UTAH WIOA

Unified State Plan

2016 — 2020

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Utah State of Office of Rehabilitation

Utah State Office of Education

STATE WORKFORCE DEVELOPMENT BOARD

Utah Department of Workforce Services

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EXECUTIVE SUMMARY

Workforce Innovation and Opportunity Act (WIOA)

The vision of WIOA is to achieve to achieve and maintain an integrated, job-driven workforce system that links our diverse, talented workforce to our nation's businesses and improves the quality of life for our citizens. To accomplish this:

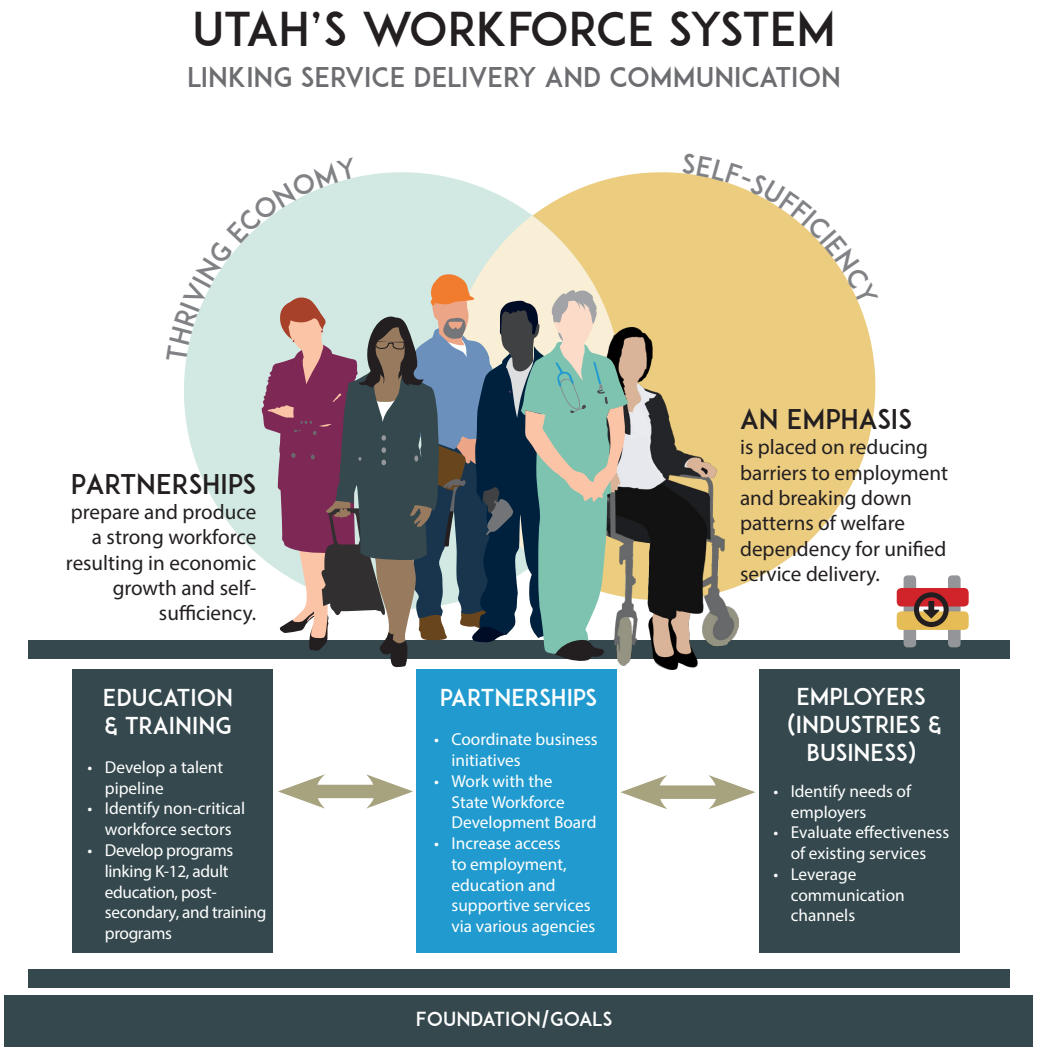
- The needs of businesses and workers drive workforce solutions.
- The workforce system supports strong regional economies.
- One-Stop Career/Employment Centers provide first-rate customer service to job seekers, workers, and business.

Six Goals:

- Increase access to education, training, and employment—particularly for people with barriers to employment.
- Create a comprehensive, high-quality workforce by aligning workforce investment, education, and economic development.
- Improve the quality and labor market relevance of workforce investment, education, and economic development efforts.
- Promote improvements in the structure and delivery of services.
- Increase the prosperity of workers and employers.
- Reduce welfare dependency, increase economic self-sufficiency, meet employer needs, and enhance the productivity and competiveness of the nation.

Utah's Vision

A strong economy depends on a world class workforce. Utah will continue to enhance and expand collaborative efforts with employers, educational institutions, and government agencies through business development and partnership in key sectors and occupations to make this happen. Through implementation of WIOA, Utah will increase access to and opportunities for the employment, education, training, and support services that individuals, particularly those with barriers to employment, need to succeed in the workforce.



Partners

The role of the Core Partners is to ensure that employment and training services are coordinated, complementary, and job seekers can acquire the skills and credentials that meet employer needs.

Core Partners include:

- Adult, Dislocated Worker
- Youth, Wagner-Peyser Act
- Adult Education and Family Literacy Act
- Vocational Rehabilitation programs

Under WIOA, partners that are jointly responsible for workforce and economic development, educational, and other human resource programs collaborate to create a seamless customer-focused one-stop delivery system. The required partners must collaborate and align their services to and enhances access for job seekers and businesses.

Required Partners include:

- Senior Community Service Employment Program (SCSEP)
- Veterans job counseling, training, and placement services
- Career and Technical Education (CTE)
- Trade Adjustment Assistance (TAA)
- Community Services Block Grant employment and training activities
- U.S. Department of Housing and Urban Development (HUD) employment and training programs
- Unemployment Compensation programs
- Programs authorized under the Social Security Act Title IV, Part A (TANF)
- Job Corps
- National Farmworkers Jobs program

Statewide Input

Utah's State Workforce Development Board (SWDB) led the development of Utah's Unified Plan. The State Board created workgroups assigned to craft required sections of Utah's plan and work together to ensure the vision and goals established by the Governance Committee provided the base for the strategies, activities, and services outlined in the plan. Input was solicited from government agencies, non-profit organizations, local government, employers, and elected officials. Utah's plan will be presented at six town hall meetings throughout the State and it will be available online for public comment.

Strategic Plan

Utah's Plan includes strategies to achieve its vision and goals. The foundation of Utah's plan is built upon utilizing data, partnerships, and its resources to implement strategies that support operations in providing services to individuals and employers. Utah is committed to changing and/or adjusting its strategies as needed to meet the State's workforce needs.

Workforce development activities:

- Identify targeted industry sectors and occupations and align programs and services to support them. Ensure involvement from business and education partners.
- Set collaborative performance goals, share information/data, and work together to resolve problems and address any gaps.
- Collaborate and coordinate on training, marketing and feedback.
- Utilize existing committees, workgroups, and programs while working to align and share resources when it is appropriate.
- Hold regular SWDB and committee meetings as required by Utah's plan.

Goal	Strategies
All-Encompassing Partnerships	• Conduct an economic assessment of statewide workforce needs. • Leverage state funding resources to support the promotion of key occupational clusters and industry sectors identified through economic analysis and input from employers. • Identify opportunities to align, collaborate, and make connections among Core and Required partners to better serve Utahns.
Focus on Employers	• Directly involve employers in the workforce development system by utilizing and leveraging existing partnerships and expanding opportunities for them to participate as the state moves forward in developing new partnerships and aligning programs. • Identify the needs of employers by collecting information through existing information and conduct surveys as necessary. • Reach out to employers to help design career pathways of secondary education (K-12), Adult Education, and Post-Secondary education. • Evaluate effectiveness of existing services with creation of an interactive inventory of the state-offered training programs for both workers and businesses in the state. • Work with businesses to accurately reflect position requirements and appropriate collection of information in hiring process through the labor exchange systems. • Leverage communication channels that will promote available internships, apprenticeships, and on-the-job training that companies are willing to provide.
Focus on Education and Training	• Develop a talent pipeline in targeted industry sectors. • Continue to gather information from employers and support the needs of other industry sectors because identified sectors may not be representative of the entire workforce system. • Strengthen public awareness in recruiting WIOA-targeted populations, specifically those with barriers to employment, to participate in educational offerings. • Develop programs and strategies that help high school students connect to concurrent enrollment, high school Career and Technical Education (CTE), Adult Education, and other partnership pathways to post-secondary career and technical education (CTE) programs. • Identify and establish short-term post-secondary CTE certificate programs that link to recognized industry credentials and that are a sub-set of degree programs. • Explore opportunities to align, coordinate, and collaborate among Core and Required Partners career pathway initiatives.
Goal: Focus on Workforce	• Create training focused on "How to get the job you want" expanding beyond traditional resume and interview skills. • Leverage core programs and required partner programs to increase awareness of workforce skills employers are requesting. • Strategy: Ensure industry needs are met with workforce.
Focus on Populations with Barriers to Employment	• Enhance partnerships with schools (K-12), Adult Education, post-secondary institutions and community services that already interact with these populations. • Complete ongoing evaluations of performance measures with the goal of facilitating, rather than impeding, service delivery. • Set performance expectations with the core and required partners understanding that many individuals served have greater-than-average barriers to employment and training.

I. WIOA State Plan Type

Utah elected to submit a Unified State Plan. The plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs.

II. Strategic Planning Elements

(a) Economic, Workforce, and Workforce Development Activities Analysis

(1) Economic & Workforce Analysis

(A) Economic Analysis: Economic, Workforce, and Workforce Development Activities Analysis

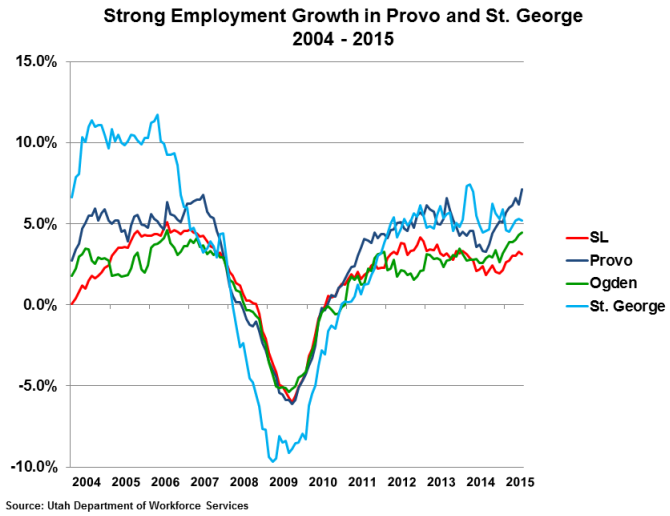
Utah's strategic plan and vision are based on analysis of the State's current economy and workforce. Data driven goals for preparing its workforce and strategies for aligning, coordinating and integrating programs to support economic growth have been developed based on these analyses.

Utah identified four major economic areas with the State: Utah's principle urban area called the Wasatch Front, the Bear River Region, Eastern Utah, and Central/Southwestern Utah. The latter three have enough distance or dissimilarity from Utah's urban core to warrant their own regional identifications.

Since 83 percent of the state's employment is embodied in the Wasatch Front, the state profile serves as a proxy for the profile of that urban core. Select urban variables may be isolated for further discussion.

Utah's Economic Performance

In 2015, the Utah economy is roughly six years beyond the Great Recession's low point of employment. Utah's labor market has largely recovered and is growing robustly. While lingering effects and weak areas remain, they are limited and decrease with each year of employment rebound.



