

WIOA STATE PLAN FOR THE STATE OF WYOMING 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.

I. WIOA STATE PLAN TYPE

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

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

Combined State Plan. This plan includes the Adult, 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. No

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.) No

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

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

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

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

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

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

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

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

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

II. STRATEGIC ELEMENTS

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

The Research & Planning (R&P) section of the Wyoming Department of Workforce Services has defined a period of economic downturn as one in which the state experienced an over-the-year decrease in average monthly employment (total jobs worked), total wages, and average weekly wage for at least two consecutive quarters based on data from the Quarterly Census of Employment and Wages (QCEW). During the past 10 years, Wyoming experienced two such periods of economic downturn. The first of these two downturns occurred from first quarter 2009 (2009Q1) to first quarter 2010 (2010Q1), which coincided with the national Great Recession and the collapse of coal bed methane. During that time, Wyoming experienced a loss of jobs, while the resident population and labor force (number of employed and the number of unemployed) remained flat or continued to grow. Job losses were felt nationally and regionally, as many of Wyoming's neighboring states shed jobs at a much greater rate. The second and most recent period of economic downturn began in 2015Q2 due to a decline in the prices of and demand for coal, oil, and natural gas. The conditions during this downturn, however, were much different from the conditions of the previous downturn.

All of Wyoming's neighboring states experienced economic growth and added jobs, particularly states like Colorado and Utah, which have large urban areas. During this downturn, as Wyoming lost jobs, the labor force and resident population declined, suggesting that individuals may have left the state to pursue opportunities in states with growing economies. The most recent economic downturn began in 2015Q2 and persisted throughout 2015 and 2016. Job losses continued for nine consecutive quarters, which was twice as long as the previous downturn from 2009Q1 to 2010Q1. By early 2017, some segments of Wyoming's economy began to show signs of improvement. Wyoming's population, labor force, and jobs have all declined over the past two years. This section of the report provides a workforce analysis by examining economic trends from 2008 to 2017, and the most recent conditions for which data were available at the time of publication. **Jobs and Wages** The QCEW is a "quarterly count of employment and wages reported by employers based on Unemployment Insurance (UI) tax records and edited to meet statistical standard guidelines of the U.S. Bureau of Labor Statistics" (Moore, 2017 - Moore, M. (2017, July). Total wages, average weekly wage increase in 2017Q1. *Wyoming Labor Force Trends*, 54(7). Retrieved from <http://doe.state.wy.us/LMI/trends/0717/0717.pdf>). The QCEW measures average monthly employment in terms of jobs worked. Industries are defined by the North American Industry Classification System (NAICS). As shown in Table 1 below, Wyoming lost jobs from the previous year for nine consecutive quarters (2015Q2 to 2017Q2), or more than two years. By 2017Q3, substantial job losses seemed to have stopped, as total employment decreased by 146 jobs, or 0.0%,

Table 1: Average Monthly Employment (Jobs Worked) and Total Wages Across All Industries in Wyoming, 2015Q1 to 2017Q3

Year & Quarter	Average Monthly Employment			Total Wages		
	N	N	%	\$	\$	%
2015Q1	277,738	3,675	1.3	\$3,221,060,386	\$96,848,533	3.1
2015Q2	285,239	-1,460	-0.5	\$3,219,530,970	-\$24,120,320	-0.7
2015Q3	288,335	-2,974	-1.0	\$3,242,167,919	-\$75,454,842	-2.3
2015Q4	279,408	-6,132	-2.1	\$3,406,817,213	-\$130,040,354	-3.7
2016Q1	268,325	-9,412	-3.4	\$2,971,220,047	-\$249,840,339	-7.8
2016Q2	275,036	-10,203	-3.6	\$3,035,647,466	-\$183,883,504	-5.7
2016Q3	276,323	-12,012	-4.2	\$3,107,234,585	-\$134,933,334	-4.2
2016Q4	267,641	-11,767	-4.2	\$3,111,373,498	-\$295,443,715	-8.7
2017Q1	261,247	-7,078	-2.6	\$2,988,935,161	\$17,715,114	0.6
2017Q2	271,729	-3,308	-1.2	\$3,092,199,082	\$56,551,616	1.9
2017Q3	276,178	-146	0.0	\$3,115,098,819	\$7,864,234	0.0
Change, 2015Q3-2017Q3		-12,157	-4.2		-\$127,069,100	-3.9

Source: Quarterly Census of Employment and Wages.
Prepared by M. Moore, Research & Planning, WY DWS, 1/23/18.

over the year. Total wages began showing improvement two quarters earlier (2017Q1). Table 1 includes a change in jobs and total wages from 2015Q3 to 2017Q3 because of the seasonal nature of large segments of Wyoming's industrial composition, most notably construction and leisure & hospitality (tourism). During this period, Wyoming lost 12,157 jobs, a decrease of 4.2%. During the same period, total wages fell by \$127.1 million, or -3.9%. Turnover: Hiring Activity When Wyoming's economy is growing, as was the case before 2009, the number of hires is greater than the number of exits. But during times of economic downturn, Wyoming loses more workers than it gains, and thus the number of exits is greater than the number of hires. Wyoming's exit rate was greater than the hire rate during the economic downturns of 2009Q1-2010Q1 and 2015Q2-2016Q4. As noted by Moore (2017) -, however, hiring activity in Wyoming resumed in 2017Q2 as the number of total hires increased to 66,188 from 64,441 in 2016Q2 (1,747, or 2.7%). The largest increase in total hires was seen in mining (NAICS 21), which more than doubled from 1,120 in

2016Q2 to 2,863 in 2017Q2 (1,743, or 155.6%). (i) Existing Demand Industry Sectors and Occupations. (ii) Emerging Demand Industry Sectors and Occupations. (iii) Employers' Employment Needs. According to the most recent long-term industry and occupational projections from Research & Planning, Wyoming is projected to experience minimal job growth over the next decade, with just a 1.5% increase in employment from 2014 to 2024. It should be noted that industries are identified by the North American Industry Classification System (NAICS), while occupations are classified using the Standard Occupational Classification (SOC) system. In general, an industry refers to the type of firm for which a person works, such as construction (NAICS 23) or manufacturing (NAICS 31-33). An occupation refers to a specific task or set of tasks performed by a person, such as an electrician (SOC 47-2111) or dental assistant (SOC 31-9091). Industry Projections The Quarterly Census of Employment and Wages (QCEW) is the primary data source used in developing industry projections. According to Bullard (2016) -Bullard, D. (2015, November). Methodological note: Changes to projections. *Wyoming Labor Force Trends*, 52(11). Retrieved from <https://doe.state.wy.us/lmi/trends/1115/a6.htm>, "these data are based on quarterly tax filings by employers and represent a virtual census of employment." In other words, projections are based on recent trends. For example, the 2014-2024 long-term industry projections were produced in 2016, when, Wyoming's economy was in a period of economic downturn. As previously mentioned, that downturn began in 2015Q2 due in large part to a decline in the prices of and demand for coal, oil, and natural gas. This is evident in the long-term industry projections,

Table 2: Wyoming Long-Term Industry Projections, 2014-2024

NAICS ^a Code	Industry Title	Employment		Change in Employment	
		2014 ^b	2024 ^c	N	%
	Total, All Industries	286,962	291,289	4,327	1.5
11	Agriculture, Forestry, Fishing and Hunting	2,577	2,913	336	13.0
21	Mining	27,291	21,160	-6,131	-22.5
23	Construction	23,721	22,717	-1,004	-4.2
31-33	Manufacturing	9,811	9,013	-798	-8.1
42, 48-49, 22	Wholesale Trade, Transportation, Warehousing, & Utilities	25,169	24,350	-819	-3.3
42	Wholesale Trade	9,500	9,268	-232	-2.4
48-49	Transportation and Warehousing	13,179	12,363	-816	-6.2
22	Utilities	2,490	2,719	229	9.2
44-45	Retail Trade	29,794	31,492	1,698	5.7
51	Information	3,775	3,634	-141	-3.7
52-53	Financial Activities	11,228	11,470	242	2.2
52	Finance and Insurance	6,772	7,014	242	3.6
53	Real Estate and Rental and Leasing	4,456	4,456	0	0.0
54-56	Professional & Business Services	18,422	17,954	-468	-2.5
54	Professional, Scientific, and Technical Services	9,513	9,296	-217	-2.3
55	Management of Companies and Enterprises	1,011	1,003	-8	-0.8
56	Administrative and Support and Waste Management and Remediation Services	7,898	7,655	-243	-3.1
61	Educational Services	28,476	30,293	1,817	6.4
62	Health Care and Social Assistance	31,499	37,464	5,965	18.9
71-72	Leisure & Hospitality	35,311	39,479	4,168	11.8
71	Arts, Entertainment, and Recreation	2,990	3,295	305	10.2
72	Accommodation and Food Services	32,321	36,184	3,863	12.0
81	Other Services (except Government)	7,832	7,275	-557	-7.1
	Government	32,056	32,075	19	0.1
	Federal Government, Excluding Post Office	6,278	6,383	105	1.7
	Postal Service	1,082	878	-204	-18.9
	State Government, Excluding Education and Hospitals	9,106	8,882	-224	-2.5
	Local Government, Excluding Education and Hospitals	15,590	15,932	342	2.2

^aNorth American Industry Classification System.

Source: Wyoming Long-Term Industry Projections, 2014-2024.

which show that Wyoming’s mining industry is projected to lose 6,131 jobs from 2014 to 2024, a change of -22.5% (see Table 2). Other industries projected to experience a decrease in employment include construction (-1,004, or -4.2%), transportation & warehousing (-816, or -6.2%), and manufacturing (-798, or -8.1%). Industries projected to experience growth include health care & social assistance (5,965, or 18.9%), leisure & hospitality (4,168, or 11.8%), educational services (1,817, or 6.4%), and retail trade (1,698, or 5.7%). Occupational Projections While long-term industry projections are limited in scope to openings due to growth, long-term occupational projections take into account openings due to replacement need, which occurs when an individual retires, dies, or otherwise leaves an occupation. Table 3 provides long-term projections for 530 occupations, including 2014 estimated employment, 2024 projected employment, number of openings due to growth, number of openings due to replacement need, total openings, and total annual openings. For example, Table 3 shows that the retail salespersons occupation (SOC code 41-2031) is projected to increase from 8,808 in 2014 to 9,408 in 2024; this means there will be 600 openings due to growth. However, due to a variety of factors such as turnover and demographics of workers, an additional 3,053 openings are projected for retail salespersons due to replacement need. The total number of openings for retail salespersons (growth plus replacement need) over the next 10 years is 3,653, or 365 per year (the total divided by 10). In some cases, an occupation may have a substantial number of total openings even though growth is projected to be negative. For example, growth for carpenters (SOC 47-2031; Table 3) is projected to be -31, or a loss of 31

jobs for this occupation. However, because of the 525 openings due to replacement need, the total projected number of openings for carpenters is 494, or 49 total annual openings. Table 3 also includes hourly and annual wages for each occupation at the 10th percentile and mean levels; the 10th percentile level of wages can be viewed as the typical entry-level wage. For example, the mean hourly wage for retail salespersons was \$13.50, while the 10th percentile hourly wage was \$8.17. In other words, while retail salespersons in Wyoming may make \$13.50 per hour on average, the average hiring wage for this occupation is \$8.17. The occupations in Table 3 are sorted by typical educational requirement and total annual openings. There are nine levels of typical educational requirement presented in Table 3: no formal educational credential, high school diploma or equivalent, apprenticeship, some college, no degree, postsecondary non-degree award, associate's degree, bachelor's degree, master's degree, and doctoral or professional degree. Employment and Training Opportunities Existing demand industry sectors and occupations, emerging demand industry sectors and occupations, and employers' employment needs can all be addressed with an understanding and analysis of long-term occupational projections. Research & Planning identified 32 occupations from the 2014-2024 long-term occupational projections that may present employment and training opportunities for jobseekers, employers, colleges, and training providers. These occupations all have relatively high wages, high demand, and moderate training or education. These occupations, presented in Table 4, were determined by meeting three criteria: a mean hourly wage of at least \$15.00, at least five annual openings, and typical educational requirements that were beyond a high school diploma but less than a four-year bachelor's degree. The occupations in Table 4 require an apprenticeship; some college, no degree; a postsecondary non-degree award; or an associate's degree. Several of the occupations presented in Table 4 require a license in Wyoming; Research & Planning publishes a Directory of Licensed Occupations for Wyoming, which is available at http://doe.state.wy.us/LMI/dir_lic/lic-occs-2017.pdf. This section provides a brief description of a two selected occupations from Table 4: electricians and dental hygienists. Electricians (SOC 47-2111). According to O*Net Online, electricians "install, maintain, and repair electrical wiring, equipment, and fixtures. Ensure that work is in accordance with relevant codes. May install or service street lights, intercom systems, or electrical control systems." In Wyoming, electricians must be registered with the State Electrical Board, and there are several other requirements; for example, a low-voltage technician must pass a written exam and have 1.2 years (4,000 hours) of experience (Knapp, 2017). Wyoming is projected to have 470 openings for electricians from 2014 to 2024 (47 annually). The 10th percentile hourly wage for electricians is \$17.51, while the mean hourly wage is \$27.99. Dental hygienists (SOC 29-2021). Dental hygienists "clean teeth and examine oral areas, head, and neck for signs of oral disease. May educate patients on oral hygiene, take and develop x rays, or apply fluoride or sealants," according to O*Net Online. This occupation requires an associate's degree, specifically from an American Dental Association-accredited dental hygiene program. According to the Directory of Licensed Occupations for Wyoming, schools with dental hygienist programs include Sheridan College, Laramie County Community College, and the University of Wyoming. From 2014 to 2024, there will be a projected 136 total openings (14 annually) for dental hygienists. The mean hourly wage for this occupation is \$33.39, with a 10th percentile hourly wage of \$24.94. Tableau Interactive Graphics Table 4 was created using a typical educational requirement of more than high school but less than a bachelor's degree, at least five projected annual openings, and a mean hourly wage of at least \$15.00. However, interactive features prepared by Research & Planning on Tableau.com make it possible for users to set their own parameters while using long-term occupational projections data. By using the Tableau interactive graphics, users can change the typical educational requirements, number of annual openings per year, wages, and more. For example, a training provider could restrict his or her

search to only occupations requiring an associate's degree, but expand the search by lowering the mean hourly wage to \$13.00. To utilize these graphics and data, please visit <https://public.tableau.com/profile/tony.glover!/vizhome/OccupationalProjectionsforWyoming2014to2024/Sheet1>. Detailed industry and occupational projections are available online at <http://doe.state.wy.us/LMI/projections.htm>

Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC ^a Code	SOC Title	Employment		Openings Due to			Total Annual Openings	Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replace- ment Need	Total		10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
No formal educational credential											
41-2031	Retail Salespersons	8,808	9,408	600	3,053	3,653	365	8.17	17,003	13.50	28,072
35-3031	Waiters & Waitresses	5,061	5,394	333	2,435	2,768	276	7.68	15,972	9.65	20,070
41-2011	Cashiers	5,917	6,139	222	2,518	2,740	274	7.88	16,397	10.38	21,600
35-3021	Combined Food Prep. & Serving Workers, Including Fast Food	5,727	6,577	850	1,851	2,701	270	7.73	16,081	9.20	19,143
37-2012	Maids & House-keeping Cleaners	4,868	5,459	591	1,161	1,752	175	7.96	16,554	10.26	21,349
43-5081	Stock Clerks & Order Fillers	3,117	3,318	201	989	1,190	119	8.32	17,311	13.28	27,629
35-2014	Cooks, Restaurant	2,651	3,134	483	701	1,184	118	8.48	17,641	11.95	24,855
35-3011	Bartenders	2,314	2,609	295	870	1,165	116	7.72	16,058	10.09	20,993
37-2011	Janitors & Cleaners, Exc. Maids & House-keeping Cleaners	4,673	4,841	168	928	1,096	109	8.85	18,408	13.64	28,372
53-7062	Laborers & Freight, Stock, & Material Movers, Hand	3,414	3,409	-5	1,016	1,011	101	9.66	20,095	15.54	32,331
39-9021	Personal Care Aides	1,921	2,382	461	155	616	61	8.41	17,498	10.85	22,560
35-3022	Counter Attendants, Cafeteria, Food Concession, & Coffee Shop	891	946	55	536	591	59	7.74	16,104	9.82	20,426
35-9021	Dishwashers	1,208	1,202	-6	522	516	51	7.76	16,147	9.60	19,963
35-9031	Hosts & Hostesses, Restaurant, Lounge, & Coffee Shop	637	687	50	452	502	50	7.72	16,054	9.60	19,966
47-2061	Construction Laborers	4,356	3,988	-368	869	501	50	11.74	24,416	16.50	34,312
35-2021	Food Preparation Workers	1,423	1,525	102	396	498	49	7.99	16,612	10.92	22,714

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

Source: Wyoming Long-Term Occupational Projections, 2014-2024.

Prepared by T. Glover & M. Moore, Research & Planning, WYDWS, 1/22/18.

Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC ^a Code	SOC Title	Employment		Openings Due to				Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replace- ment Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
37-3011	Landscaping & Grounds-keeping Workers	2,436	2,465	29	439	468	46	9.36	19,462	14.39	29,936
35-2012	Cooks, Institution & Cafeteria	1,381	1,416	35	365	400	40	8.99	18,694	13.04	27,127
45-2093	Farmworkers, Farm, Ranch, & Aquacultural Animals	943	1,058	115	251	366	36	8.68	18,046	13.10	27,256
35-9011	Dining Room & Cafeteria Attendants & Bartender Helpers	588	648	60	294	354	35	7.73	16,071	9.10	18,923
53-7064	Packers & Packagers, Hand	1,136	1,186	50	302	352	35	8.16	16,965	13.68	28,454
53-7051	Industrial Truck & Tractor Operators	1,180	1,208	28	294	322	32	12.44	25,879	17.95	37,329
31-1011	Home Health Aides	592	755	163	134	297	29	9.31	19,375	12.88	26,786
39-3091	Amusement & Recreation Attendants	431	476	45	181	226	22	7.84	16,305	10.96	22,788
41-2022	Parts Salespersons	1,015	992	-23	225	202	20	10.46	21,762	17.25	35,877
53-7061	Cleaners of Vehicles & Equipment	574	559	-15	200	185	18	8.31	17,293	11.66	24,247
45-2092	Farmworkers & Laborers, Crop, Nursery, & Greenhouse	425	474	49	113	162	16	8.10	16,849	11.57	24,062
35-2011	Cooks, Fast Food	1,006	899	-107	266	159	15	7.73	16,075	9.19	19,118
53-3041	Taxi Drivers & Chauffeurs	436	475	39	82	121	12	7.91	16,457	11.07	23,032
47-2141	Painters, Construction & Maintenance	829	814	-15	132	117	11	12.23	25,438	17.39	36,178
51-3011	Bakers	358	397	39	78	117	11	8.44	17,557	11.97	24,895

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

Source: Wyoming Long-Term Occupational Projections, 2014-2024.

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Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC ^a Code	SOC Title	Employment		Openings Due to			Total Annual Openings	Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replace- ment Need	Total		10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
53-7081	Refuse & Recyclable Material Collectors	441	443	2	111	113	11	11.04	22,957	16.90	35,147
51-6011	Laundry & Dry-Cleaning Workers	532	554	22	76	98	9	8.30	17,258	11.21	23,319
53-6031	Automotive & Watercraft Service Attendants	254	250	-4	101	97	9	8.41	17,495	12.43	25,850
51-9198	Helpers—Production Workers	588	478	-110	192	82	8	9.48	19,710	17.52	36,438
47-5013	Service Unit Operators, Oil, Gas, & Mining	2,340	1,620	-720	800	80	8	17.34	36,076	25.11	52,221
47-2131	Insulation Workers, Floor, Ceiling, & Wall	254	246	-8	86	78	7	12.53	26,055	17.19	35,763
47-2051	Cement Masons & Concrete Finishers	743	726	-17	91	74	7	13.26	27,576	19.26	40,057
47-4031	Fence Erectors	425	415	-10	83	73	7	10.31	21,454	15.71	32,678
47-5012	Rotary Drill Operators, Oil & Gas	874	648	-226	299	73	7	17.58	36,561	30.43	63,300
47-2181	Roofers	405	415	10	62	72	7	9.73	20,230	16.59	34,511
27-1012	Craft Artists	167	206	39	31	70	7	8.53	17,737	12.36	25,716
33-9092	Lifeguards, Ski Patrol, & Other Recreational Protective Service Workers	341	357	16	48	64	6	8.00	16,640	11.21	23,324
47-5011	Derrick Operators, Oil & Gas	1,004	724	-280	343	63	6	17.74	36,894	25.09	52,191
35-3041	Food Servers, Non-restaurant	164	179	15	40	55	5	7.93	16,490	10.73	22,314
51-3021	Butchers & Meat Cutters	280	278	-2	55	53	5	10.56	21,963	14.92	31,042

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		2014 ^b	2024 ^c	Growth	Replace- ment Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
39-3031	Ushers, Lobby Attendants, & Ticket Takers	80	80	0	50	50	5	7.55	15,714	8.37	17,411
47-4071	Septic Tank Servicers & Sewer Pipe Cleaners	141	150	9	35	44	4	13.21	27,470	17.39	36,166
53-6021	Parking Lot Attendants	61	63	2	34	36	3	8.49	17,669	12.37	25,731
33-9091	Crossing Guards	162	164	2	29	31	3	9.17	19,083	17.39	36,162
53-3099	Motor Vehicle Operators, All Other	97	97	0	30	30	3	8.16	16,971	17.21	35,803
53-7063	Machine Feeders & Offbearers	97	103	6	21	27	2	12.78	26,582	17.37	36,123
47-3012	Helpers— Carpenters	173	177	4	22	26	2	11.08	23,040	14.61	30,381
47-3011	Helpers – Brick-masons, Blockmasons, Stonemasons, & Tile & Marble Setters	88	98	10	11	21	2	12.87	26,769	17.89	37,201
47-2044	Tile & Marble Setters	151	147	-4	21	17	1	10.57	21,978	15.96	33,192
47-2041	Carpet Installers	178	170	-8	25	17	1	8.27	17,199	15.20	31,607
53-7011	Conveyor Operators & Tenders	55	54	-1	16	15	1	12.92	26,864	23.42	48,709
51-6021	Pressers, Textile, Garment, & Related Materials	78	69	-9	18	9	0	7.97	16,580	9.95	20,696
51-3022	Meat, Poultry, & Fish Cutters & Trimmers	34	35	1	7	8	0	10.24	21,297	14.64	30,461
51-6031	Sewing Machine Operators	86	88	2	5	7	0	8.67	18,038	12.74	26,493
53-7199	Material Moving Workers, All Other	15	17	2	5	7	0	8.26	17,177	12.81	26,636

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

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SOC ^a Code	SOC Title	Employment		Openings Due to				Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replace- ment Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
27-1019	Artists & Related Workers, All Other	28	29	1	5	6	0	13.72	28,544	19.86	41,312
53-7111	Mine Shuttle Car Operators	42	33	-9	13	4	0	32.22	67,014	37.76	78,533
47-2081	Drywall & Ceiling Tile Installers	215	205	-10	13	3	0	15.57	32,376	19.47	40,501
51-9123	Painting, Coating, & Decorating Workers	15	14	-1	3	2	0	13.83	28,775	18.34	38,139
47-5041	Continuous Mining Machine Operators	192	152	-40	37	-3	0	25.56	53,154	36.35	75,613
47-5071	Roustabouts, Oil & Gas	2,464	1,726	-738	484	-254	-25	15.09	31,396	20.95	43,569
High school diploma or equivalent											
43-4081	Hotel, Motel, & Resort Desk Clerks	2,017	2,307	290	1,043	1,333	133	8.16	16,965	11.11	23,100
49-9071	Maintenance & Repair Workers, General	3,974	4,189	215	1,041	1,256	125	10.39	21,622	21.67	45,076
43-9061	Office Clerks, General	5,902	5,569	-333	1,273	940	94	9.26	19,262	15.75	32,752
35-1012	First-Line Supervisors of Food Preparation & Serving Workers	2,188	2,476	288	650	938	93	9.19	19,121	15.35	31,923
41-1011	First-Line Supervisors of Retail Sales Workers	3,360	3,521	161	751	912	91	10.95	22,784	19.35	40,242
49-9041	Industrial Machinery Mechanics	2,636	2,779	143	684	827	82	17.48	36,356	28.49	59,263
39-9011	Childcare Workers	1,847	2,074	227	545	772	77	7.88	16,387	10.53	21,892
43-4051	Customer Service Reps.	1,665	1,823	158	410	568	56	9.89	20,573	15.25	31,724
43-6013	Medical Secretaries	1,543	1,838	295	163	458	45	10.80	22,455	15.50	32,236

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Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

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		2014 ^b	2024 ^c	Growth	Replace- ment Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
33-3051	Police & Sheriff's Patrol Officers	1,225	1,259	34	404	438	43	19.11	39,741	25.76	53,585
43-1011	First-Line Supervisors of Office & Admin. Support Workers	1,924	2,055	131	291	422	42	13.59	28,263	22.99	47,810
41-4012	Sales Reps., Wholesale & Mfg., Except Tech. & Scientific Products	2,261	2,202	-59	465	406	40	14.46	30,081	32.27	67,127
53-3031	Driver/Sales Workers	1,571	1,703	132	267	399	39	7.80	16,229	11.86	24,659
43-4171	Receptionists & Info. Clerks	1,328	1,348	20	358	378	37	9.70	20,173	13.48	28,032
51-8093	Petroleum Pump System Operators, Refinery Operators, & Gaugers	923	943	20	348	368	36	22.68	47,175	32.64	67,894
21-1093	Social & Human Service Assistants	1,131	1,268	137	222	359	35	10.53	21,896	15.70	32,656
43-3071	Tellers	1,180	1,075	-105	461	356	35	9.91	20,614	12.43	25,845
43-6014	Secretaries & Admin. Assistants, Except Legal, Medical, & Executive	5,073	4,887	-186	535	349	34	10.35	21,532	16.75	34,832
53-3033	Light Truck or Delivery Services Drivers	1,441	1,524	83	245	328	32	10.06	20,921	17.03	35,430
33-3012	Correctional Officers & Jailers	1,094	1,102	8	301	309	30	15.91	33,085	20.10	41,804
51-4121	Welders, Cutters, Solderers, & Brazers	2,583	2,135	-448	741	293	29	15.90	33,075	26.92	55,990

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		2014 ^b	2024 ^c	Growth	Replace- ment Need	Total		10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
49-1011	First-Line Supervisors of Mechanics, Installers, & Repairers	1,850	1,762	-88	369	281	28	21.33	44,372	36.00	74,882
39-9032	Recreation Workers	954	1,048	94	176	270	27	7.94	16,509	12.02	24,997
53-1031	First-Line Supervisors of Trans. & Material-Moving Machine & Vehicle Operators	1,036	949	-87	332	245	24	19.34	40,234	32.52	67,651
49-9051	Electrical Power-Line Installers & Repairers	559	579	20	223	243	24	19.08	39,692	31.35	65,216
53-3022	Bus Drivers, School or Special Client	1,487	1,531	44	195	239	23	9.06	18,852	15.56	32,374
53-7073	Wellhead Pumpers	782	615	-167	397	230	23	17.76	36,942	25.64	53,325
41-3021	Insurance Sales Agents	529	615	86	139	225	22	10.56	21,955	21.95	45,662
25-3021	Self-Enrichment Education Teachers	595	707	112	112	224	22	9.25	19,250	20.60	42,840
37-1011	First-Line Supervisors of House-keeping & Janitorial Workers	943	1,007	64	149	213	21	11.71	24,349	18.40	38,276
47-4051	Highway Maintenance Workers	774	778	4	206	210	21	16.61	34,557	19.31	40,155
43-3021	Billing & Posting Clerks	657	719	62	137	199	19	12.48	25,959	17.03	35,428
11-9051	Food Service Managers	677	734	57	136	193	19	15.02	31,244	24.50	50,969
39-1021	First-Line Supervisors of Personal Service Workers	636	708	72	120	192	19	10.43	21,705	17.11	35,596

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		2014 ^b	2024 ^c	Growth	Replace- ment Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
11-9141	Property, Real Estate, & Community Association Managers	600	685	85	104	189	18	14.94	31,076	27.08	56,322
33-9032	Security Guards	1,090	1,120	30	153	183	18	9.45	19,654	14.45	30,061
49-3031	Bus & Truck Mechanics & Diesel Engine Specialists	1,483	1,408	-75	255	180	18	15.64	32,521	25.68	53,418
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	1,647	1,431	-216	389	173	17	18.98	39,472	28.48	59,228
47-2073	Operating Engineers & Other Construction Equipment Operators	5,345	4,603	-742	891	149	14	17.73	36,878	26.47	55,055
51-9061	Inspectors, Testers, Sorters, Samplers, & Weighers	807	750	-57	203	146	14	14.56	30,291	24.13	50,192
39-9031	Fitness Trainers & Aerobics Instructors	532	579	47	98	145	14	8.10	16,843	14.83	30,843
51-8092	Gas Plant Operators	503	451	-52	190	138	13	21.89	45,534	30.79	64,035
29-2052	Pharmacy Technicians	533	615	82	53	135	13	11.97	24,888	16.79	34,934
33-9099	Protective Service Workers, All Other	678	716	38	95	133	13	11.45	23,824	17.25	35,888
33-1012	First-Line Supervisors of Police & Detectives	348	357	9	124	133	13	24.87	51,735	34.95	72,691
51-9111	Packaging & Filling Machine Operators & Tenders	442	412	-30	158	128	12	10.53	21,897	19.96	41,509
11-9081	Lodging Managers	392	443	51	75	126	12	13.65	28,398	23.37	48,613

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								Hourly	Annual	Hourly	Annual
51-8031	Water & Wastewater Treatment Plant & System Operators	351	383	32	89	121	12	16.19	33,676	24.97	51,935
51-4041	Machinists	621	551	-70	180	110	11	13.50	28,071	22.98	47,790
43-4199	Information & Record Clerks, All Other	356	374	18	91	109	10	12.23	25,435	17.39	36,172
43-4121	Library Assistants, Clerical	296	309	13	92	105	10	8.44	17,546	12.41	25,821
39-9041	Residential Advisors	259	284	25	79	104	10	8.00	16,645	12.17	25,305
53-1021	First-Line Supervisors of Helpers, Laborers, & Material Movers, Hand	266	284	18	85	103	10	14.36	29,860	24.48	50,915
51-8091	Chemical Plant & System Operators	285	274	-11	108	97	9	28.95	60,212	33.90	70,518
31-9099	Healthcare Support Workers, All Other	267	308	41	56	97	9	10.70	22,260	17.53	36,471
49-9012	Control & Valve Installers & Repairers, Except Mechanical Door	256	251	-5	101	96	9	15.16	31,526	27.48	57,157
29-2081	Opticians, Dispensing	201	243	42	54	96	9	10.88	22,635	15.83	32,922
43-9041	Insurance Claims & Policy Processing Clerks	259	288	29	65	94	9	12.40	25,800	17.27	35,921
49-3093	Tire Repairers & Changers	359	331	-28	122	94	9	8.95	18,622	14.29	29,725
53-4021	Railroad Brake, Signal, & Switch Operators	326	295	-31	124	93	9	16.86	35,066	24.74	51,467

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								Hourly	Annual	Hourly	Annual
43-5071	Shipping, Receiving, & Traffic Clerks	563	534	-29	122	93	9	9.99	20,770	15.94	33,159
41-9022	Real Estate Sales Agents	476	527	51	33	84	8	13.09	27,227	34.93	72,658
39-2021	Nonfarm Animal Caretakers	335	348	13	69	82	8	8.10	16,847	10.95	22,781
41-3099	Sales Reps. Services, All Other	490	468	-22	104	82	8	13.00	27,033	33.13	68,914
43-4131	Loan Interviewers & Clerks	350	374	24	54	78	7	10.55	21,938	16.78	34,901
31-2022	Physical Therapist Aides	112	158	46	32	78	7	9.44	19,632	13.18	27,407
51-1011	First-Line Supervisors of Production & Operating Workers	1,152	1,047	-105	182	77	7	18.97	39,453	37.49	77,975
49-9098	Helpers—Installation, Maintenance, & Repair Workers	309	286	-23	100	77	7	8.84	18,391	15.58	32,412
37-1012	First-Line Supervisors of Landscaping, Lawn Service, & Grounds-keeping Workers	474	472	-2	79	77	7	16.69	34,711	25.88	53,824
13-1031	Claims Adjusters, Examiners, & Investigators	216	236	20	53	73	7	11.41	23,723	29.32	60,989
37-3012	Pesticide Handlers, Sprayers, & Applicators, Vegetation	416	412	-4	75	71	7	9.99	20,788	14.44	30,042
35-1011	Chefs & Head Cooks	244	277	33	37	70	7	15.28	31,791	22.47	46,747
27-2032	Choreographers	170	185	15	55	70	7	10.18	21,165	17.75	36,915
49-3043	Rail Car Repairers	457	415	-42	108	66	6	17.70	36,812	25.08	52,176

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^bEstimated.

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								Hourly	Annual	Hourly	Annual
43-3051	Payroll & Time-keeping Clerks	360	324	-36	97	61	6	14.21	29,552	20.41	42,443
43-5032	Dispatchers, Except Police, Fire, & Ambulance	344	318	-26	86	60	6	8.64	17,974	20.23	42,076
51-8099	Plant & System Operators, All Other	158	158	0	60	60	6	8.98	18,670	21.96	45,677
47-4011	Construction & Building Inspectors	232	226	-6	65	59	5	13.46	27,999	23.55	48,976
53-7071	Gas Compressor & Gas Pumping Station Operators	152	134	-18	77	59	5	23.88	49,660	30.53	63,494
53-7072	Pump Operators, Except Wellhead Pumpers	166	140	-26	84	58	5	15.47	32,172	21.43	44,577
43-3011	Bill & Account Collectors	280	268	-12	68	56	5	11.45	23,810	16.57	34,471
43-9199	Office & Admin. Support Workers, All Other	160	170	10	43	53	5	8.35	17,358	15.58	32,406
41-3011	Advertising Sales Agents	255	231	-24	76	52	5	8.37	17,417	17.85	37,136
23-2093	Title Examiners, Abstractors, & Searchers	282	271	-11	62	51	5	15.33	31,885	22.30	46,381
43-5021	Couriers & Messengers	171	200	29	22	51	5	8.48	17,634	13.56	28,204
51-2099	Assemblers & Fabricators, All Other	207	212	5	44	49	4	9.39	19,527	14.02	29,166
43-5061	Production, Planning, & Expediting Clerks	229	215	-14	62	48	4	16.86	35,062	27.82	57,869
33-3021	Detectives & Criminal Investigators	188	189	1	46	47	4	24.48	50,917	35.68	74,225

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

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		2014 ^b	2024 ^c	Growth	Replacement Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
51-9023	Mixing & Blending Machine Setters, Operators, & Tenders	267	256	-11	58	47	4	12.71	26,436	20.04	41,691
43-5031	Police, Fire, & Ambulance Dispatchers	261	242	-19	65	46	4	14.31	29,758	18.94	39,394
53-2012	Commercial Pilots	124	139	15	30	45	4		54,447		73,530
33-1099	First-Line Supervisors of Protective Service Workers, All Other	168	170	2	43	45	4	14.19	29,524	23.59	49,069
43-4031	Court, Municipal, & License Clerks	499	514	15	30	45	4	12.52	26,048	17.97	37,377
49-9043	Maintenance Workers, Machinery	288	287	-1	46	45	4	18.14	37,721	27.85	57,919
53-6051	Trans. Inspectors	214	203	-11	55	44	4	15.65	32,546	27.43	57,056
27-1023	Floral Designers	250	235	-15	59	44	4	8.40	17,481	13.26	27,583
43-4111	Interviewers, Except Eligibility & Loan	134	145	11	31	42	4	10.54	21,933	16.35	34,017
51-9012	Separating, Filtering, Clarifying, Precipitating, & Still Machine Setters, Operators, & Tenders	238	205	-33	75	42	4	20.14	41,886	32.62	67,852
43-3061	Procurement Clerks	136	128	-8	47	39	3	12.43	25,861	19.03	39,592
49-3021	Automotive Body & Related Repairers	258	238	-20	59	39	3	12.51	26,018	22.36	46,509
11-3071	Trans., Storage, & Distribution Managers	170	171	1	37	38	3	29.13	60,582	42.97	89,376

*Standard Occupational Classification.

^bEstimated.

^cProjected.

Source: Wyoming Long-Term Occupational Projections, 2014-2024.

Prepared by T. Glover & M. Moore, Research & Planning, WYDWS, 1/22/18.

Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC ^a Code	SOC Title	Employment		Openings Due to				Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replace- ment Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
41-1012	First-Line Supervisors of Non-Retail Sales Workers	438	426	-12	50	38	3	17.16	35,686	30.64	63,736
47-2071	Paving, Surfacing, & Tamping Equipment Operators	294	261	-33	70	37	3	13.82	28,739	19.76	41,094
51-2092	Team Assemblers	358	318	-40	77	37	3	9.29	19,333	16.75	34,847
53-3021	Bus Drivers, Transit & Intercity	324	314	-10	43	33	3	10.17	21,147	16.82	34,989
21-1094	Community Health Workers	78	96	18	15	33	3	11.64	24,203	18.44	38,356
33-1011	First-Line Supervisors of Correctional Officers	102	103	1	30	31	3	23.65	49,202	29.23	60,799
49-9052	Telecom. Line Installers & Repairers	229	218	-11	42	31	3	13.17	27,395	22.73	47,283
31-9096	Veterinary Assistants & Laboratory Animal Caretakers	149	148	-1	31	30	3	9.96	20,712	14.06	29,236
43-5111	Weighers, Measurers, Checkers, & Samplers, Record-keeping	109	106	-3	32	29	2	11.92	24,797	19.20	39,941
53-6099	Trans. Workers, All Other	61	58	-3	31	28	2	12.73	26,474	16.60	34,519
41-9099	Sales & Related Workers, All Other	110	123	13	15	28	2	10.13	21,081	14.58	30,333
43-4141	New Accounts Clerks	195	175	-20	47	27	2	11.34	23,586	15.37	31,977

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

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Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC ^a Code	SOC Title	Employment		Openings Due to				Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replacement Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
45-1011	First-Line Supervisors of Farming, Fishing, & Forestry Workers	101	103	2	25	27	2	15.81	32,876	21.56	44,852
51-7041	Sawing Machine Setters, Operators, & Tenders, Wood	113	107	-6	32	26	2	12.24	25,456	15.45	32,145
43-4061	Eligibility Interviewers, Government Programs	278	274	-4	30	26	2	17.58	36,564	21.16	44,005
49-9099	Installation, Maintenance, & Repair Workers, All Other	187	183	-4	29	25	2	17.20	35,782	22.97	47,777
53-6041	Traffic Technicians	50	50	0	25	25	2	15.45	32,135	20.46	42,566
49-3041	Farm Equipment Mechanics & Service Technicians	127	122	-5	30	25	2	14.64	30,456	20.52	42,685
27-4021	Photographers	195	172	-23	48	25	2	8.55	17,787	14.34	29,818
49-2098	Security & Fire Alarm Systems Installers	93	95	2	23	25	2	12.28	25,552	20.56	42,772
39-6011	Baggage Porters & Bellhops	70	80	10	14	24	2	8.40	17,476	10.81	22,474
53-7021	Crane & Tower Operators	105	93	-12	36	24	2	21.77	45,279	29.16	60,657
41-9021	Real Estate Brokers	126	141	15	9	24	2	10.85	22,562	22.30	46,391
23-2099	Legal Support Workers, All Other	141	134	-7	31	24	2	10.42	21,680	16.77	34,877
47-4061	Rail-Track Laying & Maintenance Equipment Operators	123	115	-8	30	22	2	16.38	34,065	23.94	49,793

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

Source: Wyoming Long-Term Occupational Projections, 2014-2024.

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Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC ^a Code	SOC Title	Employment		Openings Due to				Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replace- ment Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
45-4022	Logging Equip-ment Operators	63	69	6	15	21	2	12.65	26,316	19.34	40,238
49-9031	Home Appliance Repairers	71	73	2	19	21	2	11.12	23,135	18.32	38,101
43-4071	File Clerks	176	161	-15	35	20	2	8.43	17,537	12.26	25,505
29-2099	Health Tech. & Technicians, All Other	55	70	15	5	20	2	12.70	26,407	20.62	42,886
51-9195	Molders, Shapers, & Casters, Except Metal & Plastic	54	54	0	19	19	1	14.90	30,997	16.66	34,647
51-9011	Chemical Equip-ment Operators & Tenders	60	59	-1	19	18	1	17.33	36,043	34.09	70,910
31-1013	Psychiatric Aides	52	57	5	12	17	1	9.63	20,029	11.66	24,250
43-5011	Cargo & Freight Agents	39	42	3	13	16	1	15.18	31,576	19.22	39,982
43-4151	Order Clerks	97	87	-10	26	16	1	11.52	23,964	15.88	33,025
39-6012	Concierges	45	52	7	9	16	1	12.26	25,494	15.52	32,272
33-9011	Animal Control Workers	62	64	2	14	16	1	11.70	24,342	18.39	38,258
49-9096	Riggers	60	60	0	16	16	1	15.31	31,846	18.73	38,960
49-3092	Recreational Vehicle Service Technicians	51	49	-2	17	15	1	10.57	21,989	16.18	33,644
31-2012	Occupational Therapy Aides	21	30	9	6	15	1	8.15	16,960	11.95	24,847
39-9099	Personal Care & Service Workers, All Other	51	53	2	12	14	1	7.71	16,030	11.98	24,919
43-9021	Data Entry Keyers	166	159	-7	21	14	1	8.91	18,530	12.70	26,406
27-1026	Merchandise Displays & Window Trimmers	60	60	0	14	14	1	9.90	20,594	12.20	25,383
31-1015	Orderlies	45	48	3	10	13	1	9.71	20,207	11.76	24,469

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

Source: Wyoming Long-Term Occupational Projections, 2014-2024.

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Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC ^a Code	SOC Title	Employment		Openings Due to			Total Annual Openings	Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replac- ment Need	Total		10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
51-7011	Cabinet-makers & Bench Carpenters	167	165	-2	14	12	1	11.23	23,356	17.21	35,789
13-2082	Tax Preparers	80	72	-8	20	12	1	8.00	16,643	15.25	31,726
49-9091	Coin, Vending, & Amusement Machine Servicers & Repairers	51	56	5	7	12	1	11.78	24,495	16.95	35,247
51-9121	Coating, Painting, & Spraying Machine Setters, Operators, & Tenders	141	123	-18	27	9	0	15.11	31,429	18.74	38,983
51-9051	Furnace, Kiln, Oven, Drier, & Kettle Operators & Tenders	65	57	-8	17	9	0	15.87	33,006	22.88	47,588
51-9199	Production Workers, All Other	171	144	-27	35	8	0	20.30	42,231	30.35	63,124
47-3013	Helpers—Electricians	58	59	1	7	8	0	12.35	25,680	18.13	37,709
51-2022	Electrical & Electronic Equipment Assemblers	96	92	-4	12	8	0	11.96	24,875	15.89	33,043
53-3011	Ambulance Drivers & Attendants, Exc. Emergency Medical Technicians	25	29	4	4	8	0	7.92	16,464	9.81	20,408
43-5052	Postal Service Mail Carriers	396	328	-68	76	8	0	15.69	32,629	23.68	49,264
39-4021	Funeral Attendants	47	44	-3	10	7	0	8.99	18,694	12.53	26,063
51-9021	Crushing, Grinding, & Polishing Machine Setters, Operators, & Tenders	200	164	-36	43	7	0	21.48	44,686	31.97	66,493

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

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Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC ^a Code	SOC Title	Employment		Openings Due to			Total Annual Openings	Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replace- ment Need	Total		10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
51-9194	Etchers & Engravers	25	25	0	7	7	0	10.01	20,821	16.75	34,832
51-3092	Food Batchmakers	37	36	-1	8	7	0	8.07	16,787	11.99	24,930
51-9122	Painters, Trans. Equipment	67	60	-7	13	6	0	17.50	36,396	26.63	55,385
43-4181	Reservation & Trans. Ticket Agents & Travel Clerks	184	167	-17	23	6	0	8.98	18,669	13.99	29,105
11-9131	Postmasters & Mail Superintendents	99	83	-16	22	6	0	16.00	33,289	26.85	55,856
49-3053	Outdoor Power Equipment & Other Small Engine Mechanics	43	40	-3	9	6	0	13.25	27,569	17.58	36,561
51-5112	Printing Press Operators	169	149	-20	25	5	0	9.80	20,382	15.40	32,030
43-4011	Brokerage Clerks	32	29	-3	8	5	0	14.47	30,088	22.49	46,773
47-5021	Earth Drillers, Except Oil & Gas	262	207	-55	59	4	0	18.35	38,170	23.58	49,049
49-9069	Precision Instrument & Equipment Repairers, All Other	42	38	-4	8	4	0	22.25	46,275	32.46	67,514
43-9071	Office Machine Operators, Except Computer	113	91	-22	26	4	0	8.88	18,469	12.68	26,367
51-7042	Wood-working Machine Setters, Operators, & Tenders, Except Sawing	46	41	-5	8	3	0	9.99	20,785	13.82	28,754
43-5041	Meter Readers, Utilities	66	57	-9	12	3	0	15.55	32,351	21.37	44,457

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

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Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC Code	SOC Title	Employment		Openings Due to				Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replacement Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
41-9011	Demonstrators & Product Promoters	13	12	-1	4	3	0	10.56	21,966	15.22	31,652
33-3041	Parking Enforcement Workers	32	25	-7	10	3	0	9.51	19,786	15.19	31,596
51-6041	Shoe & Leather Workers & Repairers	24	22	-2	4	2	0	9.45	19,660	14.00	29,117
53-1011	Aircraft Cargo Handling Supervisors	14	12	-2	4	2	0	13.55	28,176	27.69	57,600
29-9012	Occupational Health & Safety Technicians	60	50	-10	12	2	0	14.03	29,177	22.38	46,551
51-6099	Textile, Apparel, & Furnishings Workers, All Other	24	24	0	2	2	0	7.89	16,413	11.34	23,579
47-5042	Mine Cutting & Channeling Machine Operators	99	81	-18	19	1	0	30.29	63,008	34.73	72,248
51-4194	Tool Grinders, Filers, & Sharpeners	18	15	-3	4	1	0	12.85	26,734	17.43	36,256
49-3022	Automotive Glass Installers & Repairers	158	137	-21	21	0	0	8.64	17,967	14.56	30,278
43-6011	Executive Secretaries & Executive Admin. Assistants	790	706	-84	83	-1	0	17.17	35,707	22.18	46,130
41-3041	Travel Agents	95	79	-16	15	-1	0	12.38	25,759	19.62	40,815
43-9011	Computer Operators	51	45	-6	4	-2	0	12.47	25,937	18.74	38,985
51-9071	Jewelers & Precious Stone & Metal Workers	23	17	-6	4	-2	0	10.37	21,573	19.42	40,398
47-4099	Construction & Related Workers, All Other	30	22	-8	5	-3	0	13.53	28,148	19.87	41,332

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

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Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC ^a Code	SOC Title	Employment		Openings Due to				Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replace- ment Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
51-4072	Molding, Core-making, & Casting Machine Setters, Operators, & Tenders, Metal & Plastic	76	61	-15	11	-4	0	10.01	20,829	13.45	27,966
47-3015	Helpers—Pipe-fitters, Plumbers, Pipefitters, & Steamfitters	208	177	-31	26	-5	0	9.06	18,840	14.98	31,164
51-2041	Structural Metal Fabricators & Fitters	114	90	-24	19	-5	0	15.40	32,038	20.36	42,353
43-9022	Word Processors & Typists	34	28	-6	1	-5	0	11.38	23,667	15.39	32,021
43-6012	Legal Secretaries	396	345	-51	42	-9	0	11.14	23,179	17.52	36,442
17-3031	Surveying & Mapping Technicians	210	177	-33	24	-9	0	13.72	28,544	22.03	45,827
43-9051	Mail Clerks & Mail Machine Operators, Except Postal Service	166	122	-44	34	-10	-1	7.90	16,423	11.83	24,602
43-5051	Postal Service Clerks	211	176	-35	25	-10	-1	12.12	25,213	21.02	43,722
47-5031	Explosives Workers, Ordnance Handling Experts, & Blasters	345	264	-81	68	-13	-1	25.89	53,848	32.55	67,695
51-4031	Cutting, Punching, & Press Machine Setters, Operators, & Tenders, Metal & Plastic	78	45	-33	10	-23	-2	11.16	23,218	17.93	37,303
43-2011	Switchboard Operators, Including Answering Service	169	114	-55	20	-35	-3	10.00	20,806	12.84	26,711

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

Source: Wyoming Long-Term Occupational Projections, 2014-2024.

Prepared by T. Glover & M. Moore, Research & Planning, WYDWS, 1/22/16.

Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC ^a Code	SOC Title	Employment		Openings Due to				Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replace- ment Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
43-5053	Postal Service Mail Sorters, Processors, & Processing Machine Operators	279	209	-70	32	-38	-3	15.64	32,521	24.02	49,964
53-7032	Excavating & Loading Machine & Dragline Operators	1,020	848	-172	119	-53	-5	22.37	46,534	31.82	66,187
47-5099	Extraction Workers, All Other	432	317	-115	50	-65	-6	17.22	35,827	22.51	46,820
47-5081	Helpers—Extraction Workers	499	369	-130	58	-72	-7	14.24	29,628	20.71	43,084
47-1011	First-Line Supervisors of Construction Trades & Extraction Workers	3,694	3,255	-439	293	-146	-14	19.98	41,563	34.74	72,250
Apprenticeship											
47-2031	Carpenters	4,565	4,534	-31	525	494	49	14.19	29,517	21.54	44,794
47-2111	Electricians	2,878	2,909	31	439	470	47	17.51	36,415	27.99	58,229
47-2152	Plumbers, Pipefitters, & Steamfitters	1,404	1,366	-38	185	147	14	13.12	27,282	21.89	45,523
47-2132	Insulation Workers, Mechanical	235	248	13	79	92	9	15.38	31,987	19.67	40,909
47-2021	Brickmasons & Blockmasons	211	230	19	18	37	3	18.99	39,492	24.95	51,906
47-2211	Sheet Metal Workers	184	181	-3	40	37	3	11.01	22,891	20.70	43,063
47-2221	Structural Iron & Steel Workers	219	201	-18	36	18	1	11.26	23,413	21.10	43,888
47-2121	Glaziers	109	105	-4	16	12	1	11.46	23,827	18.83	39,165
49-9044	Millwrights	87	81	-6	18	12	1	24.78	51,538	31.04	64,572
47-2011	Boilermakers	370	301	-69	57	-12	-1	21.94	45,632	32.86	68,345
Some college, no degree											
25-9041	Teacher Assistants	3,205	3,441	236	768	1,004	100		18,152		28,094

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

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SOC ^a Code	SOC Title	Employment		Openings Due to				Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replace- ment Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
49-9081	Wind Turbine Service Technicians	139	276	137	21	158	15	15.81	32,882	20.74	43,129
15-1151	Computer User Support Specialists	521	556	35	67	102	10	15.05	31,294	22.89	47,611
49-2011	Computer, Automated Teller, & Office Machine Repairers	117	119	2	23	25	2	8.79	18,289	17.65	36,711
43-3031	Book-keeping, Accounting, & Auditing Clerks	3,957	3,413	-544	388	-156	-15	10.37	21,575	17.49	36,372
Post-secondary non-degree award											
31-1014	Nursing Assistants	3,065	3,484	419	692	1,111	111	10.24	21,299	13.47	28,023
53-3032	Heavy & Tractor-Trailer Truck Drivers	7,696	6,823	-873	1,309	436	43	16.08	33,439	23.50	48,888
49-3023	Automotive Service Technicians & Mechanics	1,947	1,819	-128	521	393	39	12.45	25,893	20.97	43,626
29-2061	Licensed Practical & Licensed Vocational Nurses	783	846	63	223	286	28	16.44	34,193	21.19	44,076
31-9092	Medical Assistants	657	789	132	137	269	26	10.55	21,936	15.03	31,263
25-4031	Library Technicians	463	483	20	221	241	24	10.54	21,932	15.66	32,569
29-2041	Emergency Medical Technicians & Paramedics	657	774	117	108	225	22	9.06	18,845	15.98	33,246
31-9091	Dental Assistants	590	666	76	146	222	22	11.50	23,912	15.87	33,015
39-5012	Hairdressers, Hairstylists, & Cosmetologists	730	759	29	188	217	21	8.57	17,830	14.19	29,519
33-2011	Firefighters	475	490	15	138	153	15	11.71	24,358	20.41	42,444
31-9097	Phlebotomists	291	366	75	61	136	13	11.76	24,469	15.15	31,515

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

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		2014 ^b	2024 ^c	Growth	Replace- ment Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
29-2071	Medical Records & Health Information Technicians	351	398	47	79	126	12	11.79	24,519	18.70	38,886
49-9021	Heating, Air Conditioning, & Refrigeration Mechanics & Installers	576	608	32	88	120	12	15.29	31,813	22.61	47,023
33-1021	First-Line Supervisors of Fire Fighting & Prevention Workers	128	132	4	61	65	6	23.09	48,028	31.12	64,735
29-2055	Surgical Tech.	179	211	32	18	50	5	15.32	31,875	22.20	46,185
31-9011	Massage Therapists	223	251	28	17	45	4	8.14	16,926	20.35	42,331
49-2022	Telecom. Equipment Installers & Repairers, Except Line Installers	486	487	1	44	45	4	14.27	29,675	23.98	49,875
49-3011	Aircraft Mechanics & Service Technicians	185	179	-6	44	38	3	17.27	35,915	25.21	52,446
49-2094	Electrical & Electronics Repairers, Commercial & Industrial Equipment	170	167	-3	29	26	2	18.47	38,421	30.86	64,195
27-4011	Audio & Video Equipment Technicians	73	83	10	14	24	2	14.59	30,343	21.14	43,964
49-3052	Motorcycle Mechanics	105	106	1	21	22	2	11.79	24,522	19.54	40,641
31-9094	Medical Transcript.	139	129	-10	29	19	1	9.26	19,256	15.46	32,148
29-9099	Healthcare Practitioners & Technical Workers, All Other	55	61	6	11	17	1	18.61	38,717	29.51	61,374

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

Source: Wyoming Long-Term Occupational Projections, 2014-2024.

Prepared by T. Glover & M. Moore, Research & Planning, WYDWS, 1/22/18.

Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC* Code	SOC Title	Employment		Openings Due to				Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replacement Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
49-2095	Electrical & Electronics Repairers, Powerhouse, Substation, & Relay	75	79	4	13	17	1	31.36	65,235	39.29	81,722
49-2093	Electrical & Electronics Installers & Repairers, Trans. Equipment	62	58	-4	11	7	0	21.48	44,679	28.04	58,319
39-4011	Embalmers	16	14	-2	3	1	0	8.97	18,656	19.32	40,193
49-2097	Electronic Home Entertainment Equipment Installers & Repairers	13	12	-1	2	1	0	11.63	24,181	17.79	37,002
Associate's degree											
25-2011	Preschool Teachers, Except Special Education	888	1,008	120	260	380	38	8.56	17,798	14.06	29,242
19-4093	Forest & Conservation Tech.	611	626	15	256	271	27	12.22	25,426	16.70	34,743
29-2021	Dental Hygienists	465	525	60	76	136	13	24.94	51,867	33.39	69,446
29-2034	Radiologic Tech.	355	398	43	67	110	11	17.84	37,107	24.58	51,130
23-2011	Paralegals & Legal Assistants	553	539	-14	122	108	10	14.34	29,825	22.43	46,664
19-4031	Chemical Technicians	392	372	-20	117	97	9	12.95	26,933	23.00	47,848
29-1126	Respiratory Therapists	252	287	35	59	94	9	19.64	40,857	26.90	55,962
17-3022	Civil Engineering Technicians	415	402	-13	101	88	8	14.44	30,033	21.14	43,978
29-2012	Medical & Clinical Laboratory Technicians	194	235	41	46	87	8	13.63	28,350	20.39	42,418

*Standard Occupational Classification.

^bEstimated.

^cProjected.

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Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC* Code	SOC Title	Employment		Openings Due to				Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replacement Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
19-4091	Environment, Science & Protection Tech., Including Health	180	185	5	75	80	8	16.02	33,319	21.05	43,777
31-2021	Physical Therapist Assistants	123	167	44	36	80	8	18.71	38,908	24.46	50,878
19-4041	Geological & Petroleum Technicians	357	283	-74	132	58	5	16.05	33,377	26.37	54,857
15-1152	Computer Network Support Specialists	240	263	23	31	54	5	15.60	32,452	26.36	54,829
19-4099	Life, Physical, & Social Science Technicians, All Other	117	122	5	49	54	5	15.35	31,929	24.77	51,531
31-2011	Occupational Therapy Assistants	77	104	27	22	49	4	17.72	36,850	25.01	52,019
15-1134	Web Developers	144	173	29	19	48	4	16.40	34,110	26.06	54,202
17-3023	Electrical & Electronics Engineering Technicians	177	177	0	43	43	4	17.11	35,586	25.93	53,939
27-4012	Broadcast Technicians	215	215	0	41	41	4	9.65	20,071	17.99	37,410
17-3029	Engineering Technicians, Except Drafters, All Other	310	273	-37	76	39	3	23.06	47,974	31.79	66,120
29-2056	Veterinary Tech. & Technicians	238	252	14	24	38	3	10.27	21,369	14.26	29,670
29-2032	Diagnostic Medical Sonographers	61	79	18	12	30	3	24.85	51,692	30.61	63,679
49-2021	Radio, Cellular, & Tower Equipment Installers & Repairs	119	127	8	11	19	1	16.52	34,361	24.71	51,390

*Standard Occupational Classification.

^bEstimated.

^cProjected.

Source: Wyoming Long-Term Occupational Projections, 2014-2024.

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Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC ^a Code	SOC Title	Employment		Openings Due to				Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replace- ment Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
17-3025	Environment, Engineering Tech.	82	79	-3	20	17	1	16.71	34,765	24.61	51,185
39-4031	Morticians, Undertakers, & Funeral Directors	67	67	0	15	15	1	14.18	29,494	23.89	49,695
29-2033	Nuclear Medicine Tech.	38	43	5	7	12	1	24.99	51,979	30.68	63,821
43-4161	Human Resources Assistants, Except Payroll & Timekeeping	212	200	-12	24	12	1	13.82	28,743	19.41	40,371
29-1124	Radiation Therapists	25	30	5	6	11	1	29.45	61,260	38.81	80,716
11-9061	Funeral Service Managers	43	42	-1	9	8	0	16.24	33,785	34.59	71,939
17-3026	Industrial Engineering Tech.	31	28	-3	8	5	0	20.68	43,022	29.14	60,615
49-9062	Medical Equipment Repairers	36	33	-3	6	3	0	10.15	21,117	20.92	43,505
17-3011	Architectural & Civil Drafters	377	332	-45	45	0	0	13.98	29,076	20.86	43,392
17-3019	Drafters, All Other	24	20	-4	3	-1	0	19.94	41,483	28.29	58,838
17-3027	Mechanical Engineering Technicians	41	27	-14	10	-4	0	15.46	32,165	24.53	51,022
17-3024	Electro-Mechanical Technicians	96	69	-27	23	-4	0	19.16	39,855	26.17	54,439
17-3013	Mechanical Drafters	67	49	-18	8	-10	-1	13.74	28,581	24.70	51,378
Bachelor's degree											
29-1141	Registered Nurses	4,853	5,797	944	1,145	2,089	208	21.16	44,017	29.84	62,075
11-1021	General & Operations Managers	5,520	5,491	-29	1,397	1,368	136	23.06	47,961	51.35	106,814
25-3098	Substitute Teachers	2,891	3,099	208	545	753	75	9.00	18,723	12.97	26,978

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

Source: Wyoming Long-Term Occupational Projections, 2014-2024.

