HPOG) is a 5 year, 15 million dollar grant which will provide training opportunities to low-income individuals, specifically TANF recipients, in the high demand healthcare industry field which would include Certified Nurse Assistant (CAN) or other job classifications that are consistent with the Eldercare Workforce.

M. PROVIDE FOR ALL MOE-FUNDED SERVICES THE FOLLOWING INFORMATION: THE NAME OF THE PROGRAM BENEFIT OR SERVICE, AND THE FINANCIAL ELIGIBILITY CRITERIA THAT FAMILIES MUST MEET IN ORDER TO RECEIVE THAT BENEFIT OR SERVICE. IN ADDITION, FOR TANF MOE-FUNDED SERVICES (CO-MINGLED OR SEGREGATED MOE) DESCRIBE THE PROGRAM BENEFIT PROVIDED TO ELIGIBLE FAMILIES (SSP SERVICES DO NOT HAVE TO INCLUDE A DESCRIPTION BUT THE DEPARTMENT OF HEALTH AND HUMAN SERVICES ENCOURAGES IT) (§263.2(B)(3) & §263.2(C) PREAMBLE PAGES 17826-7)

Basic Assistance - same as Temporary Assistance.

Child Care - Income eligibility for child care exists when the adjusted gross income does not exceed the 138% poverty maximum based on the household size. Temporary Assistance households are automatically eligible for child care. For households who show a need for

child care will include a statement to show how Child Care Assistance supports the family's employability plan. If participants are in educational components, they must be attending at least half time as defined by the facility. The participant must make satisfactory progress in the educational component and be able to document this progress. The course of study must be consistent with a reasonable goal as reflected in an individual employment plan. A reasonable goal is one that leads to employment and/or increases the family's self-reliance. Additionally, early childhood programs increase licensed child care slots and provide early learning opportunities for eligible families with children up to the age when the child is eligible to enter kindergarten. These programs include Home Visitation (185% of the federal poverty level), and Early Head Start Programs (185% of the federal poverty level).

Summer Food Service Program: Eligible participants include: children 0 through 18 years of age whose family incomes are less than or equal to 185 percent of the Federal Poverty Guidelines. The Summer Food Service Program (SFSP) helps assure that eligible populations have access to nutritious meals during the summer months. When school is not in session, SFSP provides reimbursement to community agencies offering the required continuum of meals. SFSP contracts with schools and other community-based organizations to sponsor the local programs and provide meals that meet established guidelines. By increasing the nutrient intake of program participants, SFSP reduces their risk for health problems and enhances their learning capacities. The program also improves the quality of the summer programs offered in areas of economic need.

Food Bank(s): Eligible participants include families with children 0 through 18 years of age whose family incomes are less than or equal to 185 percent of the Federal Poverty Guidelines. The Food Banks provide food to emergency food programs, which include local food pantries, soup kitchens, and short-term emergency shelters.

Domestic Violence Crisis Services: Eligible participants include families with children 0 through 18 years of age whose family incomes are less than or equal to 185 percent of the Federal Poverty Guidelines. Services include both shelter and non-residential domestic violence services: meeting the needs of families in a crisis by providing housing, counseling, health supplies, clothing, and related crisis services. All services are less than 120 days in duration.

Homeless Shelters: Eligible participants include families with children 0 through 18 years of age whose family incomes are less than or equal to 185 percent of the Federal Poverty Guidelines. Services include: shelter services for less than 120 days, serving families facing an immediate homelessness crisis.

After-School Programs. Eligible participants include: children 0 through 18 years of age whose family incomes are less than or equal to 185 percent of the Federal Poverty Guidelines. The general purpose of the Boys & Girls Club is to promote the health, social educational, vocational, and character development of youth. It provides constructive leisure time activities and guidance under trained leadership. Traditionally the Boys & Girls Club focuses on assisting youth from low-income families. Many Boys & Girls Clubs serve youth from other economic levels making certain to include the poorer youth. Boys & Girls Clubs generally are located in low-income areas, where cost of membership is low so that it is within the reach of every youth on an equal basis so the least interested youth will be encouraged to try membership.

Caring Communities - Out of School Support. Eligible participants include: children 0 through 18 years of age whose family incomes are less than or equal to 185 percent of the Federal Poverty Guidelines. The Local Investment Commission (LINC) is a neighborhood-based community governance body that seeks to provide opportunity and services to low-income families. One of the services LINC provides is support for school and neighborhood services in multiple school districts. LINC operates out-of-school programs in area districts and charter schools, implementing federal 21st Century Community Learning Center grants. LINC provides referrals to the families in its community that are in need of emergency assistance, utility assistance, health services support, and access to food, to agencies and community programs that can provide the appropriate assistance. The Out of School Support provides after-school activities, homework help, and general mentorship to school-age children.

Caring Communities- Community Support: Eligible participants include: children 0 through 18 years of age whose family incomes are less than or equal to 185 percent of the Federal Poverty Guidelines. The Local Investment Commission (LINC) is a neighborhood-based community governance body that seeks to provide opportunity and services to low-income families. Services include emergency assistance, parental engagement activities, utility assistance, and food assistance.

Community Partnerships - Community Initiatives: The portion of funding serving families claimed for purposes of TANF MOE are those with family income not above 185% of the federal poverty level with children less than 18 years of age. Capable Kids and Families (CKF) programs promote early intervention for families who have a child with a developmental delay or disability. Services provided connect families to community resources and focus on children's potential for development. Families feel less isolated, build coping skills, and are able to help their child learn and develop. By participating in this program, parents are able to provide a safe, secure, structured home environment that promotes the family and responsible parenting so that children may be cared for in their own homes. This program meets TANF purpose 1.

Jobs for America's Graduates (JAG) - JAG is a 35-year-old non-profit and employment program dedicated to helping at-risk young people to graduate from high school and make successful transitions to postsecondary education and meaningful employment. JAG is a voluntary in-school program that counts as a high school elective.

Alternatives to Abortion: The portion of funding serving families claimed for purposes of TANF MOE are those with family income not above 185% of the federal poverty level, and only allowable services for TANF funding. The goals of the Alternative to Abortion (A2A) program include: improving pregnancy outcomes by helping women practice sound health-related behaviors; improving child health and development by helping parents provide more responsible and competent care for their children so that children may be cared for in their own homes; and improving families' economic self-sufficiency by helping parents continue their education and find employment which will end their dependence on government benefits. Services are provided to pregnant women and families for up to one year following childbirth. This program meets TANF purpose 1 and 2.