Given Utah's current strong job growth (around 4.0 percent), most of the state's geographic areas are contributing. The 80-mile Wasatch Front corridor, from Ogden to Payson, accounts for 83 percent of all Utah employment. Of particular note

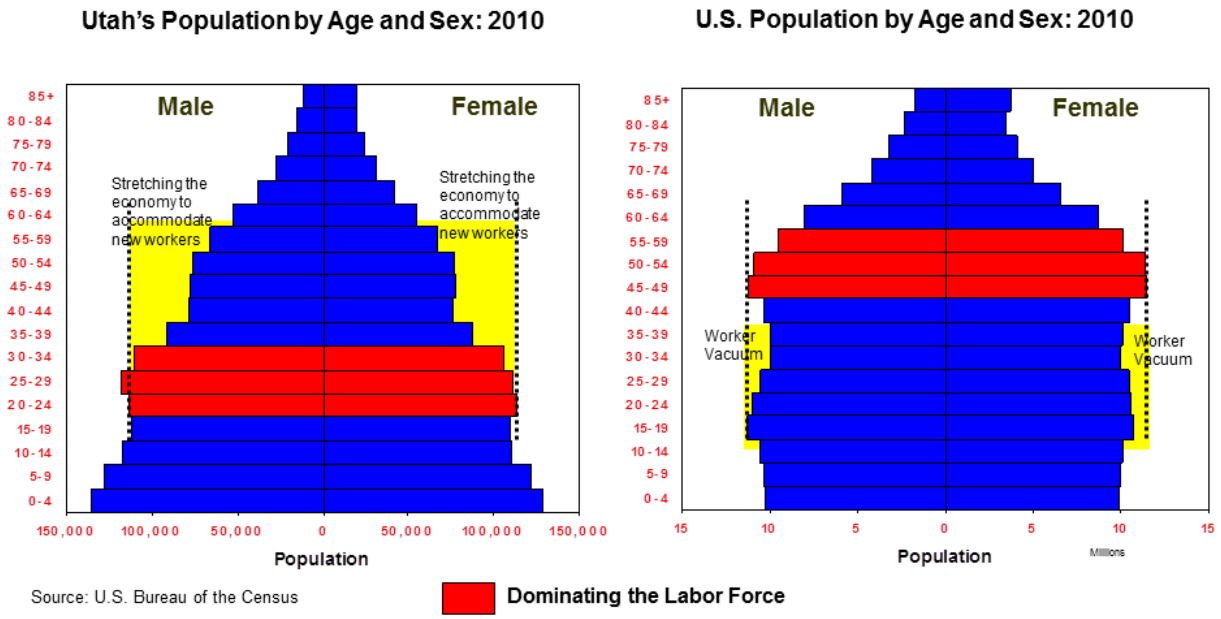
is the Provo-Orem metropolitan area, which is currently recording job growth of 7.0 percent. In addition, the Ogden-Clearfield metropolitan area is also growing at a commendable 4.5 percent pace.

These high metropolitan-centered employment growth rates are destined to be tempered as the next several years unfold. Growth rates this high are historically difficult to maintain. Employment growth around or just above the state's long-term average of 2.8 percent is expected.

The key to sustaining high growth, in addition to a favorable national business environment, is to maintain an adequate supply of labor. Given Utah's low unemployment rate (in the mid 3-percent range), this raises some concern about the ability to maintain a sufficient labor supply for such high job growth. The task of attracting out-of-state talent may become more critical over the next several years.

The non-Wasatch Front metropolitan areas of Washington County (St. George Metropolitan Statistical Area) and Logan are also swept up in Utah's strong economic performance. Washington County has a long history of 4.0 percent-plus yearly job growth. The Great Recession put a seven-year dent in that run, but that area's growth is currently around 5.0 percent and should maintain its historically strong performance. The Logan area's job growth of around 4.0 percent is probably destined to moderate, but that area's long-term economic outlook is also on an upward plane.

Labor Force Age



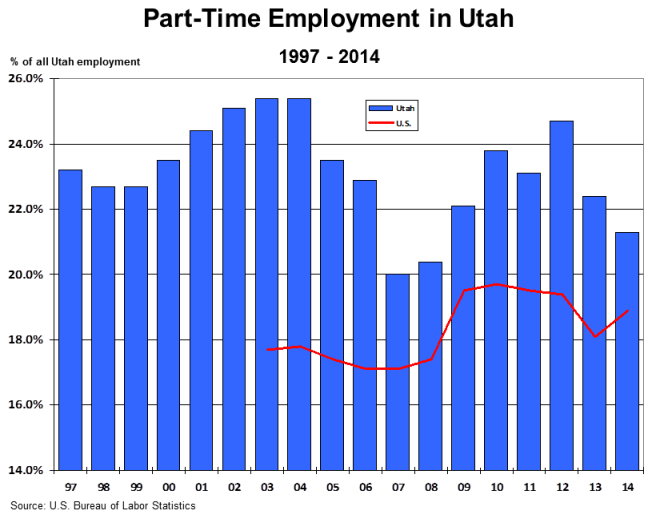
There is much talk about the stress that is to come upon the labor market when the baby boom generation retires in-mass. This is a valid concern at the national level but

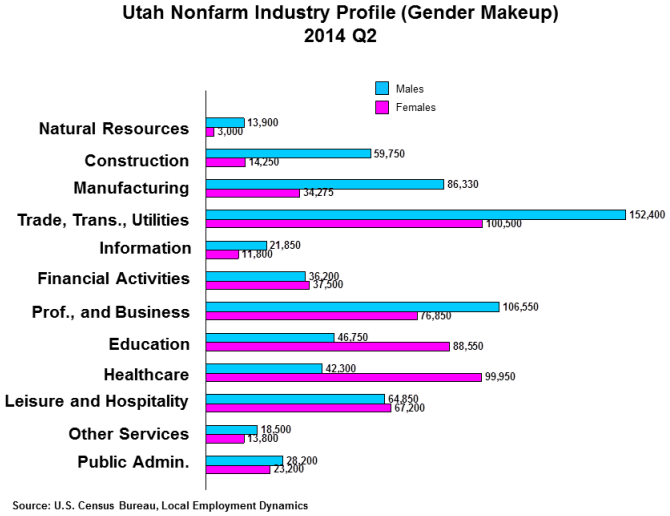
not an issue in Utah. The U.S. labor force is dominated by 45 to 60 year olds. In contrast, the Utah labor force is dominated by 25 to 40 year olds. It is likely that every Utah baby boomer will be replaced by two young Utah workers. This is not to say that some particular industries will not be impacted, but overall, the Utah economy should be able to weather the loss of the baby boom generation quite well.

Gender Profile and Part-Time Employment

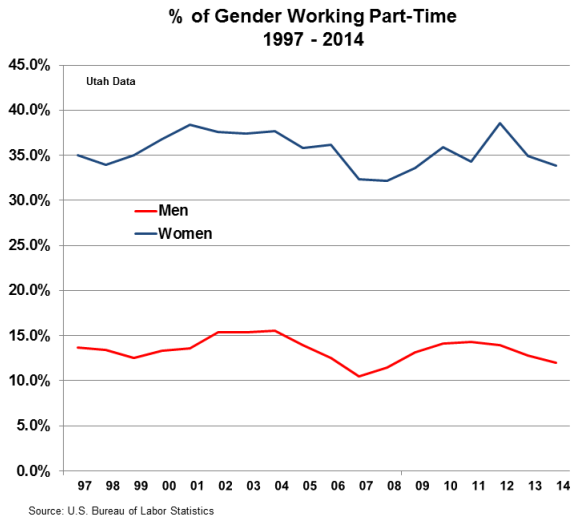
Males account for 58 percent of Utah's labor force. Of all available working-age males, 79 percent are active in the labor force. That is more than at the national level where only 69 percent of males are active. This is a function of Utah having the youngest labor force in the nation (the young are more active than the old). The state's female labor-force participation largely mirrors the national average of 57 percent.

Part-time employment is a key segment in the Utah labor market. Utah has a higher percentage of its jobs as part-time than seen across the nation as a whole. Roughly a quarter of all Utah jobs are part-time. Part-time employment is often portrayed as negative, with the portrayal implying that part-time employment is a shortfall—an unwanted consequence of an economy that is not strong enough to produce more full-time employment or is an economy that is trying to get by on the cheap. But what if part-time employment was welcomed and wanted by the labor force? Would it then be a negative, or might it instead be an economic strength?





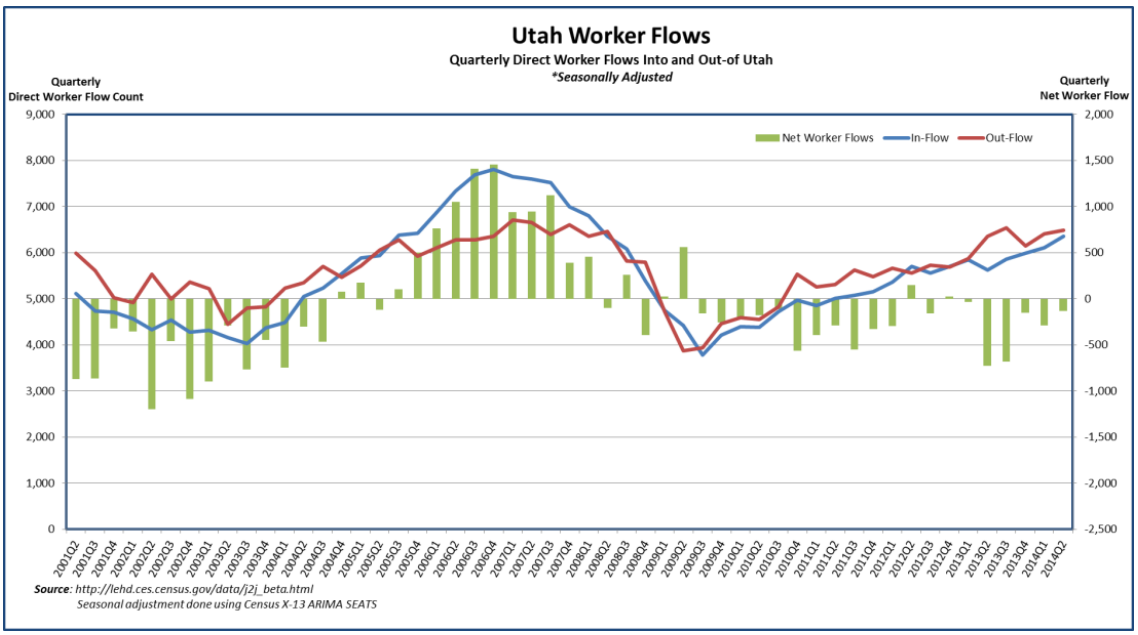
Around 35 percent of all Utah female workers work part time. Yet when these part-time female workers are asked how many would rather be working full time, less than 10 percent responded in the affirmative. One concludes that part-time employment is a work-life balance issue for many Utahns, and therefore, is an economic asset.Males and females are not distributed equally across the state's various industry groups. In some industries there is balance, like leisure and hospitality, financial activities and government administration. But in other sectors there are noticeable gender partitions. Males are predominant in the durable goods industries like natural resources (agriculture and mining), construction and manufacturing.



Industries where females make up the majority of the employment are healthcare and education. The ratio of females to males is nearly two-to-one.

Because of the natural gender segmentation that has developed in the labor force, it would be logical instead of discriminatory to consider some job training programs be designed or slanted to work with these gender partitions for greater levels of success.

Labor Migration



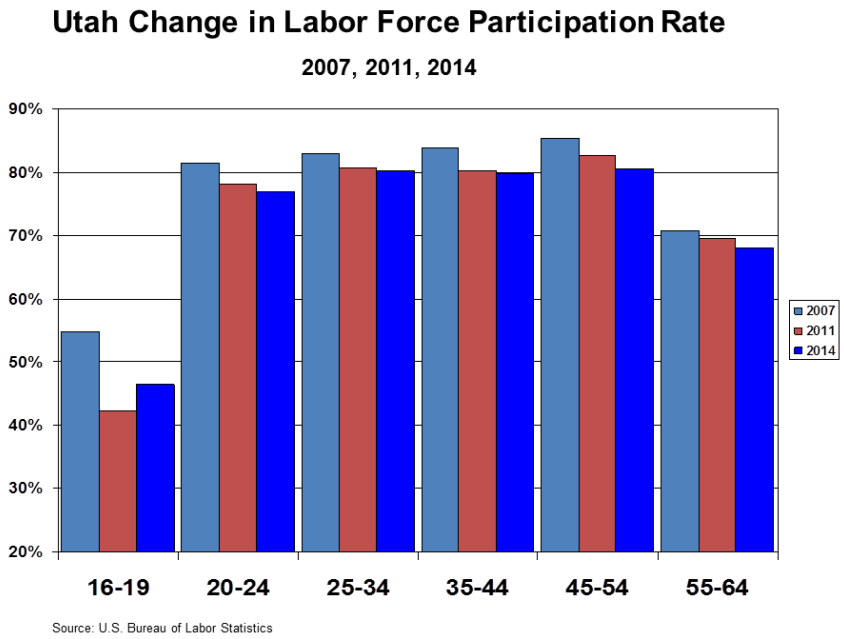
Utah's job growth has been above average for the past three years, adding around 40,000 new jobs per year. Workers sidelined by the Great Recession re-entering the labor force have supplied roughly fifteen thousand workers annually and has been paired with the natural increase in Utah's labor force age (from internal population growth) of roughly 20,000 to 25,000 per year. The combination of the two was supplying the 40,000 workers per year. Yet with current unemployment now into the mid-3.0 percent range (implying a limited pool of available labor), and evidence that there are few additional idled workers wishing to reenter the labor force, it follows that labor in-migration will need to become a more active component. Prior to 2015, there was little evidence of strong in-migration coming to Utah since the Great Recession, so in-migration will have to increase in short order.