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Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC ^a Code	SOC Title	Employment		Openings Due to				Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replacement Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
25-2021	Elementary School Teachers, Exc. Special Ed.	2,566	2,723	157	567	724	72		42,975		58,502
13-2011	Accountants & Auditors	1,941	1,989	48	518	566	56	20.10	41,804	32.04	66,650
25-2031	Secondary School Teachers, Exc. Special & Career/ Technical Ed.	1,771	1,879	108	420	528	52		42,340		58,565
11-9199	Managers, All Other	2,109	2,161	52	465	517	51	25.16	52,325	45.42	94,471
27-2022	Coaches & Scouts	828	891	63	279	342	34		16,342		29,650
25-2022	Middle School Teachers, Except Special & Career/ Technical Ed.	1,093	1,161	68	242	310	31		44,536		60,071
11-9111	Medical & Health Services Managers	725	836	111	183	294	29	26.65	55,432	45.13	93,878
17-2051	Civil Engineers	946	937	-9	279	270	27	23.84	49,591	35.23	73,274
21-1021	Child, Family, & School Social Workers	677	731	54	163	217	21	13.24	27,547	21.70	45,130
13-1071	Human Resources Specialists	843	832	-11	205	194	19	18.00	37,440	26.38	54,869
11-3031	Financial Managers	667	692	25	158	183	18	31.05	64,580	49.86	103,699
13-2072	Loan Officers	763	810	47	127	174	17	16.12	33,536	31.37	65,247
19-2041	Environment. Scientists & Specialists, Including Health	492	502	10	151	161	16	20.93	43,530	30.26	62,941
25-2012	Kindergarten Teachers, Except Special Education	426	453	27	125	152	15		42,925		56,888

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

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Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC ^a Code	SOC Title	Employment		Openings Due to				Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replace- ment Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
13-1199	Business Operations Specialists, All Other	1,060	1,070	10	126	136	13	20.24	42,091	37.12	77,218
11-9151	Social & Community Service Managers	352	393	41	93	134	13	18.06	37,570	28.18	58,618
13-1151	Training & Development Specialists	480	494	14	117	131	13	16.74	34,824	30.84	64,141
25-2052	Special Education Teachers, Kindergarten & Elementary School	470	500	30	89	119	11		44,314		58,494
29-2011	Medical & Clinical Laboratory Tech.	300	344	44	72	116	11	20.37	42,375	29.55	61,455
19-1023	Zoologists & Wildlife Biologists	386	390	4	103	107	10	19.36	40,263	27.74	57,708
13-1111	Management Analysts	471	512	41	65	106	10	20.47	42,575	50.83	105,733
13-2052	Personal Financial Advisors	295	327	32	74	106	10	14.30	29,738	52.22	108,617
13-1161	Market Research Analysts & Marketing Specialists	318	376	58	38	96	9	14.55	30,262	25.47	52,972
19-1031	Conservation Scientists	173	190	17	75	92	9	23.28	48,419	31.47	65,452
21-1023	Mental Health & Substance Abuse Social Workers	184	230	46	44	90	9	17.16	35,689	27.76	57,744
13-2021	Appraisers & Assessors of Real Estate	354	386	32	57	89	8	15.29	31,806	24.94	51,868
15-1121	Computer Systems Analysts	305	344	39	39	78	7	22.57	46,941	33.73	70,165
17-2071	Electrical Engineers	343	344	1	76	77	7	22.08	45,928	38.14	79,338

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

Source: Wyoming Long-Term Occupational Projections, 2014-2024.

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Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC* Code	SOC Title	Employment		Openings Due to				Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replace- ment Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
25-2032	Career/ Technical Ed. Teachers, Secondary School	315	317	2	75	77	7		43,902		59,891
13-1051	Cost Estimators	302	291	-11	86	75	7	18.28	38,016	30.54	63,527
27-1024	Graphic Designers	366	353	-13	87	74	7	12.30	25,583	19.37	40,293
15-1132	Software Developers, Applications	318	347	29	45	74	7	21.75	45,235	32.43	67,452
13-1023	Purchasing Agents, Except Wholesale, Retail, & Farm Products	339	317	-22	93	71	7	17.66	36,733	28.11	58,472
41-4011	Sales Reps., Wholesale & Mfg., Tech. & Scientific Products	399	387	-12	82	70	7	20.04	41,687	69.93	145,452
21-1011	Substance Abuse & Behavioral Disorder Counselors	183	215	32	38	70	7	12.98	27,006	22.60	47,009
17-2081	Environment. Engineers	251	248	-3	71	68	6	24.59	51,142	40.93	85,126
19-2042	Geoscientists, Exc. Hydrologists & Geographers	273	257	-16	84	68	6	23.12	48,084	36.67	76,278
25-2054	Special Education Teachers, Secondary School	272	288	16	51	67	6		44,107		58,245
15-1142	Network & Computer Systems Admin.	478	481	3	62	65	6	20.14	41,882	30.76	63,989
17-2141	Mechanical Engineers	263	245	-18	83	65	6	25.89	53,849	41.59	86,505
17-2171	Petroleum Engineers	672	552	-120	184	64	6	32.37	67,324	57.15	118,874
13-1041	Compliance Officers	449	450	1	63	64	6	20.29	42,207	31.88	66,309

*Standard Occupational Classification.

^bEstimated.

^cProjected.

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SOC ^a Code	SOC Title	Employment		Openings Due to				Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replace- ment Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
11-9031	Education Admin., Preschool & Childcare Center/ Program	132	151	19	38	57	5	13.30	27,664	23.97	49,864
25-2053	Special Education Teachers, Middle School	228	242	14	43	57	5		47,184		59,547
11-3051	Industrial Production Managers	321	282	-39	91	52	5	36.57	76,063	58.10	120,843
19-1029	Biological Scientists, All Other	174	178	4	47	51	5	23.06	47,960	30.99	64,466
29-9011	Occupational Health & Safety Specialists	464	422	-42	93	51	5	22.07	45,905	35.22	73,250
27-3031	Public Relations Specialists	373	380	7	44	51	5	14.52	30,212	25.26	52,544
17-1021	Cartograph. & Photogram.	93	113	20	29	49	4	20.08	41,774	26.86	55,877
17-1022	Surveyors	279	240	-39	87	48	4	17.89	37,209	30.04	62,480
25-3097	Teachers & Instructors, All Other, Except Substitute Teachers	191	201	10	36	46	4		20,663		43,544
25-4013	Museum Technicians & Conservators	131	136	5	41	46	4	10.81	22,491	17.47	36,341
27-3041	Editors	160	147	-13	58	45	4	8.60	17,883	18.51	38,508
11-3011	Admin. Services Managers	178	190	12	33	45	4	21.56	44,839	39.39	81,934
11-3121	Human Resources Managers	138	142	4	40	44	4	32.06	66,678	49.74	103,467
21-1091	Health Educators	150	164	14	29	43	4	14.35	29,853	22.20	46,169
27-3022	Reporters & Correspond.	208	184	-24	67	43	4	8.34	17,345	13.36	27,783
11-2022	Sales Managers	171	174	3	40	43	4	28.18	58,624	48.33	100,530

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

Source: Wyoming Long-Term Occupational Projections, 2014-2024.

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Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC ^a Code	SOCTitle	Employment		Openings Due to				Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replace-ment Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
11-9041	Architectural & Engineering Managers	168	159	-9	51	42	4	42.29	87,960	55.85	116,158
17-2112	Industrial Engineers	204	184	-20	60	40	4	30.95	64,373	50.20	104,406
27-2012	Producers & Directors	101	109	8	32	40	4	13.86	28,824	25.09	52,183
41-3031	Securities, Com- modities, & Financial Services Sales Agents	211	215	4	36	40	4	15.61	32,467	32.11	66,779
19-1032	Foresters	82	85	3	36	39	3	21.09	43,869	27.71	57,645
15-1141	Database Admin.	167	169	2	36	38	3	21.23	44,165	28.84	59,979
21-1092	Probation Officers & Correctional Treatment Specialists	185	186	1	36	37	3	17.47	36,337	22.54	46,880
11-3021	Computer & Info. Systems Managers	215	226	11	25	36	3	30.70	63,857	44.33	92,201
15-1131	Computer Programmers	210	193	-17	52	35	3	16.77	34,877	29.04	60,403
13-2081	Tax Examiners & Collectors, & Revenue Agents	88	87	-1	36	35	3	20.68	43,011	26.96	56,079
15-1199	Computer Occupations, All Other	177	186	9	23	32	3	15.96	33,203	31.97	66,490
17-2072	Electronics Engineers, Except Computer	150	148	-2	33	31	3	26.83	55,816	38.99	81,094
53-2011	Airline Pilots, Copilots, & Flight Engineers	218	195	-23	53	30	3		34,973		65,944
29-1031	Dietitians & Nutritionists	98	120	22	7	29	2	10.67	22,198	26.90	55,946
25-3011	Adult Basic & Secondary Education & Literacy Teachers & Instructors	104	113	9	20	29	2	13.60	28,283	24.08	50,091

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

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		2014 ^b	2024 ^c	Growth	Replace- ment Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
13-2051	Financial Analysts	129	130	1	27	28	2	21.81	45,356	41.96	87,275
11-9121	Natural Sciences Managers	134	133	-1	28	27	2	37.12	77,216	44.78	93,148
17-2199	Engineers, All Other	160	155	-5	32	27	2	21.31	44,334	40.86	84,997
11-9039	Education Admin., All Other	81	84	3	24	27	2	29.28	60,904	40.54	84,330
25-2023	Career/ Technical Education Teachers, Middle School	94	100	6	21	27	2		44,351		59,247
17-2041	Chemical Engineers	93	92	-1	26	25	2	23.65	49,202	44.25	92,046
13-1121	Meeting, Convention, & Event Planners	117	128	11	14	25	2	12.29	25,564	19.44	40,431
25-1194	Vocational Education Teachers, Post-secondary	103	110	7	18	25	2	11.17	23,233	21.98	45,721
19-4092	Forensic Science Technicians	41	49	8	17	25	2	19.43	40,409	29.78	61,950
19-2031	Chemists	145	138	-7	32	25	2	18.33	38,120	32.77	68,161
25-9099	Education, Training, & Library Workers, All Other	150	161	11	14	25	2	9.08	18,879	18.09	37,619
13-2031	Budget Analysts	89	91	2	22	24	2	23.28	48,415	32.40	67,387
11-9021	Construction Managers	744	663	-81	104	23	2	25.70	53,461	46.98	97,727
17-2151	Mining & Geological Engineers, Including Mining Safety Engineers	187	161	-26	49	23	2	30.55	63,544	43.53	90,537
17-1011	Architects, Except Landscape & Naval	168	162	-6	28	22	2	24.87	51,735	36.03	74,944

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

Source: Wyoming Long-Term Occupational Projections, 2014-2024.

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Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC* Code	SOC Title	Employment		Openings Due to				Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replacement Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
33-3031	Fish & Game Wardens	75	74	-1	23	22	2	20.72	43,108	26.82	55,778
27-2041	Music Directors & Composers	67	68	1	19	20	2	20.05	41,695	28.49	59,258
27-3043	Writers & Authors	76	82	6	13	19	1	8.65	17,989	21.69	45,124
27-3091	Interpreters & Translators	49	59	10	8	18	1	14.65	30,465	20.36	42,343
19-2043	Hydrologists	53	55	2	16	18	1	23.27	48,405	33.95	70,609
13-2099	Financial Specialists, All Other	91	97	6	9	15	1	16.30	33,906	25.77	53,606
29-1125	Recreational Therapists	47	50	3	11	14	1	19.36	40,268	22.60	47,003
13-1075	Labor Relations Specialists	94	85	-9	23	14	1	7.92	16,469	26.06	54,213
19-4061	Social Science Research Assist.	42	38	-4	18	14	1	13.16	27,369	16.94	35,238
13-1141	Compensation, Benefits, & Job Analysis Specialists	66	63	-3	16	13	1	17.98	37,393	27.14	56,450
27-1025	Interior Designers	66	63	-3	16	13	1	12.68	26,378	23.26	48,379
11-2031	Public Relations & Fundraising Managers	33	35	2	11	13	1	29.28	60,909	37.99	79,016
13-1131	Fundraisers	68	71	3	9	12	1	13.45	27,980	23.92	49,745
11-2021	Marketing Managers	32	36	4	8	12	1	23.06	47,966	46.35	96,417
19-1013	Soil & Plant Scientists	32	32	0	11	11	1	19.02	39,570	30.76	63,976
13-1081	Logisticians	102	98	-4	14	10	1	24.83	51,642	35.71	74,284
11-9161	Emergency Management Directors	49	52	3	6	9	0	16.44	34,196	28.63	59,541
13-2041	Credit Analysts	18	19	1	8	9	0	14.70	30,580	21.71	45,163
15-2031	Operations Research Analysts	24	29	5	4	9	0	20.72	43,102	29.42	61,188

*Standard Occupational Classification.

^bEstimated.

^cProjected.

Source: Wyoming Long-Term Occupational Projections, 2014-2024.

Prepared by T. Glover & M. Moore, Research & Planning, WYDWS, 1/22/18.

Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC ^a Code	SOC Title	Employment		Openings Due to				Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replacement Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
17-2111	Health & Safety Engineers, Except Mining Safety Engineers & Inspectors	46	42	-4	13	9	0	23.19	48,226	36.91	76,764
17-2131	Materials Engineers	33	29	-4	12	8	0	28.26	58,775	41.31	85,918
27-3011	Radio & Television Announcers	109	86	-23	31	8	0	8.36	17,389	13.26	27,571
27-3042	Technical Writers	31	32	1	7	8	0	16.13	33,559	26.25	54,605
13-2053	Insurance Underwriters	58	54	-4	11	7	0	16.90	35,149	29.95	62,293
29-1128	Exercise Physiologists	25	30	5	2	7	0	16.54	34,406	24.17	50,277
11-3061	Purchasing Managers	41	38	-3	10	7	0	28.99	60,301	47.77	99,371
27-4031	Camera Operators, Television, Video, & Motion Picture	45	47	2	4	6	0	11.71	24,353	21.99	45,733
15-1122	Information Security Analysts	14	17	3	2	5	0	17.21	35,805	31.29	65,087
19-3099	Social Scientists & Related Workers, All Other	32	33	1	4	5	0	24.54	51,033	30.23	62,869
17-1012	Landscape Architects	29	28	-1	5	4	0	17.12	35,619	28.55	59,381
25-9011	Audio-Visual & Multimedia Collections Specialists	18	19	1	2	3	0	13.07	27,181	26.19	54,483
Master's degree											
21-1012	Educational, Guidance, School, & Vocational Counselors	563	615	52	118	170	17	18.10	37,644	26.70	55,530
11-9032	Education Admin., Elementary & Secondary School	431	458	27	125	152	15		78,413		94,071

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

Source: Wyoming Long-Term Occupational Projections, 2014-2024.

Prepared by T. Glover & M. Moore, Research & Planning, WYDWS, 1/22/18.

Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC Code	SOC Title	Employment		Openings Due to				Wages (\$)			
		2014 ^a	2024 ^c	Growth	Replacement Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
21-1014	Mental Health Counselors	351	428	77	73	150	15	17.53	36,453	25.39	52,804
29-1127	Speech-Language Pathologists	310	369	59	78	137	13	24.26	50,464	33.68	70,046
29-1171	Nurse Practitioners	203	278	75	48	123	12	27.81	57,840	48.77	101,446
29-1071	Physician Assistants	227	294	67	51	118	11	39.12	81,370	50.04	104,076
29-1122	Occupational Therapists	253	316	63	49	112	11	24.76	51,495	35.57	73,991
25-4021	Librarians	455	465	10	85	95	9	13.79	28,690	24.31	50,557
21-1015	Rehab. Counselors	215	239	24	45	69	6	10.64	22,125	17.75	36,915
25-4012	Curators	193	200	7	60	67	6	15.32	31,856	20.81	43,278
21-1022	Healthcare Social Workers	156	182	26	38	64	6	14.07	29,260	23.86	49,634
25-9031	Instructional Coordinators	345	367	22	33	55	5	20.12	41,858	31.62	65,769
25-1072	Nursing Instructors & Teachers, Post-secondary	139	166	27	25	52	5		52,443		65,571
25-1121	Art, Drama, & Music Teachers, Post-secondary	176	195	19	31	50	5		32,436		58,200
11-9033	Education Admin., Post-secondary	129	140	11	38	49	4	28.71	59,719	50.43	104,890
21-1099	Community & Social Service Specialists, All Other	125	128	3	25	28	2	13.60	28,284	23.24	48,333
19-3051	Urban & Regional Planners	90	93	3	16	19	1	20.61	42,876	30.15	62,704
29-1151	Nurse Anesthetists	46	54	8	11	19	1	45.16	93,923	101.06	210,212
29-1199	Health Diagnosing & Treating Practitioners, All Other	45	52	7	10	17	1	22.13	46,022	44.85	93,294
19-3011	Economists	58	58	0	16	16	1	25.82	53,712	36.03	74,949

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

Source: Wyoming Long-Term Occupational Projections, 2014-2024.

Prepared by T. Glover & M. Moore, Research & Planning, WYDWS, 1/22/18.

Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC ^a Code	SOC Title	Employment		Openings Due to				Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replace- ment Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
25-9021	Farm & Home Management Advisors	60	66	6	6	12	1	19.57	40,712	26.57	55,264
19-3091	Anthropologists & Archeologists	91	89	-2	11	9	0	20.93	43,536	30.97	64,427
25-4011	Archivists	12	13	1	4	5	0	15.23	31,675	21.65	45,025
21-1019	Counselors, All Other	15	17	2	3	5	0	16.39	34,094	23.10	48,057
Doctoral or professional degree											
29-1123	Physical Therapists	362	484	122	97	219	21	29.09	60,507	39.37	81,887
29-1051	Pharmacists	529	562	33	123	156	15	41.36	86,026	56.91	118,368
29-1069	Physicians & Surgeons, All Other	363	421	58	98	156	15	79.98	166,353	116.25	241,802
19-3031	Clinical, Counseling, & School Psychologists	354	427	73	76	149	14	21.34	44,387	34.69	72,164
23-1011	Lawyers	1,158	1,133	-25	169	144	14	23.24	48,335	49.10	102,134
29-1062	Family & General Practitioners	324	347	23	87	110	11	44.99	93,578	96.28	200,259
29-1021	Dentists, General	308	348	40	63	103	10	41.67	86,674	82.38	171,345
25-1071	Health Specialties Teachers, Post-secondary	265	317	52	47	99	9		35,477		66,009
29-1041	Optometrists	108	134	26	39	65	6	23.64	49,166	57.80	120,223
25-1199	Post-secondary Teachers, All Other	187	205	18	33	51	5		32,860		54,843
25-1022	Math. Science Teachers, Post-secondary	144	169	25	25	50	5		30,999		65,960
25-1042	Biological Science Teachers, Post-secondary	117	136	19	21	40	4		53,075		77,332

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

Source: Wyoming Long-Term Occupational Projections, 2014-2024.

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Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC* Code	SOC Title	Employment		Openings Due to				Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replacement Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
25-1123	English Language & Literature Teachers, Post-secondary	131	145	14	23	37	3		38,924		60,555
29-1061	Anesthesiologists	74	89	15	20	35	3			130.34	271,112
29-1065	Pediatricians, General	93	102	9	25	34	3	46.13	95,957	84.18	175,092
29-1011	Chiropractors	113	126	13	20	33	3	14.89	30,965	32.87	68,365
29-1131	Veterinarians	241	237	-4	37	33	3	22.38	46,551	51.05	106,184
25-1011	Business Teachers, Post-secondary	114	124	10	20	30	3		44,659		79,349
29-1064	Obstetricians & Gynecologists	65	76	11	18	29	2			133.08	276,808
29-1067	Surgeons	65	75	10	18	28	2			137.04	285,036
29-1181	Audiologists	52	67	15	12	27	2	27.09	56,356	41.66	86,657
25-1032	Engineering Teachers, Post-secondary	82	93	11	15	26	2		56,485		94,400
29-1066	Psychiatrists	44	52	8	12	20	2	35.88	74,638	115.81	240,891
25-1081	Education Teachers, Post-secondary	74	81	7	13	20	2		43,305		63,290
29-1063	Internists, General	59	62	3	16	19	1	30.38	63,187	111.08	231,044
25-1122	Comm. Teachers, Post-secondary	68	75	7	12	19	1		39,755		61,448
25-1066	Psychology Teachers, Post-secondary	45	53	8	8	16	1		48,500		71,608
25-1041	Agricultural Sciences Teachers, Post-secondary	64	68	4	11	15	1		54,140		78,938
25-1052	Chemistry Teachers, Post-secondary	37	43	6	7	13	1		55,225		78,599

*Standard Occupational Classification.

^bEstimated.

^cProjected.

Source: Wyoming Long-Term Occupational Projections, 2014-2024.

Prepared by T. Glover & M. Moore, Research & Planning, WYDWS, 1/22/18.

Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC ^a Code	SOCTitle	Employment		Openings Due to				Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replace- ment Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
25-1051	Atmospheric, Earth, Marine, & Space Sciences Teachers, Post-secondary	47	51	4	8	12	1		53,085		88,135
25-1021	Computer Science Teachers, Post-secondary	41	45	4	7	11	1		41,848		74,204
25-1111	Criminal Justice & Law Enforcement Teachers, Post-secondary	29	35	6	5	11	1		30,526		63,805
25-1065	Political Science Teachers, Post-secondary	33	37	4	6	10	1		27,806		62,139
25-1193	Recreation & Fitness Studies Teachers, Post-secondary	32	35	3	6	9	0		29,546		58,522
25-1063	Economics Teachers, Post-secondary	27	30	3	5	8	0		52,629		101,309
25-1126	Philosophy & Religion Teachers, Post-secondary	26	29	3	5	8	0		33,867		64,895
25-1124	Foreign Language & Literature Teachers, Post-secondary	29	32	3	5	8	0		25,938		47,953
25-1067	Sociology Teachers, Post-secondary	18	21	3	3	6	0		55,823		77,811
25-1125	History Teachers, Post-secondary	23	25	2	4	6	0		42,854		61,890

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

Source: Wyoming Long-Term Occupational Projections, 2014-2024.

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Table 3: Long-Term Occupational Projections for Wyoming by Typical Education and Number of Total Openings, 2014-2024

SOC ^a Code	SOC Title	Employment		Openings Due to				Wages (\$)			
		2014 ^b	2024 ^c	Growth	Replace- ment Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual
23-1023	Judges, Magistrate Judges & Magistrates	33	33	0	5	5	0	24.06	50,046	55.10	114,613
23-1012	Judicial Law Clerks	19	18	-1	4	3	0	14.16	29,446	17.77	36,953

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

Source: Wyoming Long-Term Occupational Projections, 2014-2024.

Prepared by T. Glover & M. Moore, Research & Planning, WYDWS, 1/22/18.

Table 4: Occupations Requiring Apprenticeship, Some College, Post-secondary Non-Degree Award, or Associate's Degree; a Mean Hourly Wage of at Least \$15.00; & at Least 5 Projected Annual Openings, 2014-2024

SOC ^a Code	SOC Title	Typical Education	Employment		Openings Due to				Wages (\$)			
			2014 ^b	2024 ^c	Growth	Replace- ment Need	Total	Total Annual Openings	10th Percentile		Mean	
								Hourly	Annual	Hourly	Annual	
29-2055	Surgical Tech.	Post- secondary non-degree award	179	211	32	18	50	5	15.32	31,875	22.20	46,185
19-4099	Life, Physical, & Social Science Technicians, All Other	Associate's degree	117	122	5	49	54	5	15.35	31,929	24.77	51,531
15-1152	Computer Network Support Specialists	Associate's degree	240	263	23	31	54	5	15.60	32,452	26.36	54,829
19-4041	Geological & Petroleum Technicians	Associate's degree	357	283	-74	132	58	5	16.05	33,377	26.37	54,857

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

Source: Wyoming Long-Term Occupational Projections, 2014-2024.

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SOC ^a Code	SOCTitle	Typical Education	Employment		Openings Due to				Wages (\$)			
			2014 ^b	2024 ^c	Growth	Replace- ment Need	Total	Annual Openings	10th Percentile		Mean	
									Hourly	Annual	Hourly	Annual
47-2031	Carpenters	Apprenticeship	4,565	4,534	-31	525	494	49	14.19	29,517	21.54	44,794
47-2111	Electricians	Apprenticeship	2,878	2,909	31	439	470	47	17.51	36,415	27.99	58,229
53-3032	Heavy & Tractor-Trailer Truck Drivers	Post-secondary non-degree award	7,696	6,823	-873	1,309	436	43	16.08	33,439	23.50	48,888
49-3023	Automotive Service Technicians & Mechanics	Post-secondary non-degree award	1,947	1,819	-128	521	393	39	12.45	25,893	20.97	43,626
29-2061	Licensed Practical & Licensed Vocational Nurses	Post-secondary non-degree award	783	846	63	223	286	28	16.44	34,193	21.19	44,076
19-4093	Forest & Conservation Technicians	Associate's degree	611	626	15	256	271	27	12.22	25,426	16.70	34,743
31-9092	Medical Assistants	Post-secondary non-degree award	657	789	132	137	269	26	10.55	21,936	15.03	31,263
25-4031	Library Technicians	Post-secondary non-degree award	463	483	20	221	241	24	10.54	21,932	15.66	32,569
31-9091	Dental Assistants	Post-secondary non-degree award	590	666	76	146	222	22	11.50	23,912	15.87	33,015
29-2041	Emergency Medical Technicians & Paramedics	Post-secondary non-degree award	657	774	117	108	225	22	9.06	18,845	15.98	33,246
33-2011	Firefighters	Post-secondary non-degree award	475	490	15	138	153	15	11.71	24,358	20.41	42,444
49-9081	Wind Turbine Service Technicians	Some college, no degree	139	276	137	21	158	15	15.81	32,882	20.74	43,129
47-2152	Plumbers, Pipefitters, & Steamfitters	Apprenticeship	1,404	1,366	-38	185	147	14	13.12	27,282	21.89	45,523
31-9097	Phlebotomists	Post-secondary non-degree award	291	366	75	61	136	13	11.76	24,469	15.15	31,515
29-2021	Dental Hygienists	Associate's degree	465	525	60	76	136	13	24.94	51,867	33.39	69,446

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

Source: Wyoming Long-Term Occupational Projections, 2014-2024.

Prepared by T. Glover & M. Moore, Research & Planning, WYDWS, 1/22/18.

Table 4: Occupations Requiring Apprenticeship, Some College, Post-secondary Non-Degree Award, or Associate's Degree; a Mean Hourly Wage of at Least \$15.00; & at Least 5 Projected Annual Openings, 2014-2024

SOC ^a Code	SOCTitle	Typical Education	Employment		Openings Due to				Wages (\$)			
			2014 ^b	2024 ^c	Growth	Replace- ment Need	Total	Total Annual Openings	10th Percentile		Mean	
									Hourly	Annual	Hourly	Annual
29-2071	Medical Records & Health Information Technicians	Post-secondary non-degree award	351	398	47	79	126	12	11.79	24,519	18.70	38,886
49-9021	Heating, Air Conditioning, & Refrigeration Mechanics & Installers	Post-secondary non-degree award	576	608	32	88	120	12	15.29	31,813	22.61	47,023
29-2034	Radiologic Tech.	Associate's degree	355	398	43	67	110	11	17.84	37,107	24.58	51,130
23-2011	Paralegals & Legal Assistants	Associate's degree	553	539	-14	122	108	10	14.34	29,825	22.43	46,664
15-1151	Computer User Support Specialists	Some college, no degree	521	556	35	67	102	10	15.05	31,294	22.89	47,611
47-2132	Insulation Workers, Mechanical	Apprenticeship	235	248	13	79	92	9	15.38	31,987	19.67	40,909
19-4031	Chemical Technicians	Associate's degree	392	372	-20	117	97	9	12.95	26,933	23.00	47,848
29-1126	Respiratory Therapists	Associate's degree	252	287	35	59	94	9	19.64	40,857	26.90	55,962
29-2012	Medical & Clinical Laboratory Technicians	Associate's degree	194	235	41	46	87	8	13.63	28,350	20.39	42,418
19-4091	Environment. Science & Protection Tech., Including Health	Associate's degree	180	185	5	75	80	8	16.02	33,319	21.05	43,777
17-3022	Civil Engineering Technicians	Associate's degree	415	402	-13	101	88	8	14.44	30,033	21.14	43,978
31-2021	Physical Therapist Assistants	Associate's degree	123	167	44	36	80	8	18.71	38,908	24.46	50,878
33-1021	First-Line Supervisors of Fire Fighting & Prevention Workers	Post-secondary non-degree award	128	132	4	61	65	6	23.09	48,028	31.12	64,735

^aStandard Occupational Classification.

^bEstimated.

^cProjected.

Source: Wyoming Long-Term Occupational Projections, 2014-2024.

Prepared by T. Glover & M. Moore, Research & Planning, WYDWS, 1/22/18.

Population Estimates According to the U.S. Census Bureau, Wyoming has experienced a decrease in the state's resident population over the last two years. Wyoming's estimated population dropped

from 584,910 in 2016 to 579,315 in 2017, a loss of 5,595 individuals, or -1.0%. This population decline is likely an effect of Wyoming's economic downturn and the economic growth of neighboring states, such as Colorado and Utah. Individuals who were unable to find suitable work in Wyoming may have left for better opportunities in other states. Population estimates for 2017 by single year of age were not available at the time this report was prepared, so it is not possible to determine which age groups experienced the most substantial increases or decreases from 2016 to 2017. However, data from the U.S. Census Bureau show that from 2015 to 2016, Wyoming lost a substantial number of individuals ages 45-54 (-1,954, or -2.8%) and 20-24 (-1,693, or -4.0%). A substantial increase was seen in individuals ages 65 and older (3,140, or 3.7%).

Individuals with Barriers to Employment and Special Populations Note: The data presented in this section on individuals with barriers to employment and special populations include data from the U.S. Census Bureau's American Community Survey (ACS). The Census Bureau has collected a complete enumeration of the country's population every 10 years since 1790, which is known as the decennial census. In more recent decades, the majority of the population was given the "short form" survey instrument, which only collected age, sex, and race, while a sample of the population was given the "long form" of the survey, which also collected socioeconomic and housing data. In 2010, the Census Bureau replaced this long form with the ACS, which collects similar data to the long form but is conducted on a yearly basis rather than once a decade. This yearly collection schedule allows the data to be released in a timelier manner, which is helpful to the entities that rely on Census data, such as federal, state, and local governments, and researchers (U.S. Census Bureau, 2008)-U.S. Census Bureau. (2008, October). A compass for understanding and using American Community Survey data: What general data users need to know. U.S. Department of Commerce: Washington D.C. Retrieved from <http://www.census.gov/content/dam/Census/library/publications/2008/acs/ACSGeneralHandbook.pdf>. The ACS is sent to approximately 3 million people across the nation per year. The results are released as one-year, three-year, and five-year estimates based on the number of years of data used to create the estimates. The one-year estimates are the most current but are less accurate because the sample used to create them is smaller. Accuracy increases as more data samples are added to the estimation process. The data used for this report are five-year estimates, based on data collected between January 1, 2011, and December 31, 2015. Five-year estimates are the most accurate of those released by the Census Bureau, especially for areas with smaller populations, such as Wyoming, or for studying population subgroups such as age groups or gender (U. S. Census Bureau, 2008). For more information about the ACS, examples of the survey instrument, or instructions of filling out the survey, please visit <http://www.census.gov/programs-surveys/acs>. The data used for this report is from the Integrated Public Use Microdata Series (IPUMS), provided by the University of Minnesota (Ruggles, Genadek, Goeken, Grover, and Sobek, 2015)-Ruggles, S., Genadek, K., Goeken, R., Grover, J., and Sobek, M. (2015). Integrated Public Use Microdata Series: Version 6.0 [Machine-readable database]. Minneapolis: University of Minnesota.. Poverty Poverty is measured by the U.S. government in two ways. The first is referred to as the poverty threshold, which is updated annually by the U.S. Census Bureau and used for statistical purposes, such as counting the number of people living in poverty. The second, known as poverty guidelines, are a simplified version of the poverty thresholds, which are used by the U.S. Department of Health and Human Services for administering certain federal programs, such as the Supplemental Nutrition Assistance Program (SNAP). These measurements of poverty vary based on the year and the number of people in the family or household. In 2015, an individual with an income of up to \$11,770 or a family of four with an income of up to \$24,250 would be at or below the poverty threshold. As shown in Table 5, an estimated, 13.5% of Wyoming residents were at or below the

poverty threshold in 2015. A sizeable proportion of individuals younger than age 18 (16.1%) were at or below the poverty threshold. Substantial proportions of individuals ages 18-19 (37.7%) and 20-24 (31.2%) were at or below the poverty threshold; however, it should be noted that individuals in these two age groups make up a large proportion of individuals enrolled in college. Table 6 contains data for the population who earned 130% of the poverty threshold, or 30% more than the poverty threshold. This would include an individual who earned up to \$15,301 in a year or up to \$31,525 for a family of four. In Wyoming, 18.0% of individuals had incomes within this range. Again, the highest concentration of these individuals were ages 18-19 (41.5%), 20-24 (38.7%), or

Table 5: Individuals at or Below 100% of the Federal Poverty Threshold by Age Group in Wyoming, 2015

Age Group		At or Under Poverty Threshold	Not At or Under Poverty Threshold	Total
00-17	N	22,151	115,818	137,969
	%	16.1	83.9	100.0
18-19	N	5,911	9,785	15,696
	%	37.7	62.3	100.0
20-24	N	13,382	29,492	42,874
	%	31.2	68.8	100.0
25-34	N	10,875	69,282	80,157
	%	13.6	86.4	100.0
35-44	N	6,318	63,489	69,807
	%	9.1	90.9	100.0
45-54	N	5,659	69,644	75,303
	%	7.5	92.5	100.0
55+	N	13,852	144,021	157,873
	%	8.8	91.2	100.0
Total	N	78,148	501,531	579,679
	%	13.5	86.5	100.0

Source: U.S. Census Bureau, American Community Survey, 5-year estimates.
Prepared by L. Knapp, Research & Planning, WY DWS, 1/30/18.

Table 6: Individuals at or Below 130% of the Federal Poverty Threshold by Age Group in Wyoming, 2015

Age Group		At or Under Poverty Threshold	Not At or Under Poverty Threshold	Total
00-17	N	29,610	108,359	137,969
	%	21.5	78.5	100.0
18-19	N	6,506	9,190	15,696
	%	41.5	58.5	100.0
20-24	N	16,573	26,301	42,874
	%	38.7	61.3	100.0
25-34	N	14,542	65,615	80,157
	%	18.1	81.9	100.0
35-44	N	9,125	60,682	69,807
	%	13.1	86.9	100.0
45-54	N	8,332	66,971	75,303
	%	11.1	88.9	100.0
55+	N	19,820	138,053	157,873
	%	12.6	87.4	100.0
Total	N	104,508	475,171	579,679
	%	18.0	82.0	100.0

Source: U.S. Census Bureau, American Community Survey, 5-year estimates.
Prepared by L. Knapp, Research & Planning, WY DWS, 1/30/18.

younger than age 18 (21.5%).

Similarly, Table 7 contains the proportion of individuals whose earnings were within 160% of the poverty threshold. For a single person, this would be in income up to \$18,832, and for the family of four, this would be an income up to \$38,800. In Wyoming, 22.9% of all individuals had incomes within 160% of the poverty threshold. Nearly half (45.0%) of those ages 18-19 had incomes within this range, and 43.8% of those ages 20-24 had incomes within this range. Among individuals ages 55 or older, 17.4% of people had incomes up to 160% of the poverty threshold. One in four women (24.9%) had earnings within this range, compared to approximately one in five males (20.9%), as shown in Table 8.

Table 7: Individuals at or Below 160% of the Federal Poverty Threshold by Age Group in Wyoming, 2015

Age Group		At or Under Poverty Threshold	Not At or Under Poverty Threshold	Total
00-17	N	38,434	99,535	137,969
	%	27.9	72.1	100.0
18-19	N	7,056	8,640	15,696
	%	45.0	55.0	100.0
20-24	N	18,779	24,095	42,874
	%	43.8	56.2	100.0
25-34	N	18,271	61,886	80,157
	%	22.8	77.2	100.0
35-44	N	12,191	57,616	69,807
	%	17.5	82.5	100.0
45-54	N	10,400	64,903	75,303
	%	13.8	86.2	100.0
55+	N	27,460	130,413	157,873
	%	17.4	82.6	100.0
Total	N	132,591	447,088	579,679
	%	22.9	77.1	100.0

Source: U.S. Census Bureau, American Community Survey. 5-year estimates.

Prepared by L. Knapp, Research & Planning, WY DWS, 1/30/18.

Table 8: Individuals at or Below 160% of the Federal Poverty Threshold by Gender in Wyoming, 2015

Gender		At or Under Poverty Threshold	Not At or Under Poverty Threshold	Total
Female	N	70,647	213,309	283,956
	%	24.9	75.1	100.0
Male	N	61,944	233,779	295,723
	%	20.9	79.1	100.0
Total	N	132,591	447,088	579,679
	%	22.9	77.1	100.0

Source: U.S. Census Bureau, American Community Survey. 5-year estimates.

Prepared by L. Knapp, Research & Planning, WY DWS, 1/30/18.

Native American American Indians or Alaska Natives (referred to as Native American individuals for the purposes of this section) reside in all 23 Wyoming counties (see Table 9), but Fremont County, where the Wind River Reservation is located, had the largest population (21.2%) in 2010, according to 2010 Decennial Census estimates (please note that these ACS data were not available so Decennial Census estimates were used). As shown in Table 10, nearly one-third (31.7%) of the state's Native American population were younger than age 18 in 2015, while approximately 15.2% were age 55 or older. Among Native Americans age 16 or older, 50.6% were employed and working, 11.0% were unemployed, and 37.0% were not in the labor force (see Table 11).

Table 9: Proportion of Wyoming Population that is American Indian or Alaska Native by County, 2010

County	American Indian or Alaska Native		County Population Total
	N	%	N
Albany	259	0.7	36,299
Big Horn	100	0.9	11,668
Campbell	531	1.2	46,133
Carbon	160	1.0	15,885
Converse	106	0.8	13,833
Crook	48	0.7	7,083
Fremont	8,498	21.2	40,123
Goshen	108	0.8	13,249
Hot Springs	70	1.5	4,812
Johnson	92	1.1	8,569
Laramie	878	1.0	91,738
Lincoln	146	0.8	18,106
Natrona	781	1.0	75,450
Niobrara	21	0.8	2,484
Park	168	0.6	28,205
Platte	38	0.4	8,667
Sheridan	359	1.2	29,116
Sublette	87	0.8	10,247
Sweetwater	423	1.0	43,806
Teton	111	0.5	21,294
Uinta	168	0.8	21,118
Washakie	93	1.1	8,533
Weston	91	1.3	7,208
Total	13,336	2.4	563,626

Source: U.S. Census Bureau, 2010 Decennial Census.
Prepared by L. Knapp, Research & Planning, WY DWS, 1/30/18.

Table 10: Age Groups for American Indian or Alaska Native Status in Wyoming, 2015

Age	N	%
00-17	3,780	31.7
18-19	380	3.2
20-24	1,212	10.2
25-34	1,790	15.0
35-44	1,440	12.1
45-54	1,506	12.6
55+	1,809	15.2
Total	11,917	100.0

Source: U.S. Census Bureau, American Community Survey, 5-year estimates.
Prepared by L. Knapp, Research & Planning, WY DWS, 1/30/18.

Table 11: Employment Status for American Indian or Alaska Native Individuals Ages 16 or Older in Wyoming, 2015

Employment Status	N	%
At work	4,346	50.6
Has job, not working	120	1.4
Unemployed	945	11.0
Not in Labor Force	3,174	37.0
Total	8,585	100.0

Source: U.S. Census Bureau, American Community Survey, 5-year estimates.
Prepared by L. Knapp, Research & Planning, WY DWS, 1/30/18.

Veterans The Census Bureau defines veterans as individuals who served in any branch of the United States military during a time of war or peace, for any length of time, at home or abroad. Veterans who are ages 17 or older are included in the ACS statistics. As shown in Table 12, in 2015, 10.8% of the state's residents were veterans. This proportion increases with age. Only 2.5% of those ages 20-24 were veterans, compared to 19.4% of those 55 or older.

Table 12: Individuals with Veteran Status (Including Active Duty) by Age Group for Individuals Age 17 and Older in Wyoming, 2015

Age Group		Not a Veteran	Veteran	Total
17	N	6,932	0	6,932
	%	100.0	0.0	100.0
18-19	N	15,674	22	15,696
	%	99.9	0.1	100.0
20-24	N	41,802	1,072	42,874
	%	97.5	2.5	100.0
25-34	N	75,618	4,539	80,157
	%	94.3	5.7	100.0
35-44	N	64,240	5,567	69,807
	%	92.0	8.0	100.0
45-54	N	68,664	6,639	75,303
	%	91.2	8.8	100.0
55+	N	127,314	30,559	157,873
	%	80.6	19.4	100.0
Total	N	400,244	48,398	448,642
	%	89.2	10.8	100.0

Source: U.S. Census Bureau, American Community Survey. 5-year estimates.
Prepared by L. Knapp, Research & Planning, WY DWS, 1/30/18.

The United States Department of Veterans Affairs assigns a disability rating to veterans who received a service-connected disability, defined as “an injury or illness that was incurred or aggravated during active military service.” This affects, among other things, an individual’s eligibility and priority for medical services. Approximately 17.9% of the state’s veterans have some degree of disability rating (see Table 13). The largest proportion had a disability rating of 10 to 20 percent (6.3%). The degree of disability rating varied by age group. The largest proportion of individuals with a 70 percent disability rating or higher were in the 20-24 year old age range (7.1%) while 6.1% of veterans age 55 or older had a disability rating of 10 to 20 percent. The largest proportion of veterans with some degree of disability rating were age 35-44; more than one-fourth (26.5%) of veterans in this age group had some degree of disability rating.

Table 13: Veteran Disability Rating by Age Group for Veterans (Including Active Duty) Ages 17 and Older in Wyoming, 2015

Age Group	Disability Rating						Has disability rating, level not reported	Total with disability	No disability rating	Total
	0	10-20	30-40	50-60	70+	70+				
18-19	N	0	0	0	0	0	0	0	173	173
	%	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0
20-24	N	12	0	0	0	197	0	209	2,565	2,774
	%	0.4	0.0	0.0	0.0	7.1	0.0	7.5	92.5	100.0
25-34	N	49	413	301	177	118	36	1,094	5,291	6,385
	%	0.8	6.5	4.7	2.8	1.8	0.6	17.1	82.9	100.0
35-44	N	71	708	342	250	160	235	1,766	4,897	6,663
	%	1.1	10.6	5.1	3.8	2.4	3.5	26.5	73.5	100.0
45-54	N	97	432	359	120	332	193	1,533	6,359	7,892
	%	1.2	5.5	4.5	1.5	4.2	2.4	19.4	80.6	100.0
55+	N	400	2,140	1,049	567	1,351	478	5,985	29,150	35,135
	%	1.1	6.1	3.0	1.6	3.8	1.4	17.0	83.0	100.0
Total	N	629	3,693	2,051	1,114	2,158	942	10,587	48,435	59,022
	%	1.1	6.3	3.5	1.9	3.7	1.6	17.9	82.1	100.0

Source: U.S. Census Bureau, American Community Survey, 5-year estimates.
Prepared by L. Knapp, Research & Planning, WY DWS, 1/30/18.

> English Proficiency Table 14 contains data on the ability of individuals in Wyoming to speak English. In 2015, 93.4% of individuals ages 5 or older indicated they spoke only English. Another 4.5% felt they spoke English very well, 1.1% thought they spoke English well, and only 0.2% indicated they did not speak English at all.

Disability The number and percent of people residing in Wyoming with a disability can be found in Table 15. Disability, as defined by the Census Bureau, includes cognitive, ambulatory, independent living, self-care, vision, and hearing impairments. Although a person may have more than one type of disability, they are only counted once for the purposes of this section. Overall, 13.3% of the population who were ages five or older had a disability. This proportion of people with a disability increased with age; 4.8% of the population younger than age 18 had one, but 13.4% of those ages 45-54 had a disability and 27.3% of those ages 55 or older had one.

Table 14: Ability to Speak English, Individuals Ages 5 or Older in Wyoming, 2015

	N	%
Yes, speaks only English	505,244	93.4
Yes, speaks very well	24,471	4.5
Yes, speaks well	6,191	1.1
Yes, but not well	4,289	0.8
Does not speak English	859	0.2
Total	541,054	100.0

Source: U.S. Census Bureau, American Community Survey, 5-year estimates.

Prepared by L. Knapp, Research & Planning, WY DWS, 1/30/18.

Table 15: Disability Status by Age Group for Individuals Ages 5 and Older in Wyoming, 2015

Age Group		Has a Disability	No Disability	Total
0-17	N	4,778	94,566	99,344
	%	4.8	95.2	100.0
18-19	N	760	14,936	15,696
	%	4.8	95.2	100.0
20-24	N	2,758	40,116	42,874
	%	6.4	93.6	100.0
25-34	N	5,156	75,001	80,157
	%	6.4	93.6	100.0
35-44	N	5,152	64,655	69,807
	%	7.4	92.6	100.0
45-54	N	10,093	65,210	75,303
	%	13.4	86.6	100.0
55+	N	43,080	114,793	157,873
	%	27.3	72.7	100.0
Total	N	71,777	469,277	541,054
	%	13.3	86.7	100.0

Note: Disability types include cognitive disability, ambulatory difficulty, independent living difficulty, self-care difficulty, vision difficulty, or hearing difficulty. Individuals may have only one or they may have more than one, but they are counted once here.

Source: U.S. Census Bureau, American Community Survey, 5-year estimates.

Prepared by L. Knapp, Research & Planning, WY DWS, 1/30/18.

Youth As shown in Figure 1 and Table 16, Wyoming experienced a steady decline in the state’s resident youth population of individuals ages 15-19, from an estimated 42,004 in 2000 to 36,930 in 2016 (-5,074, or -12.1%), according to the U.S. Census Bureau. Actual counts from R&P databases show an even more pronounced decline of individuals in this age group: the number of youth ages 15-19 working in Wyoming at any time declined from 28,475 in 2000 to 18,360 in 2016 (-10,115, or -35.5%). The decline in youth working in Wyoming at any time became especially noticeable during the previous economic downturn, from 27,139 in 2008 to 21,990 in 2009 (-5,149, or -19.0%).

Table 16: Wyoming Resident Youth Population, Number of Active Wyoming Drivers' Licenses, and Persons Working in Wyoming at Any Time, Ages 15-16, 2000-2016

Year	Resident Population ^a	Active Drivers' Licenses ^b	Working at Any Time ^c
"2000	42,004	37,447	28,475
"2001	41,632	36,707	28,899
"2002	40,947	35,325	27,907
"2003	40,157	34,195	26,887
"2004	39,553	33,428	26,601
"2005	38,916	33,254	26,885
"2006	38,760	32,790	27,939
"2007	38,640	32,821	28,338
"2008	38,839	32,197	27,139
"2009	39,062	31,508	21,990
"2010	37,868	30,725	20,373
"2011	36,979	29,991	20,441
"2012	37,124	29,506	20,871
"2013	37,665	29,498	20,658
"2014	36,979	29,522	21,189
"2015	36,761	29,956	20,859
"2016	36,930	29,838	18,360
Change, 2000-2016 (N)			
N	-5,074	-7,609	-10,115
%	-12.1	-20.3	-35.5

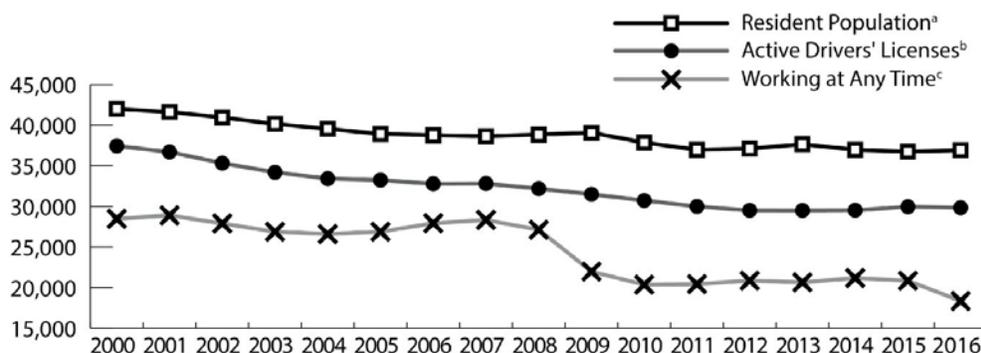
^aSource: U.S. Census Bureau.

^bSource: Wyoming Drivers' License File.

^cSource: Wage Records.

Prepared by M. Moore, Research & Planning, WY DWS, 1/29/18.

Figure 1: Wyoming Resident Youth Population, Number of Active Wyoming Drivers' Licenses, and Persons Working in Wyoming at Any Time, Ages 15-16, 2000-2016



^aSource: U.S. Census Bureau.

^bSource: Wyoming Drivers' License File.

^cSource: Wage Records.

Prepared by M. Moore, Research & Planning, WY DWS, 1/29/18.

Previous research from R&P showed that from 1992 to 2006, the average five-year retention rate for 18-year-olds with Wyoming as a primary state of wages was 55.8% (Glover, 2012)-Glover, T. (2012, March). A Decade Later Tracking Wyoming's Youth into the Labor Force. Retrieved from http://doe.state.wy.us/LMI/w_r_research/A_Decade_Later.pdf. In other words, among 18-year-olds who worked in Wyoming within a given year (such as 2006), only 55.8% of those could be found working in Wyoming five years later. R&P has since refined its methodology and is able to produce these types of data with several variables, such as high school completers and college completers by degree type. This information can be found at http://doe.state.wy.us/LMI/education_we_connect.htm. Table 17 shows the number of Wyoming secondary school seniors by postsecondary school enrollment status the fall after high school completion. During most years, fewer than half of all Wyoming high school seniors enroll in a postsecondary school in Wyoming or any other state the fall after high school graduation. For example, of the 8,154 high school seniors from 2011/12, only 3,351 (41.1%) enrolled in any postsecondary school the fall after graduation.

Table 17: Total Number of Wyoming Secondary

Table 19: Number of Academic Degrees Awarded from All Wyoming Community Colleges and Percent Found Working in Wyoming Up to 5 Years After Graduation, 2007/08 to 2013/14

Year	Degrees Awarded (N)	% Working in Wyoming, Years After Graduation				
		1	2	3	4	5
2007/08	1,339	72.0	64.4	62.6	60.3	58.0
2008/09	1,356	70.7	66.4	62.2	61.4	58.3
2009/10	1,443	68.6	65.6	64.6	62.0	58.6
2010/11	1,656	67.6	63.0	60.3	56.3	53.7
2011/12	1,684	67.8	63.7	60.4	57.2	
2012/13	1,766	70.1	64.3	62.1		
2013/14	1,804	70.9	65.3			

Source: Workforce Data Quality Initiative Custom Extract.
 Prepared by M. Moore, Research & Planning, WY DWS, 1/30/18.

Table 18 shows the number of high school seniors by year of graduation, what percent were found working in Wyoming during the year of graduation, and what percent were found working in Wyoming up to five years after graduation. As previously discussed, the number of youth working in Wyoming declined substantially after 2008; this can be seen in Table 18, which shows that 81.6% of all seniors were found working in Wyoming during their graduation year in 2006/07, compared

Table 18: Number of Wyoming High School Seniors and Percent Found Working in Wyoming Up to 5 Years After Graduation, 2006/07 to 2012/13

Year	High School Seniors (N)	Working in Wyoming During Year of Graduation (%)	% Working in Wyoming, Years After Graduation				
			1	2	3	4	5
2006/07	5,598	81.6	75.5	68.0	63.2	61.4	59.7
2007/08	6,321	80.6	74.1	71.2	70.8	71.2	70.4
2008/09	7,038	71.8	70.8	70.0	69.7	69.2	
2009/10	7,919	68.7	70.7	69.1	68.0		
2010/11	7,930	68.7	69.5	67.6			
2011/12	8,154	68.0	68.4				
2012/13	8,630	66.5					

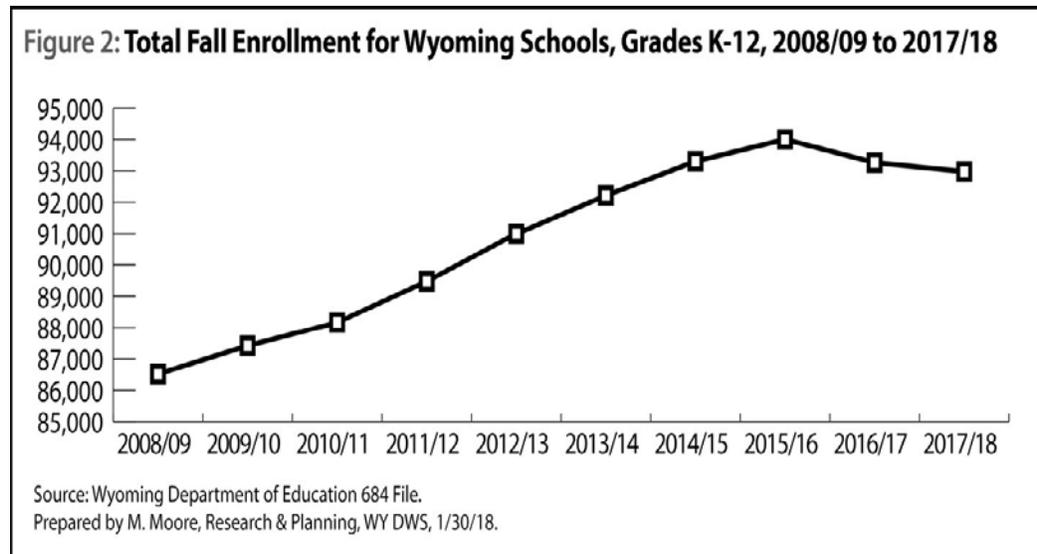
Source: Workforce Data Quality Initiative Custom Extract.
 Prepared by M. Moore, Research & Planning, WY DWS, 1/30/18.

to 66.5% in 2012/13.

Table 19 shows the number of academic degrees awarded by all Wyoming community colleges from 2007/08 to 2013/14, and what percent of those degrees were found working in Wyoming up to five years after graduation. Table 19 shows a similar trend for the number of degrees found working in Wyoming, regardless of graduation year; for example, between 60.3% and 64.6% were found working in Wyoming three years after graduation.

It is important to note that the research presented in Tables 16-18 was funded by a Workforce Data Quality Initiative grant, which expired in 2016. Therefore, no funding was available to continue this research. The Wyoming Department of Education (WDE) publishes enrollment statistics by district

and grade level; this information can be found at <https://edu.wyoming.gov/data/statisticalreportseries-2/>. According to WDE 684 data, total fall enrollment declined over the year for both the 2016/17 and 2017/18 school years (see Figure 2); the decline from 2015/16 to 2016/17 marked the first over-the-year decline in enrollment over the



last decade. From 2014/15 to 2016/17, enrollment dropped by 1,026 students, or -1.1%.

Data from the WDE show that from the 2008/09 to 2015/16 school years, a total of 9,687 individuals between grades 7 and 12 dropped out of school (see Table 20). The total number of dropouts per year varied from a low of 1,044 in 2008/09 to a high of 1,486 in 2009/10. During each year, students in grades 10-12 accounted for approximately 80% of all dropouts.

Table 20: Total Number of Dropouts by School Year and Grade Level in Wyoming Schools, 2008/09 to 2015/16 School Years

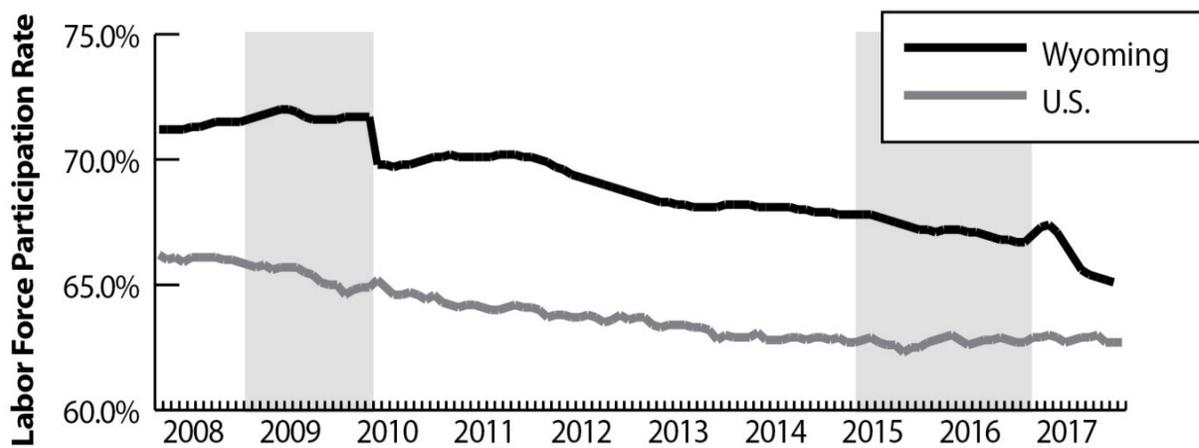
Grade	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	Total	Total %
7	13	38	33	22	19	31	34	36	226	2.3
8	31	32	28	26	38	43	31	31	260	2.7
9	131	190	141	144	181	147	199	171	1,304	13.5
10	312	468	302	254	291	293	297	289	2,506	25.9
11	284	357	284	320	369	314	333	333	2,594	26.8
12	373	401	324	394	362	397	334	312	2,897	29.9
Total	1,044	1,486	1,112	1,160	1,260	1,225	1,228	1,172	9,687	100.0

Source: Wyoming Department of Education.
Prepared by M. Moore, Research & Planning, WY DWS, 1/30/18.

(i). Employment and Unemployment The Local Area Unemployment Statistics (LAUS) provide estimates on the labor force (number of persons employed and unemployed) and the unemployment rate. As shown in Table 21, Wyoming’s labor force grew from 2008 to 2011, remained relatively unchanged through 2014, and then began to decline. In 2017, Wyoming’s labor force decreased by 5,681 individuals (-1.0%) from the prior year. From 2014 to 2017, Wyoming’s

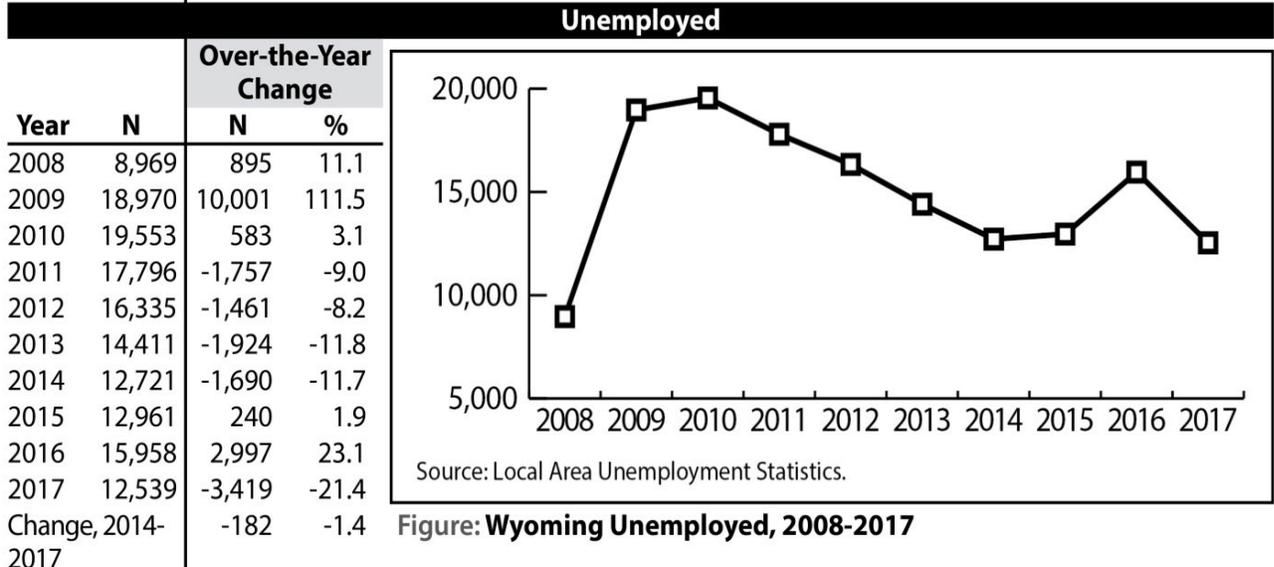
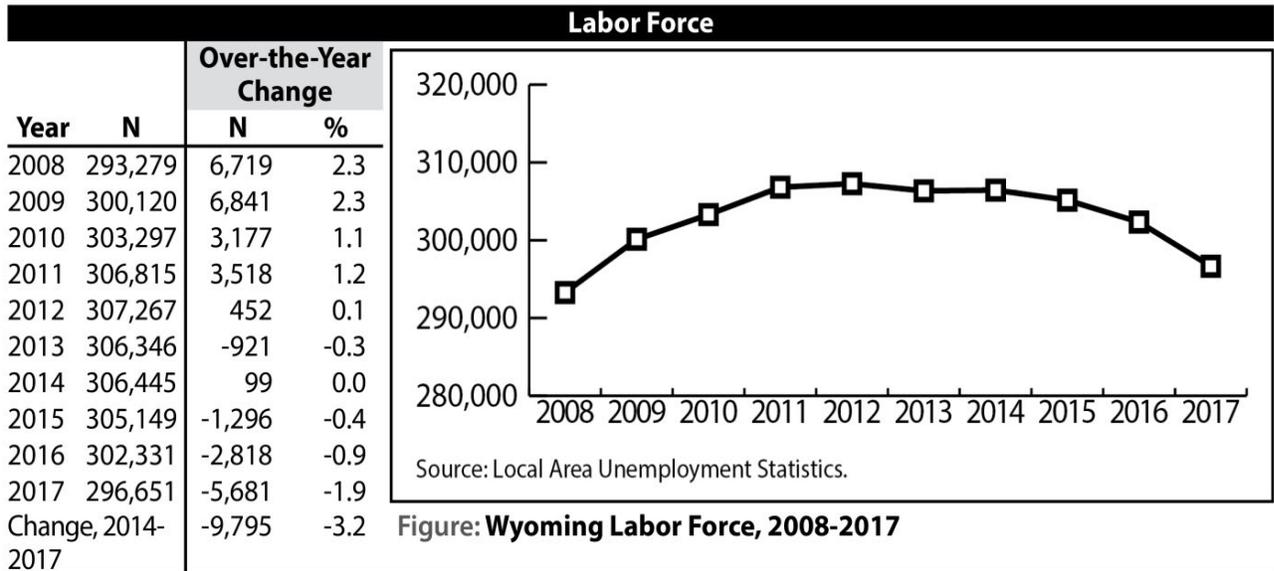
labor force decreased by 9,795 individuals, or -3.2%. The number of persons employed in Wyoming declined at a similar rate from 2014 to 2017 (-3.3%, or -9,623 individuals). However, the number of unemployed persons remained relatively unchanged (-182 individuals, or -1.4%) from 2014 to 2017. Because the labor force and the number employed decreased while the number of unemployed remained flat, Wyoming's unemployment rate remained practically unchanged from 2014 to 2017 at 4.2%. This is an indication that those individuals who lost jobs may have left Wyoming's labor force entirely, perhaps finding work in another state. The labor force participation rate refers to the percentage of persons ages 16-64 eligible to participate in the labor force who are actively participating in the labor force, either working or looking for work. For example, in December 2017, of the 449,802 persons in Wyoming eligible to participate in the labor force, 289,691 were working or seeking work. Dividing the total labor force (289,691) by the population eligible to participate (449,802) produces a labor force participation rate of 64.4%. As shown in Figure 3, Wyoming has historically had a higher labor force participation rate than the U.S., although both have declined in recent years. From 2014 to 2017, the labor force participation rate for the U.S. was just below 63%, while Wyoming's rate was closer to 67%.