Adult High School Program - The Adult High School program provides funding for a Missouri nonprofit organization to operate four adult high schools, licensed and contracted by DESE, to offer individuals, age 21 and over, industry certification programs, provide

diplomas, and on-site child care. The program allows an adult student to complete required coursework at his/her own pace and as available through the adult high school. Preference will be given to a student who receives any local, state, or federal assistance in which a person or family is required not to exceed a certain income level in order to qualify for the assistance.

Program Administration: Program administration costs are used to support basic assistance program, which is the same as Temporary Assistance.

Missouri Work Assistance (MWA): The MWA program provides services to families receiving Temporary Assistance (TA) to assist them in engaging in job preparation and work activities. The goal is for families to become independent of the need for cash assistance. Services include the provision of training, education, and employment preparation that will lead to employment within the shortest time possible. An assessment is completed to identify strengths and resources, identify and remove barriers, and prepare and assist them in securing and maintaining employment to attain self sufficiency.

Utilicare Program: The portion of funding serving families with children under 18 years of age are claimed for purposes of TANF MOE. The Utilicare program helps families with income below 135% of the federal poverty level meet their immediate energy needs. Priority is given to families with disabled household members and children under 5 years of age. The program provides utility assistance to needy families. These families have limited resources for living expenses and may be at risk of termination of utility service and/or eviction. Utilicare helps ensure these children may be cared for in their own homes, providing parents with assistance that will help them to become self-sufficient.

Data Processing: Data processing costs include the cost are used to support basic assistance program, which is the same as Temporary Assistance.

Activities Promoting Responsible Fatherhood: The portion of funding claimed for purposes of TANF MOE are those families with income not above 185% of the federal poverty level. The activities funded may include: involving fathers in the lives of their children; improving fathers economic stability through subsidized employment; financial counseling and planning; reconnecting with their children when returning home from incarceration; and skill-based parenting education. Participation in these programs reduces dependence on government assistance by promoting job preparation and work, and encourages the formation and maintenance of two parent families. This program meets TANF purpose 2 and 4.

Character Education: This program is offered to all interested teachers, school personnel, and parents with no income or resource restrictions. This program provides professional development for teachers, school personnel, and parents to enable them to meet Show-Me Standards for schools. By providing a good learning base and promoting and supporting children's learning, teachers, school personnel and parents encourage a delay in sexual activity, raise self-esteem, improve problem-solving and coping abilities, and promote goal setting and career choices.

Parents as Teachers: This program is available to all parents, regardless of income and/or resources. This program focuses on teaching parents about child development and how to promote learning by their children. It provides activities they can do with their child, and provides resources to the parent not otherwise available. By participating in this program,

parents are able to provide a safe, secure, structured home environment that promotes the family and responsible parenting.

Missouri Pre-School Program: This program is available to all pre-school age children, regardless of income and/or resources. This program provides funding for high quality early childcare programs to prepare children to enter school. Having quality early childhood education improves brain development and cognitive capacity in children, as well as improving language skills. This means the child is able to communicate his/her needs better, and the child will feel less frustration. Children will develop improved problem-solving skills and coping strategies. The child(ren) also thrive in a setting that provides safety and security and ensures they enter school ready to learn. Increased education also enhances the chances for healthy outcomes for all children. Active parental involvement is a criterion for the pre-school program, which includes participation in Parents as Teachers program and/or parental advisory committee.

Missouri Customer Service Partnership: Eligible participants are young individual's age 17 - 24 living in their home or a relative's home with family income under 185% FPL. The Departments of Social Services and Economic Development provide career coaching to young people who are aging out of foster care and transitioning into independence in select customer service occupations. The selected occupations are growing and include employers committed to continuous employee learning and development that ensures they are on a career track. These youth are aging out of foster care, are not on a post-secondary or career path, and volunteer for the program. Participants will have/obtain their high school diploma / HiSET and are ready to earn career-readiness certifications. These jobs teach responsibility, resourcefulness, decisiveness and confidence, while also providing opportunities to learn self-sufficiency. Studies have indicated that educational attainment increases the likelihood that a person will become a supportive member of a two-parent household. Participation in the program decreases the likelihood of dependence on public assistance while preventing and reducing the number of non-marital births for these young adults. Missouri will only claim MOE on those individuals in an approved living arrangement.

State Park Youth Corps (SPYC): Eligible participants are between the ages of 17 - 24 with family income not above 185% of the federal poverty level. Missouri's Workforce Development Boards in partnership with the Missouri Department of Natural Resources' Division of State Parks, and the Missouri Department of Economic Development's Division of Workforce Development administers the program that provides Missouri youth the opportunity to work outdoors improving Missouri's state parks and historic sites from May 1 through Dec. 31. SPYC employs eligible Missourians at state parks, historic sites and natural areas across Missouri. Participation in the program decreases the likelihood of dependence on public assistance while preventing and reducing the number of non-marital births for these young adults. Missouri will only claim MOE on those individuals in an approved living arrangement for SPYC.

Summer Jobs for Youth: The portion of funding serving youth claimed for purposes of TANF MOE are those with family income not above 185% of the federal poverty level. The youth participating are between the ages of 16 - 24, or are parents of young children themselves. Missouri will only claim MOE on those individuals in an approved living arrangement. Missouri's Department of Economic Development's Division of Workforce Development in

partnership with local businesses and community groups provides jobs for low income youth during summer months. Participation in the program provides work and supportive services so that children can be cared for in their own homes or in the homes of relatives. Participation in the program also decreases the likelihood of dependence on public assistance while preventing and reducing the number of non-marital births for these young adults. This program meets TANF purpose 1 and 3.

Access Missouri Scholarship Program: The portion of funding serving students claimed for purposes of TANF MOE are those with family income not above 185% of the federal poverty level. The students are between the ages of 17 - 24, or are parents of any age with children less than 18 years of age. Missouri's Department of Higher Education, Coordinating Board for Higher Education administers this need-based financial assistance award program for low income undergraduate students. Participation in higher education decreases the likelihood of dependence on public assistance by building marketable skills, promoting job preparation, and work, and reduces the number of non-marital births for young adults. Missouri will only claim MOE on those individuals in an approved living arrangement. This program meets TANF purpose 2 and 3.