Utah's 2015 employment count is 9.5 percent higher than the pre-Recession peak employment of 2007. Utah ranks third nationally for employment growth above its pre-recession peak. However, given the high pace of internal growth within the age range of Utah's labor force, the Utah economy has not been able to match new labor force entrance with jobs—even with employment levels 9.5 percent higher. Therefore, Utah is a net exporter of labor as shown in the previous Utah Worker Flows chart. This is a lingering vestige of the Great Recession.

This leaves open the possibility of the Utah labor supply continuing to fuel robust job growth in the short run. But the longer the persistance of a low unemployment rate, the more sensitive employment growth rate will become to the availability of additional labor.

Labor Force Participation

This job-creation shortfall is further exposed by an examination of the labor force participation rate (LFPR), which is the percentage of persons age 16 and over who are either working or looking for work.



Prior to the Great Recession, the Utah LFPR was

around 72 percent for the prior 20 years. The current LFPR stands around 68.5 percent, up from a recession low of 67.3 percent (each percentage point increase represents about 20,000 people). As the working age population increased during the recession at a faster pace than jobs could be created, workers either left the state or withdrew from the labor force. A question remains as to whether these long-term idled workers are a viable source of available labor for the state. Their skills could have atrophied or they could be permanently discouraged from seeking work.

The general labor force participation decline is found across each age cohort. This uniformity and a general lack of rebound since the recession implies that the percentage of those of labor force age will not be as active going forward as past generations.

The small rebound of the Utah LFPR since the low point of the recession speaks to those pushed out by the business-cycle, but the lack of any general increase for several years thereafter implies that a structural change has occurred—that more people of working age are finding other ways to sustain their lives than through work. So it seems rational to conclude that the labor force, while not as engaged as in the past, has settled into a level of engagement that may have to be accepted as the new normal going forward.

The data points available to measure LFPR imply that over the past seven years it is the female population that is disengaging as opposed to males. Other than the very young, the male working age population is rebounding in its labor force participation. This contrasts against sustained female labor force declines in the 20 to 24 year age group, the 35 to 45 year age group, and the 55 to 65 age group.

Occupational Profiling

Industries create jobs, but people work in occupations. An occupation, like an accountant, can be found within many different industries. As DWS gives information or guidance to the state's labor force, students or educational institutions, it is occupational information that rises to the forefront.

It is not uncommon to hear economy watchers note that Utah is full of low-wage jobs. In fact, all states are full of low-wage jobs.

Occupational categories with a Utah hourly wage of less than $15/hour for comparative purposes are classified as low-wage. The percentage of all employment in each state in those occupational categories is represented in the graph at left. In that profile, about two-thirds of the states have more low-wage jobs in their occupational structure than does Utah (which has 58 percent low-wage).

Low wage jobs are predominant everywhere because high-wage jobs require accomplished workers—they are positions where a certain degree of skill, training or educational investment is required. Aptitudes, communication, motivation, opportunities, and affordability all play into a worker's ability to accumulate education. Any one of these factors can work against a person's education possibilities.

Utah Educational Makeup

	% of 25+ Pop	Utah Occupational Mix as referenced upon Typical Education for Occupational Entry	% of Annual Utah Job Growth
Less than 12th grade, no diploma	8.6%	25.4%	23.4%
High school graduate (includes equivalency)	23.0%	41.5%	39.5%
Some college, no degree	27.4%	7.8%	8.8%
Associate's degree	9.9%	3.7%	4.3%
Bachelor's degree	20.8%	17.7%	18.9%
Graduate or professional degree	10.3%	3.9%	5.1%

Source: U.S. Census Bureau; 2014 American Community Survey

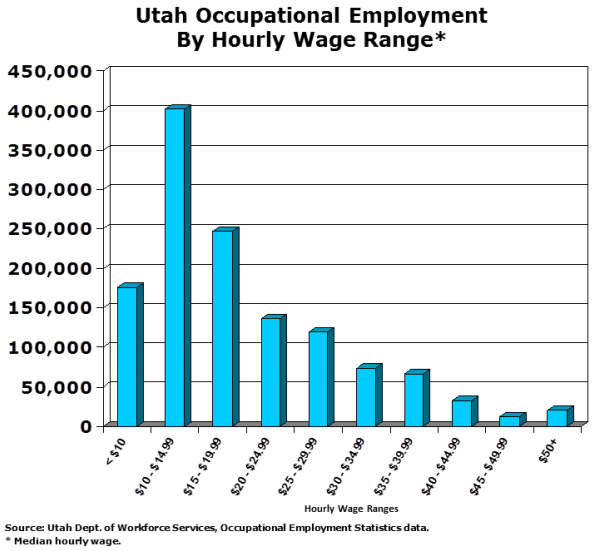
Source: U.S. Bureau of Labor Statistics; Occupational Employment Statistics

Source: Projections; Utah Dept. of Workforce Services

Note: The Occupational Mix column includes any workers 18 and over.

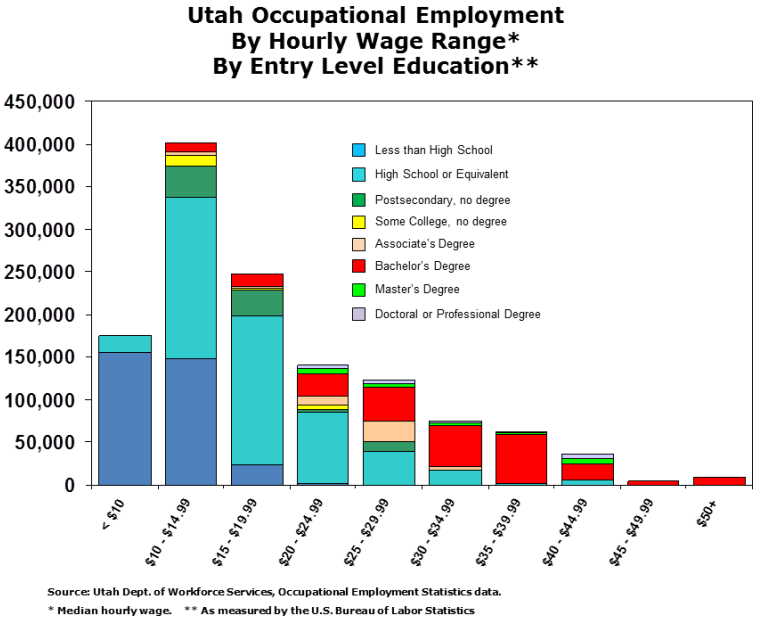
Looking at Utah's educational makeup, nearly one-third of all Utahns age 25 and older have as their highest education level a high school diploma or less. Add to that some college but no degree and the percentage rises to nearly 60 percent. In the low-wage occupational chart previously mentioned, around 58 percent of all Utah occupations are low-wage and don't require extensive education. There is a relative match between what the labor force can offer and what the occupational mix demands.

A chicken-and-an-egg question may arise in this profile. Is there a predominance of low-wage jobs because the education levels are low, or are the education levels low because there are a lot of low-wage jobs that don't demand higher education? The fundamental question is, will empowering people with higher education levels facilitate more higher-wage jobs, or would increasing education levels not produce more higher-wage jobs but instead more higher-educated people for low-wage jobs? Some combination is probably the reality. Yet this much is known—income levels are highly correlated with education. Efforts to lift education levels so higher wage jobs can blossom are worth the effort, even if all individual endeavors and programs to do such do not result in complete success.



Incomes and Education

The largest segment of Utah's occupational mix pays from $10 to $15 per hour. This is followed by $15 to $20 per hour, and third is less-than $10 per hour. From there the quantities progressively diminish with each increasing segment of the hourly wage range.



A high school diploma or equivalent is generally sufficient for entry or achievability in occupations paying median wages up to $25 per hour. Bachelor's degrees begin to play a noticeable role when median wages rise above $20 per hour, and then play a dominant role in all wage levels above $25 per hour.

In the Occupational Employment by Hourly Wage Range chart, the entry level education is a measure of what the U.S. Bureau of Labor Statistics through employer surveys designates as entry education. It does not represent the education levels of current incumbents. It is quite likely that people holding various jobs have more education than the educational-attainment minimum, so that people with some college education are working in jobs that at a minimum only require a high school education.

Job Boards and Job Postings

Occupational projections are produced every two years by DWS' Workforce Research and Analysis (WRA) unit along with occupational median wages. This acts as a primary tool for sorting occupations by pay, educational requirements, and job outlooks. Specific targeting of various training programs or initiatives can be analyzed and supported with this traditional labor market information.

This data can also be augmented with what is known as "real-time" labor market information. This entails examining the summarization of electronic job board job postings and compiling summary statistics. Help Wanted Online® (HWOL) is the real-time labor market information tool that DWS utilizes. This offers a current look into the quantity and types of jobs employers are offering. Advertised occupations can be sorted by quantity of job ads, geographies, income levels, educational requirements, certifications, and desired skills (both hard and soft skills). Some of these variables are not available for measure from the traditional labor market information tools generally provided by either the U.S. Bureau of Labor Statistics or the Employment and Training Administration (ETA), so these real-time labor market tools have added value.

Current job advertisements mirror the job-distribution demand across Utah based upon education. The HWOL is a tool that scrapes hundreds of job boards across

Utah Help Wanted Online® Unique Ads 120-day Period		
Mid Level Income -- $30K to $49K		
Occupation	**Unique Ads**	**Entry Education**
Heavy and Tractor-Trailer Truck Drivers	6,670	Postsecondary non-degree award
First-Line Supervisors of Retail Sales Workers	5,990	High school diploma or equivalent
First-Line Supervisors of Office and Administrative Support Workers	3,051	High school diploma or equivalent
First-Line Supervisors of Food Preparation and Serving Workers	2,523	High school diploma or equivalent
Computer User Support Specialists	2,272	Some college, no degree
Executive Secretaries and Executive Administrative Assistants	1,440	High school diploma or equivalent
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientifi	1,279	High school diploma or equivalent
First-Line Supervisors of Production and Operating Workers	1,183	Postsecondary non-degree award
Automotive Service Technicians and Mechanics	1,145	High school diploma or equivalent
Maintenance and Repair Workers, General	1,089	High school diploma or equivalent
Retail Salespersons	1,037	Less than high school
Registered Nurses	1,030	Associate's degree
Accountants and Auditors	813	Bachelor's degree

America, from high-level corporate sites to Craig's List. A pull of the top 100 advertised jobs of unique ads posted over a recent 120 day period reveal that about 60 percent of these jobs only require a high school diploma or less. Much of this is a reflection of high turnover in lower-paying jobs, but it does show that this class of jobs is a large part of the Utah economy.

The desire of some job-training programs is to just help people get into any occupation. Then there are other programs designed to help workers make the next step above these types of occupations, to move higher up the wage ladder with jobs that can pull a worker toward a more middle-income existence. These are jobs that generally pay between $30,000 and $49,000 per year.