Figure 3: Labor Force Participation Rates for Wyoming and the U.S., 2008-2017



Shaded areas indicate periods of economic downturn: 2009Q1-2010Q1 and 2015Q2-2016Q4.
 Source: Local Area Unemployment Statistics.
 Prepared by M. Moore, Research & Planning, WY DWS, 1/19/18.

Table 21: Local Area Unemployment Statistics (LAUS) for Wyoming, 2008-2017 (Annual Averages, Not Seasonally Adjusted)



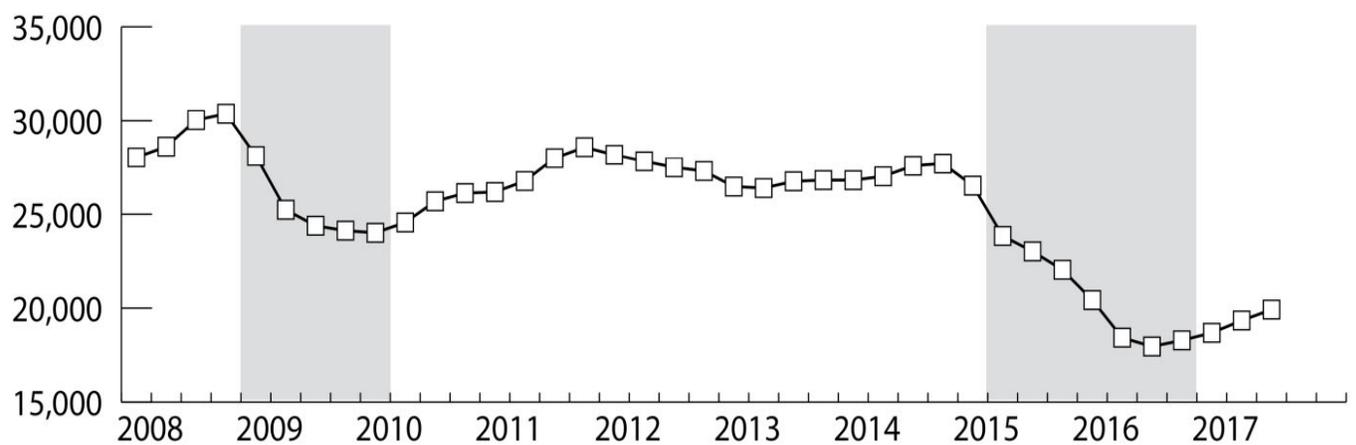
Note: 2017 data are preliminary.

Source: Local Area Unemployment Statistics.

Prepared by M. Moore, Research & Planning, WY DWS 1/23/17

(ii). Labor market trends across industries. This section provides discussion for five selected industries as identified by the North American Industry Classification System (NAICS). The industries discussed in this section are mining (NAICS 21), construction (NAICS 23), manufacturing (NAICS 31-33), health care & social assistance (NAICS 61), and leisure & hospitality (NAICS 71-72). The industries discussed in this section were selected either because they make up a substantial proportion of Wyoming employment or wages, or because they have been identified as possible growth industries by the Economically Needed Diversity Options for Wyoming (ENDOW) program. Mining (NAICS 21) Wyoming's mining sector (NAICS 21) contributes more wages to the state's total than any other industry. As noted by Bullard (2015), in 2015Q1, the mining industry accounted for 19.0% of the state's total wages, or nearly \$1 of every \$5 in wages. During the recent economic downturn, however, mining made up 13.8% Wyoming's total wages, or 69 cents for every \$5 in wages. During the most recent downturn, the mining industry lost a greater proportion of jobs than any other industry. As shown in Figure 4, average monthly employment (jobs worked) in mining remained relatively stable in the period between economic downturns. During the most recent downturn that began in 2015Q2, however, mining lost a substantial number of jobs, and average monthly employment was lower than at any point during the 10-year period from 2008 to 2017. From 2015Q1 to 2017Q3, the mining industry lost 6,602 jobs, or -24.9% of all jobs in this industry. Figure 4 also shows that average monthly employment steadily increased during each quarter of 2017.

Figure 4: Average Monthly Employment for Mining (NAICS 21) in Wyoming, 2008Q1-2017Q3



Shaded areas indicate periods of economic downturn: 2009Q1-2010Q1 and 2015Q2-2016Q4.
 Source: Quarterly Census of Employment and Wages.

Table 22 shows employment and wage statistics for mining in 2017Q3. The 19,925 jobs in mining represented 7.2% of all jobs in the state, while the \$423.7 million in total wages accounted for 13.6% of all wages. The \$1,636 average weekly wage was considerably higher (188.5%) than the statewide average.

Table 22: Employment and Wages for Mining, Quarrying, & Oil & Gas Extraction (NAICS^a 21) in Wyoming, 2017Q3

	Total, All Industries	Mining (NAICS 21)	
		N	% of Total
Average Monthly Employment	276,178	19,925	7.2
Total Wages	\$3,115,098,819	\$423,705,177	13.6
Average Weekly Wage	\$868	\$1,636	188.5

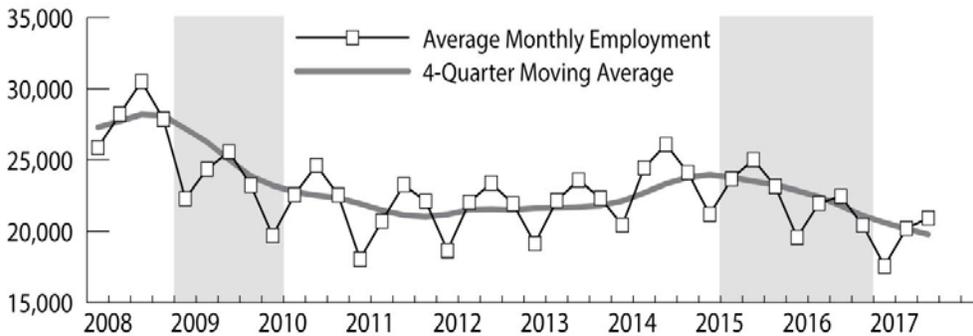
^aNorth American Industry Classification System.

Source: Quarterly Census of Employment and Wages.

Prepared by M. Moore, Research & Planning, 1/25/18.

Construction (NAICS 23) Employment in Wyoming's construction sector (NAICS 23) varies by season. As shown in Figure 5, employment tends to be lowest in the winter months of the first quarter, then increases during the spring (second quarter) and peaks during the summer months (third quarter) before declining in the fall (fourth quarter). In order to gain a better understanding of employment trends in construction, a four-quarter moving average was included in Figure 5. This trendline shows that construction employment experienced a lengthy period of decline after the previous economic downturn, then remained relatively flat through 2014. Wyoming's construction sector briefly began to experience some growth before declining again with the most recent downturn in 2015Q2. Employment in construction continued on a downward trend through

Figure 5: Average Monthly Employment for Construction (NAICS 23) in Wyoming, 2008Q1-2017Q3



Shaded areas indicate periods of economic downturn: 2009Q1-2010Q1 and 2015Q2-2016Q4.
Source: Quarterly Census of Employment and Wages.

2017Q3.

Table 23 shows that in 2017Q3, the 20,923 jobs in construction made up 7.6% of all jobs in Wyoming, while the \$265.6 million in total wages accounted for 8.5% of the state's total wages. The average weekly wage of \$976 was moderately higher (112.5%) than the statewide average.

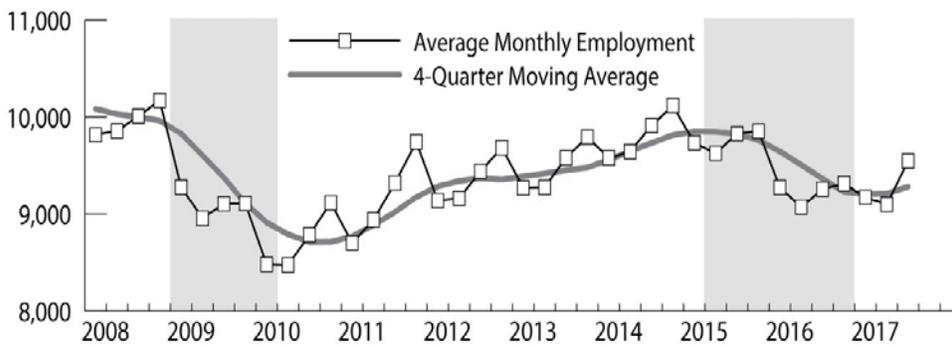
Table 23: Employment and Wages for Construction (NAICS^a 23) in Wyoming, 2017Q3

	Total, All Industries	Construction (NAICS 23)	
		N	% of Total
Average Monthly Employment	276,178	20,923	7.6
Total Wages	\$3,115,098,819	\$265,570,849	8.5
Average Weekly Wage	\$868	\$976	112.5

^aNorth American Industry Classification System.
 Source: Quarterly Census of Employment and Wages.
 Prepared by M. Moore, Research & Planning, 1/25/18.

Manufacturing (NAICS 31-33) Wyoming’s manufacturing sector (NAICS 31-33) is often tied directly to available natural resources. As noted by Gallagher (2017), “the driver for manufacturing in Wyoming is natural resources readily extracted from the environment ... manufacturing is vulnerable to contractions in energy prices in bad times, or becomes a donor of labor to the mining industry during boom times.” As shown in Figure 6, average monthly employment in manufacturing decreased during the previous economic downturn, and then experienced slow, steady growth from 2011 to the first part of 2015. Manufacturing began losing jobs when the most recent economic downturn began in 2015Q2, which continued through the end of 2016. As shown in the four-quarter moving average in Figure 6, average monthly employment in manufacturing seems to have stabilized in 2017.

Figure 6: Average Monthly Employment for Manufacturing (NAICS 31-33) in Wyoming, 2008Q1-2017Q3



Shaded areas indicate periods of economic downturn: 2009Q1-2010Q1 and 2015Q2-2016Q4.
 Source: Quarterly Census of Employment and Wages.

Table 24 shows that in 2017Q3, manufacturing contributed 3.5% of Wyoming’s employment and 4.7% of the state’s total wages. The average weekly wage for manufacturing (\$1,178) was 135.7% of the state average (\$868).

Table 24: Employment and Wages for Manufacturing (NAICS^a 31-33) in Wyoming, 2017Q3

	Total, All Industries	Manufacturing (NAICS 31-33)	
		N	% of Total
Average Monthly Employment	276,178	9,547	3.5
Total Wages	\$3,115,098,819	\$146,169,739	4.7
Average Weekly Wage	\$868	\$1,178	135.7

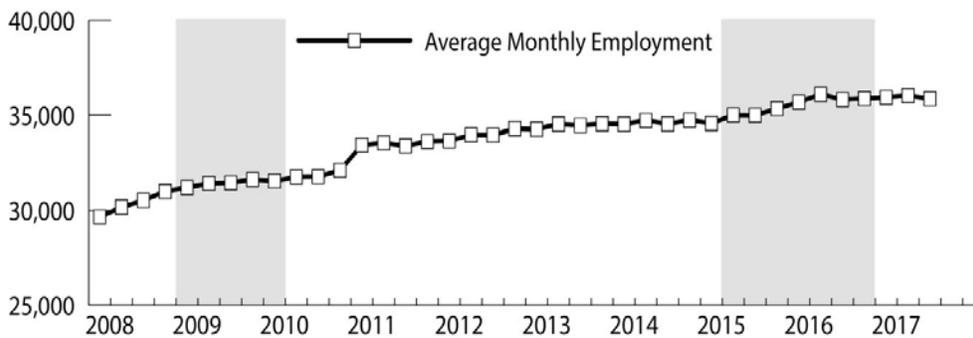
^aNorth American Industry Classification System.

Source: Quarterly Census of Employment and Wages.

Prepared by M. Moore, Research & Planning, 1/25/18.

Health Care & Social Assistance (NAICS 62) Employment in health care & social assistance steadily increased for most of the past 10 years, although it remained relatively flat over the last year (see Figure 7). It should be noted that the health care & social assistance data presented in this section include all ownerships: private and federal, state, & local government, whereas all other industries in this section include only data for private industries. This is because government health care makes up approximately one-third of all health care in Wyoming.

Figure 7: Average Monthly Employment for Health Care & Social Assistance (NAICS 62) in Wyoming, 2008Q1-2017Q3



Shaded areas indicate periods of economic downturn: 2009Q1-2010Q1 and 2015Q2-2016Q4.

Source: Quarterly Census of Employment and Wages.

As shown in Table 25, health care & social assistance contributes about the same percentage of employment (13.0%) and total wages (13.8%) to the state's total. In 2017Q3, the average weekly wage for health care & social assistance was \$923, or 106.3% of the statewide average.

Table 25: Employment and Wages for Health Care & Social Assistance (NAICS^a 61) in Wyoming, 2017Q3

	Total, All Industries	Health Care & Social Assistance (NAICS 61)	
		N	% of Total
Average Monthly Employment	276,178	35,866	13.0
Total Wages	\$3,115,098,819	\$430,337,721	13.8
Average Weekly Wage	\$868	\$923	106.3

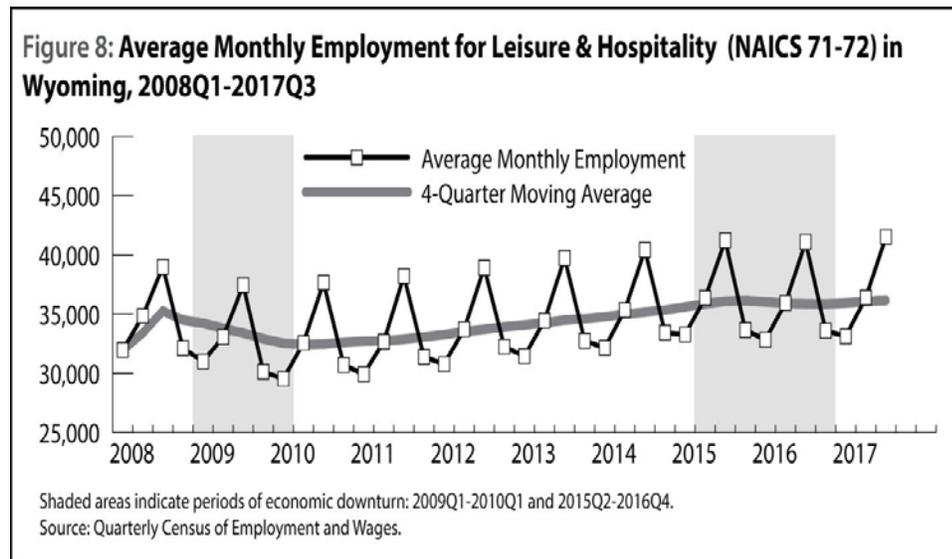
^aNorth American Industry Classification System.

Note: Includes private and federal, state, & local government ownerships.

Source: Quarterly Census of Employment and Wages.

Prepared by M. Moore, Research & Planning, 1/25/18.

Leisure & Hospitality (NAICS 71-72) Much like the construction industry, employment in Wyoming’s leisure & hospitality industry varies by season. As shown in Figure 8, employment tends to be lowest during first quarter (winter months) and highest during third quarter (summer months). Employment in leisure & hospitality was largely unaffected by the most recent downturn,



and employment remained steady for the past several years.

As shown in Table 26, leisure & hospitality contributes 15.0% of all employment in Wyoming, but just 7.1% of all wages. In 2017Q3, the average weekly wage in leisure & hospitality was \$409 less than half (47.2%) of the statewide average.

Table 26: Employment and Wages for Leisure & Hospitality (NAICS^a 71-72) in Wyoming, 2017Q3

	Total, All Industries	Leisure & Hospitality (NAICS 71-72)	
		N	% of Total
Average Monthly Employment	276,178	41,524	15.0
Total Wages	\$3,115,098,819	\$221,013,752	7.1
Average Weekly Wage	\$868	\$409	47.2

^aNorth American Industry Classification System.

Source: Quarterly Census of Employment and Wages.

Prepared by M. Moore, Research & Planning, 1/25/18.

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'.

(iii). Education and skill levels of the workforce. (iv). Skill gaps. As shown in Table 27, a greater proportion of Wyoming's population ages 25 and older graduated high school (92.3%) compared to the national average (86.7%), according to 2015 five-year estimates from the U.S. Census Bureau's American Community Survey. However, the proportion of the population with a bachelor's degree or higher is lower in Wyoming (25.7%) than in the U.S. (29.8%). Wyoming also has a greater proportion of the population with some college and no degree (26.9% to 21.1%) and associate's

degrees (10.3% to 8.1%) compared to the national average.

Table 27: Educational Attainment for Individuals Ages 25 and Older in Wyoming and the U.S., Ages 25 and Older, 2015 (5-Year Estimates)

Total		
	Wyoming	U.S.
Less than 9th grade	2.0%	5.7%
9th to 12th grade, no diploma	5.7%	7.6%
High school graduate (includes equivalency)	29.4%	27.8%
Some college, no degree	26.9%	21.1%
Associate's degree	10.3%	8.1%
Bachelor's degree	17.1%	18.5%
Graduate or professional degree	8.6%	11.2%
Percent high school graduate or higher	92.3%	86.7%
Percent bachelor's degree or higher	25.7%	29.8%
Females		
	Wyoming	U.S.
Less than 9th grade	1.7%	5.6%
9th to 12th grade, no diploma	5.5%	7.1%
High school graduate (includes equivalency)	26.8%	27.2%
Some college, no degree	28.1%	21.4%
Associate's degree	11.4%	8.9%
Bachelor's degree	17.6%	18.7%
Graduate or professional degree	8.8%	11.1%
Percent high school graduate or higher	92.7%	87.3%
Percent bachelor's degree or higher	26.4%	29.8%
Males		
	Wyoming	U.S.
Less than 9th grade	2.3%	5.9%
9th to 12th grade, no diploma	5.9%	8.2%
High school graduate (includes equivalency)	31.9%	28.4%
Some college, no degree	25.7%	20.7%
Associate's degree	9.2%	7.2%
Bachelor's degree	16.6%	18.4%
Graduate or professional degree	8.4%	11.4%
Percent high school graduate or higher	91.9%	86.0%
Percent bachelor's degree or higher	25.0%	29.7%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates.

Prepared by M. Moore, Research & Planning, WY DWS, 1/23/18.

These proportions were similar when comparing the state and national populations by gender. Among Wyoming females ages 25 and older, 92.7% were high school graduates, compared to 87.3% nationally, while 26.4% of Wyoming females ages 25 and older had a bachelor's degree or higher, compared to 29.8% nationally. Additionally, 28.1% had some college but no degree, compared to 21.4% nationally, while an additional 11.4% had an associate's degree, compared to 8.9% nationally. For males ages 25 and older, 91.9% in Wyoming were high school graduates, compared to 86.0% nationally. Among all Wyoming males ages 25 and older, 25.0% had a bachelor's degree or higher, compared to 29.7% nationally. A greater proportion of Wyoming males also possessed some

college but no degree than the national average (25.7% compared to 20.7%) and 9.2% had an associate's degree, compared to 7.2% nationally. Educational attainment varies by industry. Table 28 shows the total number of persons working in Wyoming at any time in 2016 by industry, the percentage of those individuals 55 and older, and the percentage of individuals with an associate's degree or bachelor's degree or higher as their highest level of education. An industry with a high percentage of individuals ages 55 and older and a high percentage of individuals with an associate's or bachelor's degree may be indicative of a training need or skills gap. As these older individuals age out of the workforce, employers will need trained, skilled workers to replace them.

Table 28: Total Number of Persons Working at Any Time, % Age 55 and Older, and % with an Associate's Degree or Bachelor's Degree in Wyoming

Industry and NAICS ^c Code	Working at Any Time ^a		Highest Level of Education ^b	
	N	% 55+	% Associate's Degree	% Bachelor's Degree or Higher
Natural Resources & Mining (11-21)	27,401	22.3	8.4	14.9
Construction (23)	35,127	14.3	9.7	9.5
Manufacturing (31-33)	11,593	23.2	12.8	18.6
Wholesale Trade, Transportation, & Utilities (42, 48, 49, 22)	23,411	25.6	11.0	13.5
Retail Trade (44-45)	41,415	18.6	10.5	13.2
Information (51)	4,376	20.2	10.7	31.5
Financial Activities (52-53)	12,394	25.1	11.9	30.4
Professional & Business Services (54-56)	24,795	20.3	9.4	31.4
Educational Services (61)	34,684	28.0	6.8	57.4
Health Care & Social Assistance (62)	36,976	21.3	15.9	33.4
Leisure & Hospitality (71-72)	54,459	8.7	5.4	15.2
Other Services Except Public Administration (81)	9,064	20.9	12.8	16.4
Public Administration (92)	27,603	27.4	17.7	32.4
Total	343,602	19.9	10.6	24.2

^a2016. Source: Wage Records, Research & Planning, WY DWS.

^b2015. Source: U.S. Census Bureau, American Community Survey. 5-Year Average.

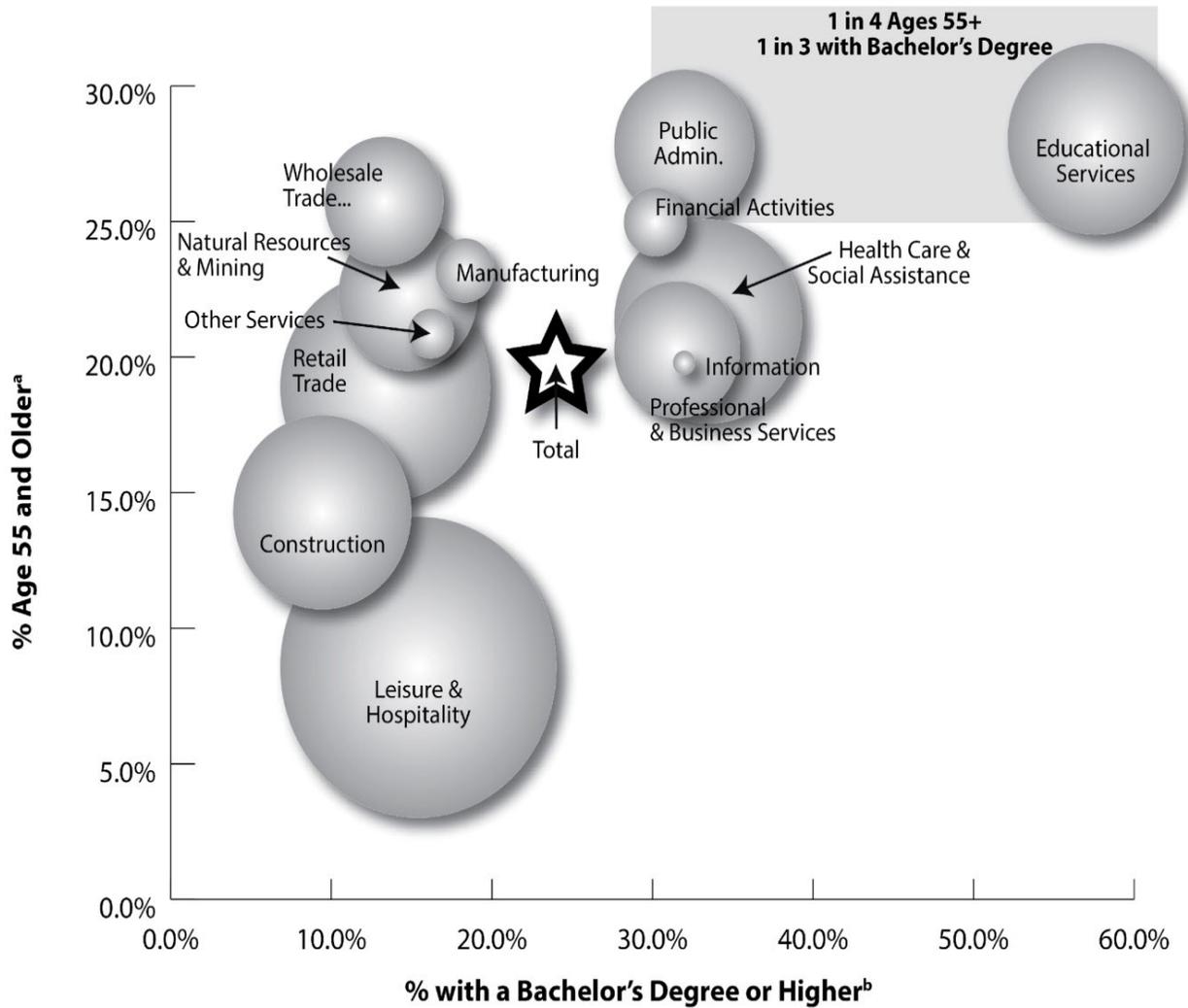
^cNorth American Industry Classification System.

Prepared by M. Moore, Research & Planning, WY DWS, 1/29/18.

The data in Table 28 were used to create Figure 9, which compares the percentage of individuals ages 55 and older with the percentage of individuals with a bachelor's degree by industry. In Figure 9 the size of the bubble represents the number of persons working in that industry; in other words, the larger the bubble, the more people working. Figure 9 identifies three industries in which at least one in four was age 55 or older and one in three people had a bachelor's degree or higher: educational services, public administration, and financial activities. Long-term investments in education and training may be required to fill vacancies in these industries as educated individuals'

age out of the workforce.

Figure 9: Percent of Persons Age 55 and Older (2016) and Percent of Persons with a Bachelor's Degree (2015) in Wyoming by Industry



^aSource: Quarterly Census of Employment and Wages.

^bSource: U.S. Census Bureau, American Community Survey, 5-Year Estimates.

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.

Workforce development and One-Stop delivery system

Adult, Dislocated Worker and Youth Programs

Wyoming's Workforce Innovation and Opportunity Act (WIOA) Adult, Dislocated Worker and Youth programs are administered by the Employment and Training Division, within the Office of Workforce Programs, of the Department of Workforce Services. Most of the direct assistance to employers and individuals is provided through the Division's 20 American Job Centers, as part of the American Job Center system. In this plan the terms are used interchangeably. The American Job Centers, which are located throughout Wyoming, use a One-Stop concept that coordinates the Division's services with services available through partner organizations in a single location, where possible.

Wyoming realizes the importance of aligning a wide range of publicly and privately-funded education, employment, and training programs while also providing high-quality customer service to job seekers, workers, and businesses through the One-Stop delivery system. A job-driven workforce development and service-delivery system links our state's diverse talent pool with specific employer and business needs. Our One-Stop centers continue to be a valuable community resource and an important source of assistance for individuals looking for work, or incumbent workers looking for opportunities to advance their careers. Wyoming is continually working toward aligning workforce, education, and economic development with regional in-demand jobs. This reinforces the partnerships and strategies necessary for One-Stop centers to provide job seekers and workers with the high-quality career services, education and training, and supportive services they need to obtain and retain good jobs. The centers also help businesses find new skilled workers, as well as providing ongoing education and training opportunities to upgrade the skills of their current workers.

All American Job Centers throughout Wyoming are required to offer basic career services, individualized career services, and training services for Wyoming's adult, dislocated worker, and youth workforces. Such people include veterans, public assistance recipients, individuals with disabilities, older workers, migrant and seasonal farmworkers, unemployed and underemployed workers, Trade Adjustment Assistance Act certified workers, and anyone else needing assistance. WIOA, Trade Adjustment Assistance, Wagner-Peyser services, and National Emergency Grant programs, when utilized, will be provided through the Employment and Training Division by merit-

based public employees, in coordination with other organizations both within the American Job Centers and the communities they serve.

Basic Career Services will be offered to workers through the Wagner-Peyser program, which is available in person and electronically through the Wyoming at Work system. In-person services include assistance with job registration through the Wyoming at Work system, resume preparation and repository, job matching, labor market information, skills testing, and career planning. Priority of service, enforced through Federal and State policies, will be provided at all centers.

Staff-assisted services, including WIOA individualized career services and training, are also offered at the American Job Centers. These services are coordinated with other programs, both within and outside of the American Job Centers, for clients' benefit. Through the centers, workers also will have access to the full array of other services provided by the Department of Workforce Services, including access to the unemployment insurance (UI) system.

The Department utilizes workforce information, including economic and labor market data provided via its Research and Planning section, for planning and decision making. This information is critical in determining the Department's target industries/occupations, in working with the agency's partners in business and education, and for ensuring appropriate matching of job openings and skills development.

Partner programs and organizations are jointly responsible for Wyoming's economic development and collaborate to create a seamless, customer-focused workforce development and One-Stop delivery system. This integrated service-delivery system enhances access to a variety of educational, training, and workforce programs, all having a common goal of an economically self-sufficient workforce for Wyoming. Five of the six core programs are co-located under the Department as required under WIOA: Title I Adult Program, Title I Dislocated Worker Program, Title I Youth Program, Title III Wagner-Peyser Program, and Title IV Vocational Rehabilitation Program. Many locations also include other partner programs such as the Veterans program, Senior Community Services Employment Program, Trade Adjustment Act program, TANF programs, OSHA, Workers' Compensation, and Job Corps. The sixth core program, Adult Education and Family Literacy is administered by the Community College Commission. All six core programs and many partner programs make up the One-Stop delivery system in Wyoming.

The Department of Workforce Services has skilled workforce specialists located at 20 American Job Centers statewide. These offices provide customers with detailed labor market information necessary to make educated decisions regarding their educational needs, training opportunities, and career goals. Additionally, a statewide system of resources and referral provides:

- Well-equipped resource rooms at each American Job Center featuring computers with resume writing software, various books and videos on resume writing and interviewing, college catalogs, typing and spelling tests, and other resource materials.
- Regularly scheduled, cost-free workshops at the American Job Centers for resume writing, interviewing techniques, job seeking tips, online job searching, and more.
- Interest and aptitude assessment tools for career exploration.
- Job training programs that can assist with the cost of additional education and job training for individuals who need to obtain or upgrade skills to enter self-sufficient employment.

- Referrals to the Adult Education and Family Literacy program for individualized and group instruction in literacy for eligible learners. Area of study are reading, writing, language, math, and computer skills. English literacy instruction and civics classes are also available for non-English speaking adults and people pursuing U.S. citizenship.
- High School Equivalency Certificate testing centers administered through the Wyoming Community College Commission that are responsible for administering high school equivalency tests to youth and adults.
- Referrals to Wyoming’s community colleges, the University of Wyoming, Registered Apprenticeship, and other vocational training programs.

Adult and Dislocated Worker programs

The Adult and Dislocated Worker programs, in conjunction with Wagner-Peyser employment services, are the foundation of the workforce system. The system provides universal access to career services to meet the diverse needs of adults, dislocated workers, and youth. Under WIOA, adults and dislocated workers may access career services and training services. Training is supported via an Eligible Training Provider List, comprised of entities with a proven capability of securing quality employment outcomes for participants. Wyoming also provides enhanced access and flexibility for work-based training options such as Registered Apprenticeship, on-the-job training, and customized training.

There are three categories of career services available to adult and dislocated worker customers:

1. Basic career services

Basic career services are available to all individuals in the One-Stop delivery system, and include:

- Eligibility determination of whether an individual meets the program qualifications.
- Outreach, intake (including identification through the State’s worker profiling and reemployment services for unemployment insurance claimants), and orientation to information and services available through the One-Stop delivery system.
- Initial assessment of literacy and mathematical skill levels including English language proficiency, as well as aptitudes, abilities, and supportive service needs.
- Labor exchange services, including job search and placement assistance, and, when appropriate, career counseling, including the provision of information about in-demand industry sectors and occupations, and information about nontraditional employment opportunities.
- Performance information and program cost information about eligible training services providers by program and type of provider.
- Information on local area performance accountability measures, as well as any additional performance information relating to the area’s One-Stop delivery system.
- Information relating to supportive services or assistance, and appropriate referrals to those services and assistance, including child care, child support, medical or child health assistance, benefits under the Supplemental Nutrition Assistance Program (SNAP), housing

assistance, assistance under the State program for Temporary Assistance for Needy Families (TANF), and other supportive services provided through those programs.

- Assistance in establishing eligibility for financial aid for training and education programs not provided under WIOA.
- Information and assistance filing claims under unemployment insurance programs.
- Labor exchange services, which are the primary services provided by Wagner-Peyser staff, fall under the basic career services mentioned above.

2. Individualized career services

Individualized career services are made available when a determination is made that more customized services are needed for an individual to obtain or retain employment. One-Stop center staff may use recent previous assessments by partner programs to determine if individualized career services would be appropriate. Individualized career services may include:

- Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include diagnostic testing and use of other assessment tools, and in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals.
- Development of an individual employment plan to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of, and information about, eligible training providers.
- Group and/or individual counseling and mentoring.
- Career planning.
- Short-term pre-vocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training. In some instances pre-apprenticeship programs may be considered as short-term pre-vocational services.
- Internships and work experience that are linked to careers.
- Workforce preparation activities that help an individual acquire a combination of basic academic skills, critical-thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, and ultimately employment.
- Financial literacy services.
- Out-of-area job search assistance and relocation assistance.
- English language acquisition and integrated education and training programs.

3. Follow-up services

Follow-up services are provided as appropriate for participants who are placed in unsubsidized employment, for up to 12 months after the first day of employment. Follow-up services could include, but are not limited to:

- Additional career planning and counseling.
- Contact with participant's employer, including assistance with work-related problems.
- Peer support groups.
- Information about additional educational opportunities.
- Referral to supportive services available in the community.

Employment status determination

In addition to providing career and training services to individuals who are unemployed, there remains a population of job seekers who are underemployed. Individuals who are underemployed may include:

- Individuals employed less than full-time who are seeking full-time employment.
- Individuals who are employed in a position that is inadequate with respect to their skills and training.
- Employed individuals who meet the definition of a low-income individual in WIOA sec. 3(36).
- Individuals who are employed, but whose current earnings are insufficient compared to their previous job.

Individuals who are unemployed or underemployed and are considered a priority population may be eligible to receive career and training services under the Adult Program. Individuals who are eligible for the Dislocated Worker Program and are underemployed may still be considered eligible for career and training services.

Training services

There is no sequence of service requirement for career services and training. This means that One-Stop center staff may determine training is appropriate regardless of whether the individual has received basic or individualized career services first. Training services may be provided if the staff determines, after an interview, evaluation or assessment, and career planning, that the individual:

- Is unlikely or unable to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment through career services alone.
- Is in need of training services to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment, through career services alone.
- Has the skills and qualifications to participate successfully in the selected program of training services.

Training services, when determined appropriate, are provided through an individual training account or via a training contract. Training services must be linked to in-demand employment opportunities in the local area or planning region or in a geographical area in which the adult or dislocated worker is willing to commute or relocate. The selection of training services is conducted in a manner that maximizes customer choice, is linked to in-demand occupations, is informed by the performance of relevant training providers, and is coordinated to the extent possible with other sources of assistance (WIOA sec. 134(c)(3)).

Individual training accounts are the primary method used for procuring training services. However, in certain circumstances a contract for training services may be developed instead of an individual training account as explained under section 134(c)(3)(G)(ii) of WIOA; the full list of exceptions is provided below;

- On-the-job training, which may include placing participants in a Registered Apprenticeship program, customized training, incumbent training, or transitional jobs.
- If the board determines that there are an insufficient number of eligible providers of training services to use individual training accounts.
- If there is a training service program of demonstrated effectiveness offered in a local area by a community-based organization or other private organization.
- If the board determines that the most appropriate training could be provided by an institution of higher education to train multiple individuals for jobs in in-demand sectors or occupations.
- If the board determines a pay-for-performance contract is the most effective means of providing training services.

Work-based training

Registered Apprenticeship

Registered Apprenticeship is an important component of employment and training services that can be provided to our customers. We see apprenticeship most often used as a career pathway for job seekers and as a job-driven strategy for employers and industries. As Registered Apprenticeship programs, they automatically qualify to be placed on the State Eligible Training Provider List, allowing individual training accounts to support participants in Registered Apprenticeship programs and more directly connect those programs to One-Stop centers.

Some examples of typical Registered Apprenticeship program sponsors are:

- Employers who provide related instruction.
- Employers who use an outside educational provider.
- Joint apprenticeship training programs.
- Intermediaries.

Additional details of the Registered Apprenticeship Program will be provided in a later section of this plan.

On-the-job training

On-the-job-training continues to be a key method of delivering training services to adults and dislocated workers. Wyoming provides up to 50 percent of the wage rate of the participant to employers for training costs while the participant is in the program. There is an expectation that the worker will be retained by the employer upon completion of training.

Incumbent worker training

Incumbent worker training is a new option under WIOA, and Wyoming has not yet decided how best to implement this new opportunity.

Transitional jobs

Transitional jobs are another new type of work-based training that is allowed under WIOA. Wyoming believes it will be able to utilize this new training option to provide transitional jobs as a time-limited work experience that would be subsidized and in the public, private, or nonprofit sectors for individuals with barriers to employment who are chronically unemployed or have an inconsistent work history, and in combination with comprehensive career and supportive services. Under section 134(d)(5) of WIOA, we may use up to 10 percent of Adult and Dislocated Worker program funds to provide transitional jobs to individuals.

Priority populations

Wyoming focuses on serving individuals with barriers to employment, defined in WIOA section 3(24) and seeks to ensure access to these populations on a priority basis. The priority populations are discussed below and in other sections of this plan.

One-Stop center staff must give priority to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient in the provision of individualized career services and training services.

Veterans and eligible spouses continue to receive priority of service for all U.S. Department of Labor funded job-training programs, which include WIOA programs. Priority must be provided in the following order:

1. First, to veterans and eligible spouses who are also included in the groups given statutory priority for WIOA adult formula funds. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who have basic skills deficiencies receive top priority for services provided with WIOA adult formula funds.
2. Second, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA adult funds.
3. Third, to veterans and eligible spouses who are not included in WIOA's priority groups.
4. Last, to non-covered persons outside the groups given priority under WIOA.

Regarding military spouses, the definition of dislocated workers has been expanded to include military spouses who have lost employment as a direct result of a relocation to accommodate a permanent change in duty station of the spouse. Military spouses may also qualify if they are a dependent spouse of a member of the Armed Forces on active duty

whose family income is significantly reduced because of a deployment, a call or order to active duty, a permanent change of station, or the service-connected death or disability of the service member. Military spouses can also qualify if they are unemployed or underemployed and are experiencing difficulty in obtaining or upgrading employment (WIOA sec. 3(15)E and 3(16)(A) and (B).

Wyoming has established written policies and procedures to ensure priority for the populations described above and are served in the WIOA Adult program.

Supportive services and needs-related payments

Wyoming has established written policies and procedures to ensure coordination with other entities to provide the highest quality, most comprehensive service provision possible, while preventing duplication of resources and services; this includes established limits on the amount and duration of these services.

Supportive services may include, but are not limited to:

- Transportation
- Child care
- Dependent care
- Housing
- Needs-related payments that are only available to unemployed individuals enrolled in training services

Coordination with Trade Adjustment Assistance

Co-enrollment of workers certified eligible for Trade Adjustment Assistance with the Dislocated Worker Program allows for the timely provision of individualized career services and improves the effectiveness of the Trade Adjustment Assistance program. Barriers to service delivery are eliminated while capitalizing on all of the resources available in the One-Stop delivery system. As trade-impacted workers formulate their reemployment plans, if additional career services are required, One-Stop staff are able to coordinate services provided by both programs to maximize the benefits available.

Other activities

As permitted by WIOA, there is flexibility when providing services with Adult and Dislocated Worker program funds. In addition to the required career and training services, Wyoming will use funds to provide additional job seeker services and business services, as well as to facilitate enhanced coordination between partner programs and entities at the State and local levels. Wyoming will use these funds to develop new types of technical assistance, develop new intake procedures, test new procurement methods that may lead to better outcomes for job seekers, and ensure provision of robust services for businesses through the workforce system. These activities include:

Job seeker services

- Customer support to enable individuals with barriers to employment (including individuals with disabilities and veterans) to navigate among multiple services and activities.

- Training programs for displaced homemakers and for individuals training for nontraditional occupations, in conjunction with programs operated in the local area.
- Work support activities for low-wage workers, in coordination with One-Stop center partners, which will provide opportunities for those workers to retain or enhance employment.

Employer services

- Customized screening and referral of qualified applicants to employers.
- Customized employment-related services to employers, employer associations, or other such organizations.
- Activities to provide business services and strategies that meet the workforce investment needs of area employers, as determined by the local area.
- Coordination of activities
- Employment and training activities are coordinated with child support enforcement activities of State agencies carrying out part D of title IV of the Social Security Act.
- Employment and training activities in coordination with cooperative extension programs carried out by the U.S. Department of Agriculture.
- Employment and training activities coordinated with activities that facilitate remote access to services provided through the One-Stop delivery system, including access through the use of technology.
- Improving coordination between workforce investment activities and economic development activities; promoting entrepreneurial skills training and microenterprise services.
- Improving services and linkages between the local workforce investment system and employers, including small employers, in local areas.
- Strengthening linkages between the One-Stop delivery system and the unemployment insurance programs.
- Improving coordination between employment and training activities and programs for individuals with disabilities. This includes programs carried out by State agencies relating to intellectual disabilities and developmental disabilities, as well as other activities undertaken by the statewide Independent Living Councils, and activities carried out by centers for independent living.
- Other Federal agency supported workforce development initiatives, under the departments of Transportation, Energy, Veterans Affairs, Housing and Urban Development, Interior, Health and Human Services, and Defense.

Rapid Response

The purpose of Rapid Response is to promote economic recovery and vitality by developing an ongoing, comprehensive approach to identifying, planning for, or responding to layoffs and dislocations, and preventing or minimizing their impacts on workers, businesses, and communities including layoff aversion services. Wyoming's system may include:

- Information and direct reemployment services for workers, including, but not limited to: Information and support for filing unemployment insurance claims, information about the Trade Adjustment Assistance Program and support for filing petitions, information on the impacts of layoffs on health coverage or other benefits, information on and referral to career services, re-employment focused workshops and services, and training including Adult Education Program activities.
- Delivery of solutions to address the needs of businesses in transition, provided across the business lifecycle, including comprehensive business engagement. Strategies and activities designed to prevent or minimize layoffs are also available.
- Convening, brokering and facilitating connections, networks, and partners to provide assistance to dislocated workers and their families, such as home heating assistance, legal aid, and financial advice.
- Strategic planning data gathering and analysis designed to anticipate, prepare for, and manage economic change.

As mandated by section 134(a)(2)(A) of WIOA, Rapid Response activities are carried out by the Department of Workforce Services, as designated by the State, in conjunction with local areas, and other stakeholders. Wyoming has established a Rapid Response unit to carry out statewide Rapid Response activities and oversee such activities undertaken for affected local areas.

Youth Program

Wyoming's Youth Program supports an integrated service delivery system that provides a framework through which we can leverage other Federal, State, and local resources to support in-school youth and out-of-school youth. Partnerships are committed to providing high-quality services for all youth and young adults, beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, such as pre-apprenticeships or internships, and culminating with a good job along a career pathway. Employers are critical partners who provide meaningful growth opportunities for young people through work experiences, internships and pre-apprenticeships in real-world settings, and ultimately, jobs young people are ready to fill given the opportunity.

Expenditure requirement

Per WIOA guidance, Wyoming has shifted the primary program focus of Title I youth formula programs to support the educational and career success of out-of-school youth. WIOA now requires that a minimum of 75 percent of WIOA youth funds be spent on out-of-school youth. This change represents a significant shift in the focus of WIOA youth programs by serving out-of-school youth who have substantial unmet needs and would benefit from the services provided under this program.

Planning:

Wyoming feels it is not currently positioned to spend at least 75 percent of WIOA funds on out-of-school youth for program year 2015. Wyoming has chosen, per U.S. Department of Labor official guidance, to set its initial out-of-school youth expenditure for the initial year

at 60 percent. Wyoming will work to increase out-of-school youth expenditures by a minimum of 10 percent compared to the previous year.

Tracking:

All expenditures for services are initiated in the local offices using a virtual operating system, Wyoming at Work. Payments are processed using Wyoming at Work which was developed by Geographic Solutions. Wyoming at Work was developed to promote the program's One-Stop concept of customer service. Wyoming at Work contains all necessary information about individual participants, registered job seekers, registered employers, and training providers, so that appropriate career, training, and employment services are provided to customers. Wyoming at Work is used in both the local and State offices.

Recruiting out-of-school youth

Each Department of Workforce Services region, county, city, and local American Job Center has unique socioeconomic indicators which may require a more customized plan for delivering youth services. A major goal is to establish partnerships that support the Youth Services Program and continue to strengthen these relationships to the point they effectively provide WIOA program services now and into the future.

Transitioning in-school youth

As fewer resources under WIOA will be devoted to in-school-youth, Wyoming, and local areas are identifying existing resources throughout communities that can provide services to in-school-youth.

Program elements

WIOA includes a total of 14 program elements which include the original 10 program elements under the Workforce Investment Act (which have been consolidated to nine as the summer employment opportunities program element is now a sub-element under paid and unpaid work experiences), and five new program elements.

The five new program elements are: financial literacy education, entrepreneurial skills training, services that provide labor market and employment information about in-demand industry sectors or occupations, activities that help youth prepare for and transition to postsecondary education and training, and education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster. Wyoming will continue to make all program elements available to youth participants by focusing on improved educational achievement, preparing for and succeeding in employment, youth guidance, mentoring and service activities, and offering services that develop the leadership potential of young people.

Expanded work experience focus

Wyoming realizes that work experience is a crucial part of the Workforce Innovation and Opportunity Act Youth Program, and there must be a minimum of 20 percent of non-administrative funds spent on work experience. Work experience helps young people understand proper workplace behavior and what is expected to gain and retain employment. Work experience can serve as a stepping stone to unsubsidized employment and is an important step in developing a career pathway. Wyoming understands that WIOA

eliminates the language under corresponding Workforce Investment Act rule that on-the-job-training is not an appropriate work experience activity for youth. The 20 percent minimum will be calculated based on non-administrative youth funds and will include both in-school-youth and out-of-school-youth. Wyoming will track funds spent on work experience beginning with program year 2015.

Eligibility criteria

Wyoming has implemented new criteria for the WIOA Youth Program. To be eligible for the program, an individual must be considered an out-of-school youth or an in-school youth.

An in-school youth is an individual who:

- 1) Is attending school.
- 2) Is not younger than 14 or older than 21.
- 3) Meets the low-income requirement.
- 4) Has one or more of the following barriers: Basic skills deficient; is an English language learner; an offender; is a homeless youth or runaway, in foster care or has “aged out” of the foster care system; is pregnant or parenting; is a young person with a disability; is an individual who requires additional assistance to complete an educational program or to secure or hold employment, which includes:
 - i) Chronic school absenteeism and truancy,
 - ii) Youth in a single parent family,
 - iii) Remoteness,
 - iv) Limited English proficiency,
 - v) Lacks employability skills (only youth 19-24 years old),
 - vi) Chronic mental, behavioral, and/or medical health condition.

An out-of-school youth is an individual who is:

- 5) Not attending any school (as defined under State law).
- 6) Not younger than 16 or older than age 24 at the time of enrollment.
- 7) One or more of the following:
 - a) A school dropout.
 - b) A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recently completed school year calendar quarter.
 - c) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner.
 - d) An individual who is subject to the juvenile or adult justice system.

e) A homeless individual, a runaway, and individual who is in foster care or has aged out of the foster-care system, a child eligible for assistance under section 477 of the Social Security Act, or an individual who is in out-of-home placement.

f) An individual who is pregnant or parenting.

g) An individual with a disability.

h) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment: which includes:

i) Chronic school absenteeism and truancy

ii) Youth in a single parent family

iii) Remoteness

iv) Limited English proficiency

v) Lacks employability skills (only youth 19-24 years old

vi) Chronic mental, behavioral, and/or medical health condition

Vocational Rehabilitation

The mission of the Wyoming Division of Vocational Rehabilitation is to work for and with individuals who have disabilities so they can achieve their employment, independence, and economic goals.

Disability Determination Services is responsible for determining the eligibility of Wyoming residents who apply for disability benefits under the Social Security Disability Insurance and Supplemental Security Income programs.

Vocational Rehabilitation is a State-Federal program. The Federal share is 78.7 percent; the State share is 21.3 percent. The Rehabilitation Services Bureau has 16 area offices and 22 satellite offices. Division field offices assist eligible individuals to become employed.

Persons receiving vocational rehabilitation services have a wide range of disabilities. Most offices are already co-located in the One-Stop centers across Wyoming.

The Central Office houses the administrator, who is responsible for overall administration of the statewide programs. The administrator determines program scope and policies, promotes public interest and acceptance, directs budget funds, develops program plans, and provides for staff development, research, and evaluation. The Central Office staff provides administrative support to the other elements of the Division through fiscal accounting, budgeting, and payroll; statistical records, reporting and closed case file control; and staff development.

Also under the umbrella of the administrator are the State Rehabilitation Council and the State Independent Living Council.

Activities	Educational Activities	Gaps
Career Pathway Plan	AE local program teams are completing Career Pathways (CP) training for Adult Education certification. Local CP plans and service delivery models are being developed. Local programs will collaborate with members of local Sector Partnerships (SP) to enhance or develop career pathways for client transition to high demand jobs in the state.	Need to strengthen partnerships. Pathways either do not exist or are not accessible to clients across the entire state. Sector Partnerships are not formed that include all local programs with local community college workforce development, school district CTE programs, and economic development organizations along with other education and training providers. Articulation agreements are pending.
Sector Partnerships	Each AE program shall participate on an as-needed basis in a Sector Partnership which will help to guide WIOA activities.	Service Areas are not in sync for the core partners. Some areas are slow to engage all the partners.
Integrated Education & Training	The IET is being piloted in each provider area during the winter semester 2016.	Pilots are not necessarily in high demand jobs. Not all IET courses are engaged with CTE or the college courses. Cost of the vocational instructor is a challenge.
Integrated English Literacy and Civics Education	This area has not been developed yet. We are waiting on more direction from OCTAE on whether training is also required.	In a very rural state it may be difficult to run these programs except in the two largest populated areas or high ELL populated areas.
Transition to Postsecondary	All programs have a transition class to prepare adults to transition to college.	Full alignment of AE courses with readiness to enter credit classes needs analysis for success of preparation class(es). Work with colleges to either establish or expand programs that train individuals in the occupations most needed by Wyoming businesses
Transition to Training or certification programs	Contextualized instruction is being used in AE classes. Workforce awareness, exploration, and interest inventories are employed to better define a career pathway.	Local programs will collaborate with be developing career ladders, career articulated education paths in the high demand jobs areas of the state
Career Pathways	Local programs will collaborate with members of local Sector Partnerships to enhance or develop career pathways for client transition to high demand jobs in the state.	Pathways either do not exist or are not accessible to clients across the entire state. Sector Partnerships are not formed that include all local programs with local community college workforce development, school district CTE programs, and economic development organizations along with other education and training providers.

Activities	Educational Activities	Gaps
Transition to Employment	Employability skills (social capital skills) are now embedded into all classes using participatory learning strategies. AE students register in Wyoming at Work	Need to enhance communication and build common intake processes. Cross-training of all three core partner staff are needed.
Adult Education and Family Literacy services	Participatory learning strategies, College and Career Readiness standards, and Career Pathways utilizing contextualized learning are now being implemented in all programs. NRS assessments and screenings utilizing PowerPath are also being used.	New StartSmart courses are being developed and implemented across the state. Data is being gathered in action research to demonstrate improvement.
High School Equivalency Certificate Completion	HiSET, TASC, and GED are offered throughout the state as a pathway to complete a high school equivalency. The choice of tests is given to the student. Instruction is geared to the College and Career Readiness Standards and prepares students for any of these tests.	This area improves as each test becomes fully aligned to the College and Career Readiness Standards. Full alignment is anticipated by January 2017.
Corrections and Other Institutions Education	Corrections education is provided in jails, institutions, and eligible programs. The Department of Corrections (DOC) is currently run through state funding. Jails and other institutions may be AEFLA or state funded.	Transitional planning between DOC and public AE programs is limited. More integrated training and communication is needed.
Teacher Quality Professional Development	The state fall institute is focused on instructional strategies in one or more of the basic academic areas, partnerships, college and career readiness standards, quality data, and/or continuous program improvement.	More training on disabilities and accommodations is needed. Continued training in Math and Writing is needed to bring up high school equivalency scores and readiness for college or training.

B. THE STRENGTHS AND WEAKNESSES OF WORKFORCE DEVELOPMENT ACTIVITIES

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

The strengths of the workforce development activities include: (1) An engaged and focused Wyoming Workforce Development Council (WWDC) directing and helping to carry out the overall Governor’s vision and goals for the State; (2) Updated and relevant Labor Market Information used for decision making; (3) Most of the core partners are housed within DWS with the exception of Adult Education making seamless operations easier to accomplish; (4) Highly skilled and knowledgeable staff that carry out federal and state requirements including one-stop centers; (5) Technology advancements continue to improve the efficacy of services provided; (6) Sector Strategies and Career Pathways continue to be a focus effort for the WWDC and core partners with emphasis on industry partners.

Weaknesses of the workforce development activities include: (1) Working independently (silo work) among stakeholders as Wyoming is a large state with geographically diverse needs; (2) Gathering feedback from stakeholders on services and products delivered; (3) Cross training of staff to carry out federal and state requirements due to turnover, retirements, etc.; (4) Lack of internal and external professional development across program areas; (5) Youth and trained workforce continue to leave the State for other opportunities; (6) Public perception that workforce development activities only serve the unemployed; (7) Ongoing budget reductions from the Federal government and increased responsibility as a result of WIOA.

C. STATE WORKFORCE DEVELOPMENT CAPACITY

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

The Wyoming Workforce Development Council (WWDC) and its state partners realize the importance of aligning a wide range of publicly and privately funded education, employment, and training programs, while providing high-quality customer service to job seekers, workers, and businesses through the one-stop delivery system. Strategically bringing key partners to the table creates a job-driven workforce development and service-delivery system which results in linking our state's diverse talent pool with specific employer and business needs. The one-stop centers continue to be a valuable community resource and an important source of assistance for individuals looking for work, to include WIOA core partner target populations, or incumbent workers looking for opportunities to advance their careers. Key stakeholders and partners are continually working toward aligning workforce, education, and economic development to regional in-demand jobs. This reinforces the partnerships and strategies one-stop centers provide unemployed job seekers and workers who are underemployed with high-quality career services, education and training, and supportive services to obtain and retain good jobs. The one-stop centers also help businesses with finding skilled workers, as well as retaining workers by providing ongoing education and training opportunities to upgrade worker skills. The Operational Section of this Plan will address more specific activities.

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.

Wyoming's workforce development system will be fundamental in supporting robust regional and state economies and in producing a high-quality workforce valued by Wyoming employers.

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.

Goal 1: Ensure Wyoming employers have access to a skilled, high-quality workforce in today's changing economy

STRATEGIC OBJECTIVES:

Ensure training is predicated upon a labor market need by using employer feedback, labor market information, and sector strategy input

Create and expand industry sector partnerships by employing the Next Generation Sector Partnership model

Obtain and use updated and relevant labor market information to identify trends, identify priorities and drive decision making throughout the workforce development system

Coordinate the development of a timely and relevant feedback system to obtain feedback from Wyoming businesses

Engage the business community and align education and workforce training opportunities with the needs of Wyoming employers

Create and expand industry sector partnerships by implementing the Next Generation Sector Partnership model

Support partnerships and outreach efforts including bringing employers/business/industry, education, training providers and other relevant partners together to determine how best to address the needs of employers/business/industry. The Next Generation Sector Partnerships model will assist with driving this process.

Support the annual Wyoming Safety and Workforce Summit to provide networking opportunities among all partners and promote workshops and related training specific to developing the workforce system.

Support Career Pathway initiatives

Expand efforts to recruit and retain workers

The WWDC will continue to oversee the activities of the implementation and integration of one stop workforce centers throughout the State

WWDC will collaborate with government partners to ensure business needs are being met

Cultivate partnerships through industry sector strategies and apprenticeship programs

Strengthen the Wyoming Grown program with targeted marketing efforts to recruit Wyoming natives back to the state

Through Next Generation Sector Partnerships promote the collaboration to identify best practices aimed at recruiting and retaining workers.

Goal 2: Ensure Wyoming people who want to work have access to an open, streamlined, and effective workforce development system

STRATEGIC OBJECTIVES:

Maximize core program coordination

The WWDC will approve a statewide awareness campaign to promote and educate the public about services offered by one-stop centers

The WWDC will review and approve an annual joint report for core programs.

Support Industry Sector Partnerships and Career Pathways.

Evaluate efforts to ensure that training and education requirements match the state's labor market needs

Oversee efforts to reduce barriers to employment for underrepresented populations

Goal 3: Ensure all Wyoming Youth have access to opportunities to be career and college ready

STRATEGIC OBJECTIVES:

Oversee strategies to prepare targeted Youth population for postsecondary studies or employment using information provided by the Research & Planning Unit,

Oversee the development of a career pathways system as a model to better guide young people

Oversee and promote pre-apprenticeship and apprenticeship programs to offer Youth opportunities to gain technical skills and education

The Wyoming Workforce Development Council seeks to establish as system that stands in stark contrast to the historical transaction-based model, whereby each agency operates its own business and job seeker service functions, and participants

move from place to place seeking services. Instead, the goal is to create integrated locations and a unified structure and process of proactive, transparent, and effective job seeker and business services, orchestrated by a seamless collaboration of talent developed and support agencies.

The purpose of this Scope of Work is to define the parameters within which education, workforce, economic development, and other Partner programs and entities operating in the State of Wyoming create a seamless, customer-focused American Job Center network that aligns service delivery across the board and enhances access to program services. By realizing one-stop opportunities together, partners are able to build community-benefiting bridges, rather than silos of programmatic isolation. These partnerships are to reduce administrative burden and costs and increase customer access and performance outcomes.

The WWDC has provided an Infrastructure Funding Agreement per WIOA requirements and each program shall utilize that document to determine funding for each American Job Center (AJC).

All Partners shall:

- Collaborate and reasonably assist each other in the development of necessary service delivery protocols for the services outlined in the Partner Services section above,
- Agree that the provisions contained herein are made subject to all applicable federal and state laws, implementing regulations, and guidelines imposed on either or all Parties relating to privacy rights of customers, maintenance of records, and other confidential information relating to customers, and
- Agree that all equipment and furniture purchased by any party for purposes described herein shall remain the property of the purchaser after the termination of the MOU.