Activities Promoting Healthy Marriage: The portion of funding claimed for purposes of TANF MOE are those families served with income not above 185% of the federal poverty level. The activities funded may include: public awareness campaigns on the value of healthy marriages; programs that enhance relationship and parenting skills; marriage preparation programs and counseling; financial planning classes; divorce reduction and conflict resolution programs; providing job training to improve economic stability. Participation in these programs reduces dependence on government assistance by promoting job preparation and work, and encourages the formation and maintenance of two parent families. This program meets TANF purpose 2 and 4.

Activities Promoting Responsible Fatherhood: The portion of funding claimed for purposes of TANF MOE are those families with income not above 185% of the federal poverty level. The activities funded may include: involving fathers in the lives of their children; improving fathers economic stability through subsidized employment; financial counseling and planning; reconnecting with their children when returning home from incarceration; and skill-based parenting education. Participation in these programs reduces dependence on government assistance by promoting job preparation and work, and encourages the formation and maintenance of two parent families. This program meets TANF purpose 2 and 4

TANF CERTIFICATIONS

States that include TANF in the Combined State Plan must provide a certification by the chief executive officer of that State, that during the fiscal year, the State will:

Operate a child support enforcement program under the State Plan approved under part D. (section 402(a)(2) of the Social Security Act) Yes

Operate a foster care and adoption assistance program under the State Plan approved under part E, and that the State will take such actions as are necessary to ensure that children receiving assistance under such part are eligible for medical assistance under The

Unified or Combined State Plan under title XIX. (section 402(a)(3) of the Social Security Act) Yes

Specify which State agency or agencies will administer and supervise the program referred to in paragraph (1) for the fiscal year, which shall include assurances that local governments and private sector organizations (section 402(a)(4) of the Social Security Act)—have been consulted regarding the plan and design of welfare services in the State so that services are provided in a manner appropriate to local populations; Yes

Specify which State agency or agencies will administer and supervise the program referred to in paragraph (1) for the fiscal year, which shall include assurances that local governments and private sector organizations (section 402(a)(4) of the Social Security Act)—have had at least 45 days to submit comments on the plan and the design of such services Yes

Provide each member of an Indian tribe, who is domiciled in the State and is not eligible for assistance under a tribal family assistance plan approved under section 412, with equitable access to assistance under the State program funded under this part attributable to funds provided by the Federal Government. (section 402(a)(5) of the Social Security Act) Yes

Establish and enforce standards and procedures to ensure against program fraud and abuse, including standards and procedures concerning nepotism, conflicts of interest among individuals responsible for the administration and supervision of the State program, kickbacks, and the use of political patronage. (section 402(a)(6) of the Social Security Act) Yes

(optional) Establish and Enforcing standards and procedures to (section 402(a)(7) of the Social Security Act).— screen and identify individuals receiving assistance under this part with a history of domestic violence while maintaining the confidentiality of such individuals; Yes

(optional) Establish and Enforcing standards and procedures to (section 402(a)(7) of the Social Security Act).— refer such individuals to counseling and supportive services; Yes

(optional) Establish and Enforcing standards and procedures to (section 402(a)(7) of the Social Security Act).—waive, pursuant to a determination of good cause, other program requirements such as time limits (for so long as necessary) for individuals receiving assistance, residency requirements, child support cooperation requirements, and family cap provisions, in cases where compliance with such requirements would make it more difficult for individuals receiving assistance under this part to escape domestic violence or unfairly penalize such individuals who are or have been victimized by such violence, or individuals who are at risk of further domestic violence 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)))

A. GENERAL REQUIREMENTS

The State agency must prepare and submit an Employment and Training (E&T) Plan to its appropriate Food and Nutrition Service (FNS) Regional Office. The E&T Plan must be

available for public inspection at the State agency headquarters. A State agency may include its plan for the SNAP E&T program in a Combined Plan under WIOA but will require FNS approval prior to implementation and must continue to make a copy of the plan available for public inspection. If a State includes SNAP E&T in a Combined Plan under WIOA, the State agency will detail the following for each year covered by the Combined Plan:

1. THE NATURE OF THE E&T COMPONENTS THE STATE AGENCY PLANS TO OFFER AND THE REASONS FOR SUCH COMPONENTS, INCLUDING COST INFORMATION. THE METHODOLOGY FOR STATE AGENCY REIMBURSEMENT FOR EDUCATION COMPONENTS MUST BE SPECIFICALLY ADDRESSED;

SNAP, which is referred to as Food Stamps in Missouri, will keep the combined state plan at the Missouri Department of Social Service Family Support Division's main office: 615 Howerton Court; Jefferson City, Missouri 65109. This plan is and will continue to be available for review upon request.

The Department of Social Services, Family Support Division (FSD) administers SkillUP. The mission of the Department of Social Services is to maintain or improve the quality of life for Missouri citizens. The FSD's mission is to maintain and strengthen Missouri families.

SkillUP is Missouri's Employment and Training (E&T) program for Food Stamp recipients. SkillUP provides job search, job search training, education, skills training, intensive case management, and supportive services to Food Stamp recipients not participating in the state's Temporary Assistance for Needy Families (TANF) program.

The FSD has contracts or agreements with the Division of Workforce Development (DWD), the University of Missouri (MU) and the Missouri Community College Association (MCCA) to operate SkillUP. All of these partners utilize the Division of Workforce Development's (DWD) case management system called MoJobs to serve SkillUP participants. Providers can easily identify potential SkillUP participants in MoJobs as FSD sends an interface to this system with all of the Volunteers/ABAWDs and case closures.

Note: While SkillUP is voluntary in Missouri, for the purposes of identifying Food Stamp recipients in MoJobs, they are displayed as Volunteers or ABAWDs.

All SkillUP participants must complete an intake process that is documented in MoJobs including: completing an initial skills assessment; receiving Labor Market Information (LMI) and beginning an Employment Plan.

SkillUP offers the following components:

- Staff Assisted Job Search
- Job Search Training
- Work-Based Learning
- Vocational Training
- Education
- Unsubsidized Employment
- In Kind Work

- Entrepreneurial Training
- Intensive Case Management

100% Funds: Cost Per Component

Public Consulting Group (PCG) completed a time study for the FSD in October 2015 in order to calculate the cost per component in which the DWD and MU may reasonably expense for each service deliverable. The FSD used the time study completed by PCG to determine cost per component for both DWD and MU.