Utah Help Wanted Online® Unique Ads 120-day Period	
Mid Level Income -- $30K to $49K	
Advertised Certifications	
Certifications	**Unique Ads**
Driver's License	6,799
Commercial Driver's License	5,320
Basic Life Support	1,924
Certified Registered Nurse	1,726
Occupational Safety & Health Administration Certification	1,246
HAZMAT	1,114
Certification in Cardiopulmonary Resuscitation	975
Continuing Education	898
Advanced Cardiac Life Support	889
Pediatric Advanced Life Support	811
Food safety programs	800
Automotive Service Excellence	709
Licensed Clinical Social Worker	574
Health Insurance Portability and Accountability Act - HIPPA	545
Pharmacy Technician	545
Licensed Practical Nurse	524
Dental Assistant	500
DOT Medical card	489
Certified Coding Specialist	384
Class A Commercial Drivers License	382
Registered Health Information Technician	356

It is also from HWOL that Utah can get insight into the skills, credentials and licenses that Utah employers are currently asking for via job postings. These can be isolated to the job advertisements in Utah's various regions, specific industries and occupations, so Utah's recent purchase of HWOL makes it possible to provide the WIOA requirements for economic plans to include skills, credentials and licenses that workers can achieve to be successful in the Utah economy.

Utah's Economic Clusters

Utah has identified six economic clusters that it targets for economic development. These include Information Technology, Aerospace, Life Sciences, Finance, Energy and Natural Resources, and Outdoor Products. These are industries where Utah feels it has a comparative advantage against the greater national economy and that occupations pay above average wages. Combined, the sectors employ about 15 percent of Utah's labor force.

Existing and Expanding Industry and Occupational Demands

Utah's economic expansion of the past several years has been very diverse. Only mining, Utah's smallest industry sector, has seen employment losses. Otherwise, all industrial sectors have added jobs. This largely qualifies all existing industrial sectors as high-demand industries. This is a natural historical picture for Utah during good economic times. Utah has been one of the most industrially diverse state economies in the nation. This diversity is largely driven by the composition of the urban Wasatch Front region.

Utah Help Wanted Online®	
Advertised Hard and Soft Skills	
Hard Skills	**Soft Skills**
Quality Assurance	Oral and written communication skills
Application process	Integrity
Bilingual	Detail oriented
Technical support	Marketing
Structured query language	Customer service oriented
Customer relationship management	Self-starting / Self-motivated
Java	Microsoft Office
Linux	Problem solving
Quality control	Team-oriented, teamwork
Bilingual Spanish	Creativity
Behavioral health	Basic computer skills
Pediatrics	Work independently
JavaScript	Organizational skills
Hypertext markup language	Sales experience / ability
Salesforce CRM SFDC	Sales and operations planning
Food preparation	Coaching
Software as a Service	Strong leadership skills
User Experience design	Time management

EMERGING INDUSTRIES		
Major Industry	**Specific Industry**	**NAICS**
Healthcare	Other ambulatory health care services	621900
Education	Educational support services	611700
Business Services	Office administrative services	561100
Healthcare	Home health care services	621600
Professional and Technical	Management and technical consulting services	541600
Finance	Securities, commodity contracts, investments	523000
Healthcare	Individual and family services	624100
Healthcare	Community care facilities for the elderly	623300
Professional and Technical	Specialized design services	541400
Professional and Technical	Computer systems design and related services	541500
Construction	Building foundation and exterior contractors	238100
Transportation	Support activities for transportation	488000
Warehousing	Warehousing and storage	493000
Recreation	Museums, historical sites, zoos, and parks	712000
Construction	Building finishing contractors	238300
Construction	Residential building construction	236100
Education	Other schools and instruction	611600
Professional and Technical	Other professional and technical services	541900
Healthcare	Offices of physicians	621100
Healthcare	Outpatient care centers	621400
Professional and Technical	Business support services	561400
Professional and Technical	Facilities support services	561200
Information	Other information services	519000
Healthcare	Offices of other health practitioners	621300
Healthcare	Other residential care facilities	623900
Professional and Technical	Architectural and engineering services	541300
Retail Trade	Nonstore retailers	454000
Healthcare	Emergency and other relief services	624200
Professional and Technical	Scientific research and development services	541700

Industrial diversity generally means diversified opportunities throughout the occupational arena. However, as one moves into Utah's rural regions, that industrial diversity can evaporate rapidly. Rural industrial diversification will be discussed more in a later section.

Even though nearly all industrial sectors are growing, and grow regularly from year to year, ten year industry projections do bring forth both major and specific industry groups that stand out for greater-than-average expansion. They are presented in the Emerging Industries table. The industries of particularly fast growth are labeled as the

Specific Industries, and one can also see from their Major Industry parent that there are particular major industry groups that will grow aggressively—in particular Healthcare, and Professional and Technical Services. “Emerging’ is when an industry increases its share of total employment by over 10 percent across the next ten years.

If most industries are contributing to economic expansion, then the demand for most occupations is also increasing. Areas of particular need are in some of the production-type, middle skill areas like machinist, welders, tool and die makers, etc. This is signaled by the higher-than-average advertised wages on new job orders for these occupations. Another area always demanding additional labor supply is the technology industries.

The technology arena is also where many of the emerging occupations will develop. America continues to dominate the digital realm. The newest growth drivers include wearable devices, the “Internet of Things,” driverless cars, and the ongoing digitization of nearly everything else. Utah has enough of a technology presence to rise with this tide. The technology fields develop quite rapidly, so it is difficult to point to specific occupations as the next "hot” thing five years from now. But whatever they may be, it can with confidence be said that it will require a significant background in Science, Technology, Engineering, and Math (STEM) education. Given the speed of technological change, the task is not so much to identify the next hot jobs but to instead be prepared educationally to move into those jobs, whatever t i t l e t h e y e a r l y I n

EMERGING OCCUPATIONS

Major Occupation	Specific Occupation	SOC
Production	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	51-2011
Construction	Helpers--Electricians	47-3013
Construction	Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters	47-3011
Construction	Brickmasons and Blockmasons	47-2021
Architecture and Engineering	Biomedical Engineers	17-2031
Education and Training	Health Specialties Teachers, Postsecondary	25-1071
Production	Painters, Transportation Equipment	51-9122
Media and Communications	Interpreters and Translators	27-3091
Business and Financial	Credit Counselors	13-2071
Personal Care Services	Skincare Specialists	39-5094
Education and Training	Nursing Instructors and Teachers, Postsecondary	25-1072
Healthcare Practitioners	Diagnostic Medical Sonographers	29-2032
Business and Financial	Market Research Analysts and Marketing Specialists	13-1161
Construction	Insulation Workers, Mechanical	47-2132
Computer and Mathematical	Information Security Analysts	15-1122
Healthcare Support	Home Health Aides	31-1011
Healthcare Practitioners	Physician Assistants	29-1071
Business and Financial	Meeting, Convention, and Event Planners	13-1121
Healthcare Support	Phlebotomists	31-9097

the following list of emerging occupations, the same criterion is employed as in quantifying emerging occupations. Using this criterion created a long list, therefore it was shortened to include only an increase of 20 percent or greater.

Utah has developed tools to help students, educators and others interested in career evaluation. These range from the Wage and Occupational Openings Data (WOOD) tool to the Occupational Explorer profile to the newly developed for WIOA purposes and user interactive Occupational Comparisons Dashboard tool.

Technical College Supplied Skills Anticipated to be in High Demand

The Utah College of Applied Technology's (UCAT) eight regional campuses exist to serve Utah's employers, providing them with highly skilled workers. Several of UCAT's eight regional campuses are experiencing dramatic growth in specialized programs that are needed within their respective service regions to serve a unique employment cluster in each region.

Composite technicians, precision painters, sheet metal mechanics, electronics mechanics, aircraft pneudraulics equipment mechanics, aircraft mechanics, aircraft engine mechanics, and aircraft electricians are anticipated to be in high demand in northern Utah. Not only will industries need employees trained in operating machining equipment, but they also need employees who understand the software programming side of machining.

Within the construction sector, employers are requiring greater numbers of electricians, HVAC specialists, and plumbers. Within the medical field, new and emerging fields are influencing curriculum development at UCAT campuses. Within the medical field, employers are increasingly looking for skilled medical scribes and medical billing and coding specialists.

UCAT campuses have observed increasing demand for individuals trained in the most up-to-date information technologies. Campus advisory committees are reporting that employers have asked for more students trained in cloud computing, web development and programming, app development, data mining, and data security. The need is most apparent for smaller companies that do not have the draw that larger, more recognized companies enjoy.

Skills Gap

Skills gaps have been a trending topic nationwide across the past ten years. Demand for jobs and specific skill sets are much easier to quantify than is the supply of qualified labor, so developing data about skill gaps is difficult and oftentimes anecdotal.

The term "skill gap" is bandied about generously. A true skill gap is when a particular set of skills are required by industry and not enough workers possess those necessary skills. The necessary condition for a skills gap is that employers are offering a competitive wage. If an industry offers nationally competitive wages and workers still do not come forth in quantity, then that, with confidence, can be profiled as a skill gap. Too often a wage gap will be passed off as a "skill gap."

DWS recently undertook a hard-to-fill survey, allowing employers to identify what they labeled as hard-to-fill occupations, why they considered them hard to fill, and what wages were they advertising for said occupations. Industries who hire with an eye for workers with a STEM training or background yielded the employer sample. What emerged was a general theme that employers would identify lack-of-skills or

Offered wages: major occupational group

RESULTS: Although most of the major occupational groups in the survey offered wages for difficult-to-fill jobs that were below the median, a few distinct trends emerged. Management and sales related occupations offered wages well below the occupational norm. Over 50 percent of those two groups were offered wages below the 25th percentile; and in both cases, the mean hourly offered wages was over $12 per hour lower than the occupational mean according to the 2014 BLS estimates. The production occupational group was the only group in which more than 50 percent of the offered wages were above the occupational median.

Wages offered for difficult-to-fill jobs relative to occupational median:

Below Range | Within Range | Above Range

Below Survey Average | Above Survey Average | One Std. Dev. Below/Above Mean

					Mean Offered Wage	+/- BLS Mean	Sample
SURVERY AVERAGE	38%	30%	18%	14%	$21.80	-$3.40	469
Office and Administrative Support	31%	27%	21%	21%	$13.80*	-$0.80	71
Management	65%	23%	8%	4%	$30.40*	-$18.20	48
Construction and Extraction	30%	30%	24%	15%	$18.50	-$1.60	46
Sales and Related	56%	21%	13%	10%	$19.10	-$12.40	39
Healthcare Practitioners and Technical	41%	29%	9%	21%	$42.10*	+$8.80	34
Computer and Mathematical	32%	32%	15%	21%	$36.80*	-$0.10	34
Healthcare Support	44%	24%	24%	8%	$11.40*	-$1.00	25
Personal Care and Service	22%	52%	17%	9%	$9.20*	-$0.90	23
Architecture and Engineering	36%	27%	23%	14%	$30.50*	-$4.20	22
Production	10%	29%	24%	38%	$20.10	+$2.30	21
Business and Financial Operations	32%	16%	26%	26%	$28.90*	-$2.40	19
Installation, Maintenance, and Repair	39%	39%	22%		$18.30	-$4.40	18
Community and Social Service		41%	18%	6%	$15.30	-$3.10	17
Food Preparation and Serving Related	33%	50%	17%		$10.50*	-$1.40	12
Education, Training, and Library	50%	30%	20%		$9.80*	-$5.60	10
Transportation and Material Moving	30%	40%	20%	10%	$16.50	-$1.70	10

NOTE: Excludes "Refused to Answer", "Don't Know", commission based wages, and "Other" responses

** Indicates that the observed data for a given occupational group is significantly different from the aggregate data of the other occupational groups ($p < 0.01$).*

lack-of-candidates as their biggest hurdle of their hard-to-fill occupations. DWS then evaluated their offered wages for these occupations against prevailing wages. What emerged was that for many of these employers, their wage offerings were low in relation to the market. So what many of these employers viewed as a "skill gap" might instead be labeled as a "wage gap."

This is not to say that skill gaps do not exist in the Utah economy. They do. This is only to say the skills- gap dialogue is often overused and must be accompanied by a wage profile to actually prove its validity. This is necessary to avoid making skills-gap action plans upon what are really low wages instead of the main goal—a shortfall of needed skills.