Training

Each Partner commits to cross-training of staff, as appropriate, and to providing other professional learning opportunities that promote continuous quality improvement. Partners will further promote system integration to the maximum extent feasible through:

- Effective communication, information sharing, and collaboration with the one-stop operator;
- Joint planning, policy development, and system design processes;
- Commitment to the joint mission, vision, goals, strategies, and performance measures.
- The design and use of common intake, assessment, referral, and case management processes;
- The use of common and/or linked data management systems and data sharing methods, as appropriate;
- Leveraging of resources, including other public agency and non-profit organization services;

- **Participation in a continuous improvement process designed to boost outcomes and increase customer satisfaction; and**
- **Participation in regularly scheduled Partner meetings to exchange information in support of the above and encourage program and staff integration.**
- **Utilization of a portion of funds available for the program and activities to maintain the one-stop delivery system, including payment of the infrastructure costs of the one-stop centers in accordance with law.**
- **Participation in the operation of the one-stop system.**

Data Sharing

Partners agree that the use of high-quality, integrated data is essential to inform decisions made by policymakers, employers, and job seekers. Additionally, it is vital to develop and maintain an integrated case management system, as appropriate, that informs customer service through customer's interaction with the integrated system and allows information collected from customers at intake to be captured once.

Referrals

The primary principle of a referral system is to provide integrated and seamless delivery of services to workers, job seekers, and employers. In order to facilitate such a system, Partners agree to:

- **Familiarize themselves with the basic eligibility and participation requirements, as well as with the available services and benefits offered, for each of the Partners' programs represented in the Wyoming American Job Center network;**
- **Develop materials summarizing their program requirements and making them available for Partners and customers;**
- **Develop and utilize common intake, eligibility determination, assessment, and registration forms;**
- **Provide substantive referrals - in accordance with appropriate referral policies - to customers who are eligible for supplemental and complementary services and benefits under partner programs;**
- **Regularly evaluate ways to improve the referral process, including the use of customer satisfaction surveys;**
- **Commit to robust and ongoing communication required for an effective referral process; and**
- **Commit to actively follow-up on the results of referrals and assuring that Partner resources are being leveraged at an optimal level.**

Confidentiality

Partners expressly agree to abide by all applicable Federal and State laws and regulations regarding confidential information, including PII from educational records, such as, but not limited to 20 C.F.R. 603, 45 C.F.R. 205.50, 20 U.S.C. 1232(g) and 34 C.F.R. 361.38, as well as any applicable State laws and regulations. In addition,

in carrying out their respective responsibilities, each Partner shall respect and abide by the confidentiality policies and legal requirements of all other Partners.

Accessibility

Accessibility to the services provided by the American Job Centers and all Partner agencies is essential to meeting the requirements and goals of the Wyoming Workforce Development Council's American Job Center network. Job seekers and businesses must be able to access all information relevant to them via visits to physical locations as well as in virtual spaces, regardless of gender, age, race, religion, national origin, disability, veteran's status, or on the basis of any other classification protected under Federal or State law.

Outreach

The Wyoming Workforce Development Council and its Partners will develop a strategic outreach plan that will include, at a minimum:

- **Specific steps to be taken by each partner;**
- **An outreach plan to the state's human resources professionals;**
- **An outreach and recruitment plan to the region's job seekers, including targeted efforts for populations most at-risk or most in need;**
- **An outreach and recruitment plan for out-of-school youth;**
- **Sector strategies and career pathways;**
- **Connections to registered apprenticeship;**
- **A plan for messaging to internal audiences;**
- **An outreach tool kit for Partners;**
- **Regular use of social media;**
- **Clear objectives and expected outcomes; and**
- **Leveraging of any statewide outreach materials relevant to the region.**

All Partners shall comply with:

- **Section 188 of the WIOA Nondiscrimination and Equal Opportunity Regulations (29 C.F.R. § 38; Final Rule, published December 2, 2016)**
- **Title VI of the Civil Rights Act of 1964 (Public Law 88-352).**
- **Section 504 for the Rehabilitation Act of 1973, as amended,**
- **The Americans with Disabilities Act of 1990 (Public Law 101-336),**
- **The Jobs for Veterans Act (Public Law 107-288) pertaining to priority of service in programs funded by the U.S. Department of Labor,**
- **Training and Employment Guidance Letter (TEGL) 37-14, Update on Complying with Nondiscrimination Requirements: Discrimination Based on Gender Identity, Gender Expression and Sex Stereotyping are prohibited Forms of Sex Discrimination in the Workforce Development System and other guidance related to implementing WIOA Section 188,**
- **The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232(g); 34 CFR 99),**
- **Confidentiality requirements governing the protection and use of personal information held by the Vocational Rehabilitation agency (34 C.F.R. 361.38)**

- **The confidentiality requirements governing the use of confidential information held by the State Unemployment Insurance agency (20 C.F.R. 603),**
- **All amendments to each, and**
- **All requirements imposed by the regulations issued pursuant to these acts.**

The above provisions require, in part, that no persons in the United States shall, on the grounds of race, color, national origin, sex, sexual orientation, gender identity and/or expression, age, disability, political beliefs or religion be excluded from participation in, or denied, any aid, care, services or other benefits provided by federal and/or state funding, or otherwise be subjected to discrimination.

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. All numbers are estimates based on experience with WIA. Estimates were based on numbers from differing quarters than what WIOA requires. These numbers may be adjusted based upon further guidance from our federal partners.

4. ASSESSMENT

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

The Wyoming Workforce Development Council will utilize the Labor Market Information/Research & Planning Division, data extracted from Wyoming@Work, and other data management systems on a quarterly basis to ensure that the core programs are meeting to goals described in Sections (b)(1), (2), and (3) above. Such reports shall be presented to the Council at each quarterly meeting.

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).

The WWDC has adopted the Next Generation Sector Partnerships (NGSP) approach to assist with implementation and mobilization of community partnerships and targeted industry participation.

Next Generation Sector Partnerships is a proven model that brings industry, education, workforce development, economic development and community organizations together to address the needs of a targeted industry. It is an industry-driven, community-supported approach that works on needed solutions and interventions to keep industry strong and get people jobs.

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).

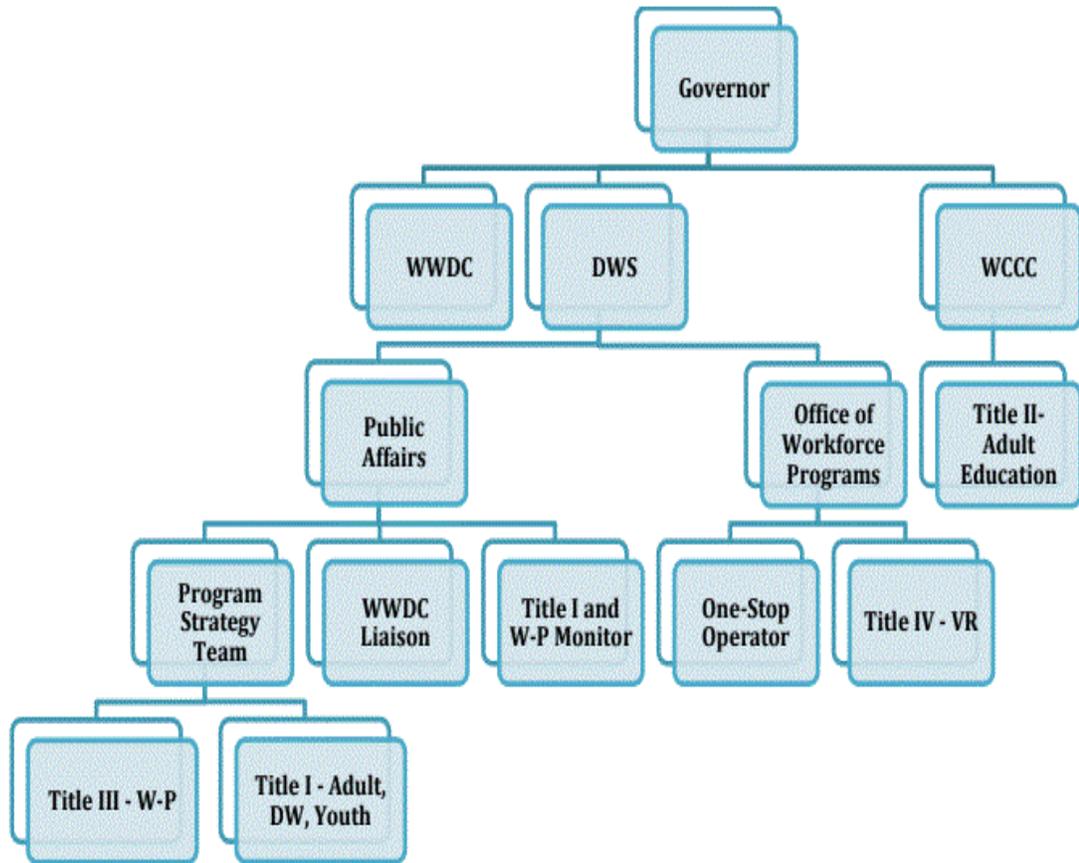
The WWDC is provided feedback from each of the core programs by Board members at each quarterly meeting. In addition, core programs provide policy and monitoring updates to the WWDC periodically as needed.

Through the one-stop system, Wyoming has begun integrating services for youth and adults with and without barriers to ensure all Wyomingites are provided with the knowledge, skills, and abilities to achieve gainful, meaningful employment. Wyoming's partners within workforce development, education, and employment will continue to integrate wraparound services to include access to basic literacy, postsecondary education, career and technical education, apprenticeship, and employment opportunities.

The partners will continue to request feedback from employers, use data to identify skill gaps for training purposes, recruit and retain Wyoming's talent, and develop strategies detailed in the Next Generation Sector Partnership model to ensure employer needs are met while helping to expand and diversify Wyoming's economy.

The chart below is a visual representation of the core partners and reporting relationships in Wyoming.

Core Partner Reporting Structure



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).

Governor Mead revised the duties of the Wyoming Workforce Development Council (WWDC) (the state workforce investment board) in Executive Order 2015-5 to include the provisions of WIOA which includes:

- Enhancing workforce development activities that help sustain and diversify Wyoming's economy as further defined through the Governor's Vision & Goals,
- Establishing and implementing a strategic plan (not less than once every four years),
- Developing and adopting operating rules, and
- Creating and monitoring an annual budget.

The Board has identified one part-time staff member, a Department of Workforce Services (DWS) Liaison to the WWDC, to coordinate its activities on a monthly, quarterly and "as-needed" basis. The DWS Liaison will collaborate with the Adult Education, Vocational Rehabilitation, Program Strategy Team and the one-stop operator to ensure the continuity and seamless operations of the one-stop system. Quarterly and monthly Council meetings are held using Robert's Rules of Order to assist with effective meetings.

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.

Goal 1: Ensure Wyoming employers have access to a skilled, high-quality workforce in today's changing economy

Goal 2: Ensure all Wyoming people who want to work have access to an open, streamlined, and effective workforce system

Goal 3: Ensure all Wyoming Youth have access to opportunities to be career and college ready

The following provides each goal with accompanying operational strategies (action plans) to achieve the desired outcomes.

Goal 1: Ensure Wyoming employers have access to a skilled, high-quality workforce in today's changing economy

Operational Strategies:

- Collaborate with all government partners to ensure business's current and projected workforce needs are being met
- Participate in employing the Next Generation Sector Partnership initiative to engage the business community at the local level to assist with the alignment of career and technical, human services, education, and workforce training opportunities, based on Wyoming employer need
- Coordinate with Economic Development entities through the deployment of Next Generation Sector Partnerships at the local and regional level
- Ensure training is based upon the most current information by using employer feedback, labor market information, and Next Generation Sector Partnership input
- Develop methods to obtain feedback from Wyoming businesses and jobseekers
- Participate in the annual Wyoming Safety and Workforce Summit and engage in networking opportunities among all partners to promote workshops and related training specific to developing the workforce system.
- Participate in the launch of Career Pathway initiatives to include collaboration with educational institutions
- Develop and maintain existing partnerships with all required partners including education and training providers through Next Generation Sector Partnerships, apprenticeships and other educational programs
- Support the Wyoming Grown program to recruit Wyoming natives back to the state

Goal 2: Ensure Wyoming people who want to work have access to an open, streamlined, and effective workforce development system

Operational Strategies:

- Maximize core program coordination through the development and deployment of a statewide awareness campaign to promote and educate the public about services offered by one-stop centers, formally known as AJCs
- Prepare the annual joint report for core programs to be presented to the WWDC
- Participate in the development of Next Generation Sector Partnerships and Career Pathways

- Work to reduce barriers to employment for underrepresented populations especially those required under WIOA and/or supported by current labor market information
- Continue to carry out one-stop functions including comprehensive and high-quality, customer centered services

Goal 3: Ensure all Wyoming Youth have access to opportunities to be career and college ready

Operational Strategies:

- Develop strategies to prepare targeted Youth population for post-secondary studies or employment by using current, relevant and localized data
- Coordinate the development of a career pathways system as a model to better guide young people
- Promote and assist with the development of pre-apprenticeship and apprenticeship programs to offer Youth opportunities to gain technical skills and education

The Core Programs will work within the Next Generation Sector Partnerships model and participate in WWDC activities to assist with the leveraging of resources to increase educational access. In the fall of 2017, the Wyoming Workforce Development Council, Wyoming's state workforce investment board embarked on the implementation of an industry partnership model called Next Generation Sector Partnerships with the support of a key state agencies represented on the Workforce Development Council. These agencies include the Wyoming Department of Workforce Services (DWS), the Wyoming Business Council (WBC), the Wyoming Department of Education (WDE) and the Wyoming Community College Commission (WCCC).

Under the federal Workforce Innovation and Opportunity Act (WIOA), state workforce investment boards are charged with convening industry workgroups to bring targeted sectors to the table to work as a group to address industry talent needs. Industry partnerships have been implemented in Wyoming and throughout the country for years with varying degrees of success.

Next Generation Sector Partnerships are partnerships of businesses, from the same industry and in a shared labor market region, who work with education, workforce development, economic development and community organizations to address the workforce and other competitiveness needs of the targeted industry. This sustainable model enables business leaders to define and champion their own growth and competitiveness agenda, with government partners providing support in response to industry priorities at the regional level.

The Wyoming Workforce Development Council has retained the national Next Generation Sector Partnership team, a group that has helped regions in more than 10 states launch more than 50 partnerships since 2010. Along with a state support team made up of representatives from DWS, WBC, WDE and WCCC, they will be helping industry leaders across Wyoming organize and move to action over the next several months.

On May 30-31 in Lander, the Next Generation Sector Partnership Academy will introduce this new approach. At the Academy, representatives from K-12 education, workforce, economic development and community colleges will convene, region-by-region, to learn how to together listen to a targeted industry's priorities -- and solve the issues with an aligned approach. This united alliance impacts government operations systemically while working to further collaboration between industry and government.

This strategy marks a shift in culture because it is centered on business driving the agenda, while the public sector partners leave their agendas at the door. The Academy's focus is introducing that change in thinking. The regional teams will analyze regional labor market information to assess the readiness of candidate sectors for a partnership, and choose their first sector for launch. At the close of the Next Generation Sector Partnership Academy, the regional teams will identify actions and commitments to launch their first Next Generation Sector Partnership, and prepare to report their next steps to you and their regional peers.

Next Generation Sector Partnerships may be one of the many vehicles to advance ENDOW. This integrated, business-driven approach reflects that of ENDOW, and will help to achieve ENDOW's mission of diversifying Wyoming's economy by engaging leaders at a local level now and for years to come.

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.

Wyoming Workforce Development Council

The WWDC is the State Workforce Investment Board for Wyoming. All DWS programs are coordinated with the WWDC while focusing on target populations.

Next Generation Sector Partnerships

The Next Generation Sector Partnership initiative will bring together industry, registered apprenticeships, education, training, and other partners to establish long-term sustainable relationships between industry and local and regional government partners to address the short and long term employment needs of industry. Next Generation Sector Partnerships are industry-led which means businesses from the same industry and in shared labor market region are invited to work with education, workforce development, economic development and community organizations to address the workforce and other **competitiveness** needs of the targeted industry. Wyoming will be launching the Next Generation Sector Partnership initiative in late spring/early summer of 2018.

Other Partners

In addition to the core and required partners, DWS collaborates and aligns activities with other state partners including but not limited to:

Wyoming Department of Family Services - serves families and individuals who are eligible for public assistance, including Temporary Assistance to Needy Families (TANF).

Wyoming Department of Education (WDE) - serves students who are reading below grade level and at-risk sub-groups (i.e. students with disabilities). At the middle/junior/senior high levels, the WDE helps students stay in school through engagement and a rigorous academic approach, internships, and appropriate job or work experiences during the school day. Also, WDE provides leadership opportunities, peer-to-peer mentoring and career technical education.

Wyoming Department of Corrections - provides re-entry workforce readiness, and education services for ex-offenders, both in prison within the pre-release category, as well as those already located within communities.

Job Corps - helps individuals who cannot find and/or maintain employment, youth who did not achieve success in high school, or young people who can't afford college. Job Corps serves individuals ages 16 to 24 by providing education and training opportunities. DWS and Job Corps work together to offer education programs for youth and young adults, with the purpose of obtaining a high school diploma, GED, and technical skills, while preparing for employment.

Local School District and Secondary Schools - serve program-eligible youth including transition services to eligible students with disabilities, and others in need through the 48 school districts that govern secondary schools, including alternative schools for at-risk youth.

Experience Works - serves the Senior Community Service Employment Program to help older workers obtain unsubsidized employment.

Northwest Community Action Programs of Wyoming (NOWCAP) is a private, non-profit community action agency - provides innovative services to people with developmental disabilities and brain injuries throughout Wyoming.

Wyoming Independent Living and Wyoming Services for Independent Living - helps individuals with disabilities and students with disabilities overcome any barriers to independent living, including employment.

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.

Many of the respective core programs (including one-stop partner programs) are housed within DWS and activities carried out by these programs conform to applicable statutory requirements including:

- Title I Adult, Dislocated Worker, and Youth,
- Title III Employee Service program under the Wagner-Peyser Act, and
- Title IV Vocational Rehabilitation (VR)

Title II Adult Education Program is under the Wyoming Community College Commission (WCCC), but a good working relationship exists among all internal and external partners. In order to achieve workforce success in Wyoming, partnerships are of paramount importance.

These partnerships help streamline operations, leverage funding, and facilitate desired outcomes, thus enabling government at all levels to serve its citizens.

The following requirements shown in Sections D through H below are addressed more specifically in Section VI Program-Specific Requirements for Core Program of this plan and will also be addressed the implementation of Next Generation Sector Partnership initiative which will be launched in late spring, 2018.

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.

The following requirements shown in Sections D through H below are addressed more specifically in Section VI Program-Specific Requirements for Core Program of this plan and will also be addressed the implementation of Next Generation Sector Partnership initiative which will be launched in late spring, 2018.

One-Stop Center staff provide direct outreach services to businesses to develop job opportunities for all customers. One-Stop Center staff collaborate with the Chamber of Commerce in their communities to connect with employers in their communities. Through Employment First and the Division of Vocational Rehabilitation, One-Stop Center staff collaborate and provide resources and training to employers in regards to hiring people with disabilities. The Department of Workforce Services offers Employer Seminars for employers in local communities on a rotating basis. One-Stop Center staff assist in coordinating local job fairs and hiring events for employers. One-Stop Center staff utilize social media and Wyoming at Work to promote open jobs to job seekers.

Staff have memberships in human resource organizations to determine industry trends. Staff work closely with groups tasked to bring in new businesses and provide Labor Market Information and collaborate with other DWS programs to meet the

business needs. The Wyoming Workforce Development Council helps to assist and drive Workforce Services focus on sector strategy development and partnerships.

Workforce Center Managers, Vocational Rehabilitation Area Managers, and Adult Education Directors and other representatives from DWS are members of the local and/or regional Next Generation Sector Partnership Regional Teams.

Staff conduct candidate screening as requested/required for specific job orders posted on Wyoming at Work for job seekers currently registered and looking for work. Through the WIOA training program, staff work closely with employers prior to or post- training to place qualified individuals into a worksite matching their skills and abilities.

One-Stop Centers hold on-site hiring events to provide employers with a known location to connect job seekers with their business. Ad hoc meetings are conducted with businesses to address industry needs. Vocational Rehabilitation offers customized employer services related to disabilities based on employer and client needs.

One-Stop Center staff write and review job descriptions for job orders as needed. One-Stop Center staff provide mock interviews for clients to improve interviewing skills. One-Stop Center staff explain basic labor laws to employers, disseminate labor law posters and make referrals to Labor Standards when appropriate.

One-Stop Center staff provide Labor Market Information (LMI) at the request of employers including wages, available workforce, and current market trends using Wyoming at Work and Research and Planning.

One-Stop Center staff discuss whether an apprenticeship program could be applicable for the employer's needs when staff do employer visits or have discussions with community partners and college staff. Staff refer employers to the Department of Labor's apprentice representative and work with employers in developing an apprenticeship program by connecting training entities, DOL's representative and DWS staff.

One-Stop Center staff work with employers in developing job descriptions, the wording of job orders and placing job orders into Wyoming at Work, and/or train employers how to post the job orders themselves.

Referrals are done for all job postings including resume and skill matching through Wyoming at Work. One-Stop Center staff refer qualified job applicants to employers to help facilitate the labor exchange process.

One-Stop Center staff conduct outreach to employers to determine current and future workforce needs. One-Stop Center staff can provide referrals to economic development entities and community partners for assistance.

One-Stop Centers provide both large and small meeting rooms for employers to use to conduct on-site interviews, hiring events and meetings during regular business hours.

One-Stop Center staff work in partnership with partner programs and industry on focus panels to develop strategies through individualized/ group meetings and Next Generation Sector Partnerships Regional Teams to improve local workforce skills deficiencies or other industry needs. Staff refer employers to the Workforce Development Training Fund (WDTF) for skills improvement/credentialing for incumbent workers. Wagner Peysner basic, individualized, and training services are available when appropriate.

Continuing outreach and/or by responding to an employers request, One-Stop Center staff outline services provided to business to include such things as screening services, job postings, hiring events, referrals to other community resources such as Wyoming Small Business Centers and Wyoming Business Council. Basic, individualized, and training services are available.

Continuing outreach and/or responding to an employers request, One-Stop Center staff outline services provided to business to include such things as screening services, job postings, hiring events, referrals to other community resources such as Wyoming Small Business Centers and Wyoming Business Council. Basic, individualized, and training services are available.

One-Stop Center staff perform outreach and/or respond to employers requests providing information on the Federal Work Opportunity Tax Credit (WOTC) and assist with the WOTC application process if requested. Staff have knowledge of and can assist with application for the Federal Bonding Program. Staff refer employers to community resources for additional needs.

When a customer or client enters or contacts the One-Stop Center, they are greeted by the first point of contact. The first point of contact may be any One-Stop Center staff member. After welcoming the customer, they are identified as either an employer or an individual, and the first point of contact will identify the services needed and direct the customer accordingly.

If the customer is identified as an employer, they will be connected with a business representative at the One-Stop Center. The business representative will familiarize the employer with the services provided at the One-Stop Center, and may refer the employer to partner services if their needs cannot be addressed at the One-Stop Center, such as a temporary employment service or other offsite services (see One-Stop Flow Chart for a detailed list of specialized or offsite services and partners). This referral process may also include a referral to internal partners. For example, if an employer is interested in hiring individuals with disabilities, they should be referred to Vocational Rehabilitation in addition to being offered services through the One-Stop Center.

If the employer needs to post and/or recruit for a job opening, the business representative will assist the employer in creating an employer registration on Wyoming at Work (www.wyomingatwork.com). The business representative may complete this registration on behalf of the employer.

All employers are required to be in good standing with Wyoming Workers' Compensation and Unemployment Insurance prior to the One-Stop Center staff creating or approving an account on Wyoming at Work, and the One-Stop Center staff

must verify this. If the employer has not registered as a business with the State of Wyoming, they will be directed to the joint business registration form.

The employer has the option to utilize self-service features or staff-assisted business services. With self-service, the employer may post their own jobs on Wyoming at Work and review the resumes of registered job seekers. An employer utilizing self-service may opt for assisted business services at any time, and vice versa.

All job postings are reviewed by One-Stop Center staff for accuracy and clarity. If the One-Stop Center staff is creating the job posting on behalf of the employer, this process can occur in person, by phone, or by e-mail prior to posting the job. In the case of an employer posted job, the One-Stop Center staff will utilize the Job Order Creation/Proxy Email Review Checklist, and will contact the employer to address any inconsistencies and necessary corrections.

For every job posting on Wyoming at Work, the One-Stop Center staff will complete notifications to all Veterans who qualify for the job. Notifications may be completed for qualified non-Veterans. Notifying qualified Veterans of jobs is a requirement for all job postings that fall under the Wyoming Preference Act of 1971.

The employer has several options at every step of this process, and a variety of additional services may be provided to the employer based on need and/or want. These options and services include having One-Stop Center staff pre-screen and/or collect application materials, One-Stop Center staff assisting in the early interview process as a part of pre-screening, and utilizing conference rooms and other in-house resources such as fax machines and printers.

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).

This is addressed more specifically in Section VI Program-Specific Requirements for Core Program of this plan and will also be addressed the implementation of Next Generation Sector Partnership initiative which will be launched in late spring, 2018.

Wyoming Department of Education

The Department of Education's target populations include students who are reading below grade level and at-risk sub-groups (i.e. students with disabilities on Individual Education Programs). At the middle/junior/senior high levels, the Department helps students stay in school through engagement and a rigorous academic approach, internships, and job or work experiences during the school day as coursework allows. Also, the Department provides leadership opportunities, peer-to-peer mentoring and career technical education. The target population is youth. Workforce Services can assist the Department of Education in helping students understand the importance of career pathways. For instance, the AJCs help students learn about professional opportunities. Referrals to WIOA program for clients who need additional training and education to find sustainable work would be directed to Workforce Services to begin to receive training, application assistance, and education

opportunities. Several District Superintendents from across Wyoming participated in the Next Generation Sector Partnerships Academy and will continue to be encouraged to engage in the Next Generation Sector Partnership Regional Teams to ensure the connection from K-12 to post-secondary and employer's workforce needs.

Adult Education Program

The WCCC's AE program includes preparation that leads to a Wyoming high school equivalency certificate. The AE program works closely with Workforce Services to enable adults and out-of-school youth to achieve basic educational goals to those who are lacking in education. Community colleges throughout the state are valuable partners in serving clients. The target populations are adults, dislocated workers, and youth. Referrals to AE Programs are conducted when a client at an AJC is found to be lacking in education and needs to gain at least a high school equivalency certificate. Several Adult Education Directors from across Wyoming participated in the Next Generation Sector Partnerships Academy and will continue to be encouraged to engage in the Next Generation Sector Partnership Regional Teams to ensure the connection from K-12 to post-secondary and employer's workforce needs.

University of Wyoming

Workforce Services relies on the university primarily as a resource for research and special projects. It works with the Office of Research and Economic Development. The target populations are adults, dislocated workers, youth, and employers. Referrals are sent to AJCs to begin screening for furthering education or training of individuals, where if they are qualified they will work with the individual to educate or train the individual with the assistance of UW as needed. Representatives from the University of Wyoming participated in the Next Generation Sector Partnerships Academy and will continue to be encouraged to engage in the Next Generation Sector Partnership Regional Teams to ensure the connection from K-12 to post-secondary and employer's workforce needs.

Further the Wyoming Department of Education Superintendent provides two representatives to advise the Wyoming Workforce Development Council and staff work closely with these individuals. The Executive Director of the Wyoming Community College Commission is a Wyoming Workforce Development Council member and also provides a staff person to assist with furthering Next Generation Sector Partnerships in Wyoming.

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.

This is addressed more specifically in Section VI Program-Specific Requirements for Core Program of this plan and will also be addressed the implementation of Next Generation Sector Partnership initiative which will be launched in late spring, 2018.

In addition to Section VI DWS maintains a close working relationship with each of the Community College Workforce Training Programs, Wyoming Contractors

Association-McMurry Training Center, truck driving schools, Registered Apprenticeship and other private training entities that are utilized on a regional basis as employer and job seeker needs are identified.

The Eligible Training Provider List is used by many to identify what types of training are available and where in they state they are located. The Governor's ENDOW Council initiated legislation which passed in Wyoming's last session that requires businesses that wish to utilize funding through a state-funded training grant program utilize the ETPL.

The legislation states:

"The Wyoming Workforce Development-Priority Economic Sector Partnership Act is created to meet the training needs of existing businesses in the state and to provide incentives to businesses to locate and expand within the state through government assisted new jobs training.

It is the intent of the legislature to provide training funds to train and educate employees, which will result in the production of high wage and high skilled jobs that will increase the earning potential and employment opportunities for Wyoming employees and enhance and diversify the state's economy.

"Eligible training provider" means: The University of Wyoming; A Wyoming community college district; An entity operated by a tribal government of either the Northern Arapaho or Eastern Shoshone tribes on the Wind River Indian Reservation; An entity approved to provide workforce training that is included on the eligible training provider list."Eligible training provider list" means the list maintained by the department of those eligible training providers who may be used to provide workforce training under this act."

The ENDOW legislation along with the Next Generation Sector Partnerships model will further partnerships among Education, Training, Workforce, Economic Development and many more across the state.

G. LEVERAGING RESOURCES TO INCREASE EDUCATIONAL ACCESS

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

This is addressed more specifically in Section VI Program-Specific Requirements for Core Program of this plan and will also be addressed the implementation of Next Generation Sector Partnership initiative which will be launched in late spring, 2018.

There are multiple funding sources available in Wyoming to fund training and education programs and through the Next Generation Sector Partnership Regional Teams and the Governor's ENDOW Initiative appropriate funding has been and will continue to be identified and utilized.

The State's common intake system will be mutually beneficial in improving access to credentialed training programs by identifying participants' services, planning among partners, making referrals, and greater accountability in reporting. There will be a

catalog of resources, individual service summaries, employment and postsecondary records at our fingertips. Along with the State’s new common intake system, three years ago Adult Education (AE) and DWS cooperated to create “Partnership Day” which brought in speakers to address information that would be of mutual interest to one-stop managers, AE directors, postsecondary providers and instructors, employers and Registered Apprenticeships. Speakers this year will cover “Work Ethics: The Building Blocks for the 21st Century Workforce” and “Career Pathways and Career Infused Education”. These speakers will focus on the benefits of pursuing credentials through both postsecondary education but also through Registered Apprenticeships and other training providers.

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.

This is addressed more specifically in Section VI Program-Specific Requirements for Core Program of this plan and will also be addressed the implementation of Next Generation Sector Partnership initiative which will be launched in late spring, 2018.

The State’s common intake system will be mutually beneficial in improving access to credentialed training programs by identifying participants’ services, planning among partners, making referrals, and greater accountability in reporting. There will be a catalog of resources, individual service summaries, employment and postsecondary records at our fingertips. Along with the State’s new common intake system, three years ago Adult Education (AE) and DWS cooperated to create “Partnership Day” which brought in speakers to address information that would be of mutual interest to one-stop managers, AE directors, postsecondary providers and instructors, employers and Registered Apprenticeships. Speakers this year will cover “Work Ethics: The Building Blocks for the 21st Century Workforce” and “Career Pathways and Career Infused Education”. These speakers will focus on the benefits of pursuing credentials through both postsecondary education but also through Registered Apprenticeships and other training providers.

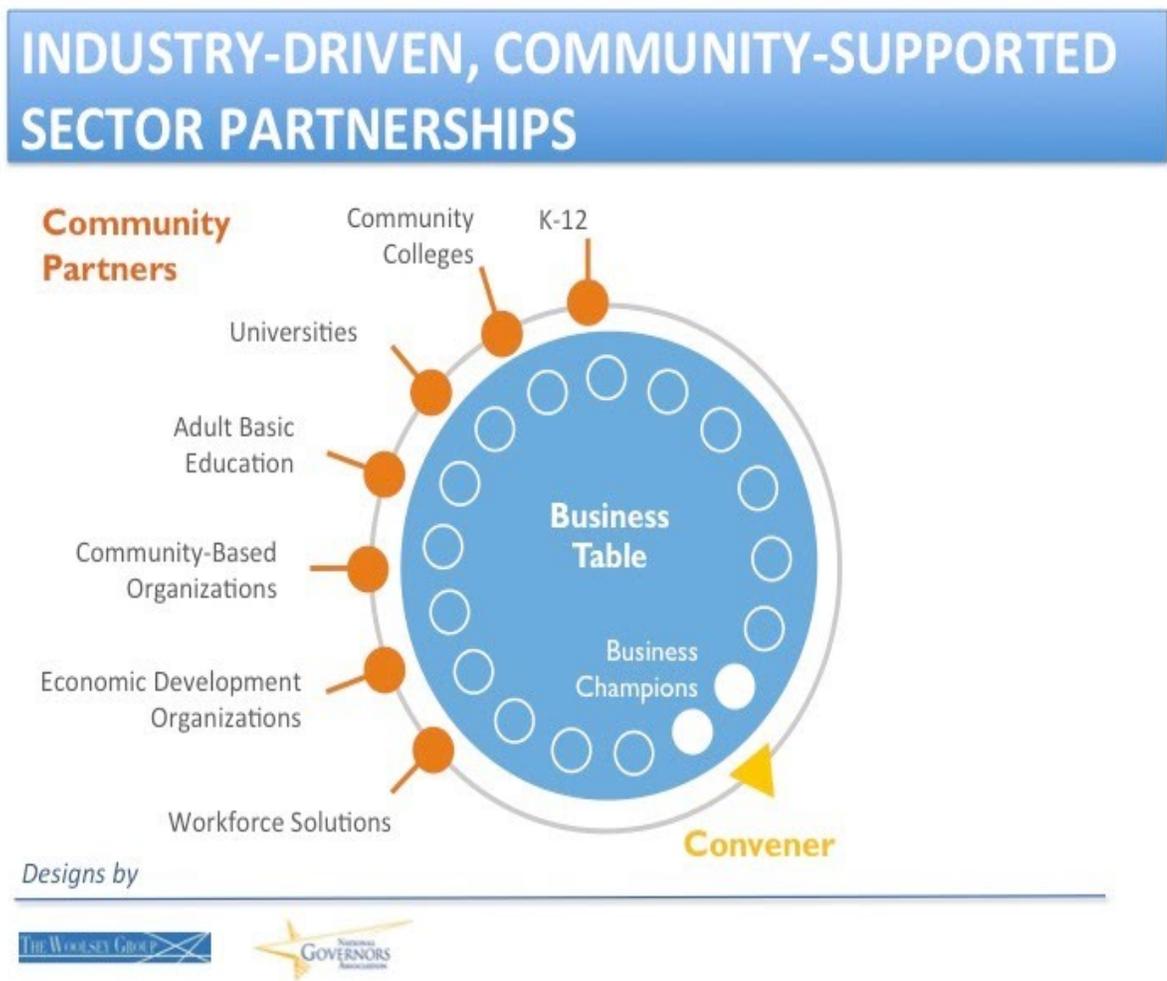
I. COORDINATING WITH ECONOMIC DEVELOPMENT STRATEGIES.

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

The Wyoming Workforce Development Council and DWS have established relationships with economic development entities across Wyoming which have been fostered for many years. In many cases economic development entities are required partners as a result of state-run, sector strategy initiatives funded by the Wyoming Workforce Development Fund. The Workforce Development Training Fund is a state-funded economic development tool that provides funding for training over which the Council has oversight. Further, the Council maintains the Wyoming Business Council’s CEO as one of its members. The Wyoming Business Council is an economic development entity that boasts seven (7) regional offices

covering all of Wyoming. Further, the Wyoming Business Council employs individuals who promote economic development in industries important to Wyoming.

Next Generation Sector Partnerships The Next Generation Sector Partnerships Initiative will focus on employer/business/sector needs and will use current labor market information to focus and prioritize efforts. The partners described above as Educational Institutions, Other Education and Training Providers, and Economic Development Groups along with partners from the Workforce Development will coordinate and align services to the employers. This initiative will leverage Federal, State and local investments and enhance access to workforce development programs. Recognized in this the Next Generation Sector Partnerships will be the need for postsecondary credentials, including Registered Apprenticeship certificates among other credentials and licenses. The following graphic depicts how Next Generation Sector Partnerships engage all partners.



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.).

The Research and Planning section will continue to develop and disseminate information from the U.S. Bureau of Labor Statistics, workforce investment grants, state funded labor market information and where possible National Institute for Occupational Safety and Health supported workplace safety research, evaluation, and surveillance.

Across the WIOA core programs and the Research and Planning section within the Wyoming DWS, there are several disparate case management and data systems. The State of Wyoming uses Google Apps for email, calendar, and collaborative communications. Google Apps is available to all State of Wyoming employees. The Research & Planning section has multiple MOUs that allow for data sharing between core programs, partner programs, surrounding states' programs, and the LMI Division.

Following is a description of each case management system used by the core programs.

Wagner-Peyser, Adult, Dislocated Workers & Youth - Wyoming at Work

The DWS currently uses Geographic Solutions' Virtual Operating System for labor exchange services and case management. The state's electronic labor management system, Wyoming at Work, is part of the virtual one-stop system designed and operated by Geographic Solutions, Inc. of Palm Harbor, Florida. The Wagner-Peyser, WIOA, and Trade Adjustment Assistance system applications have been in place in Wyoming at Work for years, with regular updates. Wyoming at Work also includes detailed labor market information and Wyoming's list of eligible training providers. Newer modules and version upgrades are continually added to improve and streamline the services available to Wyoming's job seekers, employers, and DWS staff. DWS uses multiple layers of security to meet State and Federal data compliance measures and policies, and to protect client information from unauthorized access or disclosure, and possible misuse or abuse. The DWS uses the latest Internet technology standards to encrypt and secure all Web application traffic. Client Social Security numbers (SSNs) submitted through Web applications are obfuscated during receipt in the database. Servers housing the databases containing SSNs are "single-purpose restricted" to cleared system administrators. All database backups are encrypted using the most current standards. Only authorized DWS program staff can view applicant/trainee information through a highly secure software interface. Authorized staff members are instructed on the appropriate handling and protection of this data by their management or designated representative.

Vocational Rehabilitation - WINRS

The Division of Vocational Rehabilitation (DVR) currently utilizes Libera, Inc. System 7 product for case management. The system is designed and operated by Libera, Inc. of Jamestown, New York. The General Rehabilitation Program, Supported Employment, Small Business Program, and Youth Transition Program are managed with this system. Regular

updates will occur to the system to maintain compliance with State and Federal requirements. The DVR installed this system on August 31, 2015. Newer modules and system upgrades will be continually added to improve and streamline the services available to the DVR staff as they work to assist the eligible disabled population in Wyoming. The DVR uses multiple layers of security to meet State and Federal data compliance measures and policies, and to protect client information from unauthorized access or disclosure and possible misuse or abuse. The DVR uses the latest Internet technology standards to encrypt and secure all Web application traffic. Client SSNs are hidden after DWS staff members enter the SSNs into the system. Servers housing the databases containing SSNs are “single-purpose restricted” to cleared system administrators. All database backups are encrypted using the most current standards. Only authorized DWS staff can view all client information through a highly secure software interface. Authorized DWS staff members are instructed on the appropriate handling and protection of this data by the DVR management team.

Adult Education and Family Literacy - LACES

Adult Education and Family Literacy use the National Reporting System student information management system Literacy, Adult and Community Education System (LACES) by LiteracyPro. LACES collects demographic, assessment, instructional contact hours, and programmatic assignment information. It is able to disaggregate data as needed. Performance measures for postsecondary entry and completion of high school equivalency are also collected. Employment status is collected upon entry and data matching of employment to Adult Education (AE) clients is completed with the Research and Planning section at this time. Only aggregated data is reported into the National Reporting System portal for Federal reporting.

Security levels are assigned based on the employee’s staffing position, with all access being established by administrative personnel at the state level. The State AE Office may access all student information databases (LACES) at the provider level. Local providers only see their own data. Unique client identification numbers are assigned within the system. Student SSN information is used only in the data match process for employment and by the National Student Clearinghouse for students entering college or postsecondary skills training.

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

Labor market information

Extend, continue, and where relevant, revise the historical and current provision of Vocational Rehabilitation, Adult Education, Wagner-Peyser, and WIOA program participation data collected through the one-stop system provided to Research and Planning for longitudinal and descriptive analysis in support of planning and evaluation using UI administrative records, occupational licensing, and educational outcomes.

Wagner-Peyser, Adult, Dislocated Workers & Youth - Wyoming at Work

Wyoming currently uses and intends to continue using an information management system called Wyoming at Work. It is operated by a third party vendor, Geographic Solutions. The Wyoming at Work system facilitates common data collection for Wagner-Peyser, Adult, Dislocated Worker, Youth, Migrant Seasonal Farm Workers, Veterans Employment and

Training Services and Trade Adjustment Assistance. Reporting of WIOA and Wagner-Peyser data and performance outcomes, including Veterans Program data and outcomes, is accomplished through the Workforce Integrated Performance System (WIPS). The management information system collects and stores the data for required Federal reports including:

- Wagner Peyser Act 7B Reports for the Migrant Seasonal Farm Worker Program (MIC)
- 9048 Profiling Report

Wyoming at Work contains a component library system that collects and stores elements required for Federal reports. The component library solution captures the appropriate elements from data forms and then generates the Federal and State mandated Workforce Innovation and Opportunities Act (WIOA), Wagner-Peyser, Veterans Employment and Training Services and Trade Adjustment Act reports. Reports include both the quarterly and annual reports required under these acts.

DVR - case management system

The DVR installed a new case management system August 2015. It is hosted by a third party vendor, Libera, Inc. The system is designed to keep the DVR in compliance with data collecting and reporting requirements of the Rehabilitation Services Administration and WIOA. The system collects, stores, and processes information into formats necessary to meet the needs of the following reports:

- RSA 113 Quarterly Reports
- RSA 911 Annual Report
- RSA 2 Annual Report

Furthermore, DVR will work closely with other DWS divisions to ensure that appropriate system integration and data-sharing occurs to align resources, improve reporting processes and outcomes, and enhance the consumer's experience. The ultimate goal is to have the WIOA core programs working seamlessly together.

Adult Education and Family Literacy

LACES by LiteracyPro is used by all local AE programs across the state. Vendor trainers train staff in software, including diagnosis, analysis of data, report production, and online technical assistance. Many features are built into the next version of the software. Three trainings are held per year, with one offering specific assistance to individual programs with a strong emphasis on data quality.

The National Reporting System Guidelines are part of the training all local directors receive. Definitions, charts of educational functioning levels, assessments, and recommended procedures needed in data recording and reporting are included in this guidance.

Aggregated data is reported through the National Reporting System portal to the U.S. Department of Education-Office of Career Technical and Adult Education.

AE includes students registered with Wyoming at Work as part of the induction/intake process for unemployed persons.

Section 1. Costs Included

Infrastructure costs are defined as non-personnel costs that are necessary for the general operation of the one-stop centers including, but not limited to:

- Rental of facilities;
- Utilities and maintenance;
- Equipment, including assessment-related products and assistive technology for individuals with disabilities; and
- Technology to facilitate access to the one-stop centers, including technology used for planning and outreach activities.

All Parties recognize that infrastructure costs are applicable to all required Partners, whether they are physically located in the one-stop center or not. Each Partner's contributions to these costs, however, may vary, as these contributions are based on the proportionate use and relative benefit received, consistent with the Partner programs' authorizing laws and regulations and the Uniform Guidance.

Section 2. Cost Allocation Methodology

There are three methods of allocation utilized: by program, by facility overhead, and by hourly overhead.

Section 3. Cost Reconciliation and Allocation Base Update

All Parties agree that a quarterly reconciliation of budgeted and actual costs and update of the allocation bases will be completed in accordance with the following process:

- Partners will provide the WWDC with the following information no later than fifteen (15) days after the end of each quarter, as applicable:
 - Quarterly cost information and documentation of actual costs;
 - Updated staffing information (per the 1st day of the 1st month of each quarter), and
 - Actual customer participation numbers (per the last day of the last month of each quarter).
- Upon receipt of the above information, the WWDC shall:
 - Compare budgeted costs to actual costs;
 - Update the allocation bases; and
 - Apply the updated allocation bases, as described in the Cost Allocation Methodology section above, to determine the actual costs allocable to each partner.

- The WWDC will prepare an updated budget document showing cost adjustments and will prepare an invoice for each Partner with the actual costs allocable to each Partner for the quarter.
- The WWDC will submit the invoices to the Partners and send a copy of the updated budget to the parties no later than forty-five (45) days after the end of each quarter. The Partners understand that the timeliness of the WWDCs preparation and submission of invoices and adjusted budgets is contingent upon the timeliness of each Partner in providing the necessary cost information. For Partners that advance funds to the Local area, the WWDC will only send a copy of the updated budget.
- Upon receipt of the invoice and adjusted budget, each Partner will review both documents and will submit payment to the WWDC no later than fifteen (15) days following receipt. Payment of the invoice signifies agreement with the costs in the adjusted budget.
- Partners will communicate any disputes in the invoice or the adjusted budget to the WWDC in writing. The WWDC will review the disputed cost items and respond accordingly to the Partner and the WWDC within ten (10) days of receipt of the notice of the disputed costs. When necessary, the WWDC will revise the invoice and the adjusted budget upon resolution of the dispute.

Section 4. Steps to Reach Consensus

a. Notice of failure to reach consensus given to the Governor

If the Parties cannot reach consensus on methods of sufficiently funding a one-stop center's infrastructure costs and the amounts to be contributed by each Partner program, the WWDC is required to notify the Governor. Notification must be given to the Governor by March 31 of each year in which the MOU and IFA are to be completed.

b. Negotiation materials provided to the Governor

The WWDC Chair (or designee) must provide the appropriate and relevant materials and documents used in the negotiations to the Governor, preferably at the time of notification of failure to reach consensus, but no later than five (5) business days thereafter. At a minimum, the WWDC Chair (or designee) must provide to the Governor:

- State Unified Plan;
- Cost allocation methodology or methodologies proposed by the Partners to be used in determining the proportionate share;
- Proposed amounts or budget to fund infrastructure costs;
- Amount of Partner funds included;
- Type of funds (cash, non-cash, and third-party in-kind contributions) available (including all documentation on how Partners valued non-cash and third-party in-kind contributions consistent with 2 CFR 200.306);
- Any proposed or agreed on budgets;
- Any partially agreed upon, proposed or draft IFAs.

The WWDC may also provide the Governor with additional materials that they or the Governor find to be appropriate.

c. Governor Determinations and Calculations

The Governor will:

- o Determine one-stop center infrastructure budget(s);
- o Establish the cost allocation methodology or methodologies;
- o Determine Partners' proportionate shares;
- o Calculate statewide caps;
- o Assess the aggregate total of infrastructure contributions as it relates to the statewide cap; and
- o Adjust allocations.

Once all determinations and calculations are completed, the Governor will notify the WWDC Chair (or designee) of the final decision and provide a revised IFA to the Parties for inclusion in the Interagency Agreement and/or Contracts/MOUs.

Programs may appeal the Governor's determinations of their infrastructure cost contributions in accordance with the process established under 20 C.F.R. 678.750, 34 C.F.R. 361.750, and 34 C.F.R. 463.750.

The Wyoming Workforce Development Council seeks to establish a system that stands in stark contrast to the historical transaction-based model, whereby each agency operates its own business and job seeker service functions, and participants move from place to place seeking services. Instead, the goal is to create integrated locations and a unified structure and process of proactive, transparent, and effective job seeker and business services, orchestrated by a seamless collaboration of talent developed and support agencies.

The purpose of this Scope of Work is to define the parameters within which education, workforce, economic development, and other Partner programs and entities operating in the State of Wyoming create a seamless, customer-focused American Job Center network that aligns service delivery across the board and enhances access to program services. By realizing one-stop opportunities together, partners are able to build community-benefiting bridges, rather than silos of programmatic isolation. These partnerships are to reduce administrative burden and costs and increase customer access and performance outcomes.

The WWDC has provided an Infrastructure Funding Agreement per WIOA requirements and each program shall utilize that document to determine funding for each American Job Center (AJC).

All Partners shall:

Collaborate and reasonably assist each other in the development of necessary service delivery protocols for the services outlined in the Partner Services section above,

Agree that the provisions contained herein are made subject to all applicable federal and state laws, implementing regulations, and guidelines imposed on either or all Parties relating to privacy rights of customers, maintenance of records, and other confidential information relating to customers, and

Agree that all equipment and furniture purchased by any party for purposes described herein shall remain the property of the purchaser after the termination of the MOU.

Training

Each Partner commits to cross-training of staff, as appropriate, and to providing other professional learning opportunities that promote continuous quality improvement. Partners will further promote system integration to the maximum extent feasible through:

Effective communication, information sharing, and collaboration with the one-stop operator;

Joint planning, policy development, and system design processes;

Commitment to the joint mission, vision, goals, strategies, and performance measures.

The design and use of common intake, assessment, referral, and case management processes;

The use of common and/or linked data management systems and data sharing methods, as appropriate;

Leveraging of resources, including other public agency and non-profit organization services;

Participation in a continuous improvement process designed to boost outcomes and increase customer satisfaction; and

Participation in regularly scheduled Partner meetings to exchange information in support of the above and encourage program and staff integration.

Utilization of a portion of funds available for the program and activities to maintain the one-stop delivery system, including payment of the infrastructure costs of the one-stop centers in accordance with law.

Participation in the operation of the one-stop system.

Data Sharing

Partners agree that the use of high-quality, integrated data is essential to inform decisions made by policymakers, employers, and job seekers. Additionally, it is vital to develop and maintain an integrated case management system, as appropriate, that informs customer service through customer's interaction with the integrated system and allows information collected from customers at intake to be captured once.

Referrals

The primary principle of a referral system is to provide integrated and seamless delivery of services to workers, job seekers, and employers. In order to facilitate such a system, Partners agree to:

Familiarize themselves with the basic eligibility and participation requirements, as well as with the available services and benefits offered, for each of the Partners' programs represented in the Wyoming American Job Center network;

Develop materials summarizing their program requirements and making them available for Partners and customers;

Develop and utilize common intake, eligibility determination, assessment, and registration forms;

Provide substantive referrals - in accordance with appropriate referral policies - to customers who are eligible for supplemental and complementary services and benefits under partner programs;

Regularly evaluate ways to improve the referral process, including the use of customer satisfaction surveys;

Commit to robust and ongoing communication required for an effective referral process; and

Commit to actively follow-up on the results of referrals and assuring that Partner resources are being leveraged at an optimal level.

Confidentiality

Partners expressly agree to abide by all applicable Federal and State laws and regulations regarding confidential information, including PII from educational records, such as, but not limited to 20 C.F.R. 603, 45 C.F.R. 205.50, 20 U.S.C. 1232(g) and 34 C.F.R. 361.38, as well as any applicable State laws and regulations. In addition, in carrying out their respective responsibilities, each Partner shall respect and abide by the confidentiality policies and legal requirements of all other Partners.

Accessibility

Accessibility to the services provided by the American Job Centers and all Partner agencies is essential to meeting the requirements and goals of the Wyoming Workforce Development Council's American Job Center network. Job seekers and businesses must be able to access all information relevant to them via visits to physical locations as well as in virtual spaces, regardless of gender, age, race, religion, national origin, disability, veteran's status, or on the basis of any other classification protected under Federal or State law.

Outreach

The Wyoming Workforce Development Council and its Partners will develop a strategic outreach plan that will include, at a minimum:

Specific steps to be taken by each partner;

An outreach plan to the state's human resources professionals;

An outreach and recruitment plan to the region's job seekers, including targeted efforts for populations most at-risk or most in need;

An outreach and recruitment plan for out-of-school youth;

Sector strategies and career pathways;

Connections to registered apprenticeship;

A plan for messaging to internal audiences;

An outreach tool kit for Partners;

Regular use of social media;

Clear objectives and expected outcomes; and

Leveraging of any statewide outreach materials relevant to the region.

All Partners shall comply with:

Section 188 of the WIOA Nondiscrimination and Equal Opportunity Regulations (29 C.F.R. § 38; Final Rule, published December 2, 2016)

Title VI of the Civil Rights Act of 1964 (Public Law 88-352).

Section 504 for the Rehabilitation Act of 1973, as amended,

The Americans with Disabilities Act of 1990 (Public Law 101-336),

The Jobs for Veterans Act (Public Law 107-288) pertaining to priority of service in programs funded by the U.S. Department of Labor,

Training and Employment Guidance Letter (TEGL) 37-14, Update on Complying with Nondiscrimination Requirements: Discrimination Based on Gender Identity, Gender Expression and Sex Stereotyping are prohibited Forms of Sex Discrimination in the Workforce Development System and other guidance related to implementing WIOA Section 188,

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232(g); 34 CFR 99),

Confidentiality requirements governing the protection and use of personal information held by the Vocational Rehabilitation agency (34 C.F.R. 361.38)

The confidentiality requirements governing the use of confidential information held by the State Unemployment Insurance agency (20 C.F.R. 603),

All amendments to each, and

All requirements imposed by the regulations issued pursuant to these acts.

The above provisions require, in part, that no persons in the United States shall, on the grounds of race, color, national origin, sex, sexual orientation, gender identity and/or expression, age, disability, political beliefs or religion be excluded from participation in, or denied, any aid, care, services or other benefits provided by federal and/or state funding, or otherwise be subjected to discrimination.

* 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.

The Wyoming Workforce Development Council seeks to establish a system that stands in stark contrast to the historical transaction-based model, whereby each agency operates its own business and job seeker service functions, and participants move from place to place seeking services. Instead, the goal is to create integrated locations and a unified structure and process of proactive, transparent, and effective job seeker and business services, orchestrated by a seamless collaboration of talent developed and support agencies.

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Training

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Effective communication, information sharing, and collaboration with the one-stop operator;

Joint planning, policy development, and system design processes;

Commitment to the joint mission, vision, goals, strategies, and performance measures.

The design and use of common intake, assessment, referral, and case management processes;

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Participation in a continuous improvement process designed to boost outcomes and increase customer satisfaction; and

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Section 504 for the Rehabilitation Act of 1973, as amended,

The Americans with Disabilities Act of 1990 (Public Law 101-336),

The Jobs for Veterans Act (Public Law 107-288) pertaining to priority of service in programs funded by the U.S. Department of Labor, Training and Employment Guidance Letter (TEGL) 37-14, Update on Complying with Nondiscrimination Requirements: Discrimination Based on Gender Identity, Gender Expression and Sex Stereotyping are prohibited Forms of Sex Discrimination in the Workforce Development System and other guidance related to implementing WIOA Section 188,

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232(g); 34 CFR 99), Confidentiality requirements governing the protection and use of personal information held by the Vocational Rehabilitation agency (34 C.F.R. 361.38)

The confidentiality requirements governing the use of confidential information held by the State Unemployment Insurance agency (20 C.F.R. 603),

All amendments to each, and

All requirements imposed by the regulations issued pursuant to these acts.

The above provisions require, in part, that no persons in the United States shall, on the grounds of race, color, national origin, sex, sexual orientation, gender identity and/or expression, age, disability, political beliefs or religion be excluded from participation in, or denied, any aid, care, services or other benefits provided by federal and/or state funding, or otherwise be subjected to discrimination.

3. STATE PROGRAM AND STATE BOARD OVERVIEW

A. STATE AGENCY ORGANIZATION

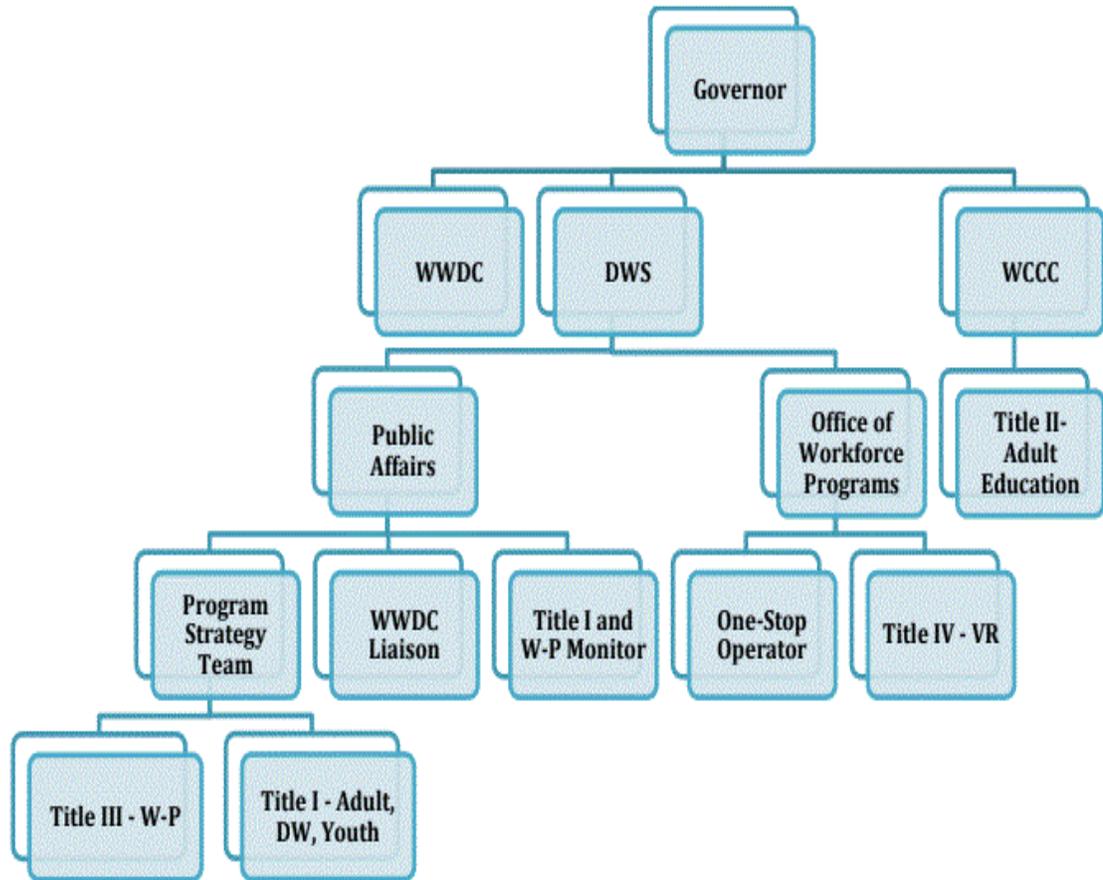
Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

The six core programs are housed within two different state agencies. Adult, Dislocated Worker, Youth, Wagner-Peyser, and Vocational Rehabilitation programs are housed in the DWS. Adult Education and Family Literacy is housed in the WCCC.

Both agencies work closely with the WWDC. The WWDC advises the Governor on workforce priorities and initiatives while also overseeing workforce activities across the state. The WWDC also works with DWS and the WCCC to continually develop and implement the federally mandated State Plan under WIOA. Wyoming has been designated as a single-area state; therefore, the WWDC serves as both the local board and the State board.

DWS's portion of WIOA programs are administered by the WIOA Program Strategy Team, within the Office of Public Affairs, of the DWS. The One-stops are overseen by a separate and distinct unit within the Office of Workforce Programs, of DWS.

Core Partner Reporting Structure



B. STATE BOARD

Provide a description of the State Board, including—

See sections B. State Board 1. Membership Roster and 2. Board Activities.

Matthew H.	Mead	State of Wyoming	Governor of Wyoming
Michael	Von Flatern	State of Wyoming	Legislative Representative-Senate
Cathy	Connolly	State of Wyoming	Legislative Representative-House
Private			
Jim	Engel	Engel & Associates	Finance and Insurance-Chairman

Matthew H.	Mead	State of Wyoming	Governor of Wyoming
Ron	Wild	Rocky Mountain Power	Utilities
Ray	Fleming Dinneen	CLIMB Wyoming	Educational Services
Kevin	Kershisnik	Pertech Industries Inc.	Manufacturing
Leonard	Scoleri	Oregon Trail Bank	Finance and Insurance
Vacant			
Keith	Zabka	Mechanical System, Inc.	Construction
Gary	New	NCAR	Information
Katie	Legerski	Wyoming Contractors Association	Construction
Fabian	Lobera	Pitch Engine	Information
Darin	Howe	Simplot Phosphates	Manufacturing
Sid	Miller	Stallion Oilfield Services	Professional, Scientific, and Technical Services
Mark	Madsen	Simon Contractors	Construction
Ron	Van Voast	Security First Bank	Finance and Insurance
Workforce			
Seth	Kamarad	Plumbers & Pipefitters Local 192	Labor
Scott	Norris	Operating Engineers, Local 800	Labor
Rocky	Anderson	Training Director, WEJATC	Registered Apprenticeship
Stephen	Kravitsky	Military Department-Veterans Commission	Veterans
Shannon	Buller	Governor's Council on Disabilities	People with Disabilities
Government			
John	Cox	Department of Workforce Services	Programs
Felix	Carrizales	Big Horn County Commissioner	County Commissioner
Delbert	McOmie	Mayor of Lander	Mayor
James	Rose	Wyoming Community College Commission	Title II
Ex-Officio			
Jillian	Balow	Department of Education	Education
Shawn	Reese	Wyoming Business Council	Economic Development

Matthew H.	Mead	State of Wyoming	Governor of Wyoming
Tom	Forslund	Department of Family Services	TANF

I. MEMBERSHIP ROSTER

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

See sections B. State Board 1. Membership Roster and 2. Board Activities.