To determine the cost per component and service (intensive case management and in—kind work) for the DWD, the FSD multiplied the hours given from the time study multiplied by the average state wage and added 10% for indirect costs. The FSD took the average state wage for DWD staff instead of the Kansas City rates to account for state variances.

To determine the cost per component for MU, the FSD multiplied the hours by the actual cost provided. This was done as this information was provided by MU and the total salary with indirect costs was taken into consideration. Below is the cost per component or service: <https://jobs.mo.gov/files/mcsp16p192ajpg>
<https://jobs.mo.gov/files/mcsp16p193ajpg> DWD and MU will be reimbursed for actual training costs.

2. AN OPERATING BUDGET FOR THE FEDERAL FISCAL YEAR WITH AN ESTIMATE OF THE COST OF OPERATION FOR EACH FEDERAL FISCAL YEAR COVERED BY THE COMBINED PLAN. ANY STATE AGENCY THAT REQUESTS 50 PERCENT FEDERAL REIMBURSEMENT FOR STATE AGENCY E&T ADMINISTRATIVE COSTS, OTHER THAN FOR PARTICIPANT REIMBURSEMENTS, MUST INCLUDE IN ITS PLAN, OR AMENDMENTS TO ITS PLAN, AN ITEMIZED LIST OF ALL ACTIVITIES AND COSTS FOR WHICH THOSE FEDERAL FUNDS WILL BE CLAIMED, INCLUDING THE COSTS FOR CASE MANAGEMENT AND CASEWORK TO FACILITATE THE TRANSITION FROM ECONOMIC DEPENDENCY TO SELF-SUFFICIENCY THROUGH WORK. COSTS IN EXCESS OF THE FEDERAL GRANT WILL BE ALLOWED ONLY WITH THE PRIOR APPROVAL OF FNS AND MUST BE ADEQUATELY DOCUMENTED TO ASSURE THAT THEY ARE NECESSARY, REASONABLE AND PROPERLY ALLOCATED. A STATE MUST SUBMIT A PLAN AMENDMENT TO REQUEST BUDGET ADJUSTMENTS AT LEAST 30 DAYS PRIOR TO PLANNED IMPLEMENTATION;

FNS allocated the FSD \$1,533,492 in 100% funding and a total of \$2,052,727 in 50% funding to administer SkillUP for FFY2018. The FSD recognizes that half of the 50% funding (\$1,026,364) is cost reimbursement between the FSD and the Food and Nutrition Service (FNS).

MU is approved to spend up to \$301,168 in 100% funding and \$2,814,377 in 50% funding to administer the SkillUP program for FFY18.

MCCA is approved for \$361,623 in 100% funding and \$550,858 in 50% funding for FFY18.

The DWD is approved to spend up to \$717,000 in 100% funds in FFY18.

MCCA is approved to spend 50%/50% funds.

Supportive services are designed to provide participants who are either engaged in a component with reimbursement for items to assist and individual to ensure successful participation in one or more of the program's components. The FSD will continue to follow the FNS guidance for 50% funds per pages 48—49 of the SNAP E&T handbook (http://www.fns.usda.gov/sites/default/files/ET_Toolkit_2013.pdf). Services must be reasonable in cost and necessary for participant success in order to be paid for with 50% SkillUP funds. The DWD and MU are required to follow the guidance offered in the SNAP E&T handbook.

Occasionally, other expenses arise to (1) ensure successful completion of an SkillUP component or (2) as part of job retention services. Any desired expense that could strengthen the SkillUP customer's services are vetted through the FSD and FNS (if needed) before the expenditure occurs. SkillUP volunteers will not have childcare costs as a qualified expense since the FSD has a child care assistance program.

MU has chosen to reimburse transportation and work—related expenses incurred by an SkillUP participant. In addition, both MU and DWD can offer intensive case management services.

3. THE CATEGORIES AND TYPES OF INDIVIDUALS THE STATE AGENCY INTENDS TO EXEMPT FROM E&T PARTICIPATION, THE ESTIMATED PERCENTAGE OF WORK REGISTRANTS THE STATE AGENCY PLANS TO EXEMPT, AND THE FREQUENCY WITH WHICH THE STATE AGENCY PLANS TO REEVALUATE THE VALIDITY OF ITS EXEMPTIONS;

The FSD does not have any exemptions for METP participants.

4. THE CHARACTERISTICS OF THE POPULATION THE STATE AGENCY INTENDS TO PLACE IN E&T;

There are 350,676 SNAP households as of August 31, 2017 (comprising 757,047 Missourians) and all households can choose to volunteer.

5. THE ESTIMATED NUMBER OF VOLUNTEERS THE STATE AGENCY EXPECTS TO PLACE IN E&T;

The FSD anticipates that a minimum of 3,975 Missourians will participate in SkillUP during FFY2018 based on the current funding level. If additional funding becomes available, the FSD anticipates this number to grow.

6. THE GEOGRAPHIC AREAS COVERED AND NOT COVERED BY THE E&T PLAN AND WHY, AND THE TYPE AND LOCATION OF SERVICES TO BE OFFERED

SkillUP serves any SNAP volunteer residing in the State of Missouri.

7. THE METHOD THE STATE AGENCY USES TO COUNT ALL WORK REGISTRANTS AS OF THE FIRST DAY OF THE NEW FISCAL YEAR;

The FSD anticipates there will be 106,200 mandatory work registrants as of October 1, 2017 with an additional 53,100 new work registrants from October 2, 2017 to September

30, 2018. Therefore, the FSD believes there will be 159,300 total work registrants in FFY 2018.

8. THE METHOD THE STATE AGENCY USES TO REPORT WORK REGISTRANT INFORMATION ON THE QUARTERLY FORM FNS-583

The unduplicated count of individual work registrants directly impacts the estimated number of work registrants. Family Assistance Management Information System (FAMIS), tracks individual work registrants who register more than once during the federal fiscal year. Individual work registrants are counted only one time during the year as opposed to each time they are registered.

9. THE METHOD THE STATE AGENCY USES TO PREVENT WORK REGISTRANTS FROM BEING COUNTED TWICE WITHIN A FEDERAL FISCAL YEAR. IF THE STATE AGENCY UNIVERSALLY WORK REGISTERS ALL SNAP APPLICANTS, THIS METHOD MUST SPECIFY HOW THE STATE AGENCY EXCLUDES THOSE EXEMPT FROM WORK REGISTRATION UNDER 7 C.F.R. §273.7(B)(1). IF THE STATE AGENCY WORK REGISTERS NONEXEMPT PARTICIPANTS WHENEVER A NEW APPLICATION IS SUBMITTED, THIS METHOD MUST ALSO SPECIFY HOW THE STATE AGENCY EXCLUDES THOSE PARTICIPANTS WHO MAY HAVE ALREADY BEEN REGISTERED WITHIN THE PAST 12 MONTHS AS SPECIFIED UNDER 7 C.F.R. §273.7(A)(1)(I);

See 8.