Economic theory states that if labor is in short supply businesses will offer higher wages to try and attract the necessary labor. Therefore, high wage offerings can be a viable proxy for identifying "real" skill gaps. In the DWS hard-to-fill survey, Production Occupations and Business and Financial Occupations—with larger percentages of offered wages in each occupational category's above-median range—stood out.

This profile presents a bit of a dilemma as industry has to be a major source for identifying where labor skill gaps are truly emerging. But this comes with the caveat that industries themselves may not have the clearest picture of its own labor market and prevailing wages and so the source that needs to be most relied upon for skill-gap information also has the potential to overstate the problem.

Economic Outlook

Utah has shaken off the weightier effects of the Great Recession. For the past three years, employment growth has outpaced Utah's long-term average. Much of this is playing catchup from the setback of the Recession. Currently, the national economy is on a sound footing and is providing an adequate foundation upon which Utah can continue to operate with a favorable economic environment.

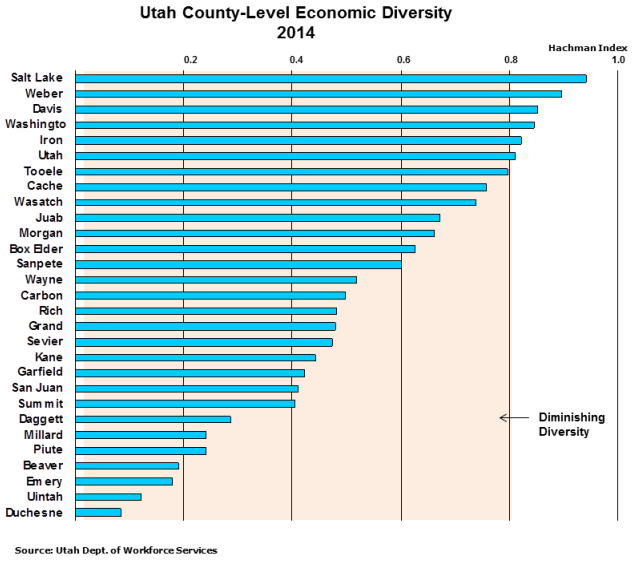
Over the next four years, Utah's current strong employment growth will probably temper a bit, naturally migrating toward its long term average of around 2.8 percent growth. This is predicated upon the idea that with a sustained low unemployment rate, labor (as fuel for rapid growth) becomes harder to find. It takes a slack labor market to grow an economy at above-average rates as Utah currently is experiencing. Theory predicts and history has shown that high growth rates eventually revert to the trend.

A tighter labor market plays favorably toward workers who might otherwise look to the state for economic support. As the labor pool tightens and employers look wider for labor resources, disadvantaged workers and those needing economic assistance morph into a more attractive labor reserve. Opportunities for state agency clientele should generally continue to improve over the next four years. Absent a national recession, the Utah economic outlook appears favorable. The State does not appear to be vulnerable to any particular industry or sector. Any potential setbacks will be from external shocks. Without recession, the general pressures upon state government

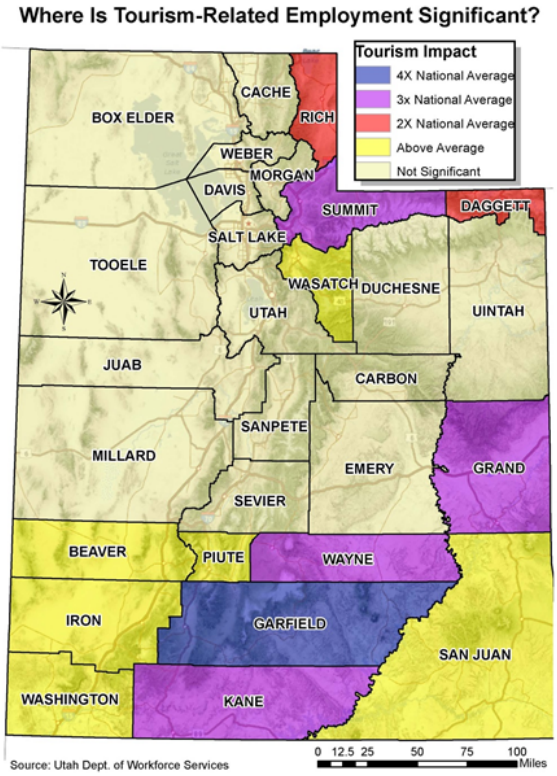
agencies should gradually lessen over the short-term horizon. Opportunities for the economically less advantaged should improve, and the economy should present a favorable environment.

Rural Profile and Economic Diversity

Utah's rural areas generally lag the overall economic tide of the Wasatch Front but do feed off the urban success. The current lone areas of rural concern are the Uintah Basin and the Carbon and Emery County areas. The energy sector is important in those regions, and that sector's current trend is downward after years of an upward swing. However, commodity cycles are notoriously volatile, and the trend can change in short order.



When looking at these two regions, the isolation upon only a single industry speaks to a bigger picture of industrial employment diversity across the entire state. Taken as a whole, Utah is one of the nation's most industrially-diverse economies. This means that its employment distributions across major industry groups is spread out, very much resembling the nation's industrial diversity. This speaks to a broad range of employment opportunities across many occupations and also more cushioning against economic setbacks. But when one highlights industrial diversity down to the individual county level, there are some very non-diverse areas in Utah—particularly in its rural regions.



Industrial diversity, as profiled by a Hachman Index[1], is measured from zero to one, with zero being no diversity and one being complete diversity (as measured against the national economy, which is looked upon as the diversity standard). The County-Level Economic Diversity chart shows the diversity measure of each county. The lower the diversity number, the more concentrated the county's employment is in fewer and fewer industries. At the top of the scale is Salt Lake County, the state's largest, urban, and correspondingly most industrially-diverse county. At the opposite end is Duchesne County, which is the least diverse county. Most of its employment is concentrated in just one or two major industries. In this case, it is mining (oil and gas).

The takeaway from the diversity measure is occupational opportunities or constraints. DWS, as an agency, is charged with helping workers throughout the state who may have lost their jobs look toward other industries or occupational arenas to find re-employment. But if an area is not economically diverse, it becomes a deeper challenge to produce successful re-employment outcomes than in diverse counties. For example, since much of Duchesne County's employment is tied to the oil industry, then finding new employment opportunities for displaced oil-related workers in other nearby industries is limited, because the other industries (such as construction) are also ultimately dependent on the oil industry.

A region's economy has developed because the comparative advantages that are inherent in that region have been utilized through time. Therefore, it is extremely difficult to artificially build an economy that doesn't line up with a region's profile. For example, it would be very difficult to maintain a surf board shop in Vernal as it is without an ocean. So an area must work within the economic resources inherently available in that region. Therefore, most of Utah's rural counties are economically non-diverse and face deeper challenges in helping displaced or challenged workers find re-employment.

Throughout Utah the tourism industry, as a whole, employs fewer workers on a percentage basis than does the greater national economy. Yet in many of Utah's rural communities tourism is the major economic opportunity. This is especially true in southern Utah, where tourism employment is three to four times higher than the national average. One hurdle to a tourism-dependent economy is that tourism is often seasonal. For example, the ski resorts in Summit County are fully operational in the winter and then operate at only half those levels during the other months. Tourism sustains many rural areas, yet it is one of the lower-paying industry sectors. It would

[1] This is an index of similarity that measures how closely the employment distribution of the subject region resembles that of the reference region. The value of the index is between zero and one. As the value of the index approaches one, this means that the subject region's employment distribution among industries is more similar to that of the reference region. If the reference region is the nation, and, given the assumption that the nation's economy is diversified, a larger value of the Hachman Index relative to the nation means that a subject region is more diversified (and therefore less specialized).

be ideal if rural counties could economically diversify, but again, one cannot artificially create economies.

Analysis of Statewide Workforce

While Utah's overall workforce and economy are generally recovering nicely from the Great Recession, there are still members of the workforce who have barriers as defined by section 3 of WIOA.

Barriers to Employment: Individuals with Disabilities and Youth with Disabilities

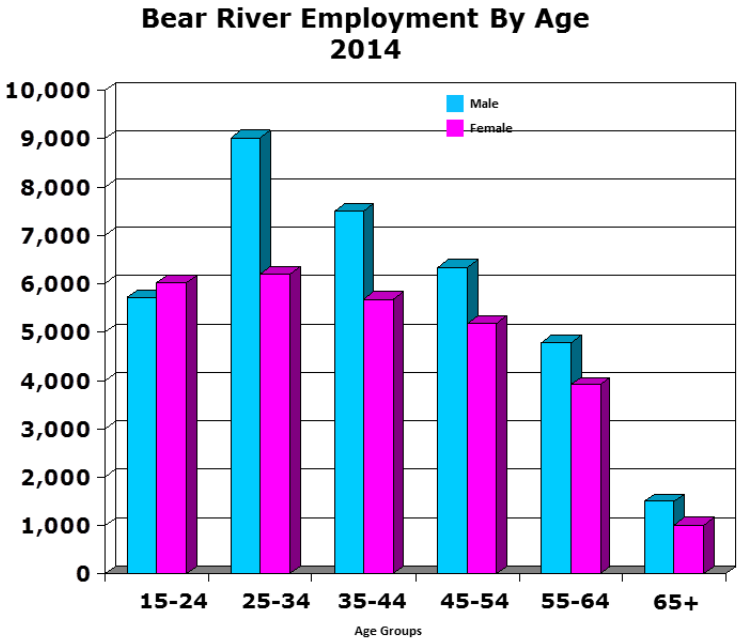
According to the 2013 American Community Survey, conducted by the U.S. Census Bureau, 274,700 of the 2,878,300 individuals in the State of Utah reported having one or more disabilities. Analysis of this data shows Utah has a lower percentage (9.5%) than the nation as a whole (12.7%) of people who state they have a disability. However, Census data regarding the employment rate of individuals with disabilities in Utah (46%) is significantly higher than in the U.S. (39%). This may be due to the fact that Utah's economy has been performing better than the U.S. as a whole. Current partnerships and initiative in Utah between DWS, Utah State Office of Rehabilitation (USOR), Division of Services for People with Disabilities, and the Division of Substance Abuse and Mental Health may also be creating further opportunity for individuals with disabilities in the state. The USOR reports serving 30,000 to 25,000 individuals with disabilities each year through their Vocational Rehabilitation Program.

Regarding youth with disabilities, The U.S. Census Bureau reports 3.6 percent or 19,800 children between ages 5 through 15 have a disability. The prevalence rate for youth between the ages of 16 through 20 is 5.6 percent (or 222,600 individuals). Additional information obtained from the Utah State Office of Education (USOE) in their 2013 Individuals with Disabilities Education Act (IDEA) Report identifies 11.8 percent of students (ages 6 through 21) has having disabilities. The USOR also reports 28 percent of the individuals receiving vocational rehabilitation services are youths with disabilities between the ages of 14 through 24. See Appendix 3 for the full table showing Individuals with Barriers to Employment.

Utah's Area Economies

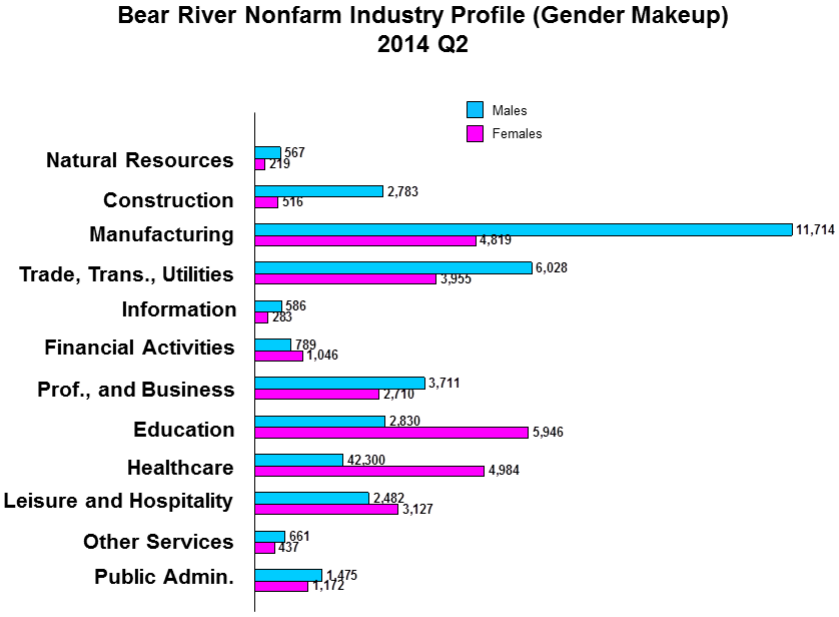
Bear River Area

The Bear River area comprises Box Elder, Cache, and Rich counties along the state's northern border. This region comprises 5.9 percent of the state's population and 5.4 percent of its employment. Its employment base has grown by 3.3 percent and 5.7 percent over one and five years, respectively. The comparative statewide numbers are 2.9 percent and 11.7 percent.