Matthew H.	Mead	State of Wyoming	Governor of Wyoming
Michael	Von Flatern	State of Wyoming	Legislative Representative-Senate
Cathy	Connolly	State of Wyoming	Legislative Representative-House
		Private	
Jim	Engel	Engel & Associates	Finance and Insurance-Chairman
Ron	Wild	Rocky Mountain Power	Utilities
Ray	Fleming Dinneen	CLIMB Wyoming	Educational Services
Kevin	Kershisnik	Pertech Industries Inc.	Manufacturing
Leonard	Scoleri	Oregon Trail Bank	Finance and Insurance
		Vacant	
Keith	Zabka	Mechanical System, Inc.	Construction
Gary	New	NCAR	Information
Katie	Legerski	Wyoming Contractors Association	Construction
Fabian	Lobera	Pitch Engine	Information
Darin	Howe	Simplot Phosphates	Manufacturing
Sid	Miller	Stallion Oilfield Services	Professional, Scientific, and Technical Services
Mark	Madsen	Simon Contractors	Construction
Ron	Van Voast	Security First Bank	Finance and Insurance
		Workforce	
Seth	Kamarad	Plumbers & Pipefitters Local 192	Labor

Matthew H.	Mead	State of Wyoming	Governor of Wyoming
Scott	Norris	Operating Engineers, Local 800	Labor
Rocky	Anderson	Training Director, WEJATC	Registered Apprenticeship
Stephen	Kravitsky	Military Department-Veterans Commission	Veterans
Shannon	Buller	Governor's Council on Disabilities	People with Disabilities
Government			
John	Cox	Department of Workforce Services	Programs
Felix	Carrizales	Big Horn County Commissioner	County Commissioner
Delbert	McOmie	Mayor of Lander	Mayor
James	Rose	Wyoming Community College Commission	Title II
Ex-Officio			
Jillian	Balow	Department of Education	Education
Shawn	Reese	Wyoming Business Council	Economic Development
Tom	Forslund	Department of Family Services	TANF

II. BOARD ACTIVITIES

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

In Governor Mead's Executive Order 2015-5 he revised the duties of the WWDC to include the provisions of WIOA and includes enhancing workforce development activities that help diversify Wyoming's economy, creating a strategic plan not less than once every four years, developing and adopting operating rules for itself, and developing a yearly budget for itself.

The WWDC has been working from the Governor's Vision, Goals, and Strategies to meet Wyoming's education, training, and employment needs. Each committee of the WWDC has been assigned applicable goals and strategies and have begun work to meet those goals. The WWDC will carry out the goals and strategic objectives outlined in the strategic elements section of the Plan to meet the overall vision. To that end the WWDC will begin implementation of the Next Generation Sector Partnerships model over the next 2 years to further meet the requirements of the WIOA, approve a marketing plan, provide oversight of the joint annual report, approve policy and funding for Title I programs and participate in the planning and implementation of the Summit.

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.

Wyoming is a single area state and as such does not have local and regional planning goals. Through Next Generation Sector Partnerships local and regional planning will be encouraged and the Next Generation Sector Partnerships and Career Pathways Committee will establish monitoring (assessment) requirements. Each program partner is responsible for maintaining an effective monitoring policy and procedures to ensure WIOA requirements are being met.

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.

Wyoming is a single area state and as such does not have local and regional planning goals. Through Next Generation Sector Partnerships local and regional planning will be encouraged and the Next Generation Sector Partnerships and Career Pathways Committee will establish monitoring (assessment) requirements. Each program partner is responsible for maintaining an effective monitoring policy and procedures to ensure WIOA requirements are being met.

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.

At the time of this modification not enough quarters had been reported to assess core programs.

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 Research and Planning section of the DWS will be conducting evaluation as required in 29 CFR § 682.220. The One-Stop operator will provide the results of customer satisfaction surveys and the Research and Planning section will utilize data via data sharing agreements.

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),

Wyoming follows section 128(b)(2)(A)(i) and TEG 29-14 to formula allocate funding for Youth Program activities. The data used in computing allotments includes:

1. The average number of unemployed individuals for the preceding 12-month period.
2. The number of excess unemployed individuals for the preceding 12-month period.
3. The number of economically disadvantaged youth (age 16 to 21, excluding college students in the workforce and military). >p> The State applies the 90 percent “hold harmless” provision contained in WIOA, Section 128(b)(2)(A)(ii).

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

Wyoming follows section 133(b)(2)(A)(i) and TEG 29-14 to formula allocate funding for Adult Program activities. The data used in computing allotments includes:

1. The average number of unemployed individuals for the preceding 12-month period.
2. The number of excess unemployed individuals for the preceding 12-month period.
3. The number of economically disadvantaged adults (age 18 to 72, excluding college students in the workforce and military).

The State applies the 90 percent “hold harmless” provision contained in WIOA, Section 128(b)(2)(A)(ii).

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

Wyoming follows section 133(b)(2)(A)(i) and TEG 29-14 to formula allocate funding for dislocated worker activities. The data used in computing allotments includes:

1. The average number of unemployed individuals for the preceding 12-month period.
2. The number of excess unemployed individuals for the preceding 12-month period.
3. The average number of long-term unemployed for the preceding 12-month period.

As authorized in WIOA section 133(b)(4), and TEG 29-14, Wyoming transferred 60 percent of Dislocated Worker Program activities funds to Adult activities funding for the program year 2015 and will continue to evaluate percentages of transferable amounts in the future.

The State applies the 90 percent “hold harmless” provision contained in WIOA, Section 128(b)(2)(A)(ii).

In compliance with WIOA section 133(b)(2)(B) regarding the distribution of funds for Dislocated Worker (DW) Employment and Training activities to local one-stops, the DW participant allocations to each office are calculated using an allocation formula consisting of labor force, unemployment, and poverty levels. Each of these data elements are calculated for each county in the state to determine the percentage each county will receive as a portion of funding for that county. If a one-stop serves more than one county, each county’s total is summed and the total shall be the allocation for that area. DWS does assure that the local One-stop shall not receive an allocation percentage for fiscal year 2016 or a subsequent fiscal year that is less than 90 percent of the average allocation percentage of the One-stop for the 2 preceding fiscal years.

Policy has been updated to reflect that each area/One-stop is guaranteed to receive an allocation percentage for a year that is no less than 90% of the average allocation percentage for the prior two years.

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.

The WCCC is the eligible agency that administers the Adult Education and Family Literacy grant funding and provides oversight to local programs and monitors performance.

Adult Education and literacy providers approved under the Workforce Investment Act of 1998 who were funded in the 2015-16 transition year will continue to receive funding through June 30, 2017. They are expected to follow the State and federal guidance and expectations as measured through the annual application, financial reports and their program performance in meeting the state negotiated targets approved by Office of Career, Technical and Adult Education (OCTAE).

The WCCC implemented a new competition during the 2016-2017 grant year. WCCC advertised the request-for-proposals (RFP) as a three-year competitive grant to all eligible providers in Wyoming for the purpose of developing, implementing, and improving adult education across the state. The same RFP was posted electronically on the WCCC website and advertised in newspapers across the state.

The same announcement procedure shall be used for all competitions for Adult Education. The thirteen considerations in awarding grants (WIOA Section 231(e)) will be included in the proposal, in the readers’ rubric, and will be used in awarding the grants.

Organizations eligible to apply must have demonstrated effectiveness in providing adult education activities to eligible individuals. These organizations may include: a local education agency; a community- 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 with the ability to provide adult

education and literacy services; a consortium or coalition of agencies, organizations, institutions, libraries, or authorities described above; and a partnership between an employer and an entity described above.

The anticipated timeline will include the following:

- January 2017 - RFP finalized and published, Readers instructions and rubric created, bidders conference held.
- February 2017 - Technical assistance given to potential providers with Q & A posted for public view on WCCC - AE website.
- February - March 2017 - Rubric and instructions for local review by the WWDC of application for alignment with the WIOA state plan.
- February - March 2017 - Recruit readers to review and score AEFLA grant applications
- April 2017 - Applications for AEFLA grant due
- April 2017 - Reviewers score grant applications
- May 2017 - Review budgets and other grant requirements and announce grant recipients and awards.
- July 1, 2017 providers begin grant cycle, programming and funding.

The WCCC will use a performance-based funding allocation model. It will consider the following elements: enrollment, high-school dropout rate, poverty level, rural/isolated areas, performance, and targeted populations. Please see the program specific narrative for additional information.

A minimum of three years of history on the organization's management of grants and an organizational chart containing the AE program will be required. This will ensure potential new programs provide background and experience that include services tailored for the main population(s) and the area served. The request-for-proposals will also require a description of the project management, which will help to ensure successful outcomes.

Each prospective provider will be requested to provide data demonstrating the capacity to serve eligible AE program students and providers' previous effectiveness in helping students make measurable educational gains.

Intensity and duration of instruction will be considered as programs are reviewed. Quality instruction must be provided by high-quality instructors to ensure programs meet negotiated performance targets.

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.

Requests for proposals will be issued once per cycle and the same announcement will be used in advertising the request for proposal both electronically and in print. All applicants for AE funds will use the same form for a response.

Direct and equitable access will be ensured by requesting that all applicants, prior recipients, and new applicants provide data demonstrating their ability to help students make a measurable academic gain. Prior recipients will use data from LACES to show how they met state-negotiated performance measures for all student levels, as well as for English Language Learners. New organizations will be provided forms to show demonstrated student learning gain, including low-literacy level and English Language Learners. Applicants will also be required to explain how they will demonstrate that students have the knowledge and skills needed to transition successfully to postsecondary education, skills training, or employment.

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.

Wyoming's DVR is a combined agency and does not have a separate designated State agency for individuals who are 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.

Wyoming continues to work toward data alignment and integration across the six core programs, UI, and the state's education systems. Several core programs and future combined plan programs are already integrated from an intake, case management, and reporting perspective. The integrated programs are Wagner-Peyser, Adult, Dislocated Worker, Youth, Trade Adjustment Assistance, MSFWs, and Veterans. Presently, management information systems are not fully interoperable. However, for research purposes, including evaluation, Research and Planning's data either is, or will be, integrated across Social Security numbers and student identifiers, for descriptive analysis, and predictive, and explanatory purposes. Research and Planning obtains student records, including personally identifiable information, from all of public education for research and evaluation, including WIOA purposes. Employer information is collected quarterly from UI and workers' compensation records. Administrative records for research purposes are

collected on a weekly, quarterly, semester, and annual basis. WIOA participant records are acquired quarterly, while Vocational Rehabilitation and AE are collected annually. Beginning with PY 2016, AE and Vocational Rehabilitation records will be collected on a quarterly basis. Research and Planning's established data collection and management system will be sustained by DWS to evaluate performance, provide user-friendly information, and enhance knowledge about the workforce system. Research and Planning's data collection and management system will also be used under WIOA to meet longitudinal tracking and evaluation research requirements.

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.

The DWS received a Reemployment & System Integration Dislocated Worker Grant (reference U.S. DOL TEGL 5-16) to implement the WIOA Common Intake, Referral and Reporting System. The DWS coordinated with the Community College Commission to let an RFP and select a vendor to implement the Common Intake software. LiteracyPro was selected as the software vendor. The implementation project is ongoing with an expected go-live date in the Q3 20189. The Common Intake software will initially include the AE, Vocational Rehabilitation, Wagner-Peyser, WIOA Adult, WIOA Dislocated Worker, WIOA Youth, WIOA Trade Adjustment Assistance and Jobs for Veterans State Grant programs. UI will join the Common Intake project in the Q1 2019. The Common Intake, Referral and Reporting system is in the development stage and no specific policy or procedure has been solidified as a result of the approved extension; however, it is the intent that all programs listed above will develop appropriate policy and procedure.

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

The WWDC will work in conjunction with the DWS and the Community College Commission to provide research and recommendations to the Governor regarding technology alignment across the mandatory one-stop partner programs. This will be an extension of Wyoming's "no wrong door" philosophy, which enables customers across all of the core programs and mandatory partners to experience a streamlined and more seamless service delivery model.

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

The core programs' management information systems operate with vendor-managed solutions. Each vendor is contractually responsible to develop and provide the required data outputs for Federal performance accountability reporting under WIOA.

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.

In addition to the required Federal reports, the core programs plan to work with the Research and Planning section to further assess participant's post-program success. All datasets in Research and Planning's system of administrative records are either linked longitudinally or are consistently linked for longitudinal analysis on a project-by-project basis. Quarterly and weekly UI administrative records are maintained from 1992 and are updated weekly and quarterly. Cohort analysis of nurses employed in the state dates to 2001, while student records for cohort analysis are available from 2006 to the most recent semester. The strategy of longitudinal cohort analysis will be carried into the implementation of WIOA and focus on program participants and the balance of Wyoming's population by demographic characteristic workforce participation and earnings.

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.)

Chronology of selected Research and Planning publications for linked administrative records

- Tracking University of Wyoming Graduates into the Wyoming Workforce, September 1995.
- Under the Lamppost: Report to Workforce Development WWDC on Wyoming Institutions of Higher Education Program Completers, November 1998.
- Workforce Development and Community College Outcomes; and When Does Training Pay Off Wyoming Labor Force Trends, July 2001.
- The Effects of a College Degree on Wages: The Different Experiences of Men and Women, October 2001.
- Where Are They Now? Wyoming Community College Graduates' Labor Market Outcomes 2004, August 2004.
- Cooking Up a Career: Examining the Outcomes of a High School Training Program in the Culinary Arts and Hospitality Management, August 2005.
- Wyoming Community College Graduates' Labor Market Outcomes 2005: An Administrative Records Approach, April 2006.
- Retention of Nurses in Wyoming: Part II, August 2008.
- Job Attainment and Wages of Wyoming Vocational Rehabilitation Participants, Wyoming Labor Force Trends, February 2010

- Driven by Demographics: Examining Employee Exits in State Government, Wyoming Labor Force Trends, December 2010.
- Health Care Workforce Needs in Wyoming: Advancing the Study, Occasional Paper No. 6, Fall 2011.
- Monitoring School District Human Resource Cost Pressures, Fall 2013.
- Effects of Decline in Teen Drivers, Wyoming Labor Force Trends, September 2014.
- Nurses Returning to School: Motivation and Job Satisfaction as a Buffer between Perceived Employer Discouragement and Time Constraints, Fall 2014.

Administrative records-based research strategies are the most efficient and effective available for labor market information (LMI). Wage records linked to other administrative records are ubiquitous in Wyoming's LMI program.

Research & Planning will conduct WIOA program evaluations during PY 2017. Adult, Youth, and Dislocated Worker programs are scheduled for the first impact analysis.

The UI program within DWS will continue to work with both mandatory partners and other public entities to share wage data when appropriate. The Program will accomplish this through initial discussions, and ongoing negotiations. UI will continue to ascertain the data sharing needs expressed by our partners, and determine whether the requested data is able to be shared under 20 CFR 603. The UI Program will ask each potential recipient for a proposal to detail what information is sought and how information would be shared.

TEGL 7-16 has provided guidance for various ways data sharing may be managed. Wyoming's current process is moving in the direction of Option 3, which gives AE, UI and the state workforce agency input into the reporting process. Since Wyoming's vocational rehabilitation agency reports to the same administrator as does the workforce agency, reporting efforts may also be easily coordinated with vocational rehabilitation. Wyoming will continue to work toward a situation where the SEA may designate the SWA as its authorized representative and all parties will otherwise comply with the written agreement and reasonable methods requirements in 34 CFR 99.35 and is consistent with 20 CFR 603.10. In the event Option 3 will not work technically, Wyoming will pursue closely related alternatives such as Option 2.

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.

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 DWS implements multiple layers of security to meet State and Federal data compliance measures and policies, and to protect client information from unauthorized access or disclosure and possible misuse or abuse. The DWS uses the latest Internet technology standards to encrypt and secure all Web application traffic. Client Social Security numbers submitted through Web applications are obfuscated during receipt in the database. Servers housing the databases containing SSNs are "single-purpose restricted" to cleared system

administrators. All database backups are encrypted using the most current standards. Only authorized Workforce Services program staff can view applicant/trainee information through a highly secure software interface. Authorized staff members are instructed on the appropriate handling and protection of this data by their management or designated representative.

The DWS is working closely with the WCCC to obtain direction from the Office of Career Technical and AE. When clarification is issued by that office, the WCCC will share the guidance with the DWS so those requirements may be implemented to comply with all applicable Federal laws. The staff of the WCCC is in frequent contact with DWS's Office of Workforce Programs.

UI will safeguard wage and other data by following applicable State and Federal Laws and Regulations. The most detailed and determinative of these regulations is 20 CFR 603. The required safeguards and security requirements for disclosed information will be followed by UI. In addition, UI will require all entities who successfully obtain a data sharing agreement with UI to enter into a memorandum of understanding or other equally binding instrument, to insure the regulatory and statutory safeguards are maintained. This will include, but not be limited to, requiring the recipient to safeguard the information disclosed, allow UI to audit the recipient to insure compliance with the agreement, and limit or prohibit disclosure of confidential information.

The DVR adheres to 34 CFR Part 361.38 with regard to the disclosure of client data. All clients, applicants, or client representatives shall be informed of the DVR's need to collect certain personal information and policies governing its use and confidentiality. All client or applicant information acquired as a part of the rehabilitation process shall remain the property of the DVR and is strictly confidential. Client information shall only be used for purposes directly related to the administration of the individual's vocational rehabilitation program. This information cannot be shared with anyone except DVR staff, without the informed written consent of the client.

All Research and Planning MOUs (see web link located here: http://doe.state.wy.us/LMI/education_we_connect.htm) involving personally identifiable information or employer records meet all requirements of the Family Educational Rights and Privacy Act, the Privacy Act, 20 CFR Part 603, and all domain specific (e.g., medical board or board of nursing) State and Federal statutes, rules, and data donor standards regarding confidentiality. Confidentiality is further assured by limiting staff access to confidential information, Federal and State confidentiality and security standards training, exposure to strategies to maximize richly detailed publication while employing standard screening techniques, and by a culture of confidentiality and security within the Research and Planning section. Security must meet National Institute of Standards and Technology requirements, including a program of external audits.

The AE program follows FERPA for all student records. FERPA is a Federal law that guards the privacy of student education records. It is applied to all schools that receive funds under any applicable programs of the U.S. Department of Education.

The Act also affords certain rights to parents with respect to their child's education records. These rights are offered to the student when the student reaches the age of 18 or enters

schooling beyond the high school level. Any student who receives these rights is deemed an “eligible student” under FERPA.

AE staff requires written permission from the eligible student or guardian on a release-of-information form before any student’s records can be shared. There are certain exceptions whereby FERPA permits an academic institution to disclose certain types of “directory” information. However, a student or guardian has the right to request this information not be disclosed. The AE staff is trained on the privacy rights of their students.

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.

Each one-stop has posted information visible through signage and posters to all clients describing Priority of Service to notify all that Priority of Service is in place. All staff has been trained in Priority of Service and act to identify qualified veterans during intake. All staff is trained to ask if the client is a veteran and if so to provide labor exchange services including employment, training, and placement services to qualified veterans. Reminders of Priority of Service are taught to all staff through conference calls, staff meetings through capacity building, emails, in person, and when JVSG program staff is meeting with one-stop staff during outreach. The Wyoming at Work system has an emphasis on Veterans’ Priority of Service, thereby providing opportunities so veterans and their spouses know this priority exists.

A veteran initially assessed by Wagner-Peyser staff through a checklist for significant barriers to employment can also be offered a referral to a Disabled Veterans’ Outreach Program specialist for comprehensive assessment and the provision of intensive services. Specialists assess client needs and determine eligibility for the appropriate occupational skills or educational programs, and determine appropriate funding sources.

Outreach activities and public information are provided at numerous state expositions, job fairs, and association conventions, and via employer contacts for job development and job placement matches for the avocation of hiring Veterans. Partnerships for transition assistance and reintegration are strong with the Veterans Administration and state Vocational Rehabilitation Program, homeless programs, reintegration organizations, and F.E. Warren Air Force Base.

To ensure Priority of Service is being complied with, the State Veterans Coordinator will review requirements of Priority of Service with their staff on Priority of Service on an ongoing basis. Monitoring the implementation of priority of service will be completed by the State Veterans Coordinator to ensure that eligible veterans and eligible spouses are made aware of and afforded priority of service. The State Veterans Coordinator is responsible for training all staff on priority of service and will assist in coordinating review activities within the state as well as provide reports and access records on priority of service. On-site technical assistance visits will be conducted by the State Veterans Coordinator to monitor

priority of service. Local office managers will monitor priority of service on a daily basis to ensure it is implemented within their respective one-stops by promoting the Gold Card Program, referrals of Significant Barriers to Employment clients to DVOP's, job fairs, etc. The State Veterans Coordinator will review the manager's reports on a quarterly basis for each one-stop to ensure priority of service is implemented and to identify if any issues exist.

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.

Within the AJCs, on-site Wagner-Peyser services are readily available to individuals with disabilities. Normally, when employment and training workforce specialists work with clients who need greater assistance than what can be prudently provided by the workforce specialists, they make referrals to the DVR. It is common for employment and training personnel to meet regularly, discuss programmatic needs, and network on work opportunities and job readiness. Good relationships exist between the Employment and Training and the Vocational Rehabilitation program staffs, based on efforts at the State and particularly the local level. Both organizations are continuously working to improve information sharing.

The DWS also coordinates with outside partners to serve the needs of individuals with disabilities. Community organizations such as the Wyoming Children's Society and Council for People with Disabilities will continue to be used as partners. Emphasizing growing partnerships with Adult Education and Literacy will continue, with a focus in serving those individuals which may be functioning at a lower educational level, while providing concurrent services intended to increase their work readiness skills.

The WWDC developed and implemented the use of a one-stop certification policy (Policy No. 5-previously provided to the DOL) which includes use of the ADA Checklist.

Wyoming offers physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities at each of our facilities across the state. All 16 field offices and satellite offices meet the applicable provisions of the ADA and section 188 of WIOA.

Staff are supported and trained on an annual basis through an all-staff in-service, quarterly in-services and day to day management of caseloads of individuals who have been determined eligible to receive Vocational Rehabilitation Services. Additionally, training is provided throughout the year so that they can maintain their Certification for Rehabilitation Counseling up to date.

Future training programs will be developed in consultation with the Workforce Innovation Technical Assistance Center (WINTAC) to provide training and Technical Assistance on the

new statutory requirements imposed by the WIOA. The WINTAC will develop and provide training and technical assistance to staff and related rehabilitation professionals and service providers to help them develop the skills and processes needed to meet the requirements of WIOA.

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.

Within the AJCs, staff ensure that all English Language Learners receive, free of charge, the language assistance necessary to afford them meaningful access to the programs, services, and information offered to all customers. This is done through the skills of bilingual staff as well as the availability of interpretive language phone lines which are available free of charge to any individual who needs or requests such services.

On-site Wagner-Peyser services are readily available to individuals with limited English proficiency. It is common for employment and training personnel to meet regularly, discuss programmatic needs, and network on work opportunities and job readiness. Good relationships exist between the Employment and Training and the other program staffs, based on efforts at the State and particularly the local level. Many organizations are continuously working to improve information sharing.

The DWS also coordinates with outside partners to serve the needs of individuals with limited English. Emphasizing growing partnerships with Adult Education and Family Literacy will continue, with a focus in serving those individuals which may be functioning at a lower educational level, while providing concurrent services intended to increase their work readiness skills.

Individuals with limited English proficiency are not discouraged from participating in the other programs described in this plan. As a targeted population, such people will be served whenever and wherever opportunities are available.

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.

Wyoming programs work together both on an ad-hoc basis and through various scheduled meetings. Currently, the core programs meet regularly. Communication flows between all WIOA related programs through various means including telephone, email and during face to face meetings allowing for joint planning and coordination. Additionally, the programs have specified methods of referral ensuring services are coordinated.

V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

The Unified or Combined State Plan must include assurances that—

1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts; Yes
2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State boards and local boards, such as data on board membership and minutes; Yes
3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs; Yes
4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administering the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board; Yes
5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities; Yes
6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3); Yes
7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable; Yes
8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program; Yes
9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs; Yes

10. The State has a One-Stop certification policy that ensures the physical and programmatic accessibility of all One-Stop centers with the Americans with Disabilities Act of 1990 (ADA); Yes

11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and Yes

12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor. Yes

VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

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

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

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.

Wyoming has been designated as a single-area state by Wyoming Governor Mead.

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.

This is not applicable to single-area states.

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

This is not applicable to single-area states.

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

Costs Included

Infrastructure costs are defined as non-personnel costs that are necessary for the general operation of the one-stop centers including, but not limited to:

- Rental of facilities;
- Utilities and maintenance;
- Equipment, including assessment-related products and assistive technology for individuals with disabilities; and

- Technology to facilitate access to the one-stop centers, including technology used for planning and outreach activities.

All Parties recognize that infrastructure costs are applicable to all required Partners, whether they are physically located in the one-stop center or not. Each Partner's contributions to these costs, however, may vary, as these contributions are based on the proportionate use and relative benefit received, consistent with the Partner programs' authorizing laws and regulations and the Uniform Guidance.

Cost Allocation Methodology

There are three methods of allocation utilized: by program, by facility overhead, and by hourly overhead.

Cost Reconciliation and Allocation Base Update

All Parties agree that a quarterly reconciliation of budgeted and actual costs and update of the allocation bases will be completed in accordance with the following process:

- Partners will provide the WWDC with the following information no later than fifteen (15) days after the end of each quarter, as applicable:
 - Quarterly cost information and documentation of actual costs;
 - Updated staffing information (per the 1st day of the 1st month of each quarter), and
 - Actual customer participation numbers (per the last day of the last month of each quarter).
- Upon receipt of the above information, the WWDC shall:
 - Compare budgeted costs to actual costs;
 - Update the allocation bases; and
 - Apply the updated allocation bases, as described in the Cost Allocation Methodology section above, to determine the actual costs allocable to each partner.
- The WWDC will prepare an updated budget document showing cost adjustments and will prepare an invoice for each Partner with the actual costs allocable to each Partner for the quarter.
- The WWDC will submit the invoices to the Partners and send a copy of the updated budget to the parties no later than forty-five (45) days after the end of each quarter. The Partners understand that the timeliness of the WWDCs preparation and submission of invoices and adjusted budgets is contingent upon the timeliness of each Partner in providing the necessary cost information. For Partners that advance funds to the Local area, the WWDC will only send a copy of the updated budget.
- Upon receipt of the invoice and adjusted budget, each Partner will review both documents and will submit payment to the WWDC no later than fifteen (15) days following receipt. Payment of the invoice signifies agreement with the costs in the adjusted budget.

- Partners will communicate any disputes in the invoice or the adjusted budget to the WWDC in writing. The WWDC will review the disputed cost items and respond accordingly to the Partner and the WWDC within ten (10) days of receipt of the notice of the disputed costs. When necessary, the WWDC will revise the invoice and the adjusted budget upon resolution of the dispute.

Steps to Reach Consensus

a. Notice of failure to reach consensus given to the Governor

If the Parties cannot reach consensus on methods of sufficiently funding a one-stop center's infrastructure costs and the amounts to be contributed by each Partner program, the WWDC is required to notify the Governor. Notification must be given to the Governor by March 31 of each year in which the MOU and IFA are to be completed.

b. Negotiation materials provided to the Governor

The WWDC Chair (or designee) must provide the appropriate and relevant materials and documents used in the negotiations to the Governor, preferably at the time of notification of failure to reach consensus, but no later than five (5) business days thereafter. At a minimum, the WWDC Chair (or designee) must provide to the Governor:

- State Unified Plan;
- Cost allocation methodology or methodologies proposed by the Partners to be used in determining the proportionate share;
- Proposed amounts or budget to fund infrastructure costs;
- Amount of Partner funds included;
- Type of funds (cash, non-cash, and third-party in-kind contributions) available (including all documentation on how Partners valued non-cash and third-party in-kind contributions consistent with 2 CFR 200.306);
- Any proposed or agreed on budgets;
- Any partially agreed upon, proposed or draft IFAs.

The WWDC may also provide the Governor with additional materials that they or the Governor find to be appropriate.

c. Governor Determinations and Calculations

The Governor will:

- Determine one-stop center infrastructure budget(s);
- Establish the cost allocation methodology or methodologies;
- Determine Partners' proportionate shares;
- Calculate statewide caps;
- Assess the aggregate total of infrastructure contributions as it relates to the statewide cap; and

- Adjust allocations.

Once all determinations and calculations are completed, the Governor will notify the WWDC Chair (or designee) of the final decision and provide a revised IFA to the Parties for inclusion in the Interagency Agreement and/or Contracts/MOUs.

Programs may appeal the Governor's determinations of their infrastructure cost contributions in accordance with the process established under 20 C.F.R. 678.750, 34 C.F.R. 361.750, and 34 C.F.R. 463.750.

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.

Applicable state law and policies will guide decision making related to the workforce development system. Further, Wyoming will utilize the Governor's Vision and Goals as guidance for the statewide workforce development System. The Governor's vision is:

Wyoming's workforce development system will be fundamental in supporting robust regional and state economies and in producing a high-quality workforce valued by Wyoming employers. The following are the Governor's three Goals:

GOAL 1: Ensure Wyoming employers have access to a skilled, high-quality workforce in today's changing economy

GOAL 2: Ensure all Wyoming people who want to work have access to an open, streamlined, and effective workforce development system

GOAL 3: Ensure all Wyoming Youth have access to opportunities to be career and college ready

Guidance for the use of some state funds for state funded workforce investment activities are provided by the Wyoming Workforce Development Training Fund (WDTF) as a state-funded workforce development tool. All state funding shall be used in line with and per the guidance provided by the WWDC.

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

Governor's set aside funding is provided to the WWDC and projects are identified on an ongoing basis by the WWDC. Further, the Wyoming Workforce Development Council will plan to utilize the Governor's set-aside funding primarily on the Workforce Council's state-wide sector partnership effort and logistical costs for Workforce Development Council meetings.

In the fall of 2017, the Wyoming Workforce Development Council, Wyoming's state workforce investment board embarked on the implementation of an industry partnership

model with the support of a key state agencies represented on the Workforce Development Council. These agencies include the Wyoming Department of Workforce Services (DWS), the Wyoming Business Council (WBC), the Wyoming Department of Education (WDE) and the Wyoming Community College Commission (WCCC).

The Wyoming Workforce Development Council recently hosted a state-wide Academy where representatives from K-12 education, workforce, economic development and community colleges convened, region-by-region, to learn how to together listen to a targeted industry's priorities and solve the issues with an aligned approach.

The Academy regional teams analyzed regional labor market information to assess the readiness of candidate sectors for a partnership, and chose their first sector for launch. At the close of the Next Generation Sector Partnership Academy, the regional teams identified actions and commitments to launch their first Next Generation Sector Partnerships.

The regional teams committed to the following industries: manufacturing, healthcare, tourism and agriculture, construction, and financial services. Technical assistance will be provided to the regional teams to ensure effective and productive sector partnerships launch throughout the state. The Workforce Development Council is conducting strategic planning to continue to support these state-wide partnerships.

Rapid Response

In Wyoming, Rapid Response teams are organized by the local AJCs for each community and situation. The teams consist of agency and community members as applicable. Should aversion efforts be unsuccessful, the Rapid Response Program serves employers and employees where announced business closures and layoffs occur. Rapid Response is conducted by the local AJCs, in coordination with the UI and community services, to assist affected employees as requested by employers.

Information and direct reemployment services for workers, including, but not limited to: Information and support for filing unemployment insurance claims, information about the Trade Adjustment Assistance Program and support for filing petitions, information on the impacts of layoffs on health coverage or other benefits, information on and referral to career services, re-employment focused workshops and services, and training including Adult Education Program activities.

Delivery of solutions to address the needs of businesses in transition, provided across the business lifecycle, including comprehensive business engagement. Strategies and activities designed to prevent or minimize layoffs are also available.

Convening, brokering and facilitating connections, networks, and partners to provide assistance to dislocated workers and their families, such as home heating assistance, legal aid, and financial advice.

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.

Rapid Response services also are offered to employers during natural disasters. Initial coordination is accomplished with the State-level Office of Homeland Security to consolidate services. Local Rapid Response teams are available to assist dislocated workers.

Assessments for possible disaster dislocated worker grants are accomplished after coordination with the State-level Office of Homeland Security to ensure non-duplication of efforts.

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.

Rapid Response activities are designed to help trade-affected workers find new jobs as quickly as possible after layoffs. Wyoming's Rapid Response teams provide all trade-affected workers with comprehensive information regarding the Trade Adjustment Assistance Program and benefits, including training opportunities and trade readjustment allowance benefits. This information is provided to workers at the business location, or to individuals at an AJC. The information may be provided in brochures, presentations, or during interviews.

Once initial TAA petition information is received, UI provides verification of eligibility and TAA program services may begin. DWS Employment and Training staff will provide initial program overview and appropriate career and training services to the affected TAA participant. Co-enrollment with WIOA is required to ensure additional support services for maximum participant outcomes.

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.

The Adult and Dislocated Worker programs, in conjunction with Wagner-Peyser employment services, are the foundation of the workforce system. The system provides universal access to career services to meet the diverse needs of adults, dislocated workers, and youth. Under WIOA, adults and dislocated workers may access career services and training services. Training is supported via an Eligible Training Provider List, comprised of entities with a proven capability of securing quality employment outcomes for participants. Wyoming also provides enhanced access and flexibility for work-based training options such as Registered Apprenticeship, on-the-job training, and customized training.

There are three categories of career services available to adult and dislocated worker customers:

1. Basic career services Basic career services are available to all individuals in the one-stop delivery system, and include:

- Eligibility determination of whether an individual meets the program qualifications.
- Outreach, intake (including identification through the State's worker profiling and reemployment services for UI claimants), and orientation to information and services available through the one-stop delivery system.
- Initial assessment of literacy and mathematical skill levels including English language proficiency, as well as aptitudes, abilities, and supportive service needs.
- Labor exchange services, including job search and placement assistance, and, when appropriate, career counseling, including the provision of information about in-demand industry sectors and occupations, and information about nontraditional employment opportunities.
- Performance information and program cost information about eligible training services providers by program and type of provider.
- Information on local area performance accountability measures, as well as any additional performance information relating to the area's one-stop delivery system.
- Information relating to supportive services or assistance, and appropriate referrals to those services and assistance, including child care, child support, medical or child health assistance, benefits under the Supplemental Nutrition Assistance Program (SNAP), housing assistance, assistance under the State program for Temporary Assistance for Needy Families (TANF), and other supportive services provided through those programs.
- Assistance in establishing eligibility for financial aid for training and education programs not provided under WIOA.
- Information and assistance filing claims under UI programs.
- Labor exchange services, which are the primary services provided by Wagner-Peyser staff, fall under the basic career services mentioned above.

2. Individualized career services Individualized career services are made available when a determination is made that more customized services are needed for an individual to obtain or retain employment. One-stop center staff may use recent previous assessments by partner programs to determine if individualized career services would be appropriate. Individualized career services may include:

- Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include diagnostic testing and use of other assessment tools, and in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals.
- Development of an individual employment plan to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of, and information about, eligible training providers.
- Group and/or individual counseling and mentoring.
- Career planning.

- Short-term pre-vocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training. In some instances pre-apprenticeship programs may be considered as short-term pre-vocational services.
- Internships and work experience that are linked to careers.
- Workforce preparation activities that help an individual acquire a combination of basic academic skills, critical-thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, and ultimately employment.
- Financial literacy services.
- Out-of-area job search assistance and relocation assistance.
- English language acquisition and integrated education and training programs.

3. Follow-up services Follow-up services are provided as appropriate for participants who are placed in unsubsidized employment, for up to 12 months after the first day of employment. Follow-up services could include, but are not limited to:

- Additional career planning and counseling.
- Contact with participant's employer, including assistance with work-related problems.
- Peer support groups.
- Information about additional educational opportunities.
- Referral to supportive services available in the community.

Employment status determination

In addition to providing career and training services to individuals who are unemployed, there remains a population of job seekers who are underemployed. Individuals who are underemployed may include:

- Individuals employed less than full-time who are seeking full-time employment.
- Individuals who are employed in a position that is inadequate with respect to their skills and training.
- Employed individuals who meet the definition of a low-income individual in WIOA sec. 3(36).
- Individuals who are employed, but whose current earnings are insufficient compared to their previous job.

Individuals who are unemployed or underemployed and are considered a priority population may be eligible to receive career and training services under the Adult Program. Individuals who are eligible for the Dislocated Worker Program and are underemployed may be considered eligible for career and training services.

Training services

There is no sequence of service requirement for career services and training. This means that one-stop center staff may determine training is appropriate regardless of whether the individual has received basic or individualized career services first. Training services may be provided if the staff determines, after an interview, evaluation or assessment, and career planning, that the individual:

- Is unlikely or unable to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment through career services alone.
- Is in need of training services to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment, through career services alone.
- Has the skills and qualifications to participate successfully in the selected program of training services.

Training services, when determined appropriate, are provided through an individual training account or via a training contract. Training services must be linked to in-demand employment opportunities in the local area or planning region or in a geographical area in which the adult or dislocated worker is willing to commute or relocate. The selection of training services is conducted in a manner that maximizes customer choice, is linked to in-demand occupations, is informed by the performance of relevant training providers, and is coordinated to the extent possible with other sources of assistance (WIOA sec. 134(c)(3)).

Individual training accounts are the primary method used for procuring training services. However, in certain circumstances a contract for training services may be developed instead of an individual training account as explained under section 134(c)(3)(G)(ii) of WIOA; the full list of exceptions is provided below;

- On-the-job training, which may include placing participants in a Registered Apprenticeship program, customized training, incumbent training, or transitional jobs.
- If the board determines that there are an insufficient number of eligible providers of training services to use individual training accounts.
- If there is a training service program of demonstrated effectiveness offered in a local area by a community-based organization or other private organization.
- If the board determines that the most appropriate training could be provided by an institution of higher education to train multiple individuals for jobs in in-demand sectors or occupations.
- If the board determines a pay-for-performance contract is the most effective means of providing training services.

Work-based training

Registered Apprenticeship

Registered Apprenticeship is an important component of employment and training services that can be provided to customers. Registered Apprenticeships are most often used as a career pathway for job seekers and as a job-driven strategy for employers and industries. Registered Apprenticeship programs automatically qualify to be placed on the State Eligible

Training Provider List, allowing individual training accounts to support participants in Registered Apprenticeship programs and more directly connect those programs to one-stop centers.

Some examples of typical Registered Apprenticeship program sponsors are:

- Employers who provide related instruction.
- Employers who use an outside educational provider.
- Joint apprenticeship training programs.
- Intermediaries.

Additional details of the Registered Apprenticeship Program are discussed in Section 3 below. \

On-the-job training

On-the-job-training continues to be a key method of delivering training services to adults and dislocated workers. Wyoming provides up to 50 percent of the wage rate of the participant to employers for training costs while the participant is in the program. There is an expectation that the worker will be retained by the employer upon completion of training.

Incumbent worker training

Incumbent worker training is a new option under WIOA, and Wyoming has not yet decided how best to implement this new opportunity.

Transitional jobs

Transitional jobs are another new type of work-based training that is allowed under WIOA. Wyoming believes it will be able to utilize this new training option to provide transitional jobs as a time-limited work experience that would be subsidized and in the public, private, or nonprofit sectors for individuals with barriers to employment who are chronically unemployed or have an inconsistent work history, and in combination with comprehensive career and supportive services. Under section 134(d)(5) of WIOA, up to 10 percent of Adult and Dislocated Worker program funds may be used to provide transitional jobs to individuals.

Priority populations

Wyoming focuses on serving individuals with barriers to employment, defined in WIOA section 3(24) and seeks to ensure access to these populations on a priority basis. The priority populations are discussed below and in other sections of this plan.

One-stop center staff must give priority to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient in the provision of individualized career services and training services.

Veterans and eligible spouses continue to receive priority of service for all U.S. Department of Labor funded job-training programs, which include WIOA programs. Priority must be provided in the following order:

1. First, to veterans and eligible spouses who are also included in the groups given statutory priority for WIOA adult formula funds. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who have basic skills deficiencies receive top priority for services provided with WIOA adult formula funds.

2. Second, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA adult funds. 3. Third, to veterans and eligible spouses who are not included in WIOA's priority groups.

4. Last, to non-covered persons outside the groups given priority under WIOA.

Regarding military spouses, the definition of dislocated workers has been expanded to include military spouses who have lost employment as a direct result of a relocation to accommodate a permanent change in duty station of the spouse. Military spouses may also qualify if they are a dependent spouse of a member of the Armed Forces on active duty whose family income is significantly reduced because of a deployment, a call or order to active duty, a permanent change of station, or the service-connected death or disability of the service member. Military spouses can also qualify if they are unemployed or underemployed and are experiencing difficulty in obtaining or upgrading employment (WIOA sec. 3(15)E and 3(16)(A) and (B).

Wyoming has established written policies and procedures to ensure priority for the populations described above and are served in the WIOA Adult program.

Supportive services and needs-related payments

Wyoming has established written policies and procedures to ensure coordination with other entities to provide the highest quality, most comprehensive service provision possible, while preventing duplication of resources and services; this includes established limits on the amount and duration of these services. Supportive services may include, but are not limited to:

- Transportation
- Child care
- Dependent care
- Housing
- Needs-related payments that are only available to unemployed individuals enrolled in training services

Coordination with Trade Adjustment Assistance Co-enrollment of workers certified eligible for Trade Adjustment Assistance with the Dislocated Worker Program allows for the timely provision of individualized career services and improves the effectiveness of the Trade Adjustment Assistance program. Barriers to service delivery are eliminated while capitalizing on all of the resources available in the one-stop delivery system. As trade-impacted workers formulate their reemployment plans, if additional career services are required, one-stop staff are able to coordinate services provided by both programs to maximize the benefits available.

Other activities As permitted by WIOA, there is flexibility when providing services with Adult and Dislocated Worker program funds. In addition to the required career and training services, Wyoming will use funds to provide additional job seeker services and business services, as well as to facilitate enhanced coordination between partner programs and entities at the State and local levels. Wyoming will use these funds to develop new types of technical assistance, develop new intake procedures, test new procurement methods that may lead to better outcomes for job seekers, and ensure provision of robust services for businesses through the workforce system. These activities include:

Job seeker services

- Customer support to enable individuals with barriers to employment (including individuals with disabilities and veterans) to navigate among multiple services and activities.
- Training programs for displaced homemakers and for individuals training for nontraditional occupations, in conjunction with programs operated in the local area.
- Work support activities for low-wage workers, in coordination with one-stop center partners, which will provide opportunities for those workers to retain or enhance employment.

Employer services

- Customized screening and referral of qualified applicants to employers.
- Customized employment-related services to employers, employer associations, or other such organizations.
- Activities to provide business services and strategies that meet the workforce investment needs of area employers, as determined by the local area.
- Coordination of activities
- Employment and training activities are coordinated with child support enforcement activities of State agencies carrying out part D of title IV of the Social Security Act.
- Employment and training activities in coordination with cooperative extension programs carried out by the U.S. Department of Agriculture.
- Employment and training activities coordinated with activities that facilitate remote access to services provided through the one-stop delivery system, including access through the use of technology.
- Improving coordination between workforce investment activities and economic development activities; promoting entrepreneurial skills training and microenterprise services.
- Improving services and linkages between the local workforce investment system and employers, including small employers, in local areas.
- Strengthening linkages between the one-stop delivery system and the UI programs.
- Improving coordination between employment and training activities and programs for individuals with disabilities. This includes programs carried out by State agencies relating to intellectual disabilities and developmental disabilities, as well as other activities undertaken by the statewide Independent Living Councils, and activities carried out by centers for independent living.

- Other Federal agency supported workforce development initiatives, under the departments of Transportation, Energy, Veterans Affairs, Housing and Urban Development, Interior, Health and Human Services, and Defense.

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).

See Section 3 below and Section 3 above

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).

A training services provider who wants to be added to Wyoming's list of eligible training providers must submit an application for initial eligibility to the DWS. The DWS reviews applications for completeness and compliance with section 122 of the WIOA. The DWS then presents recommendations to the WWDC for final approval or denial of the provider's application. If approved by the WWDC, the provider will remain eligible and listed for only one year for a particular program.

The following eligibility criteria and information requirements apply to all organizations, with the exception of Registered Apprenticeship programs:

1. A training provider must operate in a competitive environment. There must be an established catalog or market price for each offered program. Training programs must be provided within normal business operations. Training programs must have published or stated durations, hours, and schedules.
2. A training provider must be current on UI payments and worker's compensation coverage.
3. If located outside Wyoming, the training provider must be on the active list of eligible providers for their home state.
4. A description of each training service to be offered, including costs associated with the training program, must be provided.
5. Program-specific performance information must be provided, as outlined by the initial eligibility application.
6. A description about whether the provider is in partnership with a business must be included.
7. Information about whether the training services lead to an industry-recognized credential must be provided.
8. Information addressing the alignment of training services with in-demand industry sectors and occupations, to the extent practicable, must be included.

After the first year if the provider or program meets subsequent approval requirements, the WWDC may approve continued eligibility. A provider will then be reviewed every two years to remain listed as an eligible training provider.

To be approved for continued inclusion on the list, the program must meet the following criteria:

1. The training program(s) must be related to a demand occupation. The exception: In instances where the training programs do not relate to in-demand occupations, the training provider must demonstrate an employer need for trainees.
2. If the training provider does not meet the criteria for an institution of higher education as defined by the Higher Education Act, the training program(s) must be available and sold in substantial quantities to the general public.
3. The training provider must submit certain specific performance-based information about student outcomes in each approved training program offered by the training provider. These performance measures will be included in the list of eligible training provider programs made available to the public.

The training provider must provide the following performance information every two years, for each program and all individuals participating:

- The percentage of program participants who successfully complete a training program.
- The percentage of program participants who enter unsubsidized employment in an occupation related to the program.
- The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program.
- The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program.
- The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.
- The percentage of program participants who obtain a recognized postsecondary credential or industry recognized credential.

For purposes of this agreement, all individuals participating in a training course will include both WIOA funded students and non-WIOA funded students who were enrolled in the approved training program.

Registered Apprenticeships

Under WIOA title I-B, Registered Apprenticeship Program sponsors who request to be on the eligible training provider list are automatically included and will remain so as long as the program is registered or until the program sponsor notifies the State that it no longer wants to be included on the list.

Registered Apprenticeship programs are not subject to the same application and performance information requirements, or to an eligibility period or initial procedures as other training providers. A Registered Apprenticeship program shall be added to

Wyoming's list of eligible providers simply by contacting the DWS and providing the following information:

1. Occupations included in the Registered Apprenticeship program.
2. Name and address of the program sponsor.
3. Name and address of the applicable technical instruction provider.
4. The method and length of instruction.
5. The number of active apprentices.

The status of all Registered Apprenticeship programs will be verified every two years, and any Registered Apprenticeship programs that have been either voluntarily or involuntarily deregistered will be removed from the Wyoming list of eligible providers.

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.

With respect to funds allocated to a local area for adult employment and training activities under paragraph (2)(A) or (3) of section 133(b), priority shall be given to recipients of public assistance, other low income individuals, and individuals who are basic skills deficient for receipt of career services described in paragraph(2)(A)(xii) and training services. The appropriate local board and the Governor shall direct the one-stop operators in the local area with regard to making determinations related to such priority.

Priority will be provided to adult individuals who are recipients of public assistance, are determined low-income, or are basic skills deficient, over other individuals for receipt of individualized career services and training services. Veterans within these groups receive priority over non-veterans. Adult priority will be determined for these targeted groups during the eligibility and enrollment process through interviews with the adult applicants, the use of various assessment tools, and verification of earned income and public assistance benefits when applicable. If an Adult applicant does not fall within one of the above priority populations, the WIOA Case Manager will need to submit a waiver request to the WIOA Program Manager, justifying the need to serve the applicant in the WIOA Adult program.

For purposes of determining priority, a low income individual will include any individual who is receiving public assistance through Wyoming's Personal Opportunities with Employment Responsibilities (POWER) Temporary Assistance for Needy Families (TANF) program, Supplemental Nutrition Assistance Program (SNAP) program benefits, is homeless, or has a total family income for a six month period that does not exceed the higher level of the poverty line or seventy percent of the Lower Living Standard Income Level. Individuals who are Basic Skills Deficient include those who have English reading, writing, or computing skills at or below the 8th grade level, or are unable to compute or solve problems, read, write, or speak English, at a level necessary to function on the job, in

the individual's family, or in society. English Language Learners meet the definition for Basic Skills Deficient and will be included in this priority population.

Wyoming's current WIOA Policy ensures that adults who are public assistance recipients, other low income individuals, or individuals who are basic skills deficient, will meet the eligibility requirements for the Adult program. This will be monitored through our MIS system, local WIOA eligibility review committees, and regular program monitoring.

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

The DWS, the state entity responsible for administering the Workforce Innovation and Opportunity Act (WIOA), is choosing to eliminate any limitation on transferring WIOA funds between the adult and dislocated worker programs. DWS is planning to transfer up to 50 percent of funds between the adult and dislocated worker programs, as needs for these programs, within the state, with the option to transfer additional percentage as determined.

This option is identified in WIOA Section 133(b)(4) and TEGL. 133(b)(4) TRANSFER AUTHORITY.—A local board may transfer, if such a transfer is approved by the Governor, up to and including 100 percent of the funds allocated to the local area under paragraph (2)(A) or (3), and up to and including 100 percent of the funds allocated to the local area under paragraph (2)(B), for a fiscal year between—(A) adult employment and training activities; and (B) dislocated worker employment and training activities.

Per TEGL 17-15, and staying within the WIOA mission, vision, to serve individuals most in need, Wyoming allows the transfer of up to 50 percent of funds between the adult and dislocated worker fund streams in order to allow local one-stops the flexibility to provide services that meet the needs of their unique labor market.

Transferred funds must stay within the original year of allocation and time period and will be dependent upon the needs of each one-stop. Criteria that will be used to determine the appropriateness of transferring funds include changes in planned services to eligible participants, unexpected layoffs requiring additional funds, changes in the goals for serving eligible participants, changes in labor market conditions, and increased costs of funded training programs.

All transfers of funds must be approved by the WWDC or Agency designee, and are subject to the WIOA adult program priority of service requirement and each program's performance requirements.

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)

This is not applicable to single-area states; Wyoming is a single-area state.

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.

Wyoming continues to develop new and improved strategies to identify and serve Wyoming's out-of-school youth population. Wyoming recognizes a transition to serve more out-of-school youth is an ongoing process and takes time to develop new and improved partnerships with WIOA core programs as well as additional partnering organizations within the various communities within the State. However the State is committed to incorporating strategies for doing so. Strategies have and will continue to incorporate strong partnerships with local homeless youth organizations, AE programs, Job Corps, local businesses, alternatives schools, the juvenile justice system, mental health and residential treatment facilities, and other youth organizations. Additionally, framework services such as intake, objective assessments, development of individual service strategies, case management, supportive services, and follow-up services are offered to the State's out-of-school youth by all core and partner programs. The State's youth program also continues to include effective connections to employers, including small employers, in in-demand industry sectors and occupations. Working closely with these employers is necessary as the State strives to offer quality work experience opportunities to youth who are in need of work readiness skills and work based learning. A minimum of 20 percent of youth expenditures will be put toward such activities. Each Workforce Services region has socioeconomic indicators which may require a more customized plan for delivering services such as: job training opportunities, leadership skill development, guidance and counseling, adult mentoring, job shadowing, supportive services, tutoring and study skills training, alternative secondary school services, paid and unpaid work experiences, Registered Apprenticeships, postsecondary transition, and employment opportunities. A major goal is to establish partnerships that support the Youth Program and to strengthen these relationships so they effectively provide WIOA program services now and in the future.

Young people between the ages of 16 and 25 who are low income, have basic literacy skills not commensurate with respective grade level, who are high school dropouts, homeless, runaway, or foster-care children, pregnant or parenting, legal offenders, disabled, or lack vocational goals and reside in geographically remote areas will continue to be the focus of the State's youth program. Staff will either solely or working closely with a partnering organization, use an application process to determine and document an applicant's eligibility for WIOA youth services. New and ongoing components will consist of incorporating Career Pathways as part of both the initial objective assessment and the individual service strategy. In order to make sure performance requirements are met, the individual service strategy will be directly linked to one or more performance indicators. The process includes an evaluation of the young person's residency, income eligibility, age, basic occupational skills and abilities, aptitudes, interests, barriers to employment, support service needs, academic requirements, financial resources, and vocational potential.

Required documentation and verification of eligibility will be maintained in the Wyoming at Work management information system, and/or, in paper format.

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)

Recruiting out-of-school youth

The biggest change under the WIOA Youth Program is the shift to focus resources primarily on out-of-school youth. Wyoming is committed to incorporating strategies to incorporate strong framework services, such as intake, objective assessments, and development of individual service strategies, case management, supportive services, and follow-up services. Another focus is providing a minimum of 20 percent of expenditures on work experience opportunities for in-school and out-of-school youth.

Each Workforce Services region has socioeconomic indicators which may require a more customized plan for delivering services such as: job training opportunities, leadership skill development, guidance and counseling, adult mentoring, job shadowing, supportive services, tutoring and study skills training, alternative secondary school services, paid and unpaid work experiences, Registered Apprenticeships, postsecondary transition, and employment opportunities. A major goal is to establish partnerships that support the Youth Program and to strengthen these relationships so they effectively provide WIOA program services now and in the future.

Young people between the ages of 16 and 25 who are low income; have basic literacy skills not commensurate with respective grade level; who are high school dropouts; homeless, runaway, or foster-care children; pregnant or parenting; legal offenders; disabled; or lack vocational goals and reside in geographically remote areas will be the focus of the proposed plan.

The targeted groups are identified using a variety of methods, such as:

- Coordinated assessment efforts with community partners
- Partnering State agencies
- Alternative learning centers
- School counselors
- Probation and parole
- Youth group homes
- Residential treatment centers
- Mental health programs
- Other community organizations

Partners reflect the suggested partner structure outlined in WIOA. These partners are a crucial resource as service providers for at-risk youth, including young people who are at risk for dropping out of high school, and who have already dropped out or have completed their high school education.

Staff will either solely or working closely with a partnering organization use an application process to determine and document an applicant's eligibility for WIOA youth services. New components will consist of incorporating Career Pathways as part of both the initial objective assessment and the individual service strategy. Also, the service strategy will be directly linked to one or more performance indicators. The process includes an evaluation of the young person's residency, income eligibility, age, basic occupational skills and abilities, aptitudes, interests, barriers to employment, support service needs, academic requirements, financial resources, and vocational potential. Required documentation and verification of eligibility will be maintained in the Wyoming at Work management information system, and/or, in paper format. The program will also include effective connections to employers, including small employers, in in-demand industry sectors and occupations.

Eligibility criteria

Wyoming has implemented the new WIOA eligibility criteria for the WIOA Youth Program. To be eligible for the WIOA youth program, an individual must be an out-of-school or an in-school youth.

In-school youth is an individual who:

- 1) Must be attending school.
- 2) Is not younger than 14 nor older than 21.
- 3) Meets the low-income requirement.
- 4) Has one or more of the following barriers:
 - a) Basic skills deficient;
 - b) An English Language Learner;
 - c) An ex-offender;
 - d) A homeless youth or runaway, in foster care, or has "aged out" of the foster care system;
 - e) Pregnant or parenting;
 - f) A youth who is an individual with a disability; or
 - g) An individual who requires additional assistance to complete an educational program or to secure or hold employment, which includes:
 - 5) Chronic school absenteeism and truancy,
 - 6) Youth in a single parent family,
 - 7) Remoteness,
 - 8) Limited English proficiency,
 - 9) Lacks employability skills (only youth 19-24 years old),
 - 10) Chronic mental, behavioral, and/or medical health condition.

An Out-of-School Youth is an individual who is:

- 1) Not attending any school (as defined under State law).
- 2) Not younger than 16 or older than age 24 at time of enrollment.
- 3) One or more of the following:
 - a) A school dropout.
 - b) A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.
 - c) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner.
 - d) An individual who is subject to the juvenile or adult justice system.
 - e) A homeless individual, a runaway, and individual who is in foster care or has aged out of the foster-care system, a child eligible for assistance under section 477 of the Social Security Act, or an individual who is in out-of-home placement.
 - f) An individual who is pregnant or parenting.
 - g) An individual with a disability.
 - h) A low-income individual who requires additional assistance to enter or complete and educational program or to secure or hold employment: which includes:
 - i) Chronic school absenteeism and truancy.
 - ii) Youth in a single parent family.
 - iii) Remoteness.
 - iv) Limited English proficiency.
 - v) Lacks employability skills (only youth 19-24 years old).
 - vi) Chronic mental, behavioral, and/or medical health condition.

Through a strong partnership with Wyoming's AE centers, youth participants are provided leadership and guidance to assist with tutoring, study skills training, dropout recovery services, and High School Equivalency completion as an important part of their career pathway to successful employment and post-secondary education.

Follow-up services are a required element for all youth participants and must be provided, at a minimum, on a quarterly basis following case closure. Follow-up services include continued leadership development and adult mentoring, additional career guidance and employment support, and ongoing assistance with education planning and career pathway development. Assistance with supportive services are made available to all youth participants both during WIOA participation and in follow-up through linkages with community organizations and financial support.

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.

Wyoming defines the “requires additional assistance to complete an educational program, or to secure and hold employment” criterion as meeting one or more State-defined youth barriers. State-defined youth barriers will be used in conjunction with the federally defined barriers, as appropriate for each youth participant.

The State-defined youth barriers are as follows:

- Chronic school absenteeism and truancy: A youth whose absenteeism or truancy puts them at risk of failing to obtain a high school diploma or its equivalency.
- Youth in a single-parent family: A young person who is a member of a family headed by a single parent or guardian, including parents who have been divorced within the preceding six months, who are in current divorce proceedings, or who are currently legally separated and maintaining separate households.
- Remoteness: Any resident of a city or town with a population of 5,000 or less which is not within 10 miles of another city or town with a population greater than 5,000.
- Limited English language proficiency: A youth whose native language is not English and who is unable to communicate effectively in English, resulting in a substantial barrier to employment.
- Lacks employability skills for older youth, age 19 to 24 only: An individual who lacks the skills necessary to gain initial employment, maintain employment, and obtain new employment if required. Employability depends on knowledge, skills, and abilities they possess, and the manner in which those assets are used.
- Chronic mental, behavioral, and/or medical health conditions: A young person with a professionally diagnosed mental, behavioral, or medical health condition lasting three months or more, which generally cannot be prevented by vaccines, nor cured by medication, nor resolved without intervention (for example, parental/youth substance abuse, physical/sexual/psychological abuse, lack of social competence, or suicide proneness).

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.

State law does not specifically define the terms “not attending school” or “attending school.”
See W.S. § 21-4-102 advance.lexis.com/documentpage/

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.

Wyoming's definition of "basic skills deficient" is an individual who is a:

1. Youth that has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
2. Youth or Adult that 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.

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).)

1. SEE APPENDIX E (LINK IS LOCATED IN APPENDIX 1) FOR FULL LIST OF PUBLIC COMMENTS.
2. The State of Wyoming is responsible for the disbursement of grant funds as determined by the Governor.

3. Youth Program

Wyoming's Youth Program supports an integrated service delivery system that provides a framework through which can be leveraged with other Federal, State, and local resources to support in-school youth and out-of-school youth. Partnerships are committed to providing high-quality services for all youth and young adults, beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, such as pre-apprenticeships or internships, and culminating with a good job along a career pathway. Employers are critical partners who provide meaningful growth opportunities for young people through work experiences, internships and pre-apprenticeships in real-world settings, and ultimately, jobs young people are ready to fill given the opportunity.

Per WIOA guidance, Wyoming has shifted the primary program focus of Title I youth formula programs to support the educational and career success of out-of-school youth. WIOA now requires that a minimum of 75 percent of WIOA youth funds be spent on out-of-

school youth, This change represents a significant shift in the focus of WIOA youth programs by serving out-of-school youth who have substantial unmet needs and would benefit from the services provided under this program.

Recruiting out-of-school youth

Each DWS region, county, city, and local AJC has unique socioeconomic indicators which may require a more customized plan for delivering youth services. A major goal is to establish partnerships that support the Youth Services Program and continue to strengthen these relationships to the point they effectively provide WIOA program services now and into the future.

As fewer resources under WIOA will be devoted to in-school-youth, Wyoming, and local areas are identifying existing resources throughout communities that can provide services to in-school-youth. WIOA includes a total of 14 program elements which include the original 10 program elements under the Workforce Investment Act (which have been consolidated to nine as the summer employment opportunities program element is now a sub-element under paid and unpaid work experiences), and five new program elements.