10. THE ORGANIZATIONAL RELATIONSHIP BETWEEN THE UNITS RESPONSIBLE FOR CERTIFICATION AND THE UNITS OPERATING THE E&T COMPONENTS, INCLUDING UNITS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM, IF AVAILABLE. FNS IS SPECIFICALLY CONCERNED THAT THE LINES OF COMMUNICATION BE EFFICIENT AND THAT NONCOMPLIANCE BY THE PARTICIPANT BE REPORTED TO THE CERTIFICATION UNIT WITHIN 10 WORKING DAYS AFTER THE NONCOMPLIANCE OCCURS;

The following organizations have entered into a contract or memorandum of understanding with the Family Support Division.

Division of Workforce Development (DWD):

The FSD has a Memorandum of Understanding (MOU) with the DWD. The DWD then has a MOU with each of the fourteen Workforce Development Boards (WDB) to provide SkillUP services in the Job Centers.

The FSD entered into an agreement with the DWD in January 2016 as the ABAWD waiver was expiring and FSD wanted to offer ABAWDs a variety of options and locations to meet their new work requirements. By entering into this agreement, the number of locations Food Stamp recipients could be served increased from 4 to 39.

DWD offers all SkillUP components including: staff assisted job search, job search training, work-based learning, vocational training, education, and entrepreneurial training. SkillUP participants can be placed in any component based on their employment plan. If the

participant will begin short-term training, cohorts start on a regular basis. Participants can engage in a variety of other components as outlined in Appendix B until the cohorts begin.

SkillUP services are offered through 35 Job Center locations in the following locations: Arnold, Branson, Cape Girardeau, Chillicothe, Clinton, Columbia, Hannibal, Independence, Jefferson City, Joplin, 3 locations in Kansas City, Kennett, Kirksville, Lebanon, Linn Creek, Nevada, Park Hills, Poplar Bluff, Rolla, 2 locations in St. Louis County, St. Louis City (SLATE), Sedalia, Sikeston, Springfield, St. Charles County, St. Joseph, Warrenton, Washington and West Plains.

ABAWDs may contact DWD after receiving a mailing which is sent to all “new” ABAWDs that lists DWD as an option to meet participation hours. In addition, DWD sends SkillUP flyers to Food Stamp recipients who have opted in to receive emails and other notifications.

The DWD refers clients who need reoccurring intensive case management to MU for assistance. In addition, DWD refers clients to the Community Colleges and other eligible training providers based on the client’s assessment, Employment Plan and LMI.

University of Missouri (MU):

The FSD contracted with MU in 2014; however, MU’s role has changed from being the sole SkillUP provider serving a small population of volunteers to being one of three SkillUP providers.

MU provides services through 9 case managers who cover various parts of the state. For FFY18, MU will hold informational sessions for potential SkillUP participants. During these sessions, case managers will complete an initial employment plan, provide an overview of SkillUP, explain the local labor market, review other services the participant may be eligible for (i.e. childcare, services through other agencies, etc.), and discuss career/training options. During subsequent visits with the participants, case managers will continuously update the participant’s employment plan as well as coordinate services with other agencies (i.e. FSD for childcare, Community Action Agency for energy assistance, etc.) The goal of these sessions is to increase interest, commitment and excitement of potential clients, and to create cohorts of participants who can support each other throughout training.

MU receives referrals from DWD to serve clients with ongoing intensive case management needs. MU assists Community College clients on the intake. MU also conducts outreach through various events and provides information at the University of Missouri Extension offices which are located in each county.

Missouri Community College Association (MCCA):

The FSD has a contract with MCCA to provide SkillUP services. MCCA then has a contract with Community Colleges.

The FSD contracted with MCCA in December 2016 to provide additional provider locations for ABAWDs and volunteers. MCCA received funding to provide administrative oversight and to provide tuition funds to Community Colleges.

SkillUP services are offered at the Ozark Technical Community (OTC) College in Springfield which provides services in 4 locations and Metropolitan Community College (MCC) in

Kansas City which provide services in 5 locations. For FFY18, MCCA will also have a contract with St. Louis Community College (STLCC) to provide services in 4 locations.

The Community Colleges provide SkillUP training to new students identified as an ABAWD or Volunteer in MoJobs. The Community Colleges released news stories and press releases on the programs availability for Food Stamp recipients and later released an article on a participant's success in the program. In addition, the Community Colleges provide training to referrals from DWD and MU.

MU assists the Community College clients in completing the intake process as the Community Colleges do not have staffing to perform these functions. As SkillUP continues to expand opportunities for Food Stamp recipients, some Community Colleges may handle the intake process.

11. THE RELATIONSHIP BETWEEN THE STATE AGENCY AND OTHER ORGANIZATIONS IT PLANS TO COORDINATE WITH FOR THE PROVISION OF SERVICES, INCLUDING ORGANIZATIONS IN THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM, IF AVAILABLE. COPIES OF CONTRACTS MUST BE AVAILABLE FOR INSPECTION;

The FSD contracts with MU and MCCA and has an MOU with DWD. Copies available upon request.

12. THE AVAILABILITY, IF APPROPRIATE, OF E&T PROGRAMS FOR INDIANS LIVING ON RESERVATIONS AFTER THE STATE AGENCY HAS CONSULTED IN GOOD FAITH WITH APPROPRIATE TRIBAL ORGANIZATIONS;

N/A

13. IF A CONCILIATION PROCESS IS PLANNED, THE PROCEDURES THAT WILL BE USED WHEN AN INDIVIDUAL FAILS TO COMPLY WITH AN E&T PROGRAM REQUIREMENT. INCLUDE THE LENGTH OF THE CONCILIATION PERIOD

N/A

14. THE PAYMENT RATES FOR CHILD CARE ESTABLISHED IN ACCORDANCE WITH THE CHILD CARE AND DEVELOPMENT BLOCK GRANT PROVISIONS OF 45 CFR 98.43, AND BASED ON LOCAL MARKET RATE SURVEYS.