Source: U. S. Census Bureau, LED data.

The area's employment base is heavily reliant on manufacturing and education. It is below average in mining, wholesale trade, information, financial activities, and professional and business services. The remaining industrial sectors show average



Source: U.S. Census Bureau, Local Employment Dynamics

Bear River Area Occupational Mix 2012

SOC Code	Occupation Title	2012 Employment	Employment Share	Location Quotient
00-0000	Total, All Occupations	71,170		
11-0000	Management Occupations	4,410	6.2%	1.10
13-0000	Business and Financial Operations Occupations	1,900	2.7%	0.54
15-0000	Computer and Mathematical Occupations	1,210	1.7%	0.61
17-0000	Architecture and Engineering Occupations	1,480	2.1%	1.08
19-0000	Life, Physical, and Social Science Occupations	900	1.3%	1.59
21-0000	Community and Social Service Occupations	1,120	1.6%	1.08
23-0000	Legal Occupations	270	0.4%	0.52
25-0000	Education, Training, and Library Occupations	4,820	6.8%	1.14
27-0000	Arts, Design, Entertainment, Sports, and Media Occupations	940	1.3%	0.83
29-0000	Healthcare Practitioners and Technical Occupations	2,680	3.8%	0.79
31-0000	Healthcare Support Occupations	1,650	2.3%	0.95
33-0000	Protective Service Occupations	960	1.3%	0.72
35-0000	Food Preparation and Serving Related Occupations	4,500	6.3%	0.89
37-0000	Building and Grounds Cleaning and Maintenance Occupations	2,180	3.1%	0.87
39-0000	Personal Care and Service Occupations	1,990	2.8%	1.00
41-0000	Sales and Related Occupations	6,550	9.2%	0.84
43-0000	Office and Administrative Support Occupations	11,100	15.6%	0.91
45-0000	Farming, Fishing, and Forestry Occupations	1,170	1.6%	2.74
47-0000	Construction and Extraction Occupations	3,410	4.8%	0.80
49-0000	Installation, Maintenance, and Repair Occupations	2,590	3.6%	0.90
51-0000	Production Occupations	10,200	14.3%	2.18
53-0000	Transportation and Material Moving Occupations	5,150	7.2%	1.16

employment shares.[2]

The area's occupational mix springs from its industrial make-up. The largest occupational category is Office and Administrative Support, but its location quotient around 1.0 indicates that this category's share of all occupational employment in the region largely mirrors the statewide average. Production occupations are well represented in the area and with a location quotient over 2.0, production occupations are double what are seen on average across the state. This harkens back to the large manufacturing base in this region.

The region's educational makeup is much like the statewide average. The percentage of the population with a high school equivalency is slightly higher than the statewide average and those with less than a high school equivalency is below the statewide average.

[2] A location quotient of 1.0 means equal industrial employment distribution in the region as compared to the statewide average. Below 1.0 means less concentration. Numbers above 1.2 begin to show occupational categories with above-average employment concentration—in other words, areas of occupational specialization in a region.

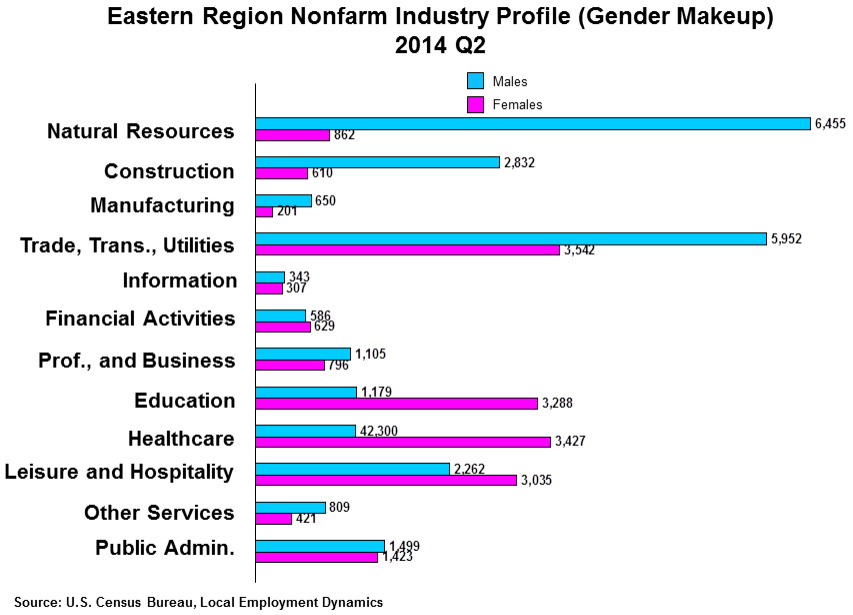
Bear River Educational Makeup

	Utah State % of 25+ Pop	Bear River % of 25+ Pop
Less than 12th grade, no diploma	8.6%	7.7%
High school graduate (includes equivalency)	23.0%	25.4%
Some college, no degree	27.4%	28.0%
Associate's degree	9.9%	7.4%
Bachelor's degree	20.8%	21.3%
Graduate or professional degree	10.3%	10.1%

Barring a national recession, the Bear River area is poised to offer adequate employment opportunities across the next several years. Box Elder County's proximity to the Ogden metropolitan area will provide both employment opportunities in Ogden and growth generated from Ogden. Cache County's economy is anchored by Utah State University. An education employment and an education economy are relatively stable even through recessionary periods. Cache County's manufacturing has a sizeable base in food production, which is a more stable manufacturing segment than is the production of non-food products.

Eastern Utah Area

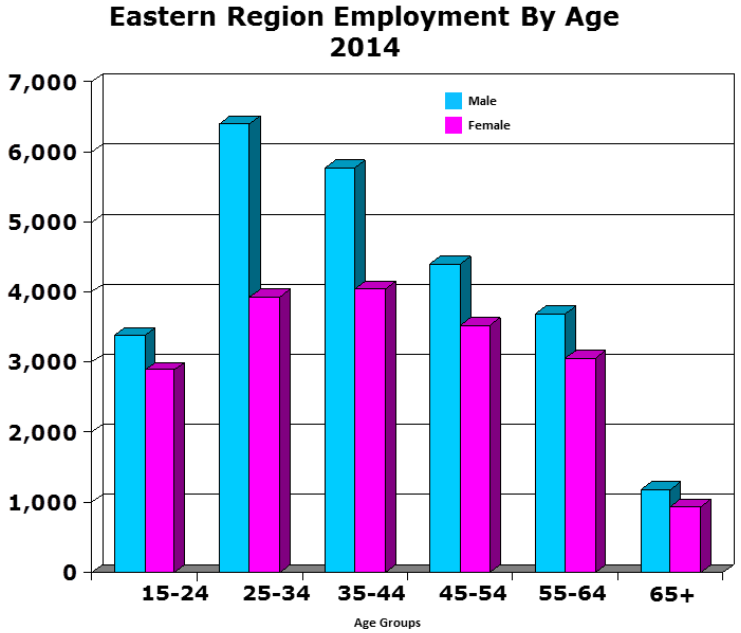
Utah's Eastern Region spans the Colorado border and includes Daggett, Uintah, Duchesne, Carbon, Emery, Grand, and San Juan counties. This is a region that, for purposes of deeper analysis, can be segmented into the Uintah Basin (Daggett, Duchesne, Uintah), Castle Country (Carbon and Emery), and Southeast (Grand and San Juan). These sub-regions have their own economic characteristics and as such, a deeper analysis upon each can be performed by DWS' WRA unit. For this analysis, the greater Eastern Region as a whole will be presented.



This region comprises 3.9 percent of the state's population and 3.5 percent of its employment. Its one and five year growth rates were 1.7 percent and 5.7 percent, respectively.

The region's employment base is heavy in mining, retail trade, transportation, and construction. It is below average in wholesale trade, information, financial activities, and professional and business services.

The largest occupational category is Construction and Extraction reflecting the



Source: U. S. Census Bureau, LED data.

Eastern Region Occupational Mix 2012

SOC Code	Occupation Title	2012 Employment	Employment Share	Location Quotient
00-0000	Total, All Occupations	56,520		
11-0000	Management Occupations	3,010	5.3%	0.95
13-0000	Business and Financial Operations Occupations	1,110	2.0%	0.40
15-0000	Computer and Mathematical Occupations	280	0.5%	0.18
17-0000	Architecture and Engineering Occupations	700	1.2%	0.64
19-0000	Life, Physical, and Social Science Occupations	890	1.6%	1.98
21-0000	Community and Social Service Occupations	560	1.0%	0.68
23-0000	Legal Occupations	210	0.4%	0.51
25-0000	Education, Training, and Library Occupations	3,540	6.3%	1.06
27-0000	Arts, Design, Entertainment, Sports, and Media Occupations	310	0.5%	0.34
29-0000	Healthcare Practitioners and Technical Occupations	2,320	4.1%	0.86
31-0000	Healthcare Support Occupations	1,230	2.2%	0.89
33-0000	Protective Service Occupations	1,100	1.9%	1.03
35-0000	Food Preparation and Serving Related Occupations	4,350	7.7%	1.08
37-0000	Building and Grounds Cleaning and Maintenance Occupations	2,530	4.5%	1.28
39-0000	Personal Care and Service Occupations	1,710	3.0%	1.08
41-0000	Sales and Related Occupations	5,020	8.9%	0.81
43-0000	Office and Administrative Support Occupations	7,030	12.4%	0.72
45-0000	Farming, Fishing, and Forestry Occupations	830	1.5%	2.45
47-0000	Construction and Extraction Occupations	8,280	14.6%	2.43
49-0000	Installation, Maintenance, and Repair Occupations	3,820	6.8%	1.67
51-0000	Production Occupations	2,530	4.5%	0.68
53-0000	Transportation and Material Moving Occupations	5,170	9.1%	1.46

regions high reliance upon mineral, oil, and gas extraction and production. Transportation and Material Moving occupations are also closely associated with those activities, as are the Installation, Maintenance, and Repair occupations. The high location quotient for the Life, Physical, and Social Science occupations stems from the numerous national parks, monuments, and forest lands in the region. The rural landscape also makes for a high location quotient in Farming and Forestry.

Eastern Region Educational Makeup

	Utah State % of 25+ Pop	Eastern Region % of 25+ Pop
Less than 12th grade, no diploma	8.6%	13.4%
High school graduate (includes equivalency)	23.0%	32.3%
Some college, no degree	27.4%	28.2%
Associate's degree	9.9%	9.9%
Bachelor's degree	20.8%	11.4%
Graduate or professional degree	10.3%	4.9%

Source: U.S. Census Bureau; American Community Survey

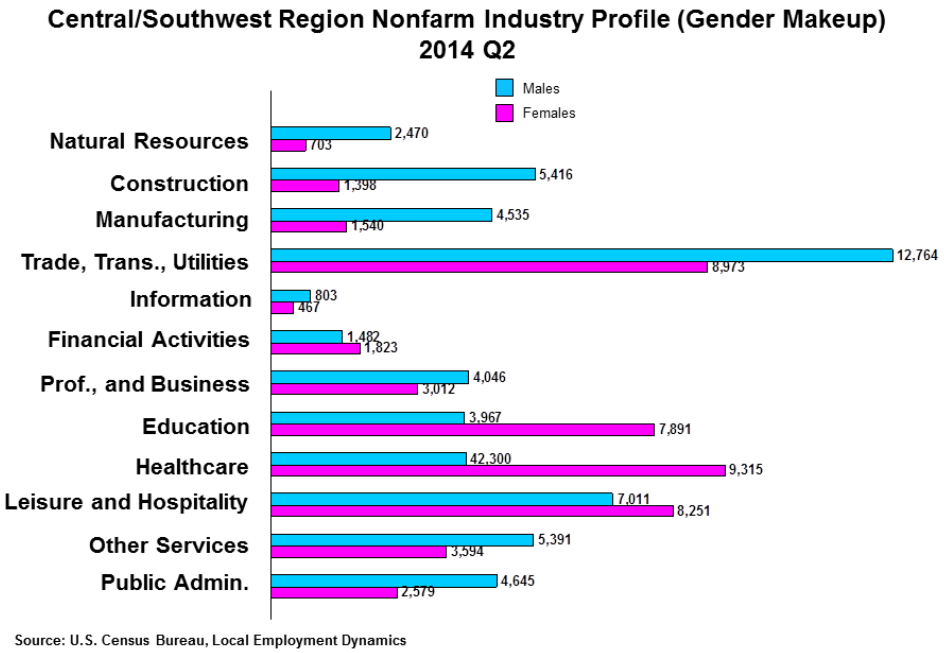
The educational makeup of the Eastern Region is decidedly different than the rest of the state. Nearly half of the Eastern Region's populace has their highest education level of a high school equivalency or less. The proportion of the population holding Bachelor's and Graduate degrees is only half the level of the statewide average.