The five new program elements are: financial literacy education, entrepreneurial skills training, services that provide labor market and employment information about in-demand industry sectors or occupations, activities that help youth prepare for and transition to postsecondary education and training, and education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster. Wyoming will continue to make all program elements available to youth participants by focusing on improved educational achievement, preparing for and succeeding in employment, youth guidance, mentoring and service activities, and offering services that develop the leadership potential of young people.

Wyoming has implemented new criteria for the WIOA Youth Program. To be eligible for the program, an individual must be considered an out-of-school youth or an in-school youth.

An in-school youth is an individual who:

- 1) Is attending school.
- 2) Is not younger than 14 or older than 21.
- 3) Meets the low-income requirement.
- 4) Has one or more of the following barriers: Basic skills deficient; is an English language learner; an offender; is a homeless youth or runaway, in foster care or has “aged out” of the foster care system; is pregnant or parenting; is a young person with a disability; is an individual who requires additional assistance to complete an educational program or to secure or hold employment, which includes:
 - i) Chronic school absenteeism and truancy,
 - ii) Youth in a single parent family,
 - iii) Remoteness,
 - iv) Limited English proficiency,

- v) Lacks employability skills (only youth 19-24 years old),
- vi) Chronic mental, behavioral, and/or medical health condition.

An out-of-school youth is an individual who is:

- 1) Not attending any school (as defined under State law).
- 2) Not younger than 16 or older than age 24 at the time of enrollment.
- 3) One or more of the following:
 - a) A school dropout.
 - b) A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recently completed school year calendar quarter.
 - c) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner.
 - d) An individual who is subject to the juvenile or adult justice system.
 - e) A homeless individual, a runaway, and individual who is in foster care or has aged out of the foster-care system, a child eligible for assistance under section 477 of the Social Security Act, or an individual who is in out-of-home placement.
 - f) An individual who is pregnant or parenting.
 - g) An individual with a disability.
 - h) A low-income individual who requires additional assistance to enter or complete and educational program or to secure or hold employment: which includes:
 - i) Chronic school absenteeism and truancy
 - ii) Youth in a single parent family
 - iii) Remoteness
 - iv) Limited English proficiency
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 - vi) Chronic mental, behavioral, and/or medical health condition

Out-of-school youth

Wyoming continues to develop new and improved strategies to identify and serve Wyoming's out-of-school youth population. Wyoming recognizes a transition to serve more out-of-school youth is an ongoing process and takes time to develop new and improved partnerships with WIOA core programs as well as additional partnering organizations within the various communities within the State. However the State is committed to incorporating strategies for doing so. Strategies have and will continue to incorporate strong partnerships with local homeless youth organizations, AE programs, Job Corps, local businesses, alternatives schools, the juvenile justice system, mental health and residential treatment facilities, and other youth organizations. Additionally, framework services, such as intake, objective assessments, development of individual service strategies, case

management, supportive services, and follow-up services are offered to the State's out-of-school youth by all core and partner programs. The State's youth program also continues to include effective connections to employers, including small employers, in in-demand industry sectors and occupations. Working closely with these employers is necessary as the State strives to offer quality work experience opportunities to youth who are in need of work readiness skills and work based learning. A minimum of 20 percent of youth expenditures will be put toward such activities.

Each Workforce Services region has socioeconomic indicators which may require a more customized plan for delivering services such as: job training opportunities, leadership skill development, guidance and counseling, adult mentoring, job shadowing, supportive services, tutoring and study skills training, alternative secondary school services, paid and unpaid work experiences, Registered Apprenticeships, postsecondary transition, and employment opportunities. A major goal is to establish partnerships that support the Youth Program and to strengthen these relationships so they effectively provide WIOA program services now and in the future.

Young people between the ages of 16 and 25 who are low income; have basic literacy skills not commensurate with respective grade level, who are high school dropouts, homeless, runaway, or foster-care children, pregnant or parenting, legal offenders, disabled, or lack vocational goals and reside in geographically remote areas will continue to be the focus of the State's youth program.

Staff will either solely or working closely with a partnering organization, use an application process to determine and document an applicant's eligibility for WIOA youth services. New and ongoing components will consist of incorporating Career Pathways as part of both the initial objective assessment and the individual service strategy. In order to make sure performance requirements are met, the individual service strategy will be directly linked to one or more performance indicators. The process includes an evaluation of the young person's residency, income eligibility, age, basic occupational skills and abilities, aptitudes, interests, barriers to employment, support service needs, academic requirements, financial resources, and vocational potential. Required documentation and verification of eligibility will be maintained in the Wyoming at Work management information system, and/or, in paper format.

WIOA has 14 youth program elements and all are made available in an effort to help youth develop leadership skills, meet their education and training needs, and enter the workforce or go on to post-secondary education. Career Pathways remain a focus of the youth program as they take steps to meet their long-term career goals. Wyoming will continue to make all program elements available to youth participants. This will be done by focusing on improving educational achievement; preparing for and achieving in employment; providing guidance, mentoring, and supportive service activities; and by offering services to develop the leadership potential of young people.

All 14 program elements are reviewed with each youth participant in the initial assessment interview. Those elements that are relevant to a particular youth participant are then included in the Individual Service Strategy and provided throughout WIOA participation. Program elements including Financial Literacy, Leadership Development, Adult Mentoring, Labor Market Information, and information on postsecondary education, training, and entrepreneurial opportunities are provided during individual one-on-one interactions, and

group workshops and information sessions. These services are provided by both the local one-stop center staff and community partners such as local financial institutions, non-profit organizations, business entities, and educational organizations. Work experience activities are listed as one of the 14 program elements under WIOA and can serve as a stepping stone to unsubsidized employment, as well as serving as an important step in developing a career pathway for youth. Therefore work experience activities will remain a focus of the State's youth program.

Several of the State's youth programs are designed and implemented using a wrap-around model to include life skills training, financial literacy training, and service to community leadership activities in a group setting. Other partner organizations such as financial organizations, local law enforcement, employer panels, housing programs, and non-profit organizations often give brief presentations to these youth groups to inform them of community opportunities and employment requirements. This allows youth to provide support and accountability to each other while completing their HSEC and participating in work experience activities. Ongoing collaboration with Vocational Rehabilitation provides for services to youth with disabilities through activities such as mock interviews, career guidance, resume preparation, and work experience activities designed specifically for those youth with disabilities.

Recruiting out-of-school youth

The biggest change under the WIOA Youth Program is the shift to focus resources primarily on out-of-school youth. Wyoming is committed to including strategies to incorporate strong framework services, such as intake, objective assessments, development of individual service strategies, case management, supportive services, and follow-up services. Another focus is providing a minimum of 20 percent of expenditures on work experience opportunities for in-school and out-of-school youth.

Each Workforce Services region has socioeconomic indicators which may require a more customized plan for delivering services such as: job training opportunities, leadership skill development, guidance and counseling, adult mentoring, job shadowing, supportive services, tutoring and study skills training, alternative secondary school services, paid and unpaid work experiences, Registered Apprenticeships, postsecondary transition, and employment opportunities. A major goal is to establish partnerships that support the Youth Program and to strengthen these relationships so they effectively provide WIOA program services now and in the future.

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The targeted groups are identified using a variety of methods, such as:

- Coordinated assessment efforts with community partners
- Partnering State agencies
- Alternative learning centers
- School counselors

- Probation and parole
- Youth group homes
- Residential treatment centers
- Mental health programs
- Other community organizations

Partners reflect the suggested partner structure outlined in WIOA. These partners are a crucial resource as service providers for at-risk youth, including young people who are at risk for dropping out of high school, and who have already dropped out or have completed their high school education.

Staff will either solely or working closely with a partnering organization use an application process to determine and document an applicant’s eligibility for WIOA youth services. New components will consist of incorporating Career Pathways as part of both the initial objective assessment and the individual service strategy. Also, the service strategy will be directly linked to one or more performance indicators. The process includes an evaluation of the young person’s residency, income eligibility, age, basic occupational skills and abilities, aptitudes, interests, barriers to employment, support service needs, academic requirements, financial resources, and vocational potential. Required documentation and verification of eligibility will be maintained in the Wyoming at Work management information system, and/or, in paper format. The program will also include effective connections to employers, including small employers, in in-demand industry sectors and occupations.

Wyoming has implemented the new WIOA eligibility criteria for the WIOA Youth Program. To be eligible for the WIOA youth program, an individual must be an out-of-school or an in-school youth.

In-school youth is an individual who:

- 1) Must be attending school.
- 2) Is not younger than 14 nor older than 21.
- 3) Meets the low-income requirement.
- 4) Has one or more of the following barriers:
 - a) Basic skills deficient;
 - b) An English Language Learner;
 - c) An ex-offender;
 - d) A homeless youth or runaway, in foster care, or has “aged out” of the foster care system;
 - e) Pregnant or parenting; f) A youth who is an individual with a disability; or
 - g) An individual who requires additional assistance to complete an educational program or to secure or hold employment, which includes:
 - 5) Chronic school absenteeism and truancy,
 - 6) Youth in a single parent family,

- 7) Remoteness,
- 8) Limited English proficiency,
- 9) Lacks employability skills (only youth 19-24 years old),
- 10) Chronic mental, behavioral, and/or medical health condition.

An Out-of-School Youth is an individual who is:

- 1) Not attending any school (as defined under State law).
- 2) Not younger than 16 or older than age 24 at time of enrollment.
- 3) One or more of the following:
 - a) A school dropout.
 - b) A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.
 - c) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner.
 - d) An individual who is subject to the juvenile or adult justice system.
 - e) A homeless individual, a runaway, and individual who is in foster care or has aged out of the foster-care system, a child eligible for assistance under section 477 of the Social Security Act, or an individual who is in out-of-home placement.
 - f) An individual who is pregnant or parenting.
 - g) An individual with a disability.
 - h) A low-income individual who requires additional assistance to enter or complete and educational program or to secure or hold employment: which includes:
 - i) Chronic school absenteeism and truancy.
 - ii) Youth in a single parent family.
 - iii) Remoteness.
 - iv) Limited English proficiency.
 - v) Lacks employability skills (only youth 19-24 years old).
 - vi) Chronic mental, behavioral, and/or medical health condition.

Through a strong partnership with Wyoming's AE centers, youth participants are provided leadership and guidance to assist with tutoring, study skills training, dropout recovery services, and High School Equivalency completion as an important part of their career pathway to successful employment and post-secondary education. Follow-up services are a required element for all youth participants and must be provided, at a minimum, on a quarterly basis following case closure.

Follow-up services include continued leadership development and adult mentoring, additional career guidance and employment support, and ongoing assistance with

education planning and career pathway development. Assistance with supportive services are made available to all youth participants both during WIOA participation and in follow-up through linkages with community organizations and financial support.

Youth with Disabilities

The 2015 assessment of rehabilitation needs identified four populations of concern in Wyoming: Persons with mental illnesses, students with disabilities who are in transition from school to work, persons with intellectual disabilities, and persons with acquired brain injuries.

- Students with disabilities continue to be a special concern for the DVR. Because of distances and limited staff available, the DVR has struggled to provide adequate services to the 48 school districts in Wyoming. To increase our impact, the DVR has hired two full—time transition consultants to coordinates effort at the state level, as well as to reaches out to the school districts and explain our services and how DVR can better serve disabled people. The DVR has assigned all counselors a local school district or high school to aid in the focus on providing services to students and youth with disabilities.
- The DVR will continue working with mental health centers and other community rehabilitation programs to improve job opportunities for with clients with mental illnesses and to provide the support services necessary so clients can be successful and independent.
- The DVR has designated a staff member to be a liaison with the Veterans Administration in Wyoming. The goal is to assist in coordinating services for mutual clients, sharing resources, and providing a point of contact for veterans seeking assistance.
- The DVR is continuing to work on expanding opportunities for clients to start small businesses. The DVR has a full—time small business consultant who reviews all self—employment opportunities to ensure their viability and to provide some start—up funding.

The DVR continues to work with the State Human Resources Department to ensure that quality applicants are applying for positions with the agency. The DVR continues to work with appropriate master’s degree programs in the region to identify potential candidates and to explore internship opportunities. The DVR posts available openings on the State website and through social media. Other sources of recruitment are identified for geographical areas when it is difficult to find candidates. The DVR continues to provide opportunities for staff to earn a master’s degree and to be able to sit for the CRC exam. Staff members also are given the opportunity to participate in continuing education training throughout the year to maintain their credentials.

4. A DESCRIPTION OF THE ROLES AND RESOURCE CONTRIBUTIONS OF THE ONE-STOP PARTNERS.

- Expanded workforce services for individuals at all levels of skill and experience;
- Access to multiple employment and training resources - Access to multiple resources that may not be offered by or available through one individual program;

- Integrated and expert intake process for all customers entering the American Job Center - Frontline staff are familiar with the functions and basics of each program;
- Integrated and aligned business services;
- Expert advice from multiple sources;
- Expanded community and industry outreach;
- Encouraging efficient use of accessible information technology.

5. THE COMPETITIVE PROCESS USED TO AWARD THE SUBGRANTS AND CONTRACTS FOR TITLE I ACTIVITIES.

W.S. § 9-2-1016 mandates the competitive process used to award the sub grants 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.

Training services

There is no sequence of service requirement for career services and training. This means that one-stop center staff may determine training is appropriate regardless of whether the individual has received basic or individualized career services first. Training services may be provided if the staff determines, after an interview, evaluation or assessment, and career planning, that the individual:

- Is unlikely or unable to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment through career services alone.
- Is in need of training services to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment, through career services alone.
- Has the skills and qualifications to participate successfully in the selected program of training services.

Training services, when determined appropriate, are provided through an individual training account or via a training contract. Training services must be linked to in-demand employment opportunities in the local area or planning region or in a geographical area in which the adult or dislocated worker is willing to commute or relocate. The selection of training services is conducted in a manner that maximizes customer choice, is linked to in-demand occupations, is informed by the performance of relevant training providers, and is coordinated to the extent possible with other sources of assistance (WIOA sec. 134(c)(3)). This is accomplished through development of the Eligible Training Provider list (ETPL) which requires that all providers of training services for adult and dislocated worker participants meet specific criteria designed to increase accountability and transparency through reporting and biennial review. WIOA requires that the WWDC, on behalf of the Governor, establish criteria and procedures regarding the eligibility of these training providers. The State's ETPL is a comprehensive list of various postsecondary institutions

and public and private training programs which is made available to the public through the virtual one-stop, management information system, Wyoming at Work, and includes occupational and performance information.

Individual training accounts are the primary method used for procuring training services. However, in certain circumstances a contract for training services may be developed instead of an individual training account as explained under section 134(c)(3)(G)(ii) of WIOA; the full list of exceptions is provided below;

- On-the-job training, which may include placing participants in a Registered Apprenticeship program, customized training, incumbent training, or transitional jobs.
- If the board determines that there are an insufficient number of eligible providers of training services to use individual training accounts.
- If there is a training service program of demonstrated effectiveness offered in a local area by a community-based organization or other private organization.
- If the board determines that the most appropriate training could be provided by an institution of higher education to train multiple individuals for jobs in in-demand sectors or occupations.
- If the board determines a pay-for-performance contract is the most effective means of providing training services.

Work-based training

Registered Apprenticeship

Registered Apprenticeship is an important component of employment and training services that can be provided to our customers. Apprenticeships are most often used as a career pathway for job seekers and as a job-driven strategy for employers and industries. As Registered Apprenticeship programs, they automatically qualify to be placed on the State Eligible Training Provider List, allowing individual training accounts to support participants in Registered Apprenticeship programs and more directly connect those programs to one-stop centers.

Some examples of typical Registered Apprenticeship program sponsors are:

- Employers who provide related instruction.
- Employers who use an outside educational provider.
- Joint apprenticeship training programs.
- Intermediaries.

Additional details of the Registered Apprenticeship Program will be provided in a later section of this plan.

On-the-job training

On-the-job-training continues to be a key method of delivering training services to adults and dislocated workers. Wyoming provides up to 50 percent of the wage rate of the participant to employers for training costs while the participant is in the program. There is

an expectation that the worker will be retained by the employer upon completion of training.

Incumbent worker training

Incumbent worker training is a new option under WIOA, and Wyoming has not yet decided how best to implement this new opportunity.

Transitional jobs

Transitional jobs are another new type of work-based training that is allowed under WIOA. Wyoming believes it will be able to utilize this new training option to provide transitional jobs as a time-limited work experience that would be subsidized and in the public, private, or nonprofit sectors for individuals with barriers to employment who are chronically unemployed or have an inconsistent work history, and in combination with comprehensive career and supportive services. Under section 134(d)(5) of WIOA, up to 10 percent of Adult and Dislocated Worker program funds may be used to provide transitional jobs to individuals.

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.

The State Board, in fulfilling Local Board functions to coordinate Title I activities with those activities under Title II, is revising the approach of local involvement to meet the needs of a diversifying economy. The transition to Next Generation Sector Partnerships will begin with professional development training to interested communities. The training begins with the needs of business rather than the menu of services available from the public sector.

DWS and AE will continue to integrate wraparound services to include access to basic literacy, postsecondary education, career and technical training, apprenticeship, and employment opportunities.

Section 232 The following procedure is used for granting funds to eligible providers. A Request for Proposal (RFP) is developed and aligned with requirements provided in the guidance from the U.S. Department of Education Office of Career Technical and Adult Education. The thirteen considerations for awarding grants are explained in the general information section of the application packet. Applicants are required to address each of the considerations in their response to the RFP. Scoring of applications considers these responses.

Applicants must describe in their responses any cooperative or collaborative arrangements, provision of services, how they will meet performance, one-stop partner responsibilities, how equitable access will be achieved and how they will meet the needs of eligible individuals. Specific goals are identified from the Governor's Vision and applicants must describe how they will align their activities to meet these goals. The RFP also includes a description of how funds are awarded.

All proposals are received by the WCCC office. Each proposal will be reviewed by two teams of independent reviewers using a standardized process described in the Resource and Policy section of the application packet. The State Board, in fulfilling the Local Board function of reviewing applications, forms an Alignment Team subcommittee. This team reviews for alignment of the application to the Wyoming Unified State Plan Governor's Vision, Goals, Objectives, and Strategies. The team then makes recommendations for improvement or changes and sends these back to the state AE office for consideration in awarding funds.

A separate Compliance Team reviews the application for compliance to the state's RFP and WIOA requirements, completeness, and inclusion of all requested forms and budgets. This team will score and rank the applications.

The state AE office checks for signatures and Dun & Bradstreet ID Number (DUNS) number, applies the funding formula, and determines awards. Recommendations from the Alignment Team must be addressed and revisions made within two weeks of award notice. The twenty-five percent (25%) required match will be made up of state funds and in-kind match resources.

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.

Cooperative Agreements are attached.

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:

PPPPPPPPP . SUPPORTING EMPLOYER ENGAGEMENT;

QOOOQOOOQO . CONNECTING EDUCATION AND TRAINING STRATEGIES;
RRRRRRRRRR . SUPPORTING WORK-BASED LEARNING;
SSSSSSSSSS . IMPROVING JOB AND CAREER RESULTS, AND
TTTTTTTTTT . 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:

UUUUUUUUUU . MONITOR THE PROGRESS IN IMPLEMENTING THE WAIVER;
VVVVVVVVVV . PROVIDE NOTICE TO ANY LOCAL BOARD AFFECTED BY THE
WAIVER;
WWWWWWWWW . PROVIDE ANY LOCAL BOARD AFFECTED BY THE WAIVER AN
OPPORTUNITY TO COMMENT ON THE REQUEST;
XXXXXXXXXX . ENSURE MEANINGFUL PUBLIC COMMENT, INCLUDING
COMMENT BY BUSINESS AND ORGANIZED LABOR, ON THE WAIVER.
YYYYYYYYYY . 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;

Wyoming is not requesting any waivers.

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.**

Program managers receive training specific to the programs they administer. The training is provided through seminars, phone conferences, and other means by U.S. Department of Labor personnel and other workforce experts. Managers, in turn, train AJC personnel and others regarding these same programs, to ensure continuity of operations and service. Furthermore, regular phone and/or video conferences occur for JVSG staff, Workforce Specialists, business representatives, the Wyoming at Work team, and other programs.

WIOA case management training is offered monthly through case management conference calls and manager meetings. Policy and procedure updates are provided as needed through google hangouts and on line training. In person training will be offered annually at central locations which will include Wyoming at Work system training. The location for this training rotates to make it easier for workforce specialists to attend. AJC managers are also required to attend.

The DWS continues to conduct Bridges Out of Poverty training -- a one-time, day-long session offered as part of case management training. It is also open to current staff and community partners, such as hospital personnel, local non-profit staff, other State agency personnel, and business people. Based on the work of Dr. Ruby Payne, Bridges Out of Poverty reaches out to the millions of service providers and businesses whose daily work connects them with people in poverty.

Professional development resources are available for AJC staff members through many avenues. The State of Wyoming "Performance Management Instrument" process includes individual performance goals for staff that are used for professional development opportunities. These are available in the form of self-paced training modules, workshops, conferences, as well as, classroom environment training to improve customer service techniques.

Wyoming at Work, the Employment and Training Division's management information system, provides a variety of self-paced training modules. The State Department of Administration and Information conducts training class in customer support, management, and other service-related areas. On-the-job training is also provided through activities such as: job shadowing; self-directed study; standard operating procedure manuals; job aids; policy and procedure manuals, and workflow checklists. All are methods of ensuring that staff are trained to provide the highest quality services to their customers.

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.

All outreach workers in the DWS are merit system employees from the local America Job Centers in Wyoming. Wagner-Peyser funds are used to provide clients with AJCs across Wyoming, the provision of the labor exchange services, and the equipment/materials needed for facilitating both UI claimants and job seekers alike. This also includes mailing, faxing, and emailing of information to and from UI for clients. As required by the Wagner-Peyser Act, the Wagner-Peyser and UI programs are brought together through the provision of labor exchange services for UI claimants. This includes access to Wyoming at Work. Each claimant must apply to 2 or more jobs per week and one-stops not only have trained staff available for assistance but also offer resource computers which claimants can use to search and apply for work, use of phones/fax for work related purposes, printers/copiers for resumes and applications, and work areas as well. The AJC employees have regular contact with the UI system, including the benefit program and employer taxation. Staff work directly with clients and facilitate interaction with UI; sending client correspondence, ensuring forms are filled out correctly, calling to verify needs from UI and adjudicators in regards to client cases, interpreting and conveying requirements and actions that UI documents entail, identifying UI eligibility issues and discussing these with the client and pairing with UI/adjudication if further details are needed that UI has access to. Staff in all offices have received training regarding the UI process and also identification of eligibility issues in multiple formats; client guidebook, email, video, peer tutoring, telephone, new hire training, and in person (when available).

A video has been created by the UI claims center. It is an Unemployment Insurance 101 education program that was recorded and has been distributed to all of the AJCs. New performance goals will focus on holistic service models that require the UI claims center to create improved and innovative communication with all divisions, particularly Employment and Training. Furthermore, because of the one-stop system, they work consistently with the DVR, which provides disability services; Workers Compensation Division; Labor Standards Division, which handles complaints; the Wyoming Occupational Safety and Health Act (OSHA) Division; the Department of Family Services, which provides individual and family services to income eligible clients; and other organizations. Continuous orientation and information sharing occurs between these organizations.

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.

UI claimants are instructed to contact their local AJC upon filing a claim. The AJCs are notified of new claimants in their area three times a week and make phone contacts offering services. The Unemployment Insurance 101 education courses were designed to help AJC staff assist claimants with questions and filing claims.

Intake, including identification through the State's worker profiling and reemployment services system of claimants likely to exhaust benefits, and orientation to information and services available through the one-stop delivery system include:

- Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive service needs;
- Labor exchange services, including --

Job search and placement assistance, and, when needed by an individual, career counseling, including—

- Provision of information on in-demand industry sectors and occupations (as defined in sec. 3(23) of WIOA); and,
- Provision of information on nontraditional employment (as defined in sec. 3(37) of WIOA);
- Provision of referrals to and coordination of activities with other programs and services, including those within the one-stop delivery system and, when appropriate, other workforce development programs;
- Provision of workforce and labor market employment statistics information, including the provision of accurate information relating to local, regional, and national labor market areas, including—

Job vacancy listings in labor market areas;

Information on job skills necessary to obtain the vacant jobs listed; and

Information relating to local occupations in demand and the earnings, skill requirements, and opportunities for advancement for those jobs;

- Provision of performance information and program cost information on eligible providers of training services by program and type of providers;
- Provision of information about how the local area is performing on local performance accountability measures, as well as any additional performance information relating to the area's one-stop delivery system;
- Provision of information relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance, including: child care; child support; medical or child health assistance available through the State's Medicaid program and Children's Health Insurance Program; benefits under the Supplemental Nutrition Assistance Program (SNAP); assistance through the earned income tax credit; housing counseling and assistance services sponsored through the U.S. Department of Housing and Urban Development (HUD)¹; and assistance under a State program for Temporary Assistance for Needy Families (TANF), and other supportive services and transportation provided through that program;
- Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA; and
- Provision of information and assistance regarding filing claims under UI programs, including meaningful assistance to individuals seeking assistance in filing a claim— Meaningful assistance to for UI claims, filing, and/or the acceptance of information necessary to file a claim is provide by the centralized Unemployment Benefits Call Center by a direct linkage phone or electronically, and includes: If one-stop center staff determine that individualized career services are appropriate for a person to obtain or retain employment, the following services are available:

Meaningful assistance for UI claims, filing, and/or the acceptance of information necessary to file a claim is provided by the centralized Unemployment Benefits Call Center by a direct linkage phone or electronically, and includes:

If one-stop center staff determine that individualized career services are appropriate for a person to obtain or retain employment, the following services are available:

- Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers. This includes diagnostic testing and use of other assessment tools. In-depth interviewing, evaluations to identify employment barriers, and setting employment goals also are available.
- Development of an individual employment plan to identify employment goals, achievement objectives, and appropriate an appropriate combination of services so the participant can achieve his or her employment goals. Services also include the list of, and information about, eligible training providers.
- Group and/or individual counseling and mentoring.
- Career planning (for example, case management.)
- Short-term, pre-vocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct. Such services prepare clients for unsubsidized

employment or training. In some instances, pre-apprenticeship programs may be considered as short-term pre-vocational services.

- Internships and work experiences linked to careers.
- Workforce preparation activities that help an individual acquire basic academic skills, critical-thinking skills, digital literacy skills, and self-management skills. These skills include competencies in using resources, working with others, understanding systems, and obtaining the skills necessary for a successful transition into and completion of postsecondary education, or training, or employment.
- Out-of-area job search assistance and relocation assistance.
- Integrated education and training programs.

Follow-up services are provided as appropriate for participants who are placed in unsubsidized employment, for up to 12 months after the first day of employment. Follow-up services do not extend the date of exit in performance reporting.

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

Basic career services are offered to individuals through the Wagner-Peyser Program, which is available in person and electronically through the Wyoming at Work system. In-person services include assistance with job registration through the Wyoming at Work system, resume preparation, job matching, labor market information, skills testing, and career planning. Priority of service to veterans and eligible spouses is enforced through Federal and State policies and will be provided at all centers.

Staff-assisted services, including WIOA career and training services, are also offered at the AJCs. These services are coordinated with other programs, both within and outside of the AJCs. Through the centers, workers also will have access to the full array of other services provided by the DWS, including access to the UI system.

Currently, UI claimants registered in the Wyoming at Work are provided applicable job postings as they become available. DWS is continuously looking for ways to improve the assessment and identification of barriers to employment for proper referral to other, and or additional resources, both internally and externally.

All AJCs throughout Wyoming offer basic, career, and training services for the state's adult, dislocated worker, and youth workforces. This includes veterans, public assistance recipients, people with disabilities, older workers, migrant and seasonal farm workers, unemployed workers, and underemployed workers. Services are provided through the Wagner-Peyser Act, Workforce Innovation and Opportunity Act, Trade Adjustment Assistance Act, Dads Making A Difference, Personal Opportunities With Employment Responsibilities (POWER), WY Quality Counts!, Migrant Seasonal Farmworkers, Monitor Advocate, Foreign Labor Certification, Work Opportunity Tax Credit, Federal Bonding, Senior Community Service Employment Program, and the Employment & Training Supplemental Nutrition Assistance Programs. Each program serves unique segments of the state's population, with the overarching goal of helping eligible individuals and families address employment and training needs, so they can achieve long-term self-sufficiency and increase earnings. Many of these programs are coordinated with other organizations, both within the AJCs and the communities served.

Two important Employment and Training Division components are the AJCs staffs and Wyoming at Work. The Wyoming at Work system facilitates common data collection for the Wagner-Peyser Act, Workforce Investment Act, Trade Adjustment Assistance Act, and other employment and training programs. Reporting of Workforce Investment Act and Wagner-Peyser Act data and performance outcomes, including veterans data and outcomes, is accomplished through the Federal data reporting and validation system.

The Employment and Training Division utilizes updated versions of Wyoming at Work. The system is updated continually to keep abreast with new Federal requirements, as well as features requested by Wyoming staff and administration. The Employment and Training Division has developed a user group for the system, which is facilitated by a staff member from the administrative team. This group, made up of 18 employees from local AJCs, meets monthly via telephone to discuss Wyoming at Work issues and share information on best practices. When necessary, the group includes representatives from Geographic Solutions, Inc. Geographic Solutions is the designer and operator of the Wyoming at Work system. This team is crucial to the success of Wyoming at Work.

Wagner-Peyser policy guides required services, service delivery, and strategies for services to individual job seekers and businesses. Through the Wagner-Peyser Program, AJC staffs use all available resources to streamline employer services and to refer eligible participants to job openings. Business service representatives in each AJC focus on employer needs. Business service representatives conduct initial and follow-up outreach to local companies. Monthly calls are conducted that include topics such as: technical assistance, coordinating activities, and sharing best practices.

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;

Currently, UI claimants who are registered in the State job bank (Wyoming at Work) receive notification of appropriate job postings as they become available. DWS is seeking ways to improve the assessment and identification of barriers to employment at all levels within the Department to ensure proper referrals are made internally.

All AJCs throughout Wyoming offer basic, career, and training services for Wyoming's adult, dislocated worker, and youth individuals. This includes veterans, public assistance recipients, people with disabilities, older workers, MSFWs, UI claimants, unemployed workers, and underemployed workers. This is accomplished through the Wagner-Peyser Act, Workforce Innovation and Opportunity Act, Employment & Training for Self Sufficiency, Trade Adjustment Assistance Act, Dads Making A Difference, Personal Opportunities With Employment Responsibilities (POWER), WY Quality Counts!, Migrant Seasonal Farmworkers, Monitor Advocate, Foreign Labor Certification, Work Opportunity Tax Credit, Federal Bonding, Senior Community Service Employment Program, and the Supplemental Nutrition Assistance programs.

Each of DWS's programs serves unique segments of the state's population, with the overarching goal of helping eligible individuals and families address employment and

training needs, so they can achieve long-term self-sufficiency and increase earnings. Many of these programs are coordinated with other organizations, both within the AJCs and the communities they serve.

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

The registration process of UI claimants proceeds as follows; an individual is separated from work through no fault of their own (various criteria come into play regarding if a client is eligible for UI but the general standard of “through no fault of their own” applies to most). The individual then enters an AJC to gain direct linkage access to UI which is a call center in Casper, Wyoming. The individual may also use the internet to file a claim or call directly to open a claim with UI making access to UI easier for clients. Once a claim is opened, the individual is alerted repeatedly by mail, electronically, by telephone, and in person to register in Wyoming at Work. Claimants must develop at least one active resume and activate the “virtual recruiter” setting in order to receive position-opening notifications. Staff at the AJC assist with all levels of registration as requested by individuals including; resume review and creation, how to use our labor exchange software to search for work, saved searches are entered (Virtual Recruiters), and a verification call is conducted by AJC staff the following day to ensure claimants are alerted to the requirement of registering for work. Currently, claimants who are registered in Wyoming at Work are forwarded applicable job postings as they become available. AJCs, in conjunction with the UI claims center, follow-up with UI claimants in order to provide service delivery and labor exchange services.

In accordance with Chapter 27 and UIC Rules 20, 24, and 25 (if necessary), UI claimants are given two weeks to register with the Wyoming at Work system, or to follow the registration rules in the state in which they reside. If Wyoming at Work registration is not completed correctly within two weeks benefits are denied until the issue is resolved.

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

Claimants are asked a series of qualifying questions regarding their availability for and ability to work. Responses are used for the claim, but they are also opportunities to gauge a claimant’s suitability for programs such as vocational rehabilitation and reemployment services. This is followed up by the local AJC by making outbound calls to claimants to assist with work search registration. A reminder call is completed two weeks after an initial claim is filed. Employees listen for verbal queues in which they can make referrals to additional services. At any point, employees can report activity that would require the attention of the adjudication unit.

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

The WWDC acts as the State Workforce Development Board for Wyoming. All Workforce programs are coordinated with the WWDC. The target populations of this partnership are

adults, dislocated workers, and youth. The WWDC works closely with WIOA partners to ensure Wyoming has educated workers. WWDC members refer individuals and employers to AJCs regarding training, education, placement assistance.

Sector Strategies

The Governor, WWDC, and DWS understand there are many state workforce concerns unique to certain industry sectors and clusters. As a result, they support sector strategy collaborations that bring together employers and employees to improve the competitiveness of a sector. Together, they address development, recruitment, and retention challenges. In addition to advancing Sector Strategies, the WWDC and DWS have released requests-for-proposals to support initiatives that advance alternative and renewable energy training, and that support economically disadvantaged individuals in reaching self-sufficiency. The target populations are adults, dislocated workers, and youth. Individuals in contact with industry partners will be referred to the AJC to receive training and education information, application assistance, and services.

Wyoming Department of Family Services

The Department of Family Services administers state programs serving families and individuals who are eligible for public assistance, including Temporary Assistance to Needy Families (TANF). Workforce Services partners with Family Services on programs such as WIOA, the TANF Personal Opportunities with Employment Responsibilities (POWER) program, and the Healthy Families Succeed Program. Both departments provide funding for the services. Workforce Services also partners with Family Services through TANF and Employment and Training Supplemental Nutrition and Assistance programs to serve low-income customers. The target populations are adults and youth. Customers who receive DFS benefits will be referred to DWS to register for work and receive training, application assistance, and education opportunities.

Wyoming Department of Education

The Department of Education's target populations include students who are reading below grade level and at-risk sub-groups (i.e. students with disabilities on Individual Education Programs). At the middle/junior/senior high levels, the Department helps students stay in school through engagement and a rigorous academic approach, internships, and job or work experiences during the school day as coursework allows. Also, the Department provides leadership opportunities, peer-to-peer mentoring and career technical education. The target population is youth. Workforce Services can assist the Department of Education in helping students understand the importance of career pathways. For instance, the AJCs help students learn about professional opportunities. Referrals to WIOA program for clients who need additional training and education to find sustainable work would be directed to Workforce Services to begin to receive training, application assistance, and education opportunities.

Adult Education Program

The WCCC's AE program includes preparation that leads to a Wyoming high school equivalency certificate. The AE program works closely with Workforce Services to enable adults and out-of-school youth to achieve basic educational goals to those who are lacking in education. Community colleges throughout the state are valuable partners in serving

clients. The target populations are adults, dislocated workers, and youth. Referrals to AE Programs are conducted when a client at an AJC is found to be lacking in education and needs to gain at least a high school equivalency certificate.

University of Wyoming

Workforce Services relies on the university primarily as a resource for research and special projects. It works with the Office of Research and Economic Development. The target populations are adults, dislocated workers, youth, and employers. Referrals are sent to AJCs to begin screening for furthering education or training of individuals, where if they are qualified they will work with the individual to educate or train the individual with the assistance of UW as needed.

Drug and alcohol rehabilitation centers

The target populations of these centers are adults, dislocated workers, and youth. Individuals who express their need to stop the use of drugs and/or alcohol are referred to rehabilitation centers to receive proper treatment to progress towards sustained employment.

Wyoming Economic Development Association (WEDA) and local economic development organizations

The goal of economic development is to increase the state tax base and provide better jobs, thus enhancing the well-being and prosperity Wyoming citizens. Workforce Services relies on such organizations for information and to assist with local developments of mutual interest. The target populations are adults, dislocated workers, youth, and employers. When populations are uncovered that will benefit from Workforce Services they are referred to their closest AJC to be assisted.

Wyoming Department of Administration and Information, Economic Development Division

Like WEDA and other economic development groups, the DWS relies on the Economic Analysis Division for information. The Department obtains regular economic reports and demographic information from this unit. The target populations are adults, dislocated workers, youth, and employers. When populations are uncovered that will benefit from Workforce Services they are referred to their closest AJC to be assisted.

Motivation Education and Training (MET)

This year, the DWS began partnering with MET, as the National Farmworker Jobs Program (WIA Section 167) grantee, with the goal of serving MSFWs. As MSFWs are discovered that need education and training they will be served in an AJC and MET will act as a partner to serve these workers.

Chambers of commerce

One-stop centers work with chambers of commerce personnel throughout the state. This is a key partnership for information dissemination and for strengthening Wyoming's business climate. The target populations are adults, dislocated workers, and youth. Businesses will be referred to the AJC if they are in need of employees, tax discussions, federal postings, and other services offered through Workforce Services. Chambers of Commerce assist local workforce in disseminating information to businesses on behalf of the DWS.

Wyoming Department of Corrections

Workforce Services coordinates with the Corrections Department to provide special education services for prisoners and ex-offenders in communities. The target populations are adults, dislocated workers, and youth. Referrals will come from DOJ to AJCs to assist ex-offenders find employment, become bonded, or explore training and education programs that will help find sustainable employment for these individuals.

Job Corps

Workforce Services assists Job Corps in helping individuals who cannot find and/or maintain employment and youth who did not succeed in high school, or who can't afford college. Job Corps serves young people ages 16 to 24, but focuses on kids over 18 because their maturity enables them to be more successful in Job Corps than younger teens. Workforce Services helps offer education programs to young people with the purpose of obtaining a high school diploma, high school equivalency certificate, taking technical courses, or preparing for employment. The target population is youth. As youth are discovered at AJCs that would benefit from the structure and services offered by Job Corps, youth will be referred to Job Corps. Likewise, Job Corps will refer any individuals needing assistance finding work, exploring education and training options, and/or other workforce services.

CLIMB

Wyoming Workforce Services partners with CLIMB provide services to single mothers. Funding is shared between the programs. The target populations are adults and youth. Referrals will go each way as funding is shared between programs such that if an individual were to be accepted into CLIMB Wyoming then the individual is referred to the DWS, and likewise to CLIMB if need is uncovered with the DWS.

Local school districts and secondary schools

Wyoming has 48 school districts that govern the secondary schools, including alternative schools for at-risk youth. The DWS partners with the districts and schools to serve program-eligible youth and others in need. The target population is youth. Referrals are made to the DWS to assist eligible youth with finding employment, further education and training, and skill training to prepare youth for the business world and a sustainable career.

Small Business Development Centers

The centers are located in several Wyoming communities. Workforce Services partners with the centers in instructing clients on how to open a business and write a business plan. The target populations are adults and dislocated workers. Referrals are shared between Small Business Development Centers and AJCs as individuals who would benefit from these services are uncovered at each location.

Experience Works

Workforce Services partners with Experience Works through the Senior Community Service Employment Program to help older workers obtain unsubsidized employment. The program management is located within Workforce Services. The target population is adults. Referrals to Experience Works from Workforce Services will occur when an older worker is

looking to obtain unsubsidized employment and would benefit from the services Experience Works provides.

Northwest Community Action Programs of Wyoming (NOWCAP)

NOWCAP, a private, non-profit community action agency, investigates problems posed by insufficient income and inadequate economic opportunities, with the intent of developing coordinated solutions to such problems. NOWCAP Services provides innovative services to people with developmental disabilities and brain injuries throughout Wyoming. NOWCAP currently has offices in Casper, Cody, Worland, and Rock Springs. Workforce Services partners with NOWCAP to provide Wagner-Peyser and WIOA services according to individual needs. The target populations are adults, dislocated, workers and youth. Referrals will be shared with NOWCAP and the DWS as clients in this population are uncovered.

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.

All information is contained in the AOP sections below.

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.

Available data indicates that Wyoming farm and ranch numbers have declined somewhat, while the average age of farmers and ranchers in the state has increased. However, Wyoming has a significant number of large farms and ranches, and there is still a lot of agricultural activity in the state. According to U.S. Department of Agriculture data, Wyoming ranks eleventh nationally in total land used in farms and ranches, and first in average size of farms and ranches. The following statistics, which help to complete the picture of Wyoming agriculture, are provided by the U.S. Department of Agriculture's National Agricultural Statistics Service for 2016.

Private ownership of Wyoming land: 42 percent (2012 data)

Land used for agricultural production in the state: 30,300,000 acres

Estimated value of Wyoming's agricultural production: \$1.72 billion

Number of Wyoming farms and ranches: 11,600

Average size of Wyoming farms and ranches: 2,612 (no. 1 in U.S.)

Other Wyoming national agricultural rankings

Alfalfa hay production: 17th

Barley production: 5th

Pinto beans production: 4th

Dry beans production: 10th

Winter wheat: 32nd

Corn for grain: 35th

Corn for silage: 33rd

Number of beef cattle: 15th

Sheep and lamb production: 4th

Marketed sheep and lambs: 4th

Wool production: 2nd

Breeding sheep: 3rd

All hogs and pigs: 27th

The agricultural sector in Wyoming was valued at \$1.72 billion in 2016. Livestock production - the major component in Wyoming agriculture - was valued at \$1.08 billion that year, down 16 percent from 2015. Cattle accounted for 62 percent of all cash receipts in 2016, and also led the way in value of production at \$691 million. Cattle and calves inventory on January 1, 2017 totaled 1.33 million head with a value of \$1.66 billion. Cattle inventory was up 2 percent from the same time in 2015.

Some downward movement was seen in agriculture. The January 1, 2017 inventory of sheep and lambs, at 360,000 head, was up one percent from 2016. Sheep and lambs were valued at \$75.6 million. The breeding sheep inventory was up 10,000 head and market sheep-lamb inventory was down 5,000 head, while the hogs and pigs inventory decreased four percent to 92,000 head as of December 1, 2016. Hogs kept for breeding decreased three percent, while market hogs decreased by a total of 3,000 head.

Hay is by far the leading crop in Wyoming in terms production value, totaling \$264 million in 2016. Wyoming hay is used locally but is also sold throughout the United States. In succeeding order, the values of other Wyoming crops during the year were barley at \$43.3 million (likely third); sugar beets not yet published for 2016, \$51.4 million in 2015 (likely second); corn \$32.9 million (fourth); winter wheat \$13.6 million (sixth); and dry beans \$21.9 million (sixth fifth).

All 23 Wyoming counties produce cattle and one or more types of hay. Also, 20 counties were involved in the sheep industry. Fewer counties participated in the production of other major crops.

The measurable breakout for other crops was winter wheat (five counties), barley (four counties), sugar beets (seven counties), and corn (two counties). The highest concentration of sugar beets occurred in Big Horn Basin counties (Big Horn, Park, and Washakie counties) of northwestern Wyoming. Other notable sugar beet production occurred in Platte and Goshen counties. Sugar beets have traditionally been a crop in which laborers, including Migrant and Seasonal Farmworkers, have participated in the production process.

Due to the state's climate, most Wyoming crop cycles begin in the spring and end in the fall, coinciding with favorable growing temperatures. U.S. Department of Agriculture data shows that alfalfa hay, barley, oats, and spring wheat are planted in March and April. Sugar beets are typically planted in April. Corn planting occurs toward the end of April and into May. Dry beans are also planted in May.

Winter wheat is typically planted in September and early October and is harvested in the summer. Barley, oats, beans, and corn are harvested in late summer and early fall, while sugar beets are harvested in October and early November.

Livestock production is also affected by the climate and topography of Wyoming. Lambing and calving typically begin in late March and extend into early May, when the harshness of winter is tempered by the coming of spring. Sheep and cattle, with their offspring, are usually moved to summer pastures in the high country by early June.

The production of most major crops in Wyoming has ceased being considered labor-intensive, which has affected available work opportunities for laborers. The use of herbicides and machinery considerably reduced the need for manual labor in the planting, tending, and harvesting processes. Machines typically do barley, corn, dry beans, oats, and wheat production. As a result, few agricultural workers are involved in the process. Hay farming has evolved to the point where most individual harvests are completed by one or two workers using machines that produce and haul very large bales. Few operations still rely on workers to haul 60- to 80-pound bales, and even fewer still free-stack hay without baling it.

Agricultural work in the state is done by Wyoming residents, as well as other U.S. workers who come to the state. There is also considerable demand for foreign workers under the H-2A program, and some demand for migrant workers. In program year 2014 (July 2014 through June 2015), the Wyoming DWS processed 435 temporary agricultural job orders, of which 325 were H-2A related. Only 110 job orders were non-H-2A related. Of the 325 H-2A related job orders, 243 were received from out-of-state sources for non-Wyoming employers.

Minor growth in agricultural employment is expected in the state during the short term. The Wyoming DWS, Research and Planning Section projected growth of 2.6 percent for the period of 2016 through 2018. The long term projection for the combined Agriculture, Forestry, Fishing, and Hunting sector is 336 jobs over a 10-year period (13 percent)

It is anticipated that employers will continue to use herbicides and technological developments, which will limit the need for agricultural workers in Wyoming.

More than 91 percent of Wyoming's land is classified as rural. However, the state is very diverse because this is the region where the Rocky Mountains meet the Great Plains. Wyoming includes mountains and hills, river valleys, deserts, and plateaus. At a mean

elevation of 6,700 feet, which is the second highest in the United States, the topography and location of Wyoming limit its crop productivity, but make it a good location for livestock. Rainfall averages 15 inches per year across Wyoming, and varies from west to east and across the mountain ranges. Cold winters and hot, dry summers are typical. The short growing season limits agricultural productivity in many places, with the frost-free period ranging from 60 days (central and western Wyoming) to 140 days (eastern Wyoming). These are all factors that affect Wyoming agriculture.

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.

Based on information provided by the Wyoming's NFJP grantee, Motivation Education & Training, as well as information from the DWS staff, most MSFW's speak English and/or Spanish. The majority of H2A workers that come into the state are from Peru and speak Spanish as well. Farmworkers and their families will continue to need health services, schooling, and English as a second language support. The DWS will continue to work to provide these services in coordination with their partners.

In reference to housing needs, the exact numbers of employer housing units provided for workers is unknown. However, those who participated in the H2A Program, have an average of just four units per employer which are provided for the worker. Of the 77 MSFWs reported during July 2016 through June 2017 in Wyoming at Work, 59 were Registered Seasonal Farm Workers and 18 were Registered Migrant Farm Workers. No numbers were reported for Migrant Food Processing Workers. DWS will continue to provide housing inspections for the period as required. It appears the numbers of MSFW's has declined in WY the last couple of years.

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:

There are approximately 5 field offices in the state that may deal with MSFW's. Each of these offices has at least one AJC staff member who as a part of his or her duties, would provide outreach services to MSFW's. These staff members will receive training from the SMA as it becomes available and any collaborative training with other service providers for MSFW's including NFJP grantees. Staff members will be directed to complete online training modules on the GPS Workforce website that are related to outreach and MSFW's.

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

In accordance with 20 CFR 653.106(c), if DWS identifies any day-haul operators in the area, staff will visit the operators for the purpose of providing information and services to MSFWs. The Department will also reach out to workers at their work sites and homes, and at the sites of other MSFW service providers. Outreach will be accomplished from Wyoming's America Job Centers by workforce specialists, as part of their assigned duties.

As stated in e(1)(B) of this plan, estimates of the number of such farmworkers in the state have been consistently low. The state of Wyoming is not designated by the U.S. Employment and Training Administration as a "significant state" for Migrant and Seasonal Farmworker purposes. Also, none of Wyoming's local one-stop centers are designated a "significant local office." As a result, the DWS ceased to retain a full-time agricultural outreach worker in 2011 since few MSFWs were believed to be in the state even during the summer crop-growing months. Outreach feedback and available data from the state's Wyoming at Work labor management system supported that action. Nevertheless, the DWS recognizes there are still some MSFWs who come into the state seeking employment and training opportunities. However, few are being reported or otherwise identified as being in the state.

Each area of the state would have at least one AJC staff member who, as part of his or her duties, would provide outreach services to MSFWs. Depending upon need, more staff members might participate.

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.

To address the required training for staff members related to sexual harassment and human trafficking, the SMA is in the process of coordinating sexual harassment training with the state's Human Resource Division. A one hour online training course related to human traffic awareness in the process of being passed on to all field staff members that deal with Foreign Labor Certification and MSFW's. The SMA has also joined the state's Anti-Human Trafficking Task Force that is sponsored by the state's Attorney General's Office. Field staff will be directed to attend any training that becomes available related to sexual harassment and human trafficking. An awareness card for human trafficking is in the process of being developed and will be printed in both English and Spanish. The SMA will be attending a two day training session in June related to Human Trafficking. Information gained from the training will be passed on to field staff.

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.

All outreach workers in the DWS are merit system employees from the local AJCs in Wyoming. These employees have regular contact with the UI system, including the benefit program and employer taxation. Individuals performing outreach, like other local center staff, will have access to a “UI 101” video which provides an explanation of the UI system for claimants. The video answers basic questions about the processes for determining benefit amounts, filing a claim, eligibility issues etc. Also, they will have access to monthly updates to frequently asked questions (FAQs) about UI benefits and the UI tax system. Outreach workers will be instructed in the methodology for registering claimants for work, and what is required for work search activities. They will also have a basic awareness of the UI profiling system - its purpose and requirements; and will know how to refer employers to information sources for UI tax questions.

Because of the one-stop system that Wyoming uses in its local AJCs, outreach workers will be oriented to other organizations in the centers and will have opportunity for routine contact with them, so MSFWs can be referred to those organizations for help, as needed. These organizations include the DVR, which provides disability services; Workers Compensation Division; Labor Standards Division, which handles complaints; the Wyoming Occupational Safety and Health Act (OSHA) Division; the Department of Family Services, which provides individual and family services to income eligible clients; and other organizations. Continuous orientation and information sharing will occur.

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.

All DWS state merit staff will be provided with proactive opportunities to ensure they are able to provide the highest quality of services to both job seekers and employers. Through training conducted via powerpoint presentations, training conferences and conference calls. New staff orientation will be provided with self-paced training modules and workshops in areas such as customer service. New staff members will also be instructed specifically in their duties as outreach workers. The State Monitor Advocate/Foreign Labor Certifications Program Manager conducts staff training and works with the outreach workers in the provision of informational seminars.

E. COORDINATING OUTREACH EFFORTS WITH NFJP GRANTEE AS WELL AS WITH PUBLIC AND PRIVATE COMMUNITY SERVICE AGENCIES AND MSFW GROUPS.

Workforce specialists will prepare materials presenting the Department’s services. Such materials will be shared with the farmworkers and their families, MET and other service providers who have indicated a willingness to share them with workers and their families. In addition, the DWS will share health and safety materials and complaint system directions. Workers and their families will be assisted in filing complaints. As much as possible, services will be provided to each Migrant or Seasonal Farmworker in his or her own language.

Workforce Services will provide opportunities for individuals to register in the Wyoming at Work labor management system and will provide orientation regarding its use. The system is accessible in Spanish.

MET does field work in order to reach MSFWs who may not visit its office in Powell, WY. Such workers might be in the Powell area or elsewhere in the Bighorn Basin. The AJC in

Powell is near the MET office. The Bighorn Basin also is served by job centers in Cody and Worland. Job center staff will coordinate with MET staff to provide outreach services where needed and in the workers' language. Because MET also serves dependents of farmworkers, the coordinated effort has the potential for providing effective services to more people.

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:

- CCLXXX. HOW CAREER AND TRAINING SERVICES REQUIRED UNDER WIOA TITLE I WILL BE PROVIDED TO MSFWs THROUGH THE ONE-STOP CENTERS;
- CCLXXXI. HOW THE STATE SERVES AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH SERVICES.

Services will be provided under the Workforce Innovation and Opportunities Act (WIOA) and the Wagner-Peyser Act by merit-based public employees. Provisions of both acts are administered through the one-stop system in Wyoming, which includes all local AJCs.

Under WIOA, states are provided with significant flexibility to innovate within the workforce system, with various allowable statewide employment and training activities. These efforts are meant to ensure a high-quality workforce system and continuous improvement. Wyoming will use this approach to serve both farmworkers and non-farmworkers.

The DWS has partnered with Motivation Education and Technology (MET), the National Farmworker Jobs Program grantee, which administers WIOA Section 167 in Wyoming. The DWS will also coordinate with other organizations to provide services to farmworkers and agricultural employers. It is not expected that MET will be located within one-stop centers. However, in Powell, MET's local office is located close to an AJC. Easy access is available for personnel from both offices. DWS will continue fostering a quality working relationship with MET through the memorandum-of-understanding process to ensure that all available and necessary services are provided. These services include outreach to MSFWs, as defined previously in this plan.

Career services, training, and related assistance will be provided to eligible farmworkers and related youth through WIOA and the Wagner-Peyser Program. These services may be received in person at the job centers. Also, Wagner-Peyser services are available electronically through the Wyoming at Work system, which is available in English and Spanish.

In-person services will include assistance in registering for work in the Wyoming at Work system, resume preparation and repository, job matching, labor market information, skills testing, and career planning. Priority of service for veterans, which is enforced through Federal and State policies, will be provided to MSFWs. Through the job centers, workers

will also have access to the full array of other services provided by Workforce Services and its partners.

Services also will be available for individuals with disabilities. The DWS uses a productive internal partnership to serve their needs. This partnership is between the DVR and the Employment and Training Division.

The DVR maintains an active presence in most local AJCs where workers are served within the one-stop system. DVR representatives also travel to other centers where a continuous presence is not maintained. Services for individuals with disabilities are provided based on need and coordinated plans.

A variety of methods is used to share costs between the two divisions. For example, each organization may pay a portion of an individual's training program. DVR also provides adaptive devices for some clients in training. In addition, the divisions coordinate to assist secondary school-aged students with individual education plans designed to help them achieve a high school diploma or a high-school equivalency education certificate.

Services will be provided under the Workforce Innovation and Opportunities Act (WIOA) and the Wagner-Peyser Act by merit-based public employees. Provisions of both acts are administered through the one-stop system in Wyoming, which includes all local job centers.

Under WIOA, states are provided with significant flexibility to innovate within the workforce system, with various allowable statewide employment and training activities. These efforts are meant to ensure a high-quality workforce system and continuous improvement. Wyoming will use this approach to serve both farmworkers and non-farmworkers.

Career services, training, and related assistance will be provided to eligible farmworkers and related youth through WIOA and the Wagner-Peyser Program. These services may be received in person at the job centers. Also, Wagner-Peyser services are available electronically through the Wyoming at Work system, which is available in English and Spanish.

B. MARKETING THE EMPLOYMENT SERVICE COMPLAINT SYSTEM TO FARMWORKERS AND OTHER FARMWORKER ADVOCACY GROUPS.

The Employment Service Complaint System will be marketed through cooperative relationships with other MSFW service providers, the NFJP grantee MET, and through outreach to the workers. Instructions for the complaint system are being incorporated into the DWS's Agricultural Recruitment System policies and procedures, which will be available to all local AJC staff and DWS administrators and managers, which will greatly facilitate marketing awareness and use of the complaint system. Written materials, posters, and verbal communication in areas farmworkers gather such as community dances, churches, and other community events will be distributed.

C. MARKETING THE AGRICULTURAL RECRUITMENT SYSTEM TO AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH PUBLICITY.

Services to agricultural employers will be provided by merit staff members that have been assigned to the Foreign Labor Certification Unit. Employers will be apprised of all services available through the workforce system to include the Agricultural Recruitment System

(ARS) and any new changes that arise in the H2A process. Services for the seasonal agricultural employer and MSFW's employers will be provided by merit staff members and other workforce center staff through planned personal visits and promotional telephone contacts.

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).

The DWS has formalized a memorandum of understanding with MET, the WIOA Section 167 NFJP grantee in Wyoming, to facilitate information sharing and coordination of services to such farmworkers, including outreach activities. Other memoranda will also be explored, based on State of Wyoming policy regarding such associations. MET has one Spanish-speaking employee on staff. One-stop center staff have access to written, websites, and phone access to information on programs and can disseminate information in the appropriate format for the customer. Through Language Line and 211, staff can get assistance for customers who are non-English language customers. Staff gives verbal referrals after conducting the initial needs assessment. This information is also available for verbal referrals in the resource room as well as print information. Application assistance is available through one-stop staff.

In addition to MET, the DWS will continue to contact and coordinate with other organizations known to serve farmworkers or that potentially will serve them. These include:

- Park County school districts
- Goshen County School District No. 1
- Absaroka, Inc. Head Start
- Migrant Health Program
- Legal Aid of Wyoming, Inc.
- Wyoming Primary Care Association

DWS will seek out other organizations that might help to provide services and partner with those organizations whenever opportunities arise. Some organizations that were working in Wyoming -- such as the Migrant Head Start Program -- are not currently funded. The numbers and types of organizations that provide services to MSFWs in Wyoming are continually changing.

In the most recent reporting year, MET provided services to about 60 to 70 farmworkers. Some of these workers were contacted through outreach. Many of them visited the organization's office in Powell, WY, for services. It is anticipated that about the same number will receive services during this plan period and via similar venues.

How many MSFWs were served by other organizations in Wyoming is unknown. Migrant Health is just beginning to make services available again, after being gone from the Bighorn Basin for months. Frequently, definitions of farmworkers used by other organizations vary somewhat from the DWS definitions. Nevertheless, the DWS will coordinate as much as possible with these partners.

It is anticipated that most MSFWs will be found in the Bighorn Basin of northwest Wyoming. The DWS, through its three AJC locations in the area, plans to coordinate closely with MET, and others to provide outreach services. AJCs in other regions of the state also will provide outreach based on established need, but it is not anticipated that these services will involve MET.

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.

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DWS updated its Agricultural Outreach Plan as required for PY 2018-2019. The plan was put out for public comment March 4th, 2018 through May 4th, 2018 state wide and was published in the statewide newspaper. No comments were received during the comment period.

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.

On LEARS reporting system and Wagner-Peyser ETA 9002 data, the DWS has shown improvement in its services to MSFWs, and in meeting set goals for quality and quantitatively proportionate services. The improvements are based on continuous education, efforts to improve, and increased data accuracy.

Equity ratio indicators in the LEARS Reporting System portray the DWS has maintained positive developments in data, greater staff education and effort as the DWS achieved all 5 of the 5 equity ratio indicators for the 3rdquarter of PY 2017.

Minimum service levels as portrayed by the LEARS Reporting System continue to drop as the number of Migrant Seasonal Farmworkers continues to decline in the state. The DWS will continue to pursue a path of staff education, coordinate services to MSFW's and monitoring to achieve the desired results.

D. ASSESSMENT OF PROGRESS

The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

As planned, the DWS has worked with partner organizations to identify MSFWs in the state. However, these efforts have been hampered by changing circumstances - precipitated, at least partly, by low numbers of such workers and their families. Some organizations have ceased to operate farmworker programs or lost funding. Others changed locations. Also, the newness of some relationships between Workforce Services and partner organizations has made it difficult to establish a rhythm that will benefit each partner and the customers. The DWS will renew its efforts to reach out to all potential partners and establish effective working relationships. Efforts to establish a stronger relationship with MET will be paramount. An area of emphasis will be data sharing, where possible, if it would be useful to the partners. As planned, the DWS was successful in making some improvements in its Migrant and Seasonal Farmworker reporting system. This was accomplished by working with the system contractor, Geographic Solutions, Inc. and the national Monitor Advocate's Office. The State Monitor Advocate feels the system is providing more accurate data. He will continue to monitor system output. DWS agricultural recruitment system policies and procedures are still in the development phase. The project was slowed somewhat by the U.S. Department of Labor's proposed rules for the H-2A herder and livestock production industry, and by WIOA, which will have considerable effect on the policies and procedures. Until now, the DWS has used Federal regulations and guidance letters, and some other materials to carry out its Migrant and Seasonal Farmworker program. While these have

been good resources, their fragmented nature has made it difficult to train staff members and administer the system. The DWS sees the need to pull all of these materials together under one cover, and add some policies and procedures that pertain particularly to Wyoming. Once this project is finished, DWS personnel will be specifically trained according to these policies and procedures. During the plan period, very little outreach activity has been reported. This would be due to the very low number of Migrant & Seasonal Workers in the area/state. Greater focus will be placed on finding such workers if they are in the state, and providing the necessary outreach to them through the job centers and MET.

Outreach can be done through the DWS through personal contacts, distribution of printed materials, community opportunity fairs, and migrant health fairs. Technology can also be used as needed based on operational capability. The DWS will continue to pursue these activities.