N/A

15. THE COMBINED (FEDERAL/STATE) STATE AGENCY REIMBURSEMENT RATE FOR TRANSPORTATION COSTS AND OTHER EXPENSES REASONABLY NECESSARY AND DIRECTLY RELATED TO PARTICIPATION INCURRED BY E&T PARTICIPANTS. IF THE STATE AGENCY PROPOSES TO PROVIDE DIFFERENT REIMBURSEMENT AMOUNTS TO ACCOUNT FOR VARYING LEVELS OF EXPENSES, FOR INSTANCE FOR GREATER OR LESSER COSTS OF TRANSPORTATION IN DIFFERENT AREAS OF THE STATE, IT MUST INCLUDE THEM HERE.

For DWD, Transportation and Work Related expenses are guided by the Statewide Supportive Service policy; however, local policy can make this more restrictive. For MU, Transportation Related expenses are administered through gas cards and Work Related expenses are based on need. For both agencies, there must be an unmet need and the participant must use these funds/services and be engaged in allowable services or components.

16. INFORMATION ABOUT EXPENSES THE STATE AGENCY PROPOSES TO REIMBURSE. FNS MUST BE AFFORDED THE OPPORTUNITY TO REVIEW AND COMMENT ON THE PROPOSED REIMBURSEMENTS BEFORE THEY ARE IMPLEMENTED.

The FSD will continue to follow the FNS guidance for 50% funds per pages 48—49 of the SNAP E&T handbook(http://www.fns.usda.gov/sites/default/files/ET_Toolkit_2013.pdf). Services must be reasonable in cost and necessary for participant success in order to be paid for with 50% METP funds. The DWD and MU are required to follow the guidance offered in the SNAP E&T handbook.

B. ABLE-BODIED ADULTS WITHOUT DEPENDENTS (ABAWD)

A State agency interested in receiving additional funding for serving able-bodied adults without dependents (ABAWDs)* subject to the 3-month time limit, in accordance with 7 C.F.R. §273.7(d)(3), must include the following for each Federal fiscal year covered by the Combined Plan under WIOA: *7 CFR § 273.7(c)(7)

1. ITS PLEDGE TO OFFER A QUALIFYING ACTIVITY TO ALL AT-RISK ABAWD APPLICANTS AND RECIPIENTS

Its pledge to offer a qualifying activity to all at-risk ABAWD applicants and recipients;

FFY17 is the first year Missouri was a pledge state. Based on the number of ABAWDs from January through April 2017, the FSD anticipates an average of new 54,096 ABAWDs for FFY18.

2. ESTIMATED COSTS OF FULFILLING ITS PLEDGE

See (b) (1) for the answer to (b) (1), (2), (3), (4), (5) & (6).

3. A DESCRIPTION OF MANAGEMENT CONTROLS IN PLACE TO MEET PLEDGE REQUIREMENTS

See (b) (1) for the answer to (b) (1), (2), (3), (4), (5) & (6).

4. A DISCUSSION OF ITS CAPACITY AND ABILITY TO SERVE AT-RISK ABAWDs.

See (b) (1) for the answer to (b) (1), (2), (3), (4), (5) & (6).

5. INFORMATION ABOUT THE SIZE AND SPECIAL NEEDS OF ITS ABAWD POPULATION

See (b) (1) for the answer to (b) (1), (2), (3), (4), (5) & (6).

6. INFORMATION ABOUT THE EDUCATION, TRAINING, AND WORKFARE COMPONENTS IT WILL OFFER TO MEET THE ABAWD WORK REQUIREMENT.

See (b) (1) for the answer to (b) (1), (2), (3), (4), (5) & (6).

C. PLAN MODIFICATION

If FNS determines that the performance of a State agency with respect to employment and training outcomes is inadequate, FNS may require the State agency to make modifications to the State E&T plan to improve the outcomes.*

—
*7 U.S.C. 2025(h)(5)(E) as amended by Agricultural Act of 2014 .

FUNDING DISCLAIMER

Funds may not be available when SNAP E&T portions of a Combined State Plan under WIOA are approved. FNS's obligation after approving a SNAP E&T plan submitted as part of a Combined State Plan is contingent upon the availability of an appropriation from which payment can be made. Any FNS funding resulting from an approval of a SNAP E&T plan submitted as part of a Combined State Plan is subject to FNS receiving sufficient funds (in the Program Financial Control System for FNS) to fund this and all prior approved SNAP E&T plans submitted as part of a Combined State Plan in their entirety in the time and date order received. Federal reimbursement to States for 50 percent of State administrative expenditures and for participant reimbursements is subject to the above conditions.

COMMUNITY SERVICES BLOCK GRANT (CSBG)

Note: Below is information about the employment and training activities carried out under the Community Services Block Grant (CSBG) (42 U.S.C. 9901 et seq.) that is included in the WIOA Combined State Plan. The complete CSBG State Plan is submitted directly to the Federal agency that administers that program and is collected under OMB Control Number: 0970-0382.

Where CSBG is included in the Combined State Plan, the State CSBG Lead Agency (as designated by the chief executive of the State under the requirements of section 676(a) of the CSBG Act (42 U.S.C. 9908(a)) will coordinate plans for employment and training activities under CSBG as part of a larger antipoverty and workforce development strategy.

As part of the Combined State Plan, the State CSBG Lead Agency must:

(a) Describe how the State and the eligible entities will coordinate the provision of employment and training activities through Statewide and local WIOA workforce development systems; and may

(b) Provide examples of innovative employment and training programs and activities

conducted by eligible entities or other neighborhood-based organizations as part of a community antipoverty strategy.

(a)

Missouri's nineteen (19) Community Action Agencies (CAA's) provide assistance to individuals, families, and communities to reduce or eradicate poverty. CAA's act as a catalyst for community coordination to bring about changes in their communities and to better the lives of the families they serve on a daily basis. CAA's address the 'whole family' through a strengths based, family development approach to supporting individuals and families attain self-sufficiency which includes:

- Intake, assessment and referral - individuals are guided through a process to identify their strengths and needs.
- Family support and case management services - an intensive one on one relationship to empower individuals and families set goals toward achieving self-sufficiency.
- Life skills classes to assist individuals in learning better ways to handle basic living skills, such as budgeting, employment readiness, etc...
- Coordination and referral for services to address barriers to achieving self-sufficiency, including: education; transportation; housing; child care; and other issues.