The economic outlook for this region is mixed over the next several years. The heavy mineral extraction areas of the Uintah Basin and Carbon and Emery counties should not experience much economic growth. The current employment losses in the Uintah Basin should cease by early 2016 and then hold flat until the price of oil rises above the $60 and more plateau. Coal does not have a favorable outlook over the next several years, so no employment growth of note is expected for the Carbon and Emery areas. Only the tourism economies in Grand and San Juan counties offer the prospect of an improving employment picture over the next several years.

Central/Southwestern Utah Area

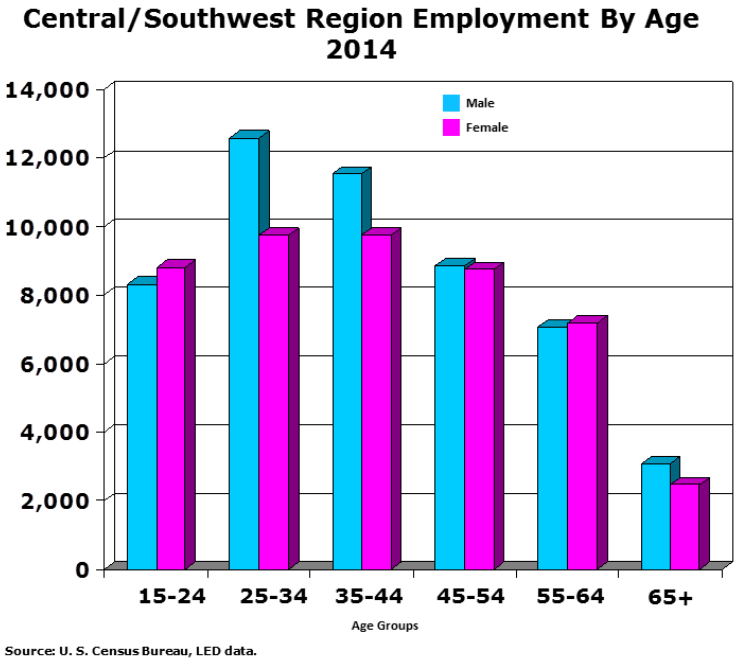
The Central/Southwestern area comprises ten counties, several along the Nevada border. It can be further subdivided into a five-county Central Region of Sevier, Sanpete, Millard, Piute, and Wayne counties. Another subdivision would be Southwestern Utah consisting of Beaver, Iron, Washington, Garfield, and Kane counties. As Washington County dominates that region, a further dissection can be made by isolating Washington County and then aggregating the four remaining counties.

Together though, this region comprises 9.7 percent of the state's population and 7.5 percent of its employment. Across the last year, its employment base has grown by 5.3 percent and 10.2 percent through the past five years, though much of this is being driven by the St. George area.



The region's employment base is heavy in retail trade, healthcare, education, and leisure and hospitality (a proxy for tourism).

The region has a different profile than the rest of the state in terms of employment by gender and age. Females are more numerous in the 15 to 24 age group, and also the 55 to 64 age group.



The largest occupational category is Office and Administrative Support, followed by Sales and Related Occupations. Both categories employ the most workers yet their shares of the overall economy largely mirror the statewide average. Occupational categories with high location quotients include Food Preparation, and Building Cleaning and Maintenance occupations, areas one would expect to be proportionally high in a tourism-heavy economy. Farming and Forestry also has a high regional location quotient.

Central/Southwestern Region Occupational Mix 2012

SOC Code	Occupation Title	2012 Employment	Employment Share	Location Quotient
00-0000	Total, All Occupations	101,990		
11-0000	Management Occupations	5,690	5.6%	0.99
13-0000	Business and Financial Operations Occupations	2,380	2.3%	0.47
15-0000	Computer and Mathematical Occupations	780	0.8%	0.27
17-0000	Architecture and Engineering Occupations	880	0.9%	0.45
19-0000	Life, Physical, and Social Science Occupations	1,050	1.0%	1.29
21-0000	Community and Social Service Occupations	1,910	1.9%	1.28
23-0000	Legal Occupations	550	0.5%	0.74
25-0000	Education, Training, and Library Occupations	6,800	6.7%	1.12
27-0000	Arts, Design, Entertainment, Sports, and Media Occupations	1,270	1.2%	0.78
29-0000	Healthcare Practitioners and Technical Occupations	5,400	5.3%	1.11
31-0000	Healthcare Support Occupations	2,650	2.6%	1.06
33-0000	Protective Service Occupations	1,990	2.0%	1.04
35-0000	Food Preparation and Serving Related Occupations	9,310	9.1%	1.28
37-0000	Building and Grounds Cleaning and Maintenance Occupations	5,640	5.5%	1.58
39-0000	Personal Care and Service Occupations	3,500	3.4%	1.22
41-0000	Sales and Related Occupations	11,710	11.5%	1.04
43-0000	Office and Administrative Support Occupations	14,960	14.7%	0.85
45-0000	Farming, Fishing, and Forestry Occupations	2,220	2.2%	3.63
47-0000	Construction and Extraction Occupations	6,400	6.3%	1.04
49-0000	Installation, Maintenance, and Repair Occupations	4,520	4.4%	1.10
51-0000	Production Occupations	4,800	4.7%	0.72
53-0000	Transportation and Material Moving Occupations	7,580	7.4%	1.19

Central/Southwest Educational Makeup

	Utah State % of 25+ Pop	Cen/SW % of 25+ Pop
Less than 12th grade, no diploma	8.6%	9.1%
High school graduate (includes equivalency)	23.0%	27.3%
Some college, no degree	27.4%	29.5%
Associate's degree	9.9%	9.8%
Bachelor's degree	20.8%	15.9%
Graduate or professional degree	10.3%	8.4%

Source: U.S. Census Bureau; American Community Survey

The educational makeup of the Central/Southwestern area is somewhat different than seen throughout the rest of the state. A higher proportion of the 25-and-over population has an education level of a high school equivalency or less than the statewide average. The amount of Bachelor's and Graduate degrees is about one-quarter below the corresponding level of the statewide average.

The southwestern counties of Washington and Iron should grow noticeably over the next several years, particularly Washington County. The remaining counties will likely grow employment close to their long-term averages, which are generally only from 1.0 to 2.0 percent per year. Washington County, on the other hand, could experience yearly growth rates of between 3.5 and 5.0 percent (or higher) for the next several years. Iron County would do well to generate 2.0 to 3.0 percent job growth.

(2) Workforce Development, Education, and Training Activities Analysis

(A) Utah's Workforce Development Activities

Developing a workforce prepared for current and emerging occupations is critical to the economic well-being of the state. Utah's governor, the State Legislature, and the State Board of Regents have all endorsed and continue to support the "66 by 2020" goal to have 66 percent of Utah's adults earn a post-secondary credential by the year 2020. In addition, the State of Utah actively supports a workforce development environment designed to meet employer's needs that is a part of every core and one-stop service delivery required partners' plans.

Utah agencies support the Governor's Office of Economic Development's (GOED) industry clusters. As described in the Economic, Workforce, and Workforce Development Activities Analysis section, the clusters are established based on data and input from Utah employers.

The post-secondary landscape in the state includes eight institutions of higher education comprising the Utah System of Higher Education (USHE), the Utah College of Applied Technology (UCAT) with eight campuses across the state, and a number of private non-profit and private for-profit institutions. Collectively, these institutions provide a diverse and broad array of credit and non-credit educational offerings that prepare Utah's adults to become productive and contributing members within their respective communities. The higher education system targets GOED's industry clusters and utilizes information from business committees to help guide their programming and curriculum development.

The educational offerings provided by the state's post-secondary institutions spans a vast educational landscape with programs that prepare students for applied learning for specific occupational skills in relatively short periods of time through advanced degrees that develop some of the state's and nation's top talent in highly specialized disciplines. Additionally, students in secondary education (K-12), and Adult Education are impacted as they seek college and career choices, enter pathways that meet their goals, and in some cases receive assistance through WIOA funds. The Board of Regents current strategic plan includes the following goals: Affordable participation, timely completion and innovative discovery.

Utah Collee of Applied Technology (UCAT)

The UCAT system supports students and employers through its programs including Custom Fit which is a dynamic partnership between the UCAT, its college campuses, select sister institutions across the state, and the local business community. Its mission is to provide customized employee training. UCAT's mission to meet the needs of Utah's employers for technically-skilled workers is accomplished by preparing certificate-seeking students for entry-level employment, providing occupational upgrade training for those currently employed, and building career and technical skills for high school students. Employers play a vital role in UCAT's mission to provide market-driven technical education. Partnerships with ATCs and local employers ensure that every program is providing the most current and relevant curriculum, labs and equipment to students. Students leave job-ready because of the frequent interaction with employers who know the industry and technical skills needed to be successful in the job market. Employers who serve on advisory committees hire UCAT students and often provide internships, equipment, assistance at campus events, and expertise to enhance new and current programs.

Utah System of Higher Education (USHE)

The USHE is comprised of eight public colleges and universities. Each of these institutions fulfills a particular educational mission for the state. The institutions include two research universities: the University of Utah and Utah State University;

one liberal arts & sciences university: Southern Utah University; three regional universities: Weber State University, Dixie State University, and Utah Valley University; and two community colleges: Snow College and Salt Lake Community College. These public institutions provide the majority of higher education programs and services within the state including programs where students can earn certificates, associate, baccalaureate, and graduate degrees. These institutions serve as economic levers for the state through research, teaching, and service, and they provide the majority of the state's post-secondary instruction in career and technical education (CTE). Offering CTE programs and courses throughout the state in credit and non-credit formats, USHE institutions work closely with local business and industry leaders to develop and deliver programs specifically tailored to local workforce needs. USHE institutions offer certificates and awards for high school and post-secondary learners, while maintaining employer advisory boards, employer partnerships for internships and placement, equipment or program support and more. Most UCAT campuses and all USHE schools maintain career centers focused on workforce development, career advisement, internship services, and career employment. Together they prepare more than 150,000 students annually in workforce development or readiness skills.

Utah Adult Education

Utah Adult Education plays an important partnership role in workforce development. Adult education empowers individuals ages 16 – 19 who are no longer attending a secondary K-12 program of instruction as well as qualifying adults 20+ to become self-sufficient, with skills necessary for college, training, future employment and personal successes. Utah Adult Education assists adults to become literate and obtain the knowledge and college and career readiness skills necessary for employment and self-sufficiency while completing a secondary education and basic literacy instruction. Utah Adult Education is a program of instruction below the collegiate level for qualifying adults (ages 16+) comprised of Adult High School Completion (AHSC/ASE) - academic levels 9.0-12.0 grade level, Adult Basic Education (ABE) – basic literacy instruction grade levels 0- 8.9 and instruction for non-native English Language Learners (ELL).

Utah State Office of Education (K-12)

Public secondary education (K-12) is a vital partner in meeting the state's overall education and training objectives. Educating the children of Utah prepares them for post-secondary education and the workforce, in addition, there are programs and partner programs that directly support this transition. These include:

- College and Career Awareness: Exploration and preparation in college and career pathways focusing on jobs that are high skill and high demand, as well as satisfying and financially rewarding.