Core workforce service, intensive services, training and supportive services are provided to individual workers who visit the AJCs. Language assistance is also available through Language Line and 211. Services will be provided under the provisions of Wagner-Peyser and WIOA.

In years past, the DWS has had success in filling agricultural job orders with domestic workers. This has become a challenge for the DWS as current employers have a tendency to want to rehire their foreign workers who have worked for them previously. The DWS is aware of the situation and will continue to work with the employers, their agents and applicants to assure domestic workers have the opportunities for employment. Wyoming has not identified many MSFWs the past few years. The Wyoming at Work system identified only 77 such workers for the period of 07-01 2016 through 06-30-2017. Nearly 80 percent of those workers were seasonal non-migrant farm workers who live year around in the state.

It is anticipated that some migrant workers will come to Wyoming during the summer months. However, setting a number of visits is problematic because of the low number of reported outreach contacts reported in the past recent years. The DWS will continue to work with MET and Farm Labor Contractors to identify any Migrant workers that come into the state.

Section 653.107(c)(2)(i) of the regulation states, "The plan shall be based on the actual conditions which exist in the particular state, taking into account the state agency's history of providing outreach services, the estimated number of MSFWs in the state, and the need for outreach services in that state."

E. STATE MONITOR ADVOCATE

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

The Wyoming State Monitor Advocate has reviewed and approved the AOP.

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)).

The AE program in Wyoming has adopted the College and Career Readiness Standards (CCRS) for all Adult Education and literacy providers funded under the Adult Education and Family Literacy Act. The CCRS standards are aligned with the Wyoming Content and Performance Standards in English/language arts and math adopted in June 2012. The Wyoming State Board of Education has made no amendments to the original which aligns to Common Core State Standards. This alignment offers 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)].

The College and Career Readiness Standards ensure that secondary students and AE high-school equivalency students graduate prepared for postsecondary education, training programs, and the workforce. They reflect the knowledge and skills students need to be successful in the 21st century, including problem-solving, critical thinking, communication, teamwork, research, and the ability to use technology. The standards were fully implemented by July 1, 2016, in all AE programs.

The adoption of the College and Career Readiness Standards and Career Pathways model will drive AE professional development, acquisition of textbook and technology-based resources, as well as selection of formative and summative assessments. Aligning the standards and Career Pathways provides all adult students with a similar academic opportunity to be prepared for postsecondary education, training programs, and the workforce without remediation.

AE providers will ensure that all instructors implement standards-based education in their programs. It will be required that 80 percent of the AE instructors participate in ongoing professional development that supports both standards-based education and emerging Career Pathways or bridge programs for all student levels.

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—
 -  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
 -  Is for the purpose of educational and career advancement.

Wyoming will conduct a Request for Proposal process for eligible entities to apply for AE grant awards for both federal and state funds. Successful entities will be awarded three-year grants to provide educational services listed above.

Eligible providers able to write for these grants are organizations that have demonstrated effectiveness in providing adult education and literacy activities and may include the following:

1. Local educational agency;
2. Community-based or faith-based organization;
3. Volunteer literacy organization;
4. Institution of higher education;
5. Public or private nonprofit agency;
6. Library;
7. Public housing authority;
8. Nonprofit institution that is not described in items 1 through 7 and has the ability to provide adult education and literacy activities to eligible individuals;

9. Consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in 1 through 8; and

10. A partnership between an employer and an entity described in items 1 through 8.

Funding eligible local providers

The WCCC will use the thirteen (13) “considerations” specified in section 231 (e) of WIOA listed on the following pages to fund each eligible provider in establishing and operating programs that provide adult education and literacy activities including programs that provide such activities concurrently. The request for proposals will include the 13 considerations and ask respondents to summarize how they meet the described elements. Readers will be provided a rubric and scoring guide that includes these 13 considerations. Funding will be determined using a performance-based formula. The formula includes a flat rate component; enrollment targets, dropout rates, and poverty levels with weighting factors for rural areas. Performance will consider educational functioning level increases, employment, high-school equivalency completions, and entry into postsecondary education or training. Distribution of funds to eligible providers shall follow the State provisions guidance in WIOA title II Subtitle B Sec. 222

Local Administrative Costs defined in WIOA Section 233 are limited. Not less than 95 percent shall be expended for carrying out adult education and literacy activities; and the remaining amount, not to exceed 5 percent, shall be used for planning, administration, professional development, provide services aligned with the state plan, and fulfill one-stop partner responsibilities.

SPECIAL RULE: In cases where the cost limits described above are too restrictive to allow for the activities described, the provider shall negotiate with WCCC in order to determine an adequate level of funds to be used for non-instructional purposes. A waiver form will be available during the RFP process.

WIOA Section 231(e) which describes the 13 considerations in awarding grants is also followed.

The WCCC will advertise the request for proposals as a three-year, competitive grant to all eligible providers in Wyoming. The RFP will include sections to apply for 1) adult education; and 2) Corrections Education with descriptions of allowable activities.

In order to provide direct and equitable access to apply for Title II grant funds, a “Public Notice” will be posted electronically on the Wyoming Community College website and same notice will be advertised in prominent newspapers across the state. A minimum of one Bidders Conference will be hosted for potential applicants to answer questions and clarify criteria contained in the RFP. Questions and answers will be posted on the WCCC website for public reference. Direct application to the WCCC for all applicants will be used. Readers will be provided a rubric to rank applications for funding.

REQUIRED LOCAL ACTIVITIES.—WCCC shall require that each eligible provider receiving a grant or contract under subsection (a) use the grant or contract to establish or operate programs that provide adult education and literacy activities, including programs that provide such activities concurrently.

Scope

The WCCC will fund local eligible providers to provide adult education services to “eligible adults” 16 years old and older, who are not required to be enrolled in secondary school. The scope of the local AE program activities must demonstrate success with all levels of students, including those with low levels of literacy, those with disabilities (including learning disabilities), and/or English language learners in services described below. In addition, they must provide students with the skills needed for successful transition to postsecondary education, training, or employment.

Under WIOA there is a renewed emphasis on aligning comprehensive adult education services with the integrated services of the other core program partners. The development of a seamless workforce development system of complimentary services is our primary focus. AE providers, as one aspect of their program, will need to effectively demonstrate their ability to provide integrated education and training or bridge programming which is offered concurrently and contextually with workforce training, and workforce preparation activities for a specific occupation or occupational cluster for the purpose of educational and career advancement.

With recent changes in Wyoming’s economy, a greater focus will be needed on increasing low skilled individuals’ transition to postsecondary education and skills training, especially for the Intermediate Low and High students, Adult Basic Education (ABE) and English as a Second Language (ESL) levels 3 and 4 in NRS. Contextualized curriculum and materials to transition students between English Language Acquisition (ELA) and AE and into Integrated Education and Training (IET) activities as appropriate will be developed. These curriculum and materials, as well as OCTAE’s Employability Skills Framework, will be used for both components.

The Commission will require eligible provider applicants to demonstrate their effectiveness by detailing prior program performance and past effectiveness. All applicants, both prior recipients and new applicants, will provide data demonstrating their ability to help students make measurable academic gain. Prior recipients will use LACES data to show how they met state-negotiated performance measures. LACES is the AE program’s student data management system for the State of Wyoming.

New applicant organizations must include data demonstrating student learning gain, especially with low-literacy level students and English language learners. The application will demonstrate how the students will obtain the knowledge and skills needed to transition successfully to postsecondary education, skills training, or employment.

A minimum of three years’ history detailing the applicant organization’s management of grants and an organizational chart containing the adult education program will be required. This will ensure that potential new programs provide background and experience that includes services tailored for the primary population(s) and area served. The RFP will also require a description of project management which will help to ensure successful outcomes.

All programs must provide sufficient intensity and quality of instruction for participants to make substantial learning gains. Programs must also provide flexible schedules to coordinate with local support services (such as child care, transportation, mental health services, and career planning) necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete adult education programs.

Content

Each eligible AE provider must verify that activities will be conducted by highly qualified instructors, counselors, or administrators and confirm that all staff will participate in ongoing, high-quality professional development.

Each eligible provider will ensure that instructors offer a variety of instructional strategies that engage students and promote student persistence and retention. Contextualized instruction, participatory learning, peer tutoring, individualized instruction, and distance learning capabilities shall be included. Career counseling/advising will enhance the instructional strategies used to integrate academics, and soft skills/social capital skills to improve the students' ability to gain employment, enter postsecondary education, or enter a training apprenticeship program.

Curriculum that supports high school equivalency certificate attainment, measurable skill gains, and emerging Career Pathways shall be employed in all Adult Education and Literacy Program services. Instruction in all content areas (reading, writing, speaking, listening, mathematics, and English language acquisition) shall be delivered by staff knowledgeable in the essential components of reading instruction, or who will participate in State leadership activities focused on the essential components of reading. Instructional staff must use effective, scientific, evidence-based or research-based instructional delivery models for students in all content areas. Prospective program provider applicants will articulate how distance learning and other modes of technology will be integrated into instruction to support digital literacy attainment, as well as meet students' specific learning needs.

Each AE program staff will work with core partner programs and the services they provide in order to help students navigate system challenges that can be barriers for smooth integration to those partner programs. Eligible provider applicants will also articulate how they plan to share students' academic and career plans with other agencies and support services within the local one-stop system. Program staff will cooperate with agency partners to provide wrap-around services needed for the success of mutual clients.

Utilizing ongoing labor market analysis will be necessary so instructors have a working knowledge of regional career opportunities in order to plan appropriate instruction for students.

All AE providers must ensure that local AE staff use State-required intake data forms, follow AE State assessment policies, and enter attendance data accurately and in a timely manner. The AE State Office will provide ongoing training in order to maintain accurate data sets for data matching and statewide performance reporting to the federal government.

All AE providers must ensure their activities provide contextualized instruction, including integrated education and training where possible. This will allow students to acquire the skills needed to transition to and complete postsecondary education and skills training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.

Descriptions of Adult Education and Literacy Services

Adult Education

The term "adult education and literacy activities" means programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities,

family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce literacy, and readiness activities.

Literacy

The term “literacy” means an individual’s ability to read, write, and speak in English, compute, and solve problems at proficiency levels necessary to function on the job, in the family, and in society.

Workplace adult education and literacy activities

The term “workplace adult education and literacy activities” means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization, at a workplace or an off-site location, that is designed to improve workforce productivity.

Workforce preparation activities

The term “workforce preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical-thinking skills, digital literacy skills, and self-management skills. This includes competencies in using resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

Integrated education and training

The term “integrated education and training” means a service approach 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. Plans will be sent to the state for approval or negotiation in options for small rural areas.

Family literacy activities

The term “family literacy activities” means activities that are of sufficient intensity and quality to make sustainable improvements in the economic prospects of a family. Such activities also better enable parents or family members to support their children’s learning needs and integrate the following activities:

1. Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.
2. Interactive literacy activities between parents or family members and their children.
3. Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.
4. An age-appropriate education to prepare children for success in school and life experiences.

Family literacy does not require state or federal funding to operate. It may be established through local partnerships collaborating to offer the activities to serve the children and family and the adult education program providing the literacy services.

English language acquisition activities

These activities are designed to help individuals who are in English language acquisition programs attain competence in reading, math, writing, and comprehension of the English language. These are a part of the adult education suite of services leading to:

1. Attainment of a secondary school diploma or its recognized equivalent, and
2. Transition to postsecondary education and training, or
3. Employment.

Integrated English Literacy and Civics Education

The term “integrated English literacy and civics education” means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition, instruction on the rights and responsibilities of citizenship and civic participation, and will be delivered in combination with Integrated Education and Training.

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.

Organization

The Adult Education program application will require each respondent to clearly articulate how their instructional delivery model will be aligned, coordinated, and linked with other available education, training, and social service resources in the community with the goal of developing career pathways with local partners. Partnerships may include elementary and secondary schools, postsecondary educational institutions, state workforce investment board, one-stop centers, job-training programs, social service agencies, business, industry, labor organizations, community-based organizations, and nonprofit organizations. This alignment must include flexible scheduling so that adult education services coordinate with the students’ wrap-around support services and logistical needs. The provider applicant must demonstrate the ability to provide services to individuals with a disability. The delivery model must be of sufficient intensity and duration so students will exit with the necessary skills to attain their career and educational goals.

Each AE provider applicant must have the capacity to support the high-quality data information system (LACES) necessary to collect and report demographics, measurable skill gains, and outcomes appropriate to the services being provided.

Primary indicators of performance for the WIOA annual statewide performance report will include:

- Participants in unsubsidized employment during the second quarter after the student exits from the program,
- Participants in unsubsidized employment during the fourth quarter after the student exits from the program,
- Median earnings from unsubsidized employment in the second quarter after the student exits from the program,
- Percentage of students who obtain a postsecondary credential or a high school equivalency certificate,
- Percentage of students who participate in an education or training program, and
- Percentage achieving a measurable educational skill gain.

Only the last indicator will be reported for performance the first two years of the grant. The other indicators will be collected and reported as baseline data for future performance negotiations.

AE shall participate in Career Pathways as they are established. Bridge programs are being developed to connect students to postsecondary education and training as identified through career exploration. As the Next Generation Sector Partnerships model is implemented by the WWDC, AE will provide academic services and activities, allowable under WIOA, to support emerging and established industry needs as requested.

AE provider applicants must clearly describe how the local adult education activities partner with other education institutions (including high schools, colleges, or other technical training programs), local workforce partners, vocational rehabilitation, Registered Apprenticeships, and other agencies to fulfill adult education's role in WIOA.

A description of the provider's plans for their integrated education and training or bridge design must be provided.

AE local directors will participate at the invitation of community leadership implementing the Next Generation Sector Partnership model which will bring together key partners to listen and assist in problem solving and solution development for the issues brought forward.

Required progress reporting will include monthly data reports on measurable skills gain and high school equivalency attainment, quarterly narratives on successes and challenges, and end-of-year summary reports.

All AE providers requesting funding for English language acquisition programs must clearly demonstrate a need for program services and civics education. Program instruction must be

provided by high-quality instructors who attend ongoing, professional development activities.

DIRECT AND EQUITABLE ACCESS; WCCC shall ensure that— (1) all eligible providers have direct and equitable access to apply and compete for grants or contracts under this section; and (2) the same grant or contract announcement process and application process is used for all eligible providers in the State.

SPECIAL RULE.—WCCC will 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 not individuals described in subparagraphs (A) and (B) of section 203(4).

ELIGIBLE INDIVIDUAL.—The term “eligible individual” means an individual—

(A) who has attained 16 years of age;

(B) who is not enrolled or required to be enrolled in secondary school under State law; and

(C) who—

(i) is basic skills deficient;

(ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or

(iii) is an English language learner.

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.

Grants for Corrections Education and Other Education of Institutionalized Individuals authorized under WIOA Section 225 will be competed with the same announcement used for the public adult education instructional program under Section 231. It will also include the requirements and priorities of Subpart C in title II of WIOA. The priorities include:

1. 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.

The WCCC will request that prospective provider applicants include a description of how program priorities will be established for individuals who are likely to leave the institution within five years of participation in the AE program. Each applicant will identify from the list above the academic programs they intend to offer to the individuals who are likely to leave the institution within 5 years of participation in the program.

2. The eight correctional academic programs listed above (in a-h) shall be the allowable activities under this section.

3. Each program will report inmate/participant data in LACES/NexGen, the same reporting system used by the public programs. This includes assessments, attendance, high school equivalency testing and basic demographic information. In addition, monthly, quarterly and annual reports will be sent to the AE state office.

Each eligible agency that receives assistance provided under this section shall annually prepare and submit to the State a report on the progress with respect to the programs and activities carried out under this section, including the relative rate of recidivism for the criminal offenders served. Only academic gains will be reported initially.

Awards will be made to provider applicants offering adult education services to correctional and other institutions (including prisons, jails, reformatories, work farms, detention centers, halfway houses, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders).

Distributions of funds shall follow Title II Subtitle B - State provisions which states "Sec 222 (a)(1) shall use not less than 82.5 percent of the grant funds to award grants and contracts under section 231 and to carry out section 225, of which not more than 20 percent of such amount shall be available to carry out section 225" which is Programs for Corrections Education and other Institutionalized Individuals."

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.

Wyoming's English language acquisition population is approximately 20 percent of the students served by adult education. The majority are undocumented. The rural nature of our state and the dispersed population make it a challenge for most programs to offer an Integrated English Literacy and Civics Education (IELCE) program. Wyoming is willing to explore our options in implementing the IELCE and to target areas of the state having a critical mass of eligible students.

The state envisions offering IELCE Program services through a separate competitive RFP process. These services will be intended for English language learners (ELL) who are adults, including professionals with degrees and credentials in their native countries. As with adult education students, the focus will be to provide the ELL students with the knowledge and skills necessary for entry into the workforce, postsecondary education, or an integrated education and skills training program. The state will use a targeted approach to define the area(s) of the state which have the greatest need. The provider(s) will submit in their application a design for a pilot including the in-demand industry or entrepreneurial training they intend to offer. Each provider will continue to use the civics curriculum they developed for their community and materials developed for civic participation.

The IELCE programs will provide educational services consisting of literacy and English language acquisition integrated with civics education that includes instruction of the rights and responsibilities of citizenship and civic participation. In accordance with the Act, focus will be placed on engagement of adult education and literacy providers, employers, and occupational trainers to assist adults in becoming literate and obtaining the knowledge and skills essential for employment and self-sufficiency.

The IELCE programs will be combined with integrated education and training (IET) as students demonstrate readiness to participate in the workforce training portion. The training and combined education will be concurrent and contextualized instruction in a high demand industry or career cluster.

Each program designed under Section 243 of Title II must:

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.

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.

Funding for this program is at the minimum level of \$60,000 statewide. Funding may be offered to program(s) most likely to be successful through community support, business collaboration, and partnerships with AE as determined by their application.

Each provider application will be reviewed for the ability to provide the necessary English literacy acquisition education and training components and the applicants past service to English Language Learners (ELL) populations. Their partnership with Workforce Services and other local partnerships will offer the potential for a successful job placement or entry into postsecondary education or skills training.

Services for Integrated English Literacy and Civics Education programs will be developed and implemented as guidance from OCTAE is disseminated during the 2016-17 grant year and technical assistance is offered.

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.

Leadership funding formula has been redesigned in accordance with OCTAE guidance. The full 12.5 percent of the AE federal allotment for leadership activities is now being implemented. Wyoming will focus on the "Required" activities at the State level. These activities described under WIOA Title II and incorporated herein by this reference.

State Leadership funds provided under section 223 will primarily cover the cost of the required activities described above. Annual fall conference will be utilized to offer professional development including the alignment of AE with other core programs and one-stop partners, professional development programs in academic areas, and disseminating instructional and programmatic best practices. In addition, leadership funds will be used for on-site monitoring of programs.

Technical assistance (TA) is part of all monitoring visits to address current questions and challenges to meeting performance. If trends are identified in multiple programs, additional training is planned and made available to all programs. In addition to this TA, the three (3) areas identified Title II will be addressed. Webinars, trainings, and dissemination of materials, links, and professional development (PD) opportunities will be covered in our new monthly PD newsletter.

PD activities will include emphasis on evidence-based reading instruction, research-based instructional strategies, effective data quality collection, integrated education and training, use of technology in the classroom, serving students with disabilities, career pathways implementation, instruction in numeracy, writing, English instruction and language acquisition, distance learning, participatory learning, content standards, embedding social capital skills (aka employability skills) into classroom management and instruction, and content standards. Transition to postsecondary education and training programs will be a collaborative effort among the core partners and community partners.

COLLABORATION.—In carrying out this section, eligible agencies shall collaborate where possible, and non-duplication of effort among partners will be a priority in order to maximize the impact of the activities above.

(a) ACTIVITIES.—

(1) REQUIRED.—Each eligible agency shall use funds made available under section 222(a)(2) for the following adult education and literacy activities to develop or enhance the adult education system of the State or outlying area:

(A) The alignment of adult education and literacy activities with other core programs and one—stop partners, including eligible providers, to implement the strategy identified in the unified State plan under section 102 of the combined State plan under section 103, including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities.

(B) The establishment or operation of high quality professional development programs to improve the instruction provided pursuant to local activities required under section 231(b), including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the specific needs of adult learners, instruction provided by volunteers or by personnel of a State or outlying area, and dissemination of information about models and promising practices related to such programs.

(C) The provision of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title, including— (i) the development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training; (ii) the role of eligible providers as a one—stop partner to provide access to employment, education, and training services; and (iii) assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies.

(D) The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State.

2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE.

With limited funding to carry out the required activities, the Wyoming AE program has created a three-tier professional development plan to share expenses and responsibilities with local programs. This allows a local AE program to utilize funds awarded to the program to purchase professional development services or “permissible activities.” The state will work closely with local providers to coordinate these efforts and evaluate these activities.

(2) PERMISSIBLE ACTIVITIES.—Each eligible agency may use funds made available under section 222(a)(2) for 1 or more of the following adult education and literacy activities:

(A) The support of State or regional networks of literacy resource centers.

(B) The development and implementation of technology applications, translation technology, or distance education, including professional development to support the use of instructional technology.

(C) Developing and disseminating curricula, including curricula incorporating the essential components of reading instruction as such components relate to adults.

(D) Developing content and models for integrated education and training and career pathways. H. R. 803—192

(E) The provision of assistance to eligible providers in developing and implementing programs that achieve the objectives of this title and in measuring the progress of those programs in achieving such objectives, including meeting the State adjusted levels of performance described in section 116(b)(3).

(F) The development and implementation of a system to assist in the transition from adult education to postsecondary education, including linkages with postsecondary educational institutions or institutions of higher education.

(G) Integration of literacy and English language instruction with occupational skill training, including promoting linkages with employers.

(H) Activities to promote workplace adult education and literacy activities.

(I) Identifying curriculum frameworks and aligning rigorous content standards that—

(i) specify what adult learners should know and be able to do in the areas of reading and language arts, mathematics, and English language acquisition; and

(ii) take into consideration the following:

(I) State adopted academic standards.

(II) The current adult skills and literacy assessments used in the State or outlying area.

(III) The primary indicators of performance described in section 116.

(IV) Standards and academic requirements for enrollment in non—remedial, for—credit courses in postsecondary educational institutions or institutions of higher education supported by the State or outlying area.

(V) Where appropriate, the content of occupational and industry skill standards widely used by business and industry in the State or outlying area.

(J) Developing and piloting of strategies for improving teacher quality and retention.

(K) The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies that are based on scientifically valid research, where appropriate, and identify the needs and capture the gains of such students at the lowest achievement levels.

(L) Outreach to instructors, students, and employers.

(M) Other activities of statewide significance that promote the purpose of this title

In the three-tiered PD plan there is an explanation of types of PD for which the State will be responsible, what areas the state and local programs may share the cost of PD, and which elements the local programs are responsible to provide.

A PD newsletter is being created to share opportunities for instructors to take advantage of self-study site, community of practice meetings on a variety of subjects, college courses available, and conferences offering PD which meet the PD goals of the program or the instructors' individual PD plan.

When funding is available, special projects will be funded to pilot or address the activities listed in Title II, Permissible Activities, that are applicable to Wyoming's programs. As guidance or training is provided by OCTAE, this information will be shared with local program directors via face-to-face meetings or electronically through webinars and emails.

A yearly rotational schedule will be developed in order to develop, promote and implement the permissible activities. Webinars, task forces and blogs will be used to disseminate information.

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.

Assessment of core program

AE program quality is being viewed with two lenses. The first focuses on the elements of a quality program that lead to student outcomes. The second focuses on the delivery of instructional services to students, from recruitment and transition to postsecondary education, to training or employment.

Standards and their indicators identify best practices for designing and managing an AE program. Best practices are a combination of applied research findings, evidence-based practices, and professional wisdom. The quality of a program may be seen in the adoption and implementation of best practices that lead to the consistent delivery of high-quality services.

Standards of quality the WCCC will use are:

1. Program design and leadership
2. Capacity and sustainability
3. Learner Start Smart course, intake, and enrollment
4. Assessments and meeting negotiated targets
5. Goals and Career Pathways
6. Learner support and retention
7. Special learning needs and barriers to learning
8. Curriculum - contextualized and integrated
9. Instruction aligned to College and Career Readiness Standards
10. Learner records, data quality, and data collection
11. Transition services

12. Teacher quality and professional development

13. Teacher observation utilizing Standards In Action and the Wyoming rubric.

14. Interactive partnerships with community and core partners (DVR and DWS programs)

WCCC state leadership activities will offer high-quality professional development programs to improve instruction aligned with local required adult education and family literacy activities. All AE program staff will be required to participate in 15 hours of professional development each year. This requirement includes 80 percent of the instructional staff attending the State-sponsored Fall Institute or other targeted institutes designed to improve performance. Every program must have staff members who are responsible for data entry attend data training. Training must be provided to volunteers or paid personnel for subject areas they are assisting with under the supervision of an instructor.

Instruction in the essential components of reading including text complexity, evidence of reading and writing in complex text, and use of non-fiction texts to increase knowledge is a priority for AE providers. These are predictors of success in postsecondary education, training programs, and the workforce. Instruction in the rigors of mathematical concepts, reasoning, problem solving, and strategic use of tools/equations to apply math in daily life and on the job is also offered. This instruction also pertains to the specific needs of adult learners in a contextualized approach, whenever possible.

Digital literacy and the use of technology will be integrated into classroom instruction, in professional development, and in relevant online forums. The State will disseminate information regarding models and promising practices related to the digital literacy needs of students and staff.

Annual AE program monitoring will include desktop reviews and site visits to ensure effectiveness in program improvement goals and the program's progress toward reaching negotiated state performance targets. Career Pathway plans will be used to guide the development of partnerships with core community partners in the service area. The plan will establish an integrated workflow among the partners.

Ongoing data analysis will be used for evidence of program quality. Monthly data reports including self-evaluations of pretest to post-test gains, retention, pathways activities, and exit outcomes will be sent to the State by each local provider. Quarterly narrative reports will describe successes and challenges of the local program, support or barriers for performance, and opportunities to request technical assistance. The State also will review data for trends in problem areas to target state leadership training. All programs will continue to have data quality and analysis training to strengthen their programs from the state and the data management system NexGEN by LiteracyPro.

Providers must supply performance measures of academic gain and outcomes each year. All providers not meeting end-of-year performance measures will be required to create a corrective action plan and will be given technical assistance. If low performance continues for a second year, the provider will be in jeopardy of losing funds in subsequent years. When funds are not awarded to a prior local AE provider, the WCCC will release a request for proposals to secure a new provider.

The State will monitor student data to identify patterns on student transition to postsecondary education, employment, and credentials attainment. Data workshops or online training on data analysis, data disaggregation, and data quality will be held at least semi-annually.

Assessment of Quality Professional Development

WCCC -AE state office staff or appointed designee will assess the quality of its professional development designed to improve:

1. Instruction in the essential components of reading instruction,
2. Instruction related to the specific needs of adult learners,
3. Instruction provided by volunteers or paid personnel, and
4. Dissemination of information about models and promising practices

To inform our assessment of the quality of professional development AE turned to NCSALL's research report "How Teachers Change: A Study of Professional Development in Adult Education" (2003) which gives four areas to consider in assessing the quality of professional development. Wyoming will utilize these in assessing our professional development.

1. The content has to be relevant to the short and long term stated goals of the program. It must include well defined objectives.
2. The content and processes have to be student outcomes focused (student learning at the center). The content must deepen and broaden the teachers' knowledge and skills in the subject/topic area. It must also demonstrate varied and effective styles of pedagogy and include summative and formative assessment to promote understanding.
3. The process has to be based on evidence for continuous improvement and is best when offered by subject matter experts with a thorough and up-to-date understanding of the content themselves.
4. The process has to have a maintenance infrastructure that incorporates strategies for part-time staff and addresses staff turnover.

Paper/pencil or online surveys will be used in the evaluation process. Any surveys conducted by the presenter/trainer will also be collected and reviewed for immediate feedback from the training recipients. In addition, an analysis of student data will be used to determine if the training had an impact on student outcomes and retention.

Assessment of Partnership

Career Pathways implies developing a system by the WIOA core partners and community partners offering high-quality education and training which aligns to the skill needs of industry. The new Next Generation Sector Partnerships model is a targeted way to initiate a Career Pathway planning process.

Each local program will include continuous improvement plans and annual goals and describe how they are integrated into this model. Each local plan will include a description of transition support services and available scholarships open to AE students.

Continuous improvement goals will be reviewed at the beginning of the program year. Quarterly reports on goal achievement will be monitored. End-of-year goals performance will be assessed.

State and local AE providers will work with One-Stop partners to provide students access to education and training services.

Assessment through trend reporting

Program report cards will provide local AE providers with results of the current year and two previous years. This will include average hours, enrollment, educational functional level gain, and transition to postsecondary or training.

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 **Wyoming Community College Commission**

Full Name of Authorized Representative: **Matt Petry**

Title of Authorized Representative: **Deputy Director/CFO**

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>.

The 2016 RFP competition included a GEPA requirement with applicants assuring to provide equal access to education and to promote educational excellence.

Applicants were required to describe the steps to be taken to ensure equitable access to and equitable participation in the project or activity to be conducted with federal adult education assistance. Their description addressed the access needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including the barriers highlighted in the Act.

Based on local circumstances, local programs determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity.

A request for enhanced GEPA information is included in the reapplication for continued funding to local programs. It requires a more detailed response consistent with program requirements, explaining the steps and citing examples of how the applicant plans to satisfy this provision for each of the six barriers.

The AE state office will comply with GEPA. WCCC is an equal opportunity employer and will not discriminate in hiring practices for either employees or outside consultants. Prior to state leadership activities, including Summer Institute and local directors' workshops/task force meetings, the State Program Manager will survey participants for special needs requests. In designing each event, equity concerns and the six types of barriers that can impede equitable access and participation will be considered for participants and trainers.

Accommodations will be provided as requested allowing equitable access to activities. The State Program Manager will ensure ease of accessibility to the venue.

The AE state office will monitor the local programs on their GEPA compliance during onsite visits.

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION

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

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

A. INPUT OF STATE REHABILITATION COUNCIL

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

1. INPUT PROVIDED BY THE STATE REHABILITATION COUNCIL, INCLUDING INPUT AND RECOMMENDATIONS ON THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, RECOMMENDATIONS FROM THE COUNCIL'S REPORT, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION, AND OTHER COUNCIL REPORTS THAT MAY HAVE BEEN DEVELOPED AS PART OF THE COUNCIL'S FUNCTIONS;

All information for the entire Section "a. Input of State Rehabilitation Council" and all and sub-headings is located in section 3 (the designated State unit's explanations for rejecting any of the Council's input or recommendations).

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

All information for the entire Section "a. Input of State Rehabilitation Council" and all and sub-headings is located in section 3 (the designated State unit's explanations for rejecting any of the Council's input or recommendations).

3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

The State Rehabilitation Council (SRC) meets once a quarter at locations around the state of Wyoming in order to make it possible for concerned citizens to participate. Additionally, the Council and/or sub-committees meet once a month by telephone. The Council's main focus has been to provide feedback to the Division of Vocational Rehabilitation and to provide community and consumer input to ensure the Division is providing the services necessary to individuals with disabilities to obtain employment.

In the past year, the Council has continued to work on increasing membership in areas that ensures that the community is represented on the council. The Council has struggled to find people who are interested in serving on the Council and maintaining active memberships. The Council has established subcommittees to work on membership issues as well as other projects. The Council also has been working to increase the awareness of its members about the Division of Vocational Rehabilitation and ways in which members can assist. Council members have had opportunities to attend national conferences to gain a broader perspective about vocational rehabilitation issues elsewhere in the country.

The Council will continue to meet at least once a year in a joint session with the State Independent Living Council. Both groups find these meetings of value. These are opportunities to discuss disability-related—topics of mutual concern and to seek ways for each council to advance the goals and interests of disabled people in the state.

The State Rehabilitation Council has been working to better educate the public about the Division of Vocational Rehabilitation and its purpose. The goal is to increase appropriate referrals, increase employment opportunities, and educate the Legislature on the need to continue the Division’s funding.

At the October 2017 meeting, Council members provided input to the Division about the FFY 2018 State Plan. A draft of the plan was provided to Council members for review. Members also were invited to attend a public hearing. The Council did not provide any specific input regarding the State Plan and approved what was presented to them.

The Council was concerned with their visibility and accessibility for the disability community, service providers, and employers to be able to access the members. The Council will work on various aspects to this, with the cooperation of the Division.

The Council has received copies of all the Federal and State reports as they are submitted. At quarterly meetings, the Division will continue to provide an informational “dashboard.” Staff will share how data on the dashboard impacts the Division’s ability to complete its mission.

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;

All information for section "b. Request for Waiver of Statewideness" and related sub—headings is located in sub—heading 3 — All State plan requirements will apply.

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

All information for section "b. Request for Waiver of Statewideness" and related sub—headings is located in sub-heading 3 - All State plan requirements will apply.

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;

All information for section "c. Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System" and related sub-headings is located in sub-heading "5. State use contracting programs."

Availability and Utilization of Assistive Technology

The Wyoming Division of Vocational Rehabilitation (DVR) makes assistive technology available to our Vocational Rehabilitation clients during each stage of the rehabilitation process. The primary provider of assistive technology in Wyoming is the Wyoming Institute for Disabilities. This provider provides AT assessments for DVR applications and clients and DVR works with vendors who are close in proximity with clients to provide the AT that is needed. Many of the offices in the Department of Workforce Services have resource rooms available and have computers with assistive devices for individuals with disabilities.

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

All information for section "c. Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System" and related sub-headings is located in sub-heading "5. State use contracting programs."

3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE UNITED STATES DEPARTMENT OF AGRICULTURE;

DVR does not have a cooperative agreement with the Under Secretary for Rural Development of the U.S. Department of Agriculture.

4. NONEDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

The Division's transition consultants are working to identify all youth that may qualify for our services. They are reaching out to the local school districts, the Wyoming Boys' and Girls' School, juvenile corrections, and other entities, including mental health agencies, that work with youth. The purpose of their outreach is to provide information to those individuals that may be eligible, to let them know that the Division may be able to help them secure training and employment. The Employment First consultant for the Division is also

providing the same information to businesses that may come in contact with these individuals as well.

5. STATE USE CONTRACTING PROGRAMS.

In Wyoming, there are contracts available to all state agencies through the Wyoming Administration and Information Procurement/Purchasing Office. The link listing such contracts is: <https://drive.google.com/file/d/1cpp5Y1yKlZ-eDw8zmOqHo4z6rbIzh-Xo/view>

DVR utilizes these contracts for staff purchases only. None of these contracts are used to purchase services for any VR consumer.

Shoshone Tribal Business Council

The Division of Vocational Rehabilitation and the Eastern Shoshone Tribal Business Council have a written memorandum of understanding concerning rehabilitation services for Native Americans. Division staff will provide educational/training support to staff of the Eastern Shoshone Tribal Business Council Vocational Rehabilitation Program. Eastern Shoshone staff will be invited to participate on the State Independent Living Council and in Division staff-training events.

Northern Arapaho Business Council

The Division of Vocational Rehabilitation and the Northern Arapaho Tribal Council have a written memorandum of understanding in place concerning rehabilitation services for Native Americans. Division staff will provide educational/training support to the staff of the Northern Arapaho Vocational Rehabilitation Program. The Northern Arapaho staff will participate on the State Independent Living Council and in Division staff-training events.

Business Enterprise Program

This program is responsible for administering vending machine placement and services in State buildings and small businesses that may operate in State buildings. The program is a part of the Division of Vocational Rehabilitation and has an assigned program consultant who manages and oversees the program. This necessitates close working relationships with vending service providers, building administrators, job coaches, community rehabilitation programs, and other government agencies.

The main objective of the Business Enterprise Program is to help individuals with disabilities plan and set up small businesses. Other entities are often involved in this process, including the U.S. Small Business Administration, the Small Business Development Centers, the Wyoming Women's Business Center, the Wyoming Business Council, Social Security, private businesses, the U.S. Department of Agriculture Rural Development, and the Rocky Mountain Inventors and Entrepreneurs' Congress.

Wyoming Relay/Deaf Services Program

The Wyoming Relay/Deaf Services Program coordinates and cooperates with numerous Federal, State, and local agencies and programs to provide services to people with communication impairments.

Pursuant to the Americans with Disabilities Act, the Wyoming Legislature gave the Division of Vocational Rehabilitation administrative authority over the Wyoming Telecommunication Relay Service, also known as Wyoming Relay. The legislation established a special fee as the method of funding. The Division, through a competitive bid process, awarded a contract to a telecommunication service provider and oversees that contract. The Division also works cooperatively with the Federal Communications Commission, the Wyoming Public Service Commission, local exchange carriers, and radio common carriers to ensure that Wyoming Relay provides quality telecommunications relay service for conversations between people who use text telephones or other specialized telecommunications equipment and people who use the standard telephone network. Wyoming Relay meets or exceeds all operational, technical, and functional Federal and State standards.

The legislation establishing Wyoming Relay also created a committee on telecommunications services for the communications impaired. The seven members of the committee are appointed by the Governor. The Division collaborates with this consumer-based committee to evaluate the effectiveness and quality of current services, to determine the need for new services, to develop marketing and outreach plans, to establish the rate of the special fee, and to determine equipment needs for the telecommunications equipment distribution program.

Wyoming Relay works cooperatively with Division staff, phone companies, independent living centers, educational outreach consultants, special education teachers, consumer groups, assistive technology service providers, public health agencies, and senior citizen centers to provide information and training on obtaining and using specialized telecommunications equipment, including text telephones, amplified telephones, and telephone signaling devices for consumers with communication impairments. The training includes how to find and use interpreters. This training is also provided to individuals; students; businesses; organizations; and city, county, State, and Federal agencies. Wyoming Relay/Deaf Services also has developed a specialized training program and works cooperatively with local and state law enforcement agencies. Public safety dispatchers are trained to ensure 911 emergency access for callers using text telephones and captioned telephones. All Peace officers who attend the Wyoming Law Enforcement Academy receive training to ensure that they are providing accessible services to individuals with communication impairments.

The Division of Vocational Rehabilitation works with the Wyoming Registry of Interpreters for the Deaf to ensure that all known interpreters in the state receive a form jointly developed by the Division and Registry that serves as a tool for assessing the skill level of interpreters. The Division collects the completed forms from interpreters, verifies interpreters' credentials, and then compiles information interpreters choose to make public on a list of interpreters. This list is distributed to the general public, individuals, businesses, organizations, and governmental agencies.

Additionally, a Wyoming Relay/Deaf Services consultant is available to work with hearing-impaired students at the request of students, parents, school personnel, Wyoming Department of Education outreach consultants, or Division of Vocational Rehabilitation counselors.

Division of Workers' Compensation

The Division of Vocational Rehabilitation continues to have an agreement with the Workers' Compensation Division, which also is part of the Department of Workforce Services but not a Workforce Innovations and Opportunities Act (WIOA) "partner." The purpose of the agreement is to clarify procedures and responsibilities when an injured worker applies for the vocational rehabilitation option. (Refer to Wyoming Statutes, 27-14-408.) A handbook for clients explaining the divisions' processes is distributed to staffs of both agencies. A communication system to resolve client issues has been established and will continue.

The Wyoming Centrum for Disability Services was created in 1998 at Central Wyoming Community College with the strong support of the Division of Vocational Rehabilitation. Between 1998 and 2004, the Centrum delivered assistive technology and job site accommodations to people statewide with significant disabilities. The Centrum has been reorganized as an off-campus 501(c)(3) corporation and provides Social Security benefits information related to the Ticket to Work program.

Cooperation in training activities

The Division of Vocational Rehabilitation routinely collaborates with other organizations to provide training opportunities for Division staff, as well as for staff of other agencies. The following is a partial list of collaborating organizations:

- University of Wyoming
- Wyoming Assistive Technology Resources (WATR)
- Wyoming Institute for Disabilities
- Wyoming Department of Education
- Wyoming Department of Health
- Wyoming Governor's Council on Developmental Disabilities
- Small Business Development Centers
- Wyoming Substance Abuse Treatment and Recovery
- Community rehabilitation programs statewide
- Centers for Independent Living
- Protection and Advocacy, the Client Assistance Program
- Eastern Wyoming College
- Casper College
- Western Wyoming Community College
- Wyoming Work Incentives, Planning and Assistance
- National Association of State Head Injury Administrators
- Wyoming Department of Administration and Information
- Department of Workforce Services partners
- Laramie County Community College
- Assumption College
- University of Northern Colorado
- Utah State University
- Sheridan College
- Wyoming parent training and information centers

D. COORDINATION WITH EDUCATION OFFICIALS

Describe:

1. DSU'S PLANS

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

The Division of Vocational Rehabilitation continues to support State and local education agencies by being involved in community transition teams and related transition programs designed to address the needs of students who may become eligible for Division services. Transition training is conducted at the local, regional, and statewide levels.

The Division plans to continue its support of training programs designed to ensure successful transition through partnerships with State and local education agencies and other community based adult services. The Division anticipates state and local education agencies will see the benefit of participating in transition-focused partnerships to achieve compliance with new State and Federal regulations. To assist with this, the Division has two transition consultants who travel to all 48 state and local education agencies to provide education and consultation services.

The transition consultants participate in a transition-focused community of practice assembled by the University of Wyoming for the purpose of developing education policy recommendations and guidance for best practices to ensure successful transitions for Wyoming students. The transition consultants have provided trainings for students and parents in partnership with the Wyoming Parent Information Center. Specific training about Division of Vocational Rehabilitation Pre-employment transition services has been provided to teachers and parents of students who are hearing impaired as well as to the Wyoming Independent Living (WIL) organization. Additionally, the transition consultants have established contact and provided training in all 48 school districts throughout the state. This is an ongoing effort by DVR.

It is DVR policy to develop an Individualized Plan of Employment (IPE) for students and youth with disabilities within 90 days of eligibility and before they leave school. DVR will provide pre-employment transition services beginning at age 14 if there is transition planning occurring. Transition referrals can be taken in person at the school the the VR counselor or by phone or fax. Referral sources include: self referral, social worker, physicians, therapists, teachers, case managers, parents, and friends.

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;

All information for section "2. Information on the formal interagency agreement with the State educational agency with respect to:" and all related sub-headings is located in sub-heading "D. procedures for outreach to and identification of students with disabilities who need transition services".

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

All information for section "2. Information on the formal interagency agreement with the State educational agency with respect to:" and all related sub-headings is located in sub-heading "D. procedures for outreach to and identification of students with disabilities who need transition services".

C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

All information for section "2. Information on the formal interagency agreement with the State educational agency with respect to:" and all related sub-headings is located in sub-heading "D. procedures for outreach to and identification of students with disabilities who need transition services".

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

The Division of Vocational Rehabilitation currently awaits final approval of an updated memorandum of understanding (MOU) with the Wyoming Department of Education. The purpose is to outline a collaborative framework that includes responsibilities of each agency in coordinating State and local services and resources, as outlined in State and Federal regulations and rule as they apply to students with disabilities in transition from receipt of educational services in school to the receipt of vocational rehabilitation services.

Definitions; a. A student with a disability; age 16 to 21 and is eligible for and receiving special education or related services. b. Youth with Disability, not younger than 14 or older than 24 years of age and is not attending any school.

Provisions of the MOU include:

1. Each agency will invite the other to participate in training related to secondary transition, as appropriate.
2. Each shall designate a contact person to coordinate communication.
3. Each will be responsible for staff salaries and travel costs associated with executing the MOU. Other costs associated with training and technical assistance will be predetermined and agreed to in writing prior to the actual training event.
4. The parties mutually agree to resolve disputes in a non—adversarial fashion by meeting to confer and discuss any issues that may arise. Issues will be brought immediately to the attention of agency personnel so issues can be resolved as expeditiously and informally as possible and at the lowest appropriate level. If agency personnel cannot resolve a dispute, it will be referred to the Director of Vocational Rehabilitation and the Superintendent of Public Instruction for resolution.
5. Both agencies will encourage local educational agencies and regional vocational rehabilitation offices to participate in local activities that create opportunities for students with disabilities to receive information on vocational rehabilitation services, eligibility, and

application procedures. These outreach activities may include but are not limited to, parent/teacher conferences, career fairs or special projects targeted toward groups of students with disabilities who have been traditionally underserved through vocational/transition services. These include students at risk of dropping out, students receiving services through 504 plans or groups of students identified as underserved through the annual analysis of statewide data.

6. Both the Division of Vocational Rehabilitation and the Department of Education will work to ensure that all financial payments are made by the appropriate party. Between the State Department of Education and the Division of Vocational Rehabilitation, there is no transfer of funds and the two agencies pay for their own programs that are initiated. Between the Division of Vocational Rehabilitation and the local school districts, costs are negotiated based on the following. The availability of Comparable Services and Benefits, as defined in 34 C.F.R. §361.5(c)(8), must be determined by DVR unless such a determination would interrupt or delay the progress of the individual. Under IDEA, 34 C.F.R. §300.101, the public education system must ensure that FAPE is available to all students with disabilities. Pursuant to 34 C.F.R. §361.22(c), nothing in this part will be construed to reduce the obligation under the IDEA (20 U.S.C. 1400 et seq.) of a local educational agency or any other agency to provide or pay for any transition services that are also considered special education or related services and that are necessary for ensuring FAPE to children with disabilities within the State involved. The immediate counselor and the local school district will negotiate cost sharing in order to provide the best services for the client in question

The Wyoming Department of Education shall:

1. Designate highly qualified educational personnel to be responsible for technical assistance, consultations, and the development of statewide program strategies and procedures applicable for youth with disabilities.
2. Maintain membership/educational representation on the State Rehabilitation Council and other related councils, task forces, and committees.
3. Ensure local educational agencies implement the educational standards for Wyoming schools serving children with disabilities for transition services as specified by the Individuals with Disabilities Act. Ensure transition services are based on a student's individual educational needs as documented in the student's individual education program.
4. Establish appropriate, measurable postsecondary goals in training or education, employment, and independent living skills, and update annually.
5. Plan and conduct age-appropriate vocational and/or transition assessments and, if appropriate, a functional vocational assessment no later than the year in which the student turns 16.
6. Provide transition services in the individual education program that will reasonably enable the student to meet his or her postsecondary goals. To facilitate and coordinate the smooth transition of students with disabilities from school to post-school employment-related activities, including the receipt of appropriate Pre-ETS, transition services, technical education and competitive, integrated employment.

7. Provide a course of study that will reasonably enable the student to meet his or her postsecondary goals.
8. Provide instruction and related services that support a student's post-school goals and, if appropriate, acquisition of daily living skills.
9. Develop community and work experiences that provide opportunities for students to participate in skills development in community settings.
10. Provide specific employment skills development through career and occupational skills training, employability skills development, work behaviors, and self—management skills acquisition, and support post-school adult living objectives.
11. Establish linkages and facilitate communication with family, school, community agencies, and employers.
12. Develop and implement a longitudinal tracking system for students with disabilities after k—12 departure.
13. Assure that local education agencies obtain permission to invite outside service agencies and invite prior to the individual education program meeting at which transition services will be addressed.

Responsibilities of the Division of Vocational Rehabilitation include:

1. Division transition consultants shall coordinate with the Department of Education, Special Programs Division and local education agencies to develop and provide a system for a seamless transition from school to work/training for students with disabilities.
2. Be responsible for the provision of technical assistance, consultations, and the development of statewide program strategies and procedures applicable to youth with disabilities. Including providing consultation to assist in the identification of eligible and potentially eligible students with disabilities and assessment of their individual needs for Pre-ETS.
3. Provide technical assistance to Department of Education personnel through formal and informal training, joint problem—solving, and exchange of information on policies and procedures. Present at all available conferences, webinars, and trainings to educate department and local school district personnel about the availability of PreETS services and how to access them.
4. Division of Vocational Rehabilitation transition consultants will participate in the annual data analysis which is performed each fall.
5. Division transition consultants shall meet with local education agency special education directors, teachers, guidance counselors, and community service representatives to provide technical assistance and training about Division programs, policies and regulations as they apply to student transitions. The consultants will provide training on PreETS and how the LEAs can assist students in accessing these services.
6. Assign vocational rehabilitation counseling personnel to work with educational agencies in formalizing collaborative efforts on student planning, referral development, and tracking.

7. Make available relevant data about eligibility for vocational rehabilitation services and tracking information about employment outcomes for students and youth with disabilities. Review agency data collection procedures to improve and track vocational rehabilitation services and employment outcomes.

8. Division counselors shall assist local education agencies in planning for transitions of students with disabilities from school to post-school careers and life. Division counselors shall act as consultants for students, parents, and the local education agencies during IEP/transition meetings scheduled prior to eligibility determination by DVR. When requested by the LEA, DVR shall ensure that DVR counselors/representatives participate in the evaluation process of students who have applied for or otherwise requested DVR services in the development of the IEP or 504 plan of eligible students.

9. The Division shall provide the Wyoming Department of Education with data about students eligible for vocational rehabilitation services, and tracking information about employment outcomes for youth with disabilities. This data will be exclusive of specific student identifiable information.

10. The Division will assign vocational rehabilitation counselors to serve as liaisons to local educational agencies and to formalize a collaborative approach to student planning, referral development, and tracking. The aim is to facilitate the development of appropriate individual plans for employment for eligible students prior to the students leaving high school. This assigned counselor can and will assist the LEA in making appropriate referrals for PreETS services.

11. When required as part of a student's individual plan for employment, the Division shall negotiate with local education agencies to purchase items of assistive technology from such local agencies pursuant to their authority under Wyo. Stat. §21—3—111 (a) (ii) and (xv).

12. The Division shall counsel former students who are eligible for vocational rehabilitation services, and who are still eligible for free appropriate public education, to re-enroll in school for further study and training to enhance their prospects for employment. Such former students as shall be eligible for services customarily provided by the Division to adults over age 21.

13. Whenever possible, the Division shall coordinate with local education agencies to provide vocational services (i.e., vocational assessments, career exploration, job shadowing, vocational guidance and rehabilitation counseling, and work experience) for students eligible for Division services. The Division and such local agencies may negotiate the costs of vocationally related services prior to expenditures.

14. Identification of specific student groups with disabilities and in need of transition services will be based on the annual statewide data analysis. This analysis examines and targets areas of critical need, including groups of youth with disabilities who have been identified as underserved by both agencies. Outreach activities will be designed and refined annually based in part on this analysis.

15. Redesign the Division brochure, "Transition Your Abilities," to better communicate the purpose of the Vocational Rehabilitation Program, its eligibility requirements, application procedures, and scope of services, and to disseminate the brochure to stakeholders. The Division also will develop technical assistance presentations targeted to core stakeholders

that address vocational rehabilitation services and requirements. Such stakeholders are students, parents, schools, and communities. Presentation venues could include career exploration days in schools, Wyoming's Mega Conference on Disabilities, and Department of Education conferences targeting special educators.

16. The Division may be responsible for some vocational services that occur outside the school environment and are designed to prepare the student for post-secondary training or work. The Division is not responsible for services not directly agreed upon during the development of the student's individual education program and is not included as a service on the student's individual plan for employment.

In addition to the State—level memorandum of understanding, cooperation between the Division and local education agencies ensures that a transition team is established to develop and accomplish objectives and long-term goals. These teams meet for individualized education program development and scheduled planning sessions. The planning sessions, which include parents and consumers, determine the transition schedule from the school system to vocational rehabilitation to facilitate the completion of the individual education program and in order to develop the individual plan for employment of an eligible transition—age youth prior to that individual leaving the school setting. This process also includes students with disabilities who are not receiving services under the Individuals with Disabilities Education Act (IDEA).

Community team members participating in the planning sessions may include youth case managers from WIA, representatives from an IL Agency, representatives from higher education or vocational programs, community rehabilitation service providers, and advocates. With a comprehensive transition team, the referral process is enhanced, outreach is improved, roles are more clearly defined, and transition services are coordinated. Assessments, consultations, and technical assistance also are provided to local education agencies and students. Individual meetings and community planning sessions allow The Division to help complete individual plans for employment for each student with a disability who is eligible for vocational rehabilitation services before the student leaves the school setting.

The Division works with local education agencies to improve the referral process of students who have an individual education program and in identifying the 504 students. Such local agencies are encouraged to invite the Division to individual education program meetings as soon as transition planning occurs, but no later than the last individual education program before the student graduates or reaches the age of 21. As the transition consultant is able, efforts will continue to be made to improve the referral process in all of the 48 local education agencies in Wyoming.

The Division has established a two transition consultant positions. The consultants coordinate with local, State and Federal education officials to improve the process for students in transition. The transition consultants are a resource on issues related to transitions, provides training to staff, and provides a consistent statewide message from the Division of Vocational Rehabilitation to the local education agencies. The transition consultants are actively educating Division, as well as education staff, on Pre-Employment Transition Services. Their goal is to increase referrals to better utilize the services that fall in this area and to target students that would benefit from a worker with the Division. The consultants are working on developing relationships, handouts and resource guides, pieces

of training and any other needed service to educate people of Pre-Employment Transition Services.

The Division of Vocational Rehabilitation is currently providing PreETS services on a fee-for-service basis. The Division has worked to establish and educate vendors on the services that can fall under PreETS. All five of the required PreETS services are available statewide. The Division is looking into how it can provide services to this population under the ten authorized activities.

Services for the visually impaired

Collaboration with Wyoming Education Department's Services for the Visually Impaired (SVI) and special education assists students and adults with disabilities in several ways. For example, the Montgomery Trust (a private trust specifically earmarked for the visually impaired) can provide assistive technology equipment to both visually impaired young people and adults. Also, DVR collaborates with SVI, WIL, Wyoming Services for Independent Living (WSIL), and Centrum for Disability Services in providing services to clients.

The Division also has a memorandum of understanding with Wyoming institutions of higher education. The purpose of this MOU is to guide the planning and delivery of support services to individuals with disabilities who are clients of the Division of Vocational Rehabilitation and are students enrolled at Wyoming institutions of higher education so there is a seamless delivery system for overlapping services. These education institutions include the University of Wyoming and Wyoming's seven community colleges.

Provisions of the MOU include:

1. The Division of Vocational Rehabilitation and institutions of higher education are not required to alter their policies, which are different from each other, for providing services or support.
2. These education institutions are required to provide services and accommodations to Division clients only to the same extent as they are provided to other students with disabilities.
3. The Division is not prohibited from contracting with individual institutions of higher education to provide services or support for Division clients beyond those required to assure equal access to educational opportunities.
4. Information exchange and joint training.
5. Referral procedures.
6. The institutions of higher education will not require students with disabilities to apply for Division of Vocational Rehabilitation funding before providing services or support. Nor will they deny or delay the provision of services or support while the Division is determining the student's eligibility for services.
7. In situations where a referral has been made to an institution of higher education for services, the appropriate institution staff may be involved in developing individual plans for employment.

8. The Division counselor and higher education staff will respect an individual's right and responsibility to fully participate in all decisions regarding his or her vocational future.

9. Definition of reasonable accommodations and auxiliary aids.

10. Guidelines for the provision of auxiliary aids. Among other things, funding sources for auxiliary aids will be determined on an individual, case—by—case basis depending on the setting and the individual's status as a student or Division client. In the case of equipment, ownership will be determined.

11. Additional guidelines for the provision of interpreter services.

12. Guidelines for the provision of different types of real-time captioning services.

E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

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

Community rehabilitation programs

The Division of Vocational Rehabilitation does not maintain cooperative agreements with private, non—profit organizations. The Division maintains fee—for—service relationships with all community rehabilitation programs to provide job development and job—coaching services. The fees are negotiated on a location—by—location basis, keeping in mind rates being paid elsewhere in the state. Due to Wyoming's rural character, finding service providers can be challenging.

Description of the manner in which the designated state agency establishes cooperative agreements with private non—profit vocational rehabilitation service providers.

In Wyoming, the DVR is required to write a contract with any vendors involving \$5,000 or more. The process is dictated by the Wyoming Department of Administration and Information.

A draft request for proposal, including a list of potential proposers, is developed by the Division. The RFP must be in a format outlined by the Wyoming Attorney General, who then must review and approve it. The RFP is then submitted to the Purchasing Division of the Wyoming Department of Administration and Information, which attaches all the required legal information, makes arrangements for announcing the request for proposals in newspapers statewide, and receives sealed bids. The bids are scored by Division of Vocational Rehabilitation staff, and the Purchasing Division notifies both successful and unsuccessful bidders. Contracts are negotiated by Division staff and the proposer based on a set of requirements. The Wyoming Attorney General then reviews and approves the contract before it is signed by the parties.

Utilization, findings, and capacity of community rehabilitation programs The Wyoming Division of Vocational Rehabilitation makes extensive use of community rehabilitation programs, primarily to provide supported employment and related services. All regions of the state continue to be served to some degree by community rehabilitation programs operating under the state's developmental disabilities and behavioral health programs, or by independent organizations. Coverage is comprehensive for individuals with

developmental disabilities, although a few agencies affiliated with the developmental disability system still do not provide extensively supported employment opportunities. These gaps have been, to a degree, filled by independent non—profit or for-profit agencies and freelance job coaches.

Historically, the Wyoming Division of Vocational Rehabilitation has made effective use of community rehabilitation programs in serving clients with the most significant disabilities. Over the past several years, significant progress has been made in encouraging mental health centers and other providers to become more involved in providing supported employment services.

Progress rarely happens in a straight line, however. In some instances, promising efforts at collaborations with service providers have faltered for reasons that may or may not be under the Division’s control. In some cases, local staffs have succeeded in finding or developing alternative resources for supported employment services.

The demonstrated effectiveness of supported employment services in providing job opportunities for individuals with the most significant disabilities argues for persistence in these efforts. With some mental health centers, in particular, developing collaborative supported employment programs is in the long-term interests of people with severe and persistent mental illness.

Policies for the use of community rehabilitation programs

The Wyoming Division of Vocational Rehabilitation’s use of community rehabilitation programs continues to reflect a commitment to integrated, community—based employment.

The Division has issued a policy to the effect that such programs must be accredited by the Commission on Accreditation of Rehabilitation Facilities, unless the organization has been in existence for less than 12 months, or has been providing services to clients for less than that time.

The Division also maintains a policy that mental health centers from which the Division purchases services must be certified by the Wyoming Department of Health, Division of Behavioral Health.

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.

The mission of the Division of Vocational Rehabilitation is to advance opportunities for Wyoming citizens with disabilities so they can be employed and independent in the least restrictive and most integrated environments possible. To this end, the Division has established and maintained strong working relationships with State agencies and other appropriate entities to help provide supported employment services throughout Wyoming.

The Division does not have any formal agreements with providers of supported employment services and does not anticipate entering into any such agreements in the near future. The Division provides services on a client—by—client basis and pays an appropriate market rate for the services provided.

The goal of Wyoming’s supported employment program is to increase community integration, individual independence, and productivity of persons with the most significant disabilities. In support of this goal, the Division of Vocational Rehabilitation will:

? Increase training so staff can better identify clients with the most significant disabilities and their needs for supported employment services.

? Continue cooperative efforts with school districts and other rehabilitation entities to enhance supported employment programs statewide including the use of Transition Consultants and Independent Living Specialists.

? Encourage dedicated funding for long-term support needed by supported employment clients. This will include networking with the Division of Behavioral Health, Regional Service Providers in Wyoming, mental health centers, the Wyoming Governor’s Council on Developmental Disabilities, State and local education programs, Social Security employment incentive including Ticket To Work programs, training programs under WIOA, and private businesses. There are still geographic, programmatic, and disability-related gaps in the capacities of community rehabilitation programs to provide the array of services the Division needs for clients with the most significant disabilities. These gaps include services to persons with acquired brain injuries. • State-of-the-art employment services for persons with severe and persistent mental illnesses are more widely available now than at the time of previous needs assessments, but such services still are not available to all communities. • The potential for community rehabilitation programs to play a more substantial role in preparing students with disabilities for the transition from school to employment has not been fully explored. Dialogue and collaboration with DD waiver have enhanced services and abilities of the Division to be more effective in supported employment efforts.

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 Wyoming Employment First Task Force was established by the State Legislature in 2014 (Statute HEA 0053) and finished work in October 2017. During that time the task force developed a Strategic Plan that included FY 2016, 2017 and 2018. The task force developed a dashboard that included disability information and statistics from Department of Workforce Services, Behavioral Health Division, Wyoming Department of Education, Department of Family Services and Mental Health.

Members of the task force chose to continue as a workgroup that meets every two months. The Division of Vocational Rehabilitation Employment First Consultant volunteered to take the lead in this effort.

The Employment First Consultant is responsible for coordinating these meetings, maintaining the Employment First web page with support from DWS, facilitating internship placements at the state level through collaboration with A&I, and supporting the establishment of community employer groups that have hired individuals with disabilities. The purpose of these groups is to educate other employers on the benefits of hiring individuals with disabilities. The Employment First Consultant contacts businesses to learn about hiring needs, provides information about the division and its services and offers support, ascertains the potential for future job placements, and encourages businesses to participate in employer groups being set up around the state. Such groups will provide avenues for businesses to share their successes and challenges in hiring individuals with disabilities.