Several CAA's also have employment and training units within their organizational structure, including, Missouri Job Centers (hosted by the CAA, or co-located with the CAA), WIA Youth Employment programs, Adult/Dislocated Worker Services, career preparation, internships, on-the-job training, mentoring, HiSET, and other supportive services. Community Action Agencies collaborate in the governance of the workforce development system by serving on Workforce Development Boards (WDBS), administering employment and training programs, sharing referrals with workforce partners, and coordinating services at the local level.

Missouri's State CSBG office will work collaboratively with other state agency partners and with Community Action Agencies to nurture and extend the existing collaborative partnerships and develop new partnerships to enhance the effectiveness of the workforce system throughout the state.

(b)

In addition to the above noted services offered by Community Action Agencies, the programs listed below were developed in partnership with Community Action, or are CAA programs that employ innovative or collaborative approaches to helping individuals attain self-sufficiency:

Ozarks Small Business Incubator: The Ozarks Small Business Incubator (OzSBI) encourages new business development in their seven county area. OzSBI is a one-stop location created for anyone wanting to start a business or expand an existing enterprise within our Ozark regional boundaries. Every company or individual accepted into the incubator program has the opportunity to receive discounted rent on office space in the downtown West Plains OzSBI facility for up to five years. Clients are also offered many useful perks, additional discounts on a variety of facility services, and most importantly, access to a network of

mentors, advisors, and investors. Since opening the doors in 2012, OzSBI has helped 13 tenant businesses and 25 affiliate businesses, helped create over 85 new jobs, hosted 64 business trainings attended by almost 800 people, generated 50 graduates of Operation JumpStart, and completed over 1,000 mentoring hours with our clients.

Microenterprise Initiative: Central Missouri Community Action Agency (CMCA) developed their microenterprise initiative for low-income persons looking to develop small businesses in their eight county service area. CMCA's Microenterprise Initiative loan fund provides borrowers access to capital they might not otherwise be able to access. Classroom training, business planning, one-on-one consultation, group technical assistance, coaching, and post-loan technical assistance are offered to assist the entrepreneur to determine the feasibility of their idea and help them develop plans to get their start-up business off the ground. Funds for the program are provided through donations from Commerce Bank, Bank of Missouri, Callaway Bank, Community Foundation of Central Missouri, USDA-Rural Development, and private individuals.

Individual Development Accounts (IDA): The SEMO Assets Program through the East Missouri Action Agency (EMAA) is one example of an individual development account (IDA) that helps low-income families save money to be used in one of three ways: for the down payment on a first home; post-secondary education; or to start a small business. Families deposit their savings into local financial institutions, and their savings are matched at a 2 to 1 ratio. Participants must be in the program a minimum of six months, but can remain in the program for the life of the grant program (...in this case, six years). One adult must be working from the household. The family must make deposits monthly into their savings accounts, and they must attend financial literacy programs covering such topics as home ownership, economic education, career guidance, micro-enterprise development, etc... Successful IDA's provide a great 'return on investment' by transforming a small contribution and hard work into a much larger payoff. Participants invest their IDA funds into their local communities, increase their incomes and become more self-sufficient.

Youth Entrepreneurship: The Missouri Alliance for the Development of Entrepreneurship (MADE) sponsors the MADE in Missouri State Entrepreneurship Competition. Participants under the age of nineteen that aspire to start or own their own business enter the youth competition, where they present their ideas to a panel of judges for consideration. Participants complete a preliminary round, where judges determine whether the proposed business idea should move into a final round of competition. Participants receive feedback and suggestions on their proposals, and are referred for technical assistance to help them polish their proposal for the final competition. Certificates and business investment awards are given to the top three youth businesses.

Reality Enrichment and Life Lessons (REALL): The Reality Enrichment and Life Lessons (REALL) project is a simulation designed to challenge youth to think critically about how choices and decisions made in adolescence may have consequences in adulthood. Participating youth are given the life of someone who has made reactive or negative choices (all have dropped out of high school, some have past legal histories, some have low paying jobs, etc). Following this, they are given the life of someone who has made proactive or positive choices (all have graduated from high school and obtained some type of higher education, all are employed at a living wage, all have affordable child care, etc.). Youth are challenged to live those two lives and compare and contrast the experiences to draw

conclusions in their own lives. It is the expectation that youth will draw on their experiences at the Reality Enrichment and Life Lessons simulation to make proactive choices in their own lives, so they may know self-sufficiency in adulthood.

The SELF Program (Strengthening, Empowering, Lifting Families): The Jefferson Franklin Community Action Corporation (JFCAC) developed the SELF program as a six week course to provide education and practical tools to help families make positive changes in their lives and attain self-sufficiency. The target population for this project is low-income families participating in the Housing Choice Voucher Program (Section 8), Head Start Program, and those living in homeless shelters. Families attended the course together once a week. Parents and their children enjoyed a meal together before each session. Childcare was provided by local CASA volunteers while parents attended the sessions. The course included: Setting goals, exploring career paths, budgeting, gaining employment, parenting skills, and importance of nutrition & health. The adults gained skills and knowledge to help lift them from poverty, children benefited from seeing their parents in a positive learning environment, reinforcing the value of education. The local Mayor and Police Chief were guest presenters that offered hope and inspirational stories of their own life struggles.

Bank On, Save Up St. Louis: The Bank-On, Save-UP St. Louis initiative brought together partners from the human services with financial institutions to encourage low-income residents to open bank accounts and become more financially literate. The St. Louis model was modeled after Bank On initiatives in other cities, and is designed to increase access to mainstream financial products and services among low-and-moderate income (LMI) individuals. The Community Development department at the Federal Reserve Bank of St. Louis partnered with the Regional Unbanked Task Force to collect data and report findings on the program.

Achieving Higher Education is a program which targets high school seniors from low income households that find higher education inaccessible and unaffordable. All applicants have the opportunity to apply for one college program of their choice with emergency funds to cover the cost of the application. The staff conduct targeted coaching with the applicants, managing deadlines and requirements for admission, assist with higher education searches, and coordinating with local school counselors for scholarship opportunities and school fair activities. Applicants who successfully complete this program have the opportunity to apply for a scholarship of at least \$250 from the Achieving Higher Education program. The scholarship is raised by fund raising events held in each county that conducts the program. The scholarship is determined by essays written by the applicants and evaluated by other staff members not directly involved with the program.

The Purses for Success and Scrubs for Success are 2-3 year programs conducted by Northeast Central Community Action Corporation (NECAC) that work directly with unemployed, underemployed individuals that are seeking gainful employment. Case managers work directly with individuals to increase their self-worth/confidence/emotional stability, knowledge of work-ethic/professionalism, balance and well-being by mentoring consistency, goal setting, time management and organizational skills that will thus increase their marketability and gain employment. Clients attend weekly meetings/workshops and register with Missouri Access Point at the local NECAC office if an Access Point is located there. Upon successful completion, the client is provided with necessary attire, shoes, tools,

personal hygiene kit, and/or other donated items as may be available. Local business, nursing homes, and physicians' offices collaborate with NECAC.

The Fathering Initiative is a program designed to assist low-income fathers in healthy engagement with their child(ren) who participate in head start programs and reside in Jackson, Clay, and Platte Counties. Parent involvement has long been one of the cornerstones of Head Start, and fathers are encouraged to participate in all aspects of the program. In addition, the Head Start Bureau funded six male involvement demonstration projects between 1991 and 1994, all of which are still in operation. The Bureau has also published a number of parent involvement resources - most recently the Head Start Handbook of the Parent Involvement Vision and Strategies, which outlines how mothers and fathers can play critical roles in their children's education. Other innovative steps have been taken to collaborate with fraternities, the Urban League, and other state and local groups to encourage fathers to volunteer and to play an active role in children's lives. The Head Start Bureau is also launching a new effort to support local Head Start fatherhood efforts. A workgroup has been established and information is being collected on current fatherhood activities across the country. Best practices will be identified, along with additional resources that might be helpful to local programs. These resources will be developed and disseminated as part of an overall strategy to enhance support for father involvement in Head Start. In addition, a study is currently underway involving Early Head Start.

PAVE the Way is an innovative program designed to provide career education and job readiness opportunities for at risk high school students from low-income families. PAVE the Way is uniquely positioned to help young people reach beyond their current circumstances and put themselves in the best possible position to be successful and have a more optimistic view of their future success. P.A.V.E. the Way students meet once per week in the classroom and utilize an online component to learn more about college and career readiness and to work on their writing skills for the college admission program. Students will also have additional exposure throughout the year in the form of community engagement, community service, and fieldtrips.

APPENDIX 1. 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 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 two years of the plan. States will only have one year of data available under the performance accountability system in Section 116 of the WIOA; therefore, the Departments will continue to use the transition authority under WIOA sec. 503(a) to designate certain primary indicators of performance as “baseline” indicators in the first plan submission. A “baseline” indicator is one for which States will not propose an expected level of performance in the plan submission and will not come to agreement with the Departments on negotiated levels of performance. “Baseline” indicators will not be used in the end of the year performance calculations and will not be used to determine failure to achieve adjusted levels of performance for purposes of sanctions. The selection of primary indicators for the designation as a baseline indicator is made based on the likelihood of a state having adequate data on which to make a reasonable determination of an expected level of performance and such a designation will vary across core programs.

States are expected to collect and report on all indicators, including those that have been designated as “baseline”. The actual performance data reported by States for indicators designated as “baseline” in the first two years of the Unified or Combined Plan will serve as baseline data in future years.

Each core program must submit an expected level of performance for each indicator, except for those indicators that are listed as “baseline” indicators below.

For this Plan, the Departments will work with States during the negotiation process to establish the negotiated levels of performance for each of the primary indicators for the core programs.

Baseline Indicators for the First Two Years of the Plan

Title I programs (Adult, Dislocated Workers, and Youth):

- Measurable Skill Gains
- Effectiveness in Serving Employers

Title II programs (Adult Education):

- Employment in the 2nd quarter
- Employment in the 4th quarter
- Median Earnings
- Credential Attainment
- Effectiveness in Serving Employers

Title III programs (Wagner-Peyser):

- Effectiveness in Serving Employers

Title IV programs (Vocational Rehabilitation):

- Employment in the 2nd quarter
- Employment in the 4th quarter
- Median Earnings
- Credential Attainment
- Measurable Skill Gains
- Effectiveness in Serving Employers

States may identify additional indicators in the State plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the State indicators. Please identify any such State indicators under Additional Indicators of Performance.

TABLE 1. EMPLOYMENT (SECOND QUARTER AFTER EXIT)

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	68.70	Baseline	68.70	Baseline
Dislocated Workers	72.50	Baseline	72.50	Baseline
Youth	72.50	Baseline	72.50	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	67.00	Baseline	67.00	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 1

TABLE 2. EMPLOYMENT (FOURTH QUARTER AFTER EXIT)

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	66.40	Baseline	66.40	Baseline
Dislocated Workers	70.20	Baseline	70.20	Baseline
Youth	68.00	Baseline	68.00	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	70.80	Baseline	70.80	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 2

TABLE 3. MEDIAN EARNINGS (SECOND QUARTER AFTER EXIT)

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	5,100.00	Baseline	5,100.00	Baseline
Dislocated Workers	5,800.00	Baseline	5,800.00	Baseline

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	4,844.00	Baseline	4,844.00	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 3

TABLE 4. CREDENTIAL ATTAINMENT RATE

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	46.50	Baseline	46.50	Baseline
Dislocated Workers	51.00	Baseline	51.00	Baseline
Youth	67.20	Baseline	67.20	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 4

TABLE 5. MEASUREABLE SKILL GAINS

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	64.00	64.00	64.00	65.00
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 5

Missouri Division of Workforce Development, Missouri Vocational Rehabilitation along with our other partners are working toward a policy regarding Measureable Skill Gains for Adult, Dislocated Worker, Youth, Wagner-Peyser and Vocational Rehabilitation.

TABLE 6. EFFECTIVENESS IN SERVING EMPLOYERS

Measure	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Line 1 (enter the measure information in the comments below)				
Line 2				
Line 3				
Line 4				
Line 5				
Line 6				

User remarks on Table 6

TABLE 7. ADDITIONAL INDICATORS OF PERFORMANCE

Measure	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level

User remarks on Table 7

APPENDIX 2. OTHER STATE ATTACHMENTS (OPTIONAL)

Governor Approval Letter 2016 -

<https://jobs.mo.gov/sites/jobs/files/govapprletter2016.pdf>

Governor Approval Letter 2018 - <https://jobs.mo.gov/sites/jobs/files/govapprvltr2018.pdf>