The goal of the workgroup is to continue to promote competitive employment as the first option for people with significant disabilities, versus options such as sheltered work settings or day habilitation programs. The initiative aims to make disability employment part of the state workforce development strategy, find and support businesses that employ people with disabilities, ensure the State of Wyoming becomes a model employer of people with disabilities, prepare youth with disabilities for careers that utilize their potential, provide employers with skilled workers, and utilize existing limited resources to advance employment opportunities for people with disabilities.

The Division also has VR counselors and regional managers in communities working with local employers to educate them about vocational rehabilitation services, the benefits of hiring individuals with disabilities, and establishing sites for employment opportunities and or trial work experiences. The Division makes an effort to partner with other divisions within The Department of Workforce Services and other community organizations in an effort to connect with employers. Some of these organizations are the Uinta County Business Leadership Network, Wyoming Independent Living, and various Community Rehabilitation Programs. In most circumstances, the division provides information to employers on a one-on-one basis but will present information at professional conferences, chamber events, and other community gatherings where the staff is invited to participate.

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

The Wyoming Division of Vocational Rehabilitation (DVR) reclassified two experienced counselors to work as Transition Consultants. In this role, they communicate with school counselors in every school district throughout the state to offer DVR services and develop work experiences for students and youth with disabilities.

The Transition Consultants work with the State Department of Education, local school districts, and Division staff, providing information about Division services and helping Division staff and eligible students with disabilities transitions from school to the world of work. The consultants also help employer groups and others increase opportunities for work experiences and jobs for youth with disabilities. The transition consultants coordinated with education officials to establish a Project Search site in Wyoming. The transition consultants are actively educating Division, as well as education staff, on Pre-Employment Transition Services. Their goal is to increase referrals to better utilize the services that fall in this area and to target students that would benefit from working with

the Division. The consultants are working on developing relationships, handouts and resource guides, training and any other needed service to educate people on Pre-Employment Transition Services.

On the local level, DVR Counselors are working in our field offices to develop job sites that can support short-term work experiences for students and youth with disabilities. Where possible, DVR is partnering with other groups and agencies. Some of these agencies include Mental Health centers, Uinta County Business Leadership Network, Wyoming Independent Living, Community Rehabilitation Programs, and the local school districts. Wyoming DVR is beginning to work on reaching out to Institutes for Higher Education and directly with employers across the state to identify additional opportunities for students and youth with disabilities. DVR is also working with various organizations to develop youth leadership opportunities to increase self-advocacy skills.

In FY17, Wyoming DVR provided coordinating service delivery support to help create the first Project SEARCH program in the state. There are specific requirements for Project SEARCH programs, as well as ongoing support costs, however, the success of this program remains undisputed. Project SEARCH has particular relevance under WIOA and each state's legal obligation to create a systematic plan to help people with disabilities to get jobs. Wyoming's first Project SEARCH program is designed on the traditional model of High School, VR, CRP, and Business. This program is a partnership with Ivinson Memorial Hospital, Albany County School District 1 and Wyoming DVR.

Albany County School District 1 Performance Measure: Within three months of successfully completing Project SEARCH, 50 percent of students will obtain competitive employment.

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 Division of Developmental Disabilities manages the Medicaid funds under this program.

In 1995, the Division of Vocational Rehabilitation entered into a memorandum of understanding with the Division of Developmental Disabilities (now Behavioral Health Division) to increase collaboration between DVR and Division of Developmental Disabilities on behalf of mutually eligible clients, to increase the use of funding available to the State for the vocational rehabilitation of individuals with severe disabilities, to move individuals who are enrolled in Developmental Disabilities sponsored transitional training programs to supported employment and other suitable employment outcomes, and to expand the number of individuals with severe disabilities served by DVR. This MOU has not been updated since then. The mission of the two divisions has not changed. There is more cooperation between the two divisions to best utilize DVR funds and funds from the Medicaid waiver services to maximize their benefits to the clients and his or her ability to obtain and maintain employment. The two divisions work to make appropriate referrals to either program. When a mutual client is present, services and the appropriate funding

source, i.e. VR funds or Waiver funds. This also looks into the long-term support for the client in order to maintain employment.

DVR also works with the Governor's Planning Council on Developmental Disabilities. DVR maintains an active membership on this Council to provide insight into how DVR can work with these individuals as well as to learn about ways the DVR can do more. DVR staff will present and participate in training that the Council conducts.

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

Information for this sub-section, can be found in sub-section 1- the State agency responsible for providing services for individuals with developmental disabilities.

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

In September 2007, the Division of Vocational Rehabilitation completed a memorandum of understanding with the Wyoming Department of Health, Mental Health Substance Abuse Services Division. The purpose of the MOU is to provide services more effectively to people with disabilities, in compliance with the Rehabilitation Act of 1973. This includes increased collaboration in the evaluation, planning and implementation of supported employment services for persons with Severe and Persistent Mental Illness (SPMI) and transition age youth. Joint bi—annual training will focus on these issues, among others.

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

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

1. DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT A. QUALIFIED PERSONNEL NEEDS.

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

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

The Division has the following breakdown of staff based on a Federal Fiscal Year average of working with 3000 clients.

18 Administrative assistants (1 per 167 clients), 29 Counselors (1 per 103 clients), 4 Regional Managers (1 per 750 clients)

The agency also has the following staff in the Administration office that supports the field staff.

5 Consultants (Transition, Small Business, Independent Living, and Employment 1st), 6 Fiscal staff, 1 Program analyst (case management system and SSA Reimbursement), 1 Contract manager, 4 Administrators

The Division currently monitors the workload of all staff and adjusts positions as needed to balance the workload and to provide adequate services to clients. Recently, the Division added an additional fiscal staff member to better serve the needs in this area. The Division has also reclassified an assistant position to a transition consultant after the passage of WIOA to better assist in providing PreETS services. The Division has also moved a counselor position from one office to another to address the demands of growing caseloads.

Data from our case management system and input from the regional managers and administrators are reviewed quarterly and if needed at the end of each federal fiscal year recommendations are made for changes in staffing levels. The Division looks at historical data to develop a trend line to see if additional staff will be needed in the future and where to make recommendations for staffing level to Department of Workforce Services Administration.

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

All information for section "i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development" and related sub—headings is located in sub—heading iii.

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.

The Division of Vocational Rehabilitation's comprehensive system of personnel development includes procedures and activities to ensure an adequate supply of qualified rehabilitation professionals and paraprofessionals. This system has four goals:

- Identify current professional staff training needs and plan for skills and knowledge development of staff one to five years from now;
- Coordinate personnel development activities with the Wyoming Department of Education as specified by the Individuals with Disabilities Education Act;
- Coordinate a means to address training needs of current staff using institutions of higher education; and
- Coordinate activities to ensure staff are adequately trained and prepared to expand and improve services to clients.

The State Rehabilitation Council has had an opportunity to review and comment on the development of plans, policies, and procedures regarding:

1. The plan for recruitment, preparation, and retention of qualified personnel;
2. Personnel standards;
3. Staff development; and

4. Personnel to address individual communication needs.

The Division of Vocational Rehabilitation maintains a system for collecting and analyzing data on an annual basis. This includes information on personnel needs; a plan for recruitment, preparation, and retention of qualified personnel; personnel standards; staff development; and personnel to address individual communication needs.

Information on the number, location and disability types served; the number of agency personnel and levels of education; and training needed to improve skills and maintain certification levels is included in this section.

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;

All information for section "B. Personnel Development" and related sub—headings is located in sub—heading iii.

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

All information for section "B. Personnel Development" and related sub—headings is located in sub—heading iii.

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.

Wyoming currently does not have an institution of higher education that trains rehabilitation professionals. The three nearest such programs are at the University of Northern Colorado, Utah State University, and Montana State University. These programs concentrate on private and public rehabilitation respectively. The Division of Vocational Rehabilitation also uses Assumption College as an optional location for distance education. All programs are certified by the Council on Rehabilitation Education.

Currently, 20 people in the Division with certified rehabilitation counselor credentials. three counselors are working on master's degrees in rehabilitation counseling at Utah State University. Two more are attending Assumption College. Staff members monitor the training process by sending a copy of each semester's registration and grades to verify course completion.

Institutions	Students enrolled	Employees sponsored by agency and/or RSA	Graduates sponsored by agency and/or RSA	Graduates from the previous year
Utah State University	3	2	2	1
Assumption College	2	2	2	1
Montana State University — Billings	0	0	0	0

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 Division of Vocational Rehabilitation recruits counselors from the University of Northern Colorado, Utah State University, Montana State University, and Assumption College whenever possible. The Division actively participates on the advisory boards of the University of Northern Colorado and Utah State University, and has worked to improve communication with both schools to announce open positions and to recruit potential counselors. The Division has been posting current vacancy notices with the three universities. This is in addition to placing ads in local and regional newspapers, with the Department of Workforce Services, and with Wyoming at Work, the state job network. The Division, in accordance with the ADA, seeks to employ and advance qualified individuals with disabilities, as well as minorities.

Periodic announcements of staff position openings are sent via email from a listserv of Council of Rehabilitation Education graduate programs. The Division also maintains a listserv for smaller colleges in the area that have master's level programs in related fields.

The Division's comprehensive system of personnel development requires a counselor to have a master's degree and be eligible to sit for the certified rehabilitation counselor exam. The Division attempts to hire individuals who meet the personal development requirement, but if that is not possible, an attempt is made to hire someone with a related bachelor's degree and two years of experience. Such a new hire is made aware that at the end of his or her one—year probationary period, he or she will be expected to attend a Council of Rehabilitation Education accredited school to receive a master's degree in rehabilitation counseling. He or she will have four years to complete the degree.

The Division currently has 21 counselors who meet or exceed the personal development requirements. Of the remaining staff who do not meet the personnel development requirements, four are currently working in a master's degree program, or classes for Commission on Rehabilitation Counselor Certification (CRCC) category R and the balance are currently in a probationary period and will begin working to meet the personnel development requirements at the appropriate time.

The Division actively updates and implements a system that addresses current and projected personnel training needs. Coordination between Wyoming's personnel training needs and institutions of higher education occurs when the personal development consultant and Division administrator participate in university program advisory meetings. The Division of Vocational Rehabilitation develops training plans for individuals utilizing the State of Wyoming's Performance Management Instrument. This tool helps the agency establish and track goals for the development of staff.

The Training Officer tracks training needs of all employees and addresses those needs through annual in—services for both counselors and assistants. The Division also sends individuals to training sessions provided by the State of Wyoming Personnel Division and private or public vendors. The staff is also supplied information on providers' websites to assist with training needs. Training in specific areas is addressed at the annual statewide in—service, regional in—services, on—the—job training with area consultants and training officers, and/or using a contracted vendor. The Division is exploring the possibility of delivering staff training using webcam technology and creating in-house, on-demand training.

The Division of Vocational Rehabilitation has made a conscious effort to address retention and recruitment of staff by raising the pay for all field professional and paraprofessional staff. The most recent pay raise for state employees occurred on July 1, 2011, which, at the time, moved staff to 90 percent of market value.

Futures group

The "futures group" is designed for staff members who are interested in moving into new or different roles within the Division of Vocational Rehabilitation and in developing the future direction of the Division. The current membership includes counselors, assistants, and program consultants. Membership is open to any permanent employee, with the approval of the supervisor and the Division administrator. This group meets quarterly to provide input on business issues affecting the Division. They work directly with Division program managers and may attend selected management team meetings to provide input. They also identify projects that may benefit the Division. In 2017, the group revised the Division policy manual. The group will be involved in several projects, including training for new staff members, staff retention issues, continued policy development, case management system changes, and basic training systems.

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

All information for section "3. Personnel Standards" and related subheadings is located in sub—heading B.

B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

The Division of Vocational Rehabilitation is committed to hiring qualified rehabilitation staff beyond the current minimum standards established by the State of Wyoming Personnel Division. An individual must have a master's degree in rehabilitation counseling, or another master's degree that would allow the person to meet national certified rehabilitation counselor requirements. The Division seeks candidates with a master's degree in rehabilitation counseling, counseling, social work, sociology, psychology, or other related fields.

The State of Wyoming does not have a licensing standard for rehabilitation counseling or for a rehabilitation counselor. The Division standard requires a person to have a master's degree and to be eligible to sit for the certified rehabilitation counselor exam. The State of Wyoming, Administration and Information, Human Resource Division, has set a master's degree (typically in social services) as a minimum qualification, plus up to three years of progressive work experience (typically in vocational rehabilitation) or a related bachelor's degree and four to six years of progressive work experience (typically in vocational rehabilitation.) Preference is given to someone with a certified rehabilitation counselor certification.

Because of our difficulty in recruiting and hiring qualified rehabilitation professionals, when faced with no other alternative, the Division does hire individuals with a bachelor's degree in a related field with a minimum of two years relevant work experience. (Note: This is the State of Wyoming's personnel standard). In so doing, the new hire is advised of the Division's expectations as they pertain to personnel standards and is offered the position only with the person's agreement to pursue a master's degree. If a counselor has received education funding through the agency, the individual contractually agrees to continue employment with the Division for three years after obtaining his or her master's degree. If employment is terminated before this time, repayment may be required on a pro-rated basis.

Based on standards developed through the personnel system, each staff member participates in the annual performance appraisal system that analyzes job performance and identifies training needs. The Division continues to do annual training needs assessments of all staff. The personnel development specialist tracks training needs and links individuals to appropriate training. Training needs to be addressed at the statewide in—service are determined by polling Division staff. Other avenues of obtaining training needs, such as focus groups, are also utilized. Counselors also have access to reference materials. These

include Internet resources, reference books, and consultants. Staff also may request periodicals and other resource purchases.

The Division of Vocational Rehabilitation will assess counselor—training needs on an individual basis to assure compliance with personnel standards. The Division’s human resources development staff member maintains individual counselor records that identify training needs, training received and anticipated target dates for completion of education programs.

Priority of training includes completion timeframes times as follows:

1. Individuals with bachelor’s degree > master’s rehabilitation 3 to 5 years
2. Related master’s degree > certified rehabilitation counselor 1 to 3 years

Training progress for counselors is monitored and tracked annually. Efforts to include staff have an updated understanding of the evolving labor force and merging knowledge include regional and statewide in-service trainings. Additionally, the Division consults with our liaison from the Workforce Innovation Technical Assistance Center (WINTAC) to ensure that subject matter is relevant.

The Division’s personnel development system attempts to create qualified rehabilitation counselors through a distance learning grant at Utah State University and other universities. Staff members without master’s degrees are required to take the Utah State University or other distance learning programs, with financial assistance from the agency. The following table details the qualifications of current field staff:

- Of 29 counselors, 11 have certified rehabilitation counselor credentials, ten have a master’s degree without such credentials, seven have a bachelor’s degree.
- Of 10 administration staff (which includes four area managers and two transition consultants), eight have certified rehabilitation counselor credentials.

The comprehensive personnel development system focuses not only on creating qualified rehabilitation counselors in Wyoming but on retention as well. Training funding is used to coordinate training activities to help counselors maintain their certified rehabilitation counselor credentials and encourage other counselors who may qualify to obtain such credentials.

Of the counselors and consultants having master’s degrees in areas other than vocational rehabilitation counseling, all have been advised and encouraged to acquire the designation of a certified rehabilitation counselor in accordance with methods offered by the Commission on Rehabilitation Counselor Certification. A record of progress toward the meeting agency standard is kept for each counselor or consultant.

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

The Division of Vocational Rehabilitation maintains a training budget administered by the training officer. This is done to better control training funds and focus funds on targeted areas.

All staff participates in an annual in-service training. There are two in-service trainings — one for counselors, managers, and consultants, and one for support staff. The topics arise from staff needs and issues identified in quality assurance reviews or at the discretion of administration staff. Information on other training topics and needs of the staff come from individual retention plans that are developed yearly for staff. The agency has also been developing a more comprehensive approach to training staff to include a VR 101 and new counselor training.

A wide variety of training has been made available to counselors and consultants. The Division has a philosophy of training support staff in a manner similar to counseling staff, so many training topics are the same. Training has been provided by the Division, State of Wyoming Department of Administration and Information, and numerous private vendors. When contemplating agendas for staff training, the training officer keeps in mind training subjects like assessments, vocational counseling, job placement, and rehabilitation technology. Training topics offered at the 2016 staff in-service included personality disorders, ethics and social media, compassion fatigue, fiscal process training, motivational interviewing, and cultural diversity. Due to budget concerns, the 2017 in-service was canceled for one year. Regional in-services were held to offset training needs.

The Division also encourages staff to participate in training offered by partner agencies. There also are regular training sessions provided by our statewide assistive technology center. While this list is not complete, it does illustrate the variety of training available to counselors and consultants in Wyoming.

Text telephone update

Training, as needed, is held throughout Wyoming on text telephone and other Social Security issues. Training is presented through a partnership of the Work Incentives Planning and Assistance, Plans for Achieving Self Sufficiency, Protection and Advocacy for Beneficiaries of Social Security, and the Division of Vocational Rehabilitation. Several staff members have taken advantage of this training. Staff members also have traveled to Baltimore, Md., for training on Social Security issues at the Social Security Administration offices.

Information about the Achieving A Better Life Experience (ABLE) Act has been provided to staff. Formal training on the Act will be provided in 2018.

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.

Procedures to disseminate research

The Division's Central Office has a lending library that contains some reference materials relevant to vocational rehabilitation counseling. Reference materials are often requested by field staff or area managers and may be purchased for their use. In—service speakers and trainers often provide research information, as do many conference presenters. Program consultants in the Division's Central Office stay current on trends in their specialty areas and share their findings with field staff. Specialty areas include the Governor's Committee for Employment of People with Disabilities; the ADA; supported employment; staff training and quality assurance; transitions from school to work; Telephone Relay Service (TRS); deaf services; Business Enterprise Program (BEP); and small business planning. All Division staff members have Internet access for research purposes.

Performance evaluation system

The Division must conform to the State of Wyoming personnel rules, which include a performance appraisal system. This system requires reviews twice a year with each employee. Such reviews can lead to improved performance through an analysis of strengths and weaknesses, and identification of training issues. This system does not impede the Vocational Rehabilitation Program, including serving the most significantly disabled people. Also, counselors are assisted by their immediate supervisors, who review cases and act as consultants, trainers, and resources regarding the vocational rehabilitation of clients.

The quality assurance/improvement consultant reviews case files on a regular basis with a standard protocol. The consultant reports findings to the administrator and recommends solutions or training to correct deficiencies. The consultant also notes practices that are working well. If system-wide issues are found, policies are reviewed and changed if necessary, or staff members are given additional training to understand policy changes or to comply with the policy.

Affirmative action

The Division of Vocational Rehabilitation ensures that it takes affirmative action to employ and advance qualified individuals with disabilities and minorities in employment. Thirteen percent of the staff members have disabilities. The State of Wyoming personnel system follows affirmative action requirements and assures that the Division maintains appropriate hiring procedures.

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.

The Division of Vocational Rehabilitation has established and maintains minimum standards to ensure there are people in the Division who are trained to communicate in the native language or mode of communication of the client. This objective is achieved either by hiring applicants with such skills or by developing these skills among staff members. The Division does not specifically recruit people based on their ability to provide services in a particular language.

The Division handbook is available in Spanish. Interpreters are hired, as the occasion warrants, to effectively communicate with clients who use other languages. Several staff members have sign—language skills, and the Division helps them maintain and improve such skills. A program consultant who specializes in services for the deaf and hard of hearing is available. Essentials like orientation to the Division and eligibility requirements are on tape or in Braille for blind or visually impaired people. Other needs for blind or visually impaired individuals are met by purchasing services or from the Wyoming Department of Education, Services for the Visually Impaired.

Additionally, DVR makes use of interpreters by telephone or video conference if needed.

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 memorandum of understanding with the Wyoming Department of Education establishes reciprocal referral services, outlines appropriate uses of each department's facilities and services, and describes joint planning activities to improve services for people with disabilities.

This MOU strengthens the transition process and the availability of Assistive Technology (AT) to VR clients who are in school. This agreement specifies joint training on AT, IDEA and other pertinent legislation. Refer to Attachment 4.8(b)(2) for additional information on this MOU and DVR's coordination with education officials.

Whenever possible, the two departments and local education agencies coordinate transition training sessions. Topics already addressed or being considered include career counseling, job placement, success in higher education, and use of disability resource centers. Vocational Rehabilitation Program staff members participate regularly or act as presenters in as many training sessions as possible. Staff of the two departments currently hold regular monthly meetings. Division of Vocational Rehabilitation transition consultants also meet regularly with Education Department staff. Where possible, local Division counselors and managers meet with staff of the Education Department and local education agencies to enhance understanding of each other's programs.

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;

All information for section "j. Statewide Assessment" and related sub—headings is located in sub—heading 3.

B. WHO ARE MINORITIES;

All information for section "j. Statewide Assessment" and related sub—headings is located in sub—heading 3.

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

All information for section "j. Statewide Assessment" and related sub—headings is located in sub—heading 3.

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

All information for section "j. Statewide Assessment" and related sub—headings is located in sub—heading 3.

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

All information for section "j. Statewide Assessment" and related sub—headings is located in sub—heading 3.

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

All information for section "j. Statewide Assessment" and related sub—headings is located in sub—heading 3.

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 .

The Rehabilitation Act, as amended in 1998, requires each state to conduct a needs assessment every three years. The purpose of assessments is to identify and understand the needs of individuals with disabilities in the state and to use the information to make appropriate operational and programmatic adjustments that ensure the effective and efficient delivery of services to such individuals.

The Division of Vocation Rehabilitation conducts a statewide comprehensive needs assessment every three years. The most recent began in 2015 and was completed in April 2016. Before that time, a needs assessment was completed in April 2013.

The 2015 effort was a statewide assessment, conducted jointly by the Division and the State Rehabilitation Council. It examined the need to establish, develop, or improve community rehabilitation programs within the State, and described the rehabilitation needs of individuals with disabilities residing within the State. Of particular interest were the vocational rehabilitation needs of:

- Individuals with the most significant disabilities, including their needs for supported employment services;

- Individuals with disabilities who are minorities, and individuals with disabilities who have not been served or are underserved by the Vocational Rehabilitation Program carried out under this Title; and
- Individuals with disabilities served through other components of the statewide workforce investment system (other than the Vocational Rehabilitation Program), as identified by such individuals and personnel assisting such individuals through the components.

The State’s goals and priorities are based on an analysis of:

- The performance of the State on the standards and indicators established under Section 106 of the Rehabilitation Act;
- Other available information on the operation and effectiveness of the Division. The contractor was asked to complete an overall assessment of service needs in the state of Wyoming and make suggestions for improvement **Methodology**

The Division contracted with the Wyoming Survey & Analysis Center at the University of Wyoming to assist with the needs assessment for 2015-2016. The contractor designed the assessment using five general methodological approaches:

- Estimates of the target populations through analysis of the 2010 Census, the American Community Survey, and Social Security Administration data;
- Analysis of Division administrative data, including 911 service data, and consumer satisfaction data, if available;
- Focus groups with individuals whose cases have been closed in successful (26) or unsuccessful status (28);
- Mail surveys with Division clients; and
- Electronic online surveys with Division staff, Department of Workforce Services staff, American Job Centers, Association of Providers — Community Rehabilitation Programs, Department of Education — Special Education Staff, Department of Health — Behavioral and Mental Health, Tribal vocational rehabilitation agencies, and other service providers.

The study was designed to obtain input from stakeholders throughout the process. A stakeholders’ group formed at the beginning of the contract included members of the State Rehabilitation Council and employees of the Division of Vocational Rehabilitation. The contractor worked with the stakeholders’ group on several occasions to plan and make course corrections during the study. Interactions occurred in person, via email, and in phone calls. State Rehabilitation Council members provided input on framing research questions, interpreting the Division’s program performance data, and refining provider and consumer surveys. Once the data was collected and a preliminary analysis completed, the stakeholders’ group reviewed the draft document to help interpret the findings before a final the report.

This collaborative approach is consistent with the intent of the Rehabilitation Act, which calls for the State Rehabilitation Council to direct the statewide needs assessment process. The approach also ensures that the results are more likely to be used because the end—users are invested in the process.

The following research questions guided the statewide assessment of needs of individuals with disabilities:

- What are population estimates and characteristics of individuals with disabilities in Wyoming? How do these compare with Division customers?
- What are estimates and characteristics of individuals who receive Social Security disability benefits (SSDI and SSI)? How do these compare with Division customers?
- How do the processes and outcomes of Wyoming vocational rehabilitation services compare with peer states? What are the anomalies and are these of concern?
- What do vocational rehabilitation customers perceive as their unmet needs and barriers to successful outcomes?
- What do vocational rehabilitation providers perceive as unmet needs and barriers to successful outcomes for their customers? How do provider perceptions of needs and barriers compare with the customers' perceptions?
- What groups appear to be unserved or underserved by vocational rehabilitation services? What are the unmet service needs of these groups?
- What are the barriers and special service needs of racial and ethnic minority populations with disabilities?

Findings

Based on results from the study, specific areas warrant attention as the Division of Vocational Rehabilitation develops its next state plan. The Division needs to determine, based on input from the State Rehabilitation Council and the public, key areas on which to focus its efforts over the next few years.

Services requested most by consumers with the most significant disabilities include job search assistance; education and training; and career and job decision—making and selection. These needs are similar to the providers' top three: career/job decision—making and selection; life skills training; and job search assistance.

Providers rated consumers' need for life—skills training higher than consumers rated it, which may be a reflection of providers' experiences. Providers also perceived life—skills training as not easily obtainable. As a result, the Division may want to increase its support services in this domain.

Counselors' heavy caseloads impact the quality of services, as indicated by clients and some providers. Limited interactions and delays between appointments could be affecting customers' enthusiasm about the vocational rehabilitation process and negatively impacting outcomes.

Providers identified the following as the top unserved or underserved populations in Wyoming: People affected by mental illness and substance abuse, young adults/transition, and people with intellectual/developmental and cognitive disabilities.

Providers recommended improving Division services, including reduced caseloads and increased counselor knowledge of community programs. Providers also recommended better education and outreach on services, improved community awareness efforts, better collaboration with other agencies, and more funding, especially for services.

Clients need assistance in understanding their benefits and the impact of employment on benefits. Consumers and providers both identified a lack of such knowledge. Recent studies indicate that benefits planning services are correlated with higher earnings for vocational rehabilitation customers. One factor impacting customers' understanding of benefits is the lack of Social Security Administration—approved certified work incentive coordinators in Wyoming. These coordinators go through a rigorous training and testing process to become certified. Community rehabilitation programs can access this training from the Work Incentives Planning and Assistance National Training Center at Virginia Commonwealth University.

Qualifications of Division service providers for supported employment were a concern expressed in the focus groups and surveys. The Division's policy manual requires Commission on Accreditation of Rehabilitation Facilities accreditation. However, from discussions with the working group and Division staff members, it is clear that not all providers have such credentials. In part, this appears to be due to the working definition for "provider." The meaning of "community rehabilitation program" has evolved as the demand for community—based services has increased.

Although CARF accreditation "assists service providers to improve the quality of their services," it can be an expensive and difficult process. As such, accreditation is not a reasonable demand for smaller providers. At the same time, some respondents expressed concerns about provider skill levels. There does not appear to be an alternative to the Division process for assessing provider quality.

K. ANNUAL ESTIMATES

Describe:

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES;

All information for section "k. Annual Estimates" and related sub—headings is located in sub—heading 4.

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

All information for section "k. Annual Estimates" and related sub—headings is located in sub—heading 4.

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

All information for section "k. Annual Estimates" and related sub—headings is located in sub—heading 4.

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION;

All information for section "k. Annual Estimates" and related sub—headings is located in sub—heading 4.

3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

All information for section "k. Annual Estimates" and related sub—headings is located in sub—heading 4.

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.

Based on 2012 data from U.S. Bureau of the Census, Wyoming has 66,900 residents who report a disability and consequently could be eligible for vocational rehabilitation services. In Federal fiscal year 2017, an estimated 5,479 people will receive vocational rehabilitation services in Wyoming. The total estimated cost to serve these individuals is \$11,753,460.

The Division is monitoring the number of clients that it is serving and has some concerns over the decline in clients and the increase in per client services. The Division is reviewing the appropriateness of services and contacting referral services to ensure that we are identifying and working with all appropriate clients.

In Federal Fiscal Year 2017, the Division of Vocational Rehabilitation was not under an order of selection. The following numbers represent actual expenditures based on the final SF-425. Category Title I or Title VI Estimated Funds Estimated Number to be Served Average Cost of Services Title I - Vocational Rehabilitation Title I \$11,352,129 5,016 \$2,263 Title VI Part B - Supported Employment Title VI \$300,000 270 \$1,111 Title I - Supported Employment Title I \$101,331 193 \$525 Totals \$11,753,460 5,479 \$2,145

In Federal fiscal year 2017, The Division of Vocational Rehabilitation was not under an order of selection; priority categories have not been established. DVR does not plan on going under an order of selection in FFY 2018.

Category	Title I or Title VI	Estimated Funds	Estimated Number to be Served	Average Cost of Services
Title I — Vocational Rehabilitation	Title I	\$11,352,129	5,016	\$2,263
Title VI Part B — Supported Employment	Title VI	\$300,000	270	\$1,111
Title I — Supported Employment	Title I	\$101,331	193	\$552

Category	Title I or Title VI	Estimated Funds	Estimated Number to be Served	Average Cost of Services
Totals	\$11,753,460	5,479	\$2,145	

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.

All information for section "1. State Goals and Priorities" and related sub—headings is located in sub—heading C.

2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS.

All information for section "1. State Goals and Priorities" and related sub—headings is located in sub—heading C.

3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

All information for section "1. State Goals and Priorities" and related sub—headings is located in sub—heading C.

A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

All information for section "1. State Goals and Priorities" and related sub—headings is located in sub—heading C.

B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

All information for section "1. State Goals and Priorities" and related sub—headings is located in sub—heading C.

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.

Based on the 2015 statewide needs assessment, the following goals and priorities of the Vocational Rehabilitation Program are jointly developed and agreed to by the Division and the State Rehabilitation Council:

- Increase employment opportunities for individuals with disabilities in Wyoming. This will be done by rehabilitating at least 715 individuals with disabilities. In the Federal fiscal year 2017, the Division successfully closed 590 individuals with disabilities.
- Improve outreach to and referral services from local education agencies to aid transitions from school to work through efforts of the Division transition consultant and counselors. The Division will work to increase the number of PreETS services that are provided.
- Increase by at least five percent the number of clients with significant disabilities who start small businesses or are self—employed. In the FFY 2017, the Division closed 10 clients with small businesses. Clients will be assisted in setting up small businesses by using the Small Business Development Fund and other resources.
- Successfully rehabilitate in supported employment 300 or more individuals with the most significant disabilities. In FFY 2017, 275 such people were closed successfully. Due to concerns about changes with services providers and their service focuses, as well as the loss of the Supported Employment grant, the Division is concerned that it might not be able to meet the same level of employment as in previous years.
- Improve the recruitment, training, and retention of staff.

Recruitment

Increase the percentage of counselors with master’s degrees to 75 percent. In FFY 2017, 20 of 29 Division counselors had master’s degrees. An increase in the percentage of counselors with certified rehabilitation counselor credentials to 68 percent. In FFY 2016, 16 of 29 Division counselors had such credentials.

Training

Increase training on disability topics with relevance to staff needs and agency goals. Train staff on Federal, State, and agency policies and procedures. The Division will utilize Regional In Services, Case Clinics and a Statewide In-Service training in 2018 to accomplish this.

Retention

Maintain a staff loss rate of 10 percent or less. In the Federal fiscal year 2017, the Division lost 15 out of 67 staff members, for a 15 percent loss rate.

- Develop a statewide system to identify and rehabilitate “students and youth” in transition, including the use of pre-employment transition services. In FFY 2017, the Division serviced 698 participants using the PreETS 15% set aside.
- Increase the number of Acquired Brain Injury (ABI) clients employed successfully by 10. The Division closed 28 cases successfully in FFY2017.
- Increase the number of SPMI clients employed successfully by 15 over the previous year. The Division closed 220 cases successfully in FFY 2017.
- Increase collaboration with Federal and State agencies, non—profits, and other organizations to build stronger partnerships. The Division will attempt to accomplish this by updating existing MOUs, developing new contracts and identifying new opportunities for collaboration with our partner agencies.

The Division is working with other partners in the Unified Plan to develop opportunities to improve employment in the state. The Division is expanding employer groups throughout the state. These employer groups allow for the education of other businesses on what are the pros and cons of hiring individuals with disabilities and to dispel the myths of hiring these individuals. The Division is also looking at what exists to expand the educational opportunities for people with disabilities. This may include assistance to remain in school to receive a high school diploma, work towards earning a high school equivalency, or pursuit of higher education. The Division remains committed to helping all eligible individuals with disabilities to gain the necessary skills to be gainfully employed.

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.

All information for section "m. Order of Selection" and related sub—headings is located in subheading 2.

B. THE JUSTIFICATION FOR THE ORDER.

All information for section "m. Order of Selection" and related sub—headings is located in subheading 2.

C. THE SERVICE AND OUTCOME GOALS.

All information for section "m. Order of Selection" and related sub—headings is located in subheading 2.

D. THE TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER.

All information for section "m. Order of Selection" and related sub—headings is located in subheading 2.

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND

All information for section "m. Order of Selection" and related sub—headings is located in subheading 2.

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.

Wyoming 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.

All information for section "n. Goals and Plans for Distribution of title VI Funds;" and related sub—headings is located in subheading B.

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

It is DVR policy that extended services for youth may be provided for up to 4 years.

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.

Title VI, Part B funds will be used and distributed through four Division of Vocational Rehabilitation regional budgets. Local rehabilitation counselors will authorize supported employment services as needed from a variety of community rehabilitation programs and independent vendors statewide. The Division estimates that approximately \$464,768 will be spent on supported employment services in Federal fiscal year 2018. All funding will be supplemented from Title I (Section 110) funds.

About 423 individuals will be served in supported employment, but only 351 will receive services from the \$300,000 Title VI, Part B grant, if available. The rest of the supported employment individuals will receive services from the Title I, Part B grant.

This estimate is for the cost of services provided directly to individuals. These services, which are purchased from vendors, include supported—employment job development and job coaching. This estimate does not include the Division's administrative costs, such as staff salaries, staff travel, telephone, postage, rent for office space, and indirect costs. Division administrative costs are paid for with Title I, Part B (section 110) funds.

Supported employment services are available statewide, with 20 community rehabilitation programs and a number of independent vendors currently providing services. DVR explores comparable benefits and make appropriate referrals to other Agencies to leverage other funding sources to increase resources and expand opportunities for youth with 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.

The Division has provided innovation and expansion funding for activities designed to continue addressing some needs identified previously in needs assessments. Most activities are designed specifically to expand and improve the vocational rehabilitation services available to people with the most significant disabilities. The Division will continue to solicit ideas and programs that can be used to improve or enhance services to clients with disabilities in the state, possibly to include additional community rehabilitation programs in the state.

The following activities are planned for innovation and expansion funding in the fiscal year 2018:

- The Division will provide funding support for the State Rehabilitation Council. Expenditures may include travel, stipends, advertising, supplies, meeting room rental, interpreters, facilitation services, and costs related to consumer satisfaction/outreach. Estimated Cost: \$20,000
- The Division will provide funding support for the State Independent Living Council. Due to Federal grant award reductions in the Title VII, Part B — Independent Living Services program, and estimated decreases in Social Security Reimbursement funds, (program income transfers to the independent living programs), the Division will need to use innovation and expansion funds to support the Council. Expenditures may include travel, stipends, advertising, supplies, meeting room rental, interpreters, and facilitation services.
- Estimated Cost: \$20,000

2. HOW A BROAD RANGE OF ASSISTIVE TECHNOLOGY SERVICES AND DEVICES WILL BE PROVIDED TO INDIVIDUALS WITH DISABILITIES AT EACH STAGE OF THE REHABILITATION PROCESS AND ON A STATEWIDE BASIS.

Assistive technology services and devices

A broad range of assistive technology services and assistive technology devices are provided to individuals with disabilities at each stage of the rehabilitation process. Division of Vocational Rehabilitation uses the Centrum for Disabilities, a non—profit agency that provides assistive technology evaluations and equipment to clients throughout the state. The Division also regularly collaborates with the Wyoming Institute for Disabilities (WIND) and Wyoming Assistive Technology Resources (WATR) when helping consumers evaluate and meet their assistive technology needs.

An AgrAbility program developed by the Wyoming Institute for Disabilities (WIND) began in May 2006 as a grant program administered by the University of Wyoming. The administrator is on the AgrAbility advisory panel, and the Division continues to work with the program to provide assistive technology services to the agricultural community. Assistive technology services and devices are available on a statewide basis.

3. THE OUTREACH PROCEDURES THAT WILL BE USED TO IDENTIFY AND SERVE INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES, INCLUDING THOSE

WITH THE MOST SIGNIFICANT DISABILITIES, AS WELL AS THOSE WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM.

Populations that are Unserved or Underserved — Minorities with Disabilities

Objective: Promote opportunities to enhance equal access and quality services for culturally diverse people within the rehabilitation system.

Objective: Arrange for Section 121 project staff to attend the Division's annual counselor and support staff in-service training sessions.

Method: Advise project staff of in-service training through invitations and announcements, including a copy of the agenda.

Objective: Arrange collaboration between the Wyoming Relay/Deaf Services Program and the Section 121 projects on the availability of services.

Method: Provide information to project staff and their consumers on the availability and use of the Wyoming Relay program, and the distribution of text telephone and amplified phones; provide information about obtaining assistive devices, obtaining qualified interpreters, and developing interpreter training that addresses culturally appropriate services.

Objective: Provide supportive services to minorities with disabilities.

Methods: Determine what types of rehabilitation services are currently available to minorities with disabilities in the State of Wyoming.

Identify rehabilitation organizations currently offering services to minorities with disabilities to better coordinate services.

Identify the most critical rehabilitation needs of minorities that currently are not being met by existing services and facilities.

The Future's Group will examine what actions the Division can take to improve rehabilitation services for minorities with disabilities.

The populations discussed below were identified in the 2015 needs assessment as "underserved." All were being served but in less—than—representative numbers, or less effective than other populations. The discussion below focuses on efforts to better serve these groups.

Persons with severe and persistent mental illness.

Objective: Improve and expand services for persons with severe and persistent mental illness.

Method: Encourage the Mental Health and Substance Abuse Services Division to support the expansion of successful employment models for these individuals.

Objective: Continue to develop supported employment services with mental health organizations statewide.

Method: Initiate contacts with mental health centers and promote supported employment services.

Objective: As training becomes available for professionals working with and serving people with mental illnesses, arrange for Division staff and appropriate mental health personnel to attend such training sessions. Invite mental health personnel to attend Division in—services when appropriate topics are involved.

Method: Invite mental health personnel to attend Division in—services free when training is being presented in their area of the state. Alert mental health personnel to training via other independent entities.

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).

Students in Transition from School to Work

Objective: Strengthen and improve the working relationship with the Wyoming Department of Education to increase timely referrals and to provide information and training about how the Division of Vocational Rehabilitation can assist students in transition.

Methods: Continue to involve the Department of Education in State Rehabilitation Council activities and meetings. The Division's two transition consultants meet on a regular basis with Department of Education staff to review ways to improve the coordination of services.

Continue to encourage local education agencies to identify students with disabilities and make timely referrals to the Division of Vocational Rehabilitation. The Division's two transition consultants will continue to work with the school districts, the Wyoming Education Department, and Division staff statewide.

Objective: Provide support for Division transition counselors.

Methods: Division personnel will meet with local education agencies to identify best—practice policies and to coordinate services between local school districts and Division field offices.

Objective: Encourage local education agencies to make timely referrals to the Division.

Methods: Increase field staff communication with local education agencies regarding the Division's mission and services. Transition consultants will take the lead on developing relationships with local school district administrative staff.

Develop procedures with local education agencies to help facilitate the more timely exchange of information regarding potential transition student referrals.

Division staff will attend individual employment plan meetings when invited by the school.

Identify new systems to improve referrals and working relationships, including replicating successful service models within the state.

Individuals who are intellectually disabled

Objective: Improve and expand services to persons who are intellectually disabled.

Method: The Division partnered with other State agencies to hold an “employment first” conference in July 2017. The goal was to educate consumers and employers about the benefits of integrated and competitive employment.

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE.

At this time, there is no plan to develop additional community rehabilitation programs in Wyoming. The Council and Division feel a greater need is to ensure that job coaches are qualified to provide the needed services. The Division now requires background checks for all job coaches. Training for all job coaches is being considered.

The Division will continue to monitor vocational rehabilitation services in the state and consult with the members of the Council members on future needs.

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA.

Through case reviews, the Division determined there were a large number of clients who, for various reasons, were no longer interested in pursuing services with our agency. Some factors could have been an upturn in the state’s economy, making it easier to find jobs without the Division’s assistance; relocation for better opportunities; disabilities becoming more severe, so people were not able to work; or an inability to wait for Division services. Through staffing changes, policy shifts, and closely monitoring such issues, the Division hopes to improve its services to clients and to reduce wait times. The current average time between intake and developed IPE is less than 90 days.

Wyoming’s economy is dominated by minerals extraction and construction. As a result, there are limited opportunities for individuals with disabilities to find jobs and to find jobs that pay enough for a person to be independent. The Division continues to seek creative job strategies, including helping clients start small businesses. The Division of Vocational Rehabilitation is partnering with other divisions within the Department of Workforce Services to educate employers and to develop more employment opportunities for persons with disabilities.

The Division is working with other partners in the Unified Plan to develop opportunities to improve employment in the state. The Division is expanding employer groups throughout the state. These employer groups allow for the education of other businesses on what are the pros and cons of hiring individuals with disabilities and to dispel the myths of hiring these individuals. The division is also looking at what exists to expand the educational opportunities for people with disabilities. This may include assistance to remain in school to receive a high school diploma, work towards earning a high school equivalency, or pursuit of higher education. The Division wants to help all eligible individuals with disabilities to gain the necessary skills to be gainfully employed.

The Division continues to develop referral sources to ensure that people with disabilities who are eligible for the program are being properly referred. The Division also works to locate and develop service providers who can provide needed services to individuals with

disabilities in a timely and cost-effective manner. Due to Wyoming's rural nature, this can prove challenging and can affect the provision of services.

7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES.

The Division of Vocational Rehabilitation works closely with our agency counterparts who provide services under Wagner—Peyser and the Workforce Investment Act. In many instances, the Division is co-located in the same office to make referrals and provide services more efficiently. The Division plans better utilize its funding resources in connection with these partners to better serve individuals with disabilities. The Division will partner with Workforce Investment Act and Wagner—Peyser caseworkers to identify training solutions and other efforts that leverage more resources to help people with disabilities find jobs. The Division also partners with WIA youth caseworkers to explore summer work experience options for students in transition.

DVR will provide consultation services to assist with accessibility of agency programs and services. As part of WIOA certification requirements, DVR along with agency partners, are actively reviewing all agency offices with regard to physical accessibility of our offices. DVR routinely conducts disability awareness and outreach efforts with agency partners.

8. HOW THE AGENCY'S STRATEGIES WILL BE USED TO:

A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;

All information for section "8. How the agency's strategies will be used to:" and related sub—headings is located in sub—heading C."

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

All information for section "8. How the agency's strategies will be used to:" and related sub—headings is located in sub—heading C."

C. OVERCOME IDENTIFIED BARRIERS RELATING TO EQUITABLE ACCESS TO AND PARTICIPATION OF INDIVIDUALS WITH DISABILITIES IN THE STATE VR SERVICES PROGRAM AND THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM.

The 2015 assessment of rehabilitation needs identified four populations of concern in Wyoming: Persons with mental illnesses, students with disabilities who are in transition from school to work, persons with intellectual disabilities, and persons with acquired brain injuries.

- Students with disabilities continue to be a special concern for the Division. Because of distances and limited staff available, the Division has struggled to provide adequate services to the 48 school districts in Wyoming. To increase our impact, the Division has hired full—time transition consultants to coordinate effort at the state level, as well as to reach out to the school districts and explain our services and how we can better serve disabled people. The Division has assigned all counselors a

- local school district or high school to aid in the focus on providing services to students and youth with disabilities.
- The Division will continue working with mental health centers and other community rehabilitation programs to improve job opportunities for with clients with mental illnesses and to provide the support services necessary so clients can be successful and independent.
 - The Division has designated a staff member to be a liaison with the Veteran's Administration in Wyoming. The goal is to assist in coordinating services for mutual clients, sharing resources, and providing a point of contact for veterans seeking assistance.
 - The Division is continuing to work on expanding opportunities for clients to start small businesses. The Division has a full—time small business consultant who reviews all self—employment opportunities to ensure their viability and to provide some start—up funding.
 - The Division continues to work with the State Human Resources Department to ensure that quality applicants are applying for positions within the agency as well as developing and implementing strategies to expand the recruitment and hiring of people with disabilities in Wyoming State Government. The goal is to make Wyoming a model employer of people with disabilities.
 - The Division continues to work with appropriate master's degree programs in the region to identify potential candidates and to explore internship opportunities. The Division posts available openings on the State website and through social media. Other sources of recruitment are identified for geographical areas when it is difficult to find candidates. The Division continues to provide opportunities for staff to earn a master's degree and to be able to sit for the CRC exam. Staff members also are given the opportunity to participate in continuing education training throughout the year to maintain their credentials.

Memoranda of understanding

The Division of Vocational Rehabilitation has a memorandum of understanding with the University of Wyoming and the state's community colleges. This MOU is designed to guide the planning and delivery of support services to people with disabilities who are clients of the Division and are enrolled at a Wyoming institution of higher education.

An MOU also is in place with the Section 121 programs on Wyoming's Wind River Indian Reservation. Through this MOU, the Division provides consultations with project staff and Native Americans with disabilities.

The Wyoming Division of Workers' Safety and Compensation and the Division have an MOU to provide rehabilitation services to eligible people who have been injured in job—related accidents. Joint training for both Divisions occurs as needed.

Programs for the deaf

Deaf or hard—of—hearing people face potential barriers to equal access and participation due to their disabilities. The Division has taken steps to ensure equal access and participation in our programs for these individuals.

Training has been provided to Division counselors, assistants, and managers on the use of text telephones: the use of telecommunications relay services (Wyoming Relay, the Internet and video relay); deaf culture; strategies for communicating with hearing—impaired clients; and the use of sign language interpreters. Such training is provided during regional in—services conducted periodically across the state.

The Division collaborates with the Wyoming Registry of Interpreters for the Deaf in many ways. One effort involves identifying all known sign language interpreters in the state; evaluating their skill levels using a method jointly developed by the Division and Registry; and compiling and distributing the list to Division staff, other service providers, government agencies, businesses, and individuals.

Training is offered routinely to service providers, government agencies, and private and businesses. Topics include deaf culture, communication strategies, use of interpreters, use of text telephones, and the Wyoming Relay program. Such training facilitates appropriate referrals to the Division, as well as helping to provide services and jobs for clients.

Wyoming Relay is a program administered by the Division. An ongoing, public awareness campaign includes radio, television, print, and billboard advertising statewide.

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.

All information for section "p. 1." and related sub—headings is located in sub—heading B.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

Goal 1. Increase employment opportunities for individuals with disabilities in Wyoming.

- Rehabilitate at least 715 individuals with disabilities.
- Increase services to minority individuals with disabilities.
- Improve services for students and youth in transition from school to work.
- Improve services to veterans with disabilities.

Results:

- The Division successfully rehabilitated 590 individuals with disabilities.

- In The federal fiscal year 2017, the Division worked with 262 clients who self—identified as something other than white, non—Hispanic. This compared 381 in FFY 2015.
- In FFY 2017, the Division worked with 1,017 transition clients compared to 1,439 in FFY 2015.
- The Division worked with 263 identified veterans in FFY 2017 compared to 271 in FFY 2015.

The Division monitored progress monthly on this goal and encouraged staff to continue to close cases successfully. Area managers reviewed case files continuously, had staff make corrections where needed, and trained staff to avoid such issues in future cases. The State of Wyoming has been experiencing an economic slowdown, so there have been challenges with finding successfully placements.

Goal 2. Increase by 5 percent the number of clients using the Small Business Development Fund and other resources for starting a small business.

In FFY 2017, the Division worked with 41 clients to use this fund compared to 40 in FFY 2014. Overall the Division is seeing a downtrend in our total overall number of clients, which presents challenges in finding clients to open small businesses, as well as difficulty with the economy and the ability to support the development of small businesses.

Goal 3. Successfully rehabilitate 205 or more supported employment individuals with the most significant disabilities.

In FFY 2017, the Division worked with 360 such persons compared to 316 in FFY 2015. The Division continues to have a healthy relationship with our CRPs and the Developmental Disabled Division. We are able to keep up referrals and find the necessary support to be successfully employed. Wyoming has also adopted an Employment 1st initiative, where anyone on the Waiver services are encouraged to seek out employment before seeking other options.

Goal 4. Meet or exceed all RSA performance standards and indicators.

The Division did not meet standard 1.1 (successful closures). Several factors may have contributed to this, including staff turnover, low counselor caseloads, and challenges in understanding WIOA requirements. There has also been an economic downtrend in WY that has made it challenging to place clients. We are starting to see a stabilization and possible uptrend, so we are hopefully for improvement in the future towards this goal.

Goal 5. Continue to improve the recruitment, training, and retention of staff.

Recruitment

Increase the percentage of counselors with master's degree level counselors to 75 percent. Twenty of the Division's 29 counselors have master's degrees or 69 percent. WY has a challenge in locating Master level counselors. We will hire at the Bachelor level with requisite service and then assist the staff in obtaining their Master Degree. The Division is starting to see some improvement in this area.

Increase the number percentage of counselors with the certified rehabilitation counselor designation to 50 percent. Sixteen of the Division's 29 counselors have this designation or

55 percent. The Division continues to encourage and assist staff in earning the necessary Masters degree or course work, as well as recruiting staff with the certification already, so that we can continue to have our staff with this credential.

Training

Increase training on disability topics relevant to staff needs and agency goals. Train staff on Federal, State, and agency policies and procedures.

In 2017, the Division conducted regional in-service training for all counselors, managers, and consultants. Many of the topics covered included information on various types of disabilities. Other topics included case management, counseling skills, and leadership development. In 2018, the Division will provide one in-service training for all staff in addition to regional training and a statewide in-service. Training topics will be determined from the Comprehensive Statewide Needs Assessment (CSNA), quality assurance reviews, retention/training plans, and recommendations from the Workforce Innovation Technical Assistance Center (WINTAC).

Retention

Maintain a staff loss rate of 10 percent or less. During the calendar year 2017, 15 staff members (22 percent of staff) left their positions. This compared to 17 staff members who left in the calendar year 2016. Due to the challenges caused by the economic downturn, the State of Wyoming overall lost population, and often our staff had to leave the state to be with their spouse who had to seek other employment. The agency also attempts to maintain quality staff and may encourage individuals onto other appropriate employment.

Goal 6. Improve services to transition—age clients by increasing successful outcomes by 5 percent.

In the Federal fiscal year 2017, the Division closed 54 transition client cases successfully compared to 188 in FFY 2015. With the shift towards providing PreETS services, there will be less clients that are included in the General VR data. The Division is working on building up the number of participants on the PreETS side of things.

Goal 7. Increase the percentage of ABI clients successfully employed by 5 percent.

In FFY 2017, the Division successfully closed 20 ABI clients compared to 29 in FFY 2015. Part of the change in this number may be due to how our staff is classifying clients in the new case management system, as well as the overall decline in clients that the Division has been experiencing.

Goal 8. Increase the percentage of SPMI clients successfully employed by 5 percent.

In FFY 2017, the Division successfully closed 181 SPMI clients compared to 276 in FFY 2015. Part of the change in this number may be due to how our staff is classifying clients in the new case management system, as well as the overall decline in clients that the Division has been experiencing.

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.

All information for section "p. 2." and related sub—headings is located in sub—heading B.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

Supported employment services are available statewide. Community rehabilitation programs (including mental health centers) and several independent vendors currently provide services.

Individuals with the most significant disabilities have access to supported employment on a statewide basis. Within each community rehabilitation program, a supported employment coordinator has been designated, and a network of coordinators exists statewide.

Supported employment coordinators market supported employment to employers in their communities. Employers also are prominently involved in supported employment throughout the state.

The Division served 125 clients with supported employment services in the Federal fiscal year 2017. There was a significant decrease due to the funding changes of splitting the Supported Employment funds between Youth and Adults. WY does not have enough Youth requiring Supported Employment services. WY DVR was unable to serve as many adults as the youth, so the adults were served under general rehabilitation funds.

The Division will continue to encourage community rehabilitation programs to designate a supported employment coordinator to work closely with the Division to increase referrals, services, and employer education. The Division also is doing more employer outreach.

The Division invites staff of community rehabilitation programs to attend its annual in-service training sessions to learn more about disabilities and supported employment topics.

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA.

As this is the first year of these new performance standards, WY DVR has nothing to report on the progress as of yet.

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED.

The Division provided funding support for the State Rehabilitation Council. Expenditures included travel, stipends, advertising, supplies, meeting room rental, interpreters, facilitation services, and costs related to consumer satisfaction/outreach efforts.

Estimated Cost: \$20,000

Actual Cost: \$790.10

The Division provided funding support for the State Independent Living Council. Expenditures included travel, stipends, advertising, supplies, meeting room rental, interpreters, facilitation services, and costs related to consumer satisfaction/outreach efforts.

Estimated Cost: \$20,000

Actual Cost: \$15,731.44

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.

Supported employment services may be provided for up to 24 months. DVR will provide extended services for youth for up to 4 years if no other source is available.

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES.

Community rehabilitation programs providing supported employment services in Wyoming must be accredited by the Commission on Accreditation of Rehabilitation Facilities. Mental health centers providing supported—employment services must be certified by the Mental Health and Substance Abuse Services Division of the Wyoming Department of Health.

The Division of Vocational Rehabilitation's management information system (Wyoming Rehabilitation and Employment System, or WYRES) includes criteria to measure integration, client satisfaction, scope of service, client wages, hours worked per week, variety of work options, and disability groups served. This data collection system allows the Division to make informed decisions to modify, improve, or expand supported employment services delivered through community rehabilitation programs and mental health centers.

Supported employment services provided to individuals are coordinated through an individual plan for employment. The plan includes a description of the services needed; identification of the State, Federal, or private programs that will provide the extended services; and a description of the basis for determining that extended services are available.

Supported employment services that may be provided to individuals with significant disabilities include, but are not limited to, the following:

- If necessary, a supplemental evaluation to the evaluation of rehabilitation potential provided under 34 CFR Part 361.
- Job development and placement into competitive, community integrated employment.
- Traditionally time—limited services needed to support employment trainees, such as:

Intensive on—the—job skills training and other training provided by skilled job trainers, co—workers, and other qualified individuals, and other services specified in 34 CFR Part 361.48, in order to achieve and maintain job stability;

- o Follow—up services, including regular contact with employers, trainees with significant disabilities, parents, guardians, or other representatives of trainees and other suitable professional and informed advisors to reinforce and stabilize the job placement; and
- o Discrete post—employment services following successful case closure by the Division of Vocational Rehabilitation that are unavailable from an extended services provider and that are necessary to maintain the job placement.

Each client’s individual employment plan describes the timing of transition into extended services provided by other state agencies and private non—profit organizations following the termination of time—limited services by the Division. The Division will provide traditionally time—limited services for a maximum of 24 months unless a longer period to achieve job stabilization has been established in the individual employment plan.

Supported employment services are available statewide, with 19 community rehabilitation programs currently providing services. The following describes improvements in quality, scope, and extent of supported employment services statewide:

- o Nineteen community rehabilitation programs (including mental health centers) throughout Wyoming have implemented supported employment programs;
- o People with the most significant disabilities have access to supported employment services on a statewide basis;
- o Within each community rehabilitation program, a supported—employment coordinator has been designated, and a network of coordinators exists statewide;
- o Supported employment coordinators market supported employment to employers in their communities;
- o Employers are prominently involved in supported employment efforts throughout Wyoming;
- o The Department of Health, Division of Developmental Disabilities, continues to be used as a resource for supported employment services for individuals with ABI;
- o The Division completed an MOU with the Department of Health, Mental Health and Substance Abuse Services Division, in September 2007. The aim is to enhance the working relationship between the divisions to provide more effective services to individuals with disabilities in compliance with the Rehabilitation Act of 1973. This includes increased collaboration in the evaluations, planning, and delivery of supported employment services for persons with SPMI and for transition—age youth. Joint training on a bi—annual basis will focus on these issues, among others.

CERTIFICATIONS

Name of designated State agency or designated State unit, as appropriate **Division of Vocational Rehabilitation**

Name of designated State agency **Department of Workforce Services**

Full Name of Authorized Representative: **Keith J. McIntosh**

Title of Authorized Representative: **Administrator**

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 **Wyoming Division of Vocational Rehabilitation**

Full Name of Authorized Representative: **Keith J. McIntosh**

Title of Authorized Representative: **Administrator**

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.

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Applicant's Organization **Wyoming Division of Vocational Rehabilitation**

Full Name of Authorized Representative: **Keith J. McIntosh**

Title of Authorized Representative: **Administrator**

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,

CCCLXXXI . HAS DEVELOPED AND WILL IMPLEMENT,  STRATEGIES TO ADDRESS THE NEEDS IDENTIFIED IN THE ASSESSMENTS; AND

 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

CCCLXXXII . 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:

CCCLXXXIII. 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

CCCLXXXIV. AN INDIVIDUALIZED PLAN FOR EMPLOYMENT THAT MEETS THE REQUIREMENTS OF SECTION 102(B) OF THE REHABILITATION ACT , WHICH IS DEVELOPED AND UPDATED WITH TITLE I FUNDS, IN

ACCORDANCE WITH SECTIONS 102(B)(3)(F) AND 606(B)(6)(C) AND (E) OF
THE REHABILITATION ACT.

ADDITIONAL COMMENTS ON THE ASSURANCES FROM THE STATE

VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and the Vocational Rehabilitation Program— and also submit relevant information for any of the eleven partner programs it includes in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program.* If included, Combined State Plan partner programs are subject to the “common planning elements” in Sections II and III of that document, where specified, as well as the program-specific requirements for that program (available on www.regulations.gov for public comment). The requirements that a State must address for any of the partner programs it includes in its Combined State Plan are provided in this separate supplemental document. The Departments are not seeking comments on these program-specific requirements, which exist under separate OMB control numbers and do not represent requirements under WIOA. For further details on this overall collection, access the Federal eRulemaking Portal at <http://www.regulations.gov> by selecting Docket ID number ETA-2015-0006.

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

APPENDIX 1. PERFORMANCE GOALS FOR THE CORE PROGRAMS

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	71.00	71.00	71.50	71.00
Dislocated Workers	79.00	79.00	80.00	79.00
Youth	65.00	65.00	65.50	65.00
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	68.00	68.00	69.00	68.00
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	69.00	69.80	69.50	69.80
Dislocated Workers	77.00	77.00	78.00	77.00
Youth	66.00	66.00	67.00	66.00
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	68.20	68.20	69.20	68.20
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 2

Due to timing of guidance, program performance for Titles I and III will be provided for public comment in early April.

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	6,096.00	6,196.00	6,196.00	6,196.00

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Dislocated Workers	7,100.00	7,306.00	7,200.00	7,306.00
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	5,300.00	5,400.00	5,400.00	5,400.00
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 3

Due to timing of guidance, program performance for Titles I and III will be provided for public comment in early April.

TABLE 4. CREDENTIAL ATTAINMENT RATE

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	57.30	58.00	58.00	58.00
Dislocated Workers	66.00	67.00	67.00	67.00
Youth	57.00	58.00	58.00	58.00

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 4

Due to timing of guidance, program performance for Titles I and III will be provided for public comment in early April.

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	55.00	55.00	56.00	56.00
Wagner-Peyser	n/a	n/a	n/a	n/a

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 5

Due to timing of guidance, program performance for Titles I and III will be provided for public comment in early April.

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)	Baseline	Baseline	Baseline	Baseline
Line 2	Baseline	Baseline	Baseline	Baseline
Line 3	Baseline	Baseline	Baseline	Baseline
Line 4	Baseline	Baseline	Baseline	Baseline
Line 5	Baseline	Baseline	Baseline	Baseline
Line 6	Baseline	Baseline	Baseline	Baseline

User remarks on Table 6

Due to timing of guidance, program performance for Titles I and III will be provided for public comment in early April.

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)

Map of Wyoming's Substate Regions: [**https://bit.ly/210Elg5**](https://bit.ly/210Elg5)

State Plan Public Comments/Response:

<https://sites.google.com/a/wyo.gov/wyowdc/sp2018>

Cooperative Agreements: <https://sites.google.com/a/wyo.gov/wyowdc/sp2018>