- Career and Technical Education: CTE's mission is to provide all students with a seamless education system, from public education to postsecondary education, driven by a College and Career Ready Plan, through competency-based instruction, culminating in essential life skills, certified occupational skills, and meaningful employment. CTE prepares students for careers that are most in demand and that are part of the economic development of the state.
- Work-Based Learning (WBL): Provides opportunities for students to learn a variety of skills through rigorous academic preparation with hands-on career development experiences. Under the guidance of adult mentors, students learn to work in teams, solve problems, and meet employers' expectations.
- Career and Technical Education Pathways: WBL supports the CTE Pathways initiative. WBL experiences are available in each CTE Pathway. Through a variety of WBL experiences students see, firsthand, how classroom instruction connects to the world of work and future career opportunities. Experiences include, but are not limited to, apprenticeships, career fairs, field studies, guest speakers, job shadows,and student internships.
- International Baccalaureate (IB) program: The IB consists of three programs that encompass ages 3-19.
    - Primary Years Program (Ages 3-12)
    - Middle Years Program (Ages 12-16)
    - Diploma Program (Ages 16-19)

  All three program require study in a broad range of subjects including content in cultural education. Special emphasis in language acquisition and language development, the development in the skills of learning, opportunities for individual and collaborative planning as well as a community service component requiring action and reflection, complement the course of study.
- Advanced Placement (AP) program: The AP program offers high school students worldwide the opportunity to take college-level courses while attending secondary school. AP courses are invariably more rigorous than other high school offerings
- Concurrent Enrollment (CE) and agreements with post-secondary institutions: The purpose of CE is to provide a challenging college-level experience for students in their last two years of high school. Course offerings in Math, Science, Social Studies, Language Arts, Fine Arts, Humanities, World Languages, Career and Technical programs, and Education have been implemented in high schools throughout the state.

STEM Action Center

The STEM Action Center is Utah's leader in promoting science, technology, engineering and math through best practices in education to ensure connection with industry and Utah's long-term economic prosperity. Their vision is to produce a STEM-competitive workforce to ensure Utah's continued economic success in the global marketplace and to catalyze student experience, community engagement and industry alignment by identifying and implementing the public- and higher-education best practices that will transform workforce development.

The Governor's Office of Economic Development (GOED)

GOED's activities and goals support workforce development in Utah. Their four economic development principles include:
Governor's Four Economic Development Objectives:

- Strengthen and grow existing Utah businesses, both urban and rural
- Increase innovation, entrepreneurship, and investment
- Increase national and international business
- Prioritize education to develop the workforce of the future

GOED has identified six clusters to target. Each of these clusters were selected by analyzing data and gathering input from businesses. The clusters align with the industry sectors selected by the State Board. They include:

- Aerospace and defense
- Energy and natural resources
- Financial services
- Life sciences
- Outdoor products
- Software development and Information Technology

The Utah Department of Workforce Services (DWS)

DWS employment exchange system supports workforce development. Whether a job seeker is in the beginning phases of choosing a career, or needs a better job, an array of services is available both online and in-house. DWS' employment exchange system fuels Utah's economic engine by supporting the workforce with training, education, and other resources. Aligning the skills and knowledge of our citizens with the needs of employers is our top priority. Workforce development tools and activities include:

- Career planning
- Job readiness tools
- Job matching
- Online portal
- Business development & partnerships
- Economic data

State Workforce Development Board (SWDB)

Utah's Governor has created specific, attainable goals that are relevant to the economy of today and tomorrow. In doing so, he created objectives and action items to guide and challenge his cabinet. The DWS Executive Director and the SWDB are taking leading roles in this call to action. Collaboration and partnership are keys to achieving these goals. DWS executives, agency staff, and SWDB members serve on various boards, committees, and workgroups that target the Governor's goals. DWS also partners and contributes in the Utah Economic Summit, Rural Economic

Summit, and quarterly economic meetings. Beyond high-level coordination, the efforts of DWS employment counselors and workforce development specialists in meeting the needs of employers and job seekers also helps create a growing, vibrant economy.

Career Pathways

Many partners are working to develop and support the career pathways concept. This includes all levels of education, GOED, USOR, and DWS. By aligning secondary pathway programs with post-secondary training programs it makes it easier for students to know how to get into a pathway for a career. For adults, this allows them to see the importance continued education and increasing their skill level. It also shows one that there are multiple entry and exit points and can assist with developing career goals.

Data Systems & Warehouses

An important part of the workforce development system is the ability to collect and report data to measure outcomes and performance. Utah agencies including DWS, USOR, Adult Education, the Utah Data Alliance (UDA), UCAT, and USHE currently collect and analyze data to produce required state and federal reports. All of the partners are currently updating MOU's for data sharing.

Veteran's Initiatives

Veterans are provided Priority of Service (POS) as they transition from the military or any time they are seeking employment services from DWS to gain or improve their employment status. Veteran Employment Services supports Veterans in their reintegration process as they leave the military and rejoin the civilian workforce. The Job for Veteran State Grant (JVSG) as funded by the US Department of Labor/Veteran Employment and Training Services (USDOL/VETS) provides intensive services for veterans that have significant barriers to employment. DWS is also looking at strategies to reduce the duration of Veterans on the unemployment roles as well as providing them assistance to seek VA medical benefits for those Veterans on State Medicaid. Accelerated Credentialing to Employment (ACE) helps veterans, Guard, Reservists and spouses to gain licenses and certifications for employment.

The Utah Defendant Offender Workforce Development (UDOWD)

UDOWD Task Force consists of members from state, federal and local law enforcement, along with non-profit and religious organizations whose primary goal is

to assist ex-offenders obtain employment and learn how to become productive members of society. UDOWD contributes to workforce development by reengaging people into productive employment in education and employment settings, who have been out of the workforce.

Employment First Initiative

The Utah Employment First Partnership is a shared commitment among the Utah Department of Workforce Services (DWS), the Division of Services for People with Disabilities (DSPD), and the Utah State Office of Rehabilitation (USOR) to improve state government services focused on persons with disabilities achieving competitive, integrated, and community based employment. Utah's Employment First Initiative supports workforce development. It expects, encourages, provides, creates, and rewards integrated employment in the workforce. It is the first and preferred outcome for working-age youth and adults with disabilities at minimum wage or higher. This program focuses on individuals with complex and significant disabilities, for whom job placement in the past has been limited or traditionally has not occurred.

Choose to Work (CTW)

CTW is a partnership between USOR and DWS. The agencies work together to meet the expanding needs of Utah employers by providing them with qualified and job ready individuals. Choose to Work Utah Employment Specialists provide statewide job development and placement services to Utah job seekers with disabilities, offering employers a constant source of job applicants. Applicants' skills range from entry level to professional in virtually all job categories.

Work Success

Offered by DWS, this 2 to 4 week course offers individuals the opportunity to attend daily classes where they learn new skills, get support from experienced job coaches, and access cutting-edge employment resources. Individuals are able to broaden peer networks. Finding a job is a full-time job, Work Success provides the tools needed for a successful job search. Most participants find employment in one to four weeks.

Utah Cluster Acceleration Partnership (UCAP)

The UCAP program is designed to strengthen collaboration between post-secondary education, industry, and economic development in order to better respond to the needs of regional and statewide-designated clusters. It is a collaborative partnership between:

- The Department of Workforce Services
- The Utah System of Higher Education

- The Governor's Office of Economic Development

The UCAP program provides funding to public post-secondary educational institutions to develop, implement, or enhance educational programs that are responsive to regional and statewide industry needs or industry trade associations located in Utah that serve a state designated industry cluster or regional economic need. UCAP also provides funding to public school districts, individual schools, or charter schools to develop, implement or enhance career pathway programs and connecting them to post-secondary institutions.

Temporary Assistance for Needy Families (TANF) and Supplemental Nutrition Assistance (SNAP)

Utah has the advantage of having programs such as TANF and SNAP as an integrated part of the one-stop delivery system. Having access to a greater number of job seekers within these talent pools to meet employers immediate workforce needs is a great asset. In turn, being able to connect recipients of these programs to career and training services to increase their employment opportunities.

Utah's SNAP program encourages outreach and engagement in career services through both self-service and mediated means. Job seekers can take an evaluation of their job preparation needs. The online system then recommends workshops from which they could benefit. These workshops can be accessed both online and in-person to help identify transferrable skills, related labor market information, build a resume, create well-crafted answers to interview questions, draft a marketing message, etc. Participants are also taught how to use the online labor exchange system to search for employment opportunities. They also have access to an online job search log where they can track their applications, interviews, and any other follow-up related to their job search all in one place. Because of the integration of these programs, job seekers have one access point to more readily reconnect with the workforce or increase their employability with training services, that otherwise would not be as seamless for them.

(B) Strengths and Weaknesses of Workforce Development Activities

Utah has many advantages going into the implementation of the Workforce Innovation and Opportunity Act. Its workforce development system is strong because under the leadership of the Governor and State legislature almost all agencies, public education, adult education and higher education entities at the state and local levels strive to improve Utah's economic environment. In a variety of ways, these entities communicate and share information with one another. There are many existing partnerships that are strong and collaborative, especially at the state level.

Strengths include:

- Successful implementation of the Workforce Investment Act (WIA);
- Utah's Department of Workforce Services possesses a strong track record, successfully delivering integrated services statewide. These services include many of the CORE and Mandatory programs under WIOA;
- Established collaboration amongst all the partners, including DWS, the Utah State Office of Rehabilitation (USOR), and Adult Education;
- An integrated workforce system that already shares information and data between key partners such as Unemployment Insurance (UI), Wagner Peyser and Temporary Assistance for Needy Families (TANF)
- Many services can be accessed on line; and
- Core Partner's staff's high level of expertise at the operational level. This expertise along with the commitment to help people provides a strong base to further build and develop partnerships.

Utah foresees certain challenges in this implementation, to include:

- Establishing sufficient and stable funding sources
- Receiving timely clarification on regulations from our federal partners
- The new emphasis on transition-age youth and the 15 percent funding requirement.
- Attaining the Eligible Training Provider performance data required from education and training providers
- A primary issue that often arises is conflicting program requirements between partners and difficulties sharing data to clearly measure outcomes and performance. There is a general willingness to share information and data, but a lack of resources to develop the systems and then analyze and produce reports. Resolving the data sharing issues will take time, but Utah should be able to overcome its obstacles. Budget and staffing constraints are a problem when the workload is higher than the current staff can manage or unfunded mandates are placed on agencies.
- In rural communities, at the operational level, there is often a lack of diverse opportunities to offer clients/customers.
- While the high level of expertise of staff at the operational level is a strength, there is an occasional lack of understanding between partners at this level. It can also be a challenge to help them understand the big picture. Many of these issues can be resolved by training and education of partner staff and demonstrated support from top executives.

(C) State Workforce Development Capacity. A work group will be established by Fall 2016 to research the capacity of state entities to provide the workforce development activities defined in Section II(a)(b)(2)(A) and report to the State Board by Spring 2017.

(b) Utah's Strategic Vision and Goals

(1) Vision

A strong economy depends on a world class workforce. Utah will continue to enhance and expand collaborative efforts with employers, educational institutions, and

government agencies through business development and partnership in key sectors and occupations to make this happen. Through implementation of WIOA, Utah will increase access to and opportunities for the employment, education, training, and support services that individuals, particularly those with barriers to employment, need to succeed in the workforce.

The Utah approach is regionally-oriented and requires a two-way path in communication between all players.

(2) Goals

All-Encompassing Partnerships

- Conduct an economic assessment of Statewide workforce needs by working with Core and Required partners to create an effective and integrated workforce system supporting strong, diverse economies throughout the state.
- Leverage state funding resources to support the promotion of key occupational clusters and industry sectors identified through economic analysis and input from employers. Utilize these resources to support the state workforce development activities.
- Identify opportunities to align, collaborate, and make connections among Core and Required partners to better serve Utahns. Develop strategies and recommendations to improve service.

Focus: Employers

Directly involving employers in the workforce development system by utilizing and leveraging existing partnerships and expanding opportunities for them to participate as the State moves forward in developing new partnerships and aligning programs.

For employers to be successful as a partner in this effort, employers need to articulate what they require from a workforce that meets their business needs, set realistic expectations when it comes to experience and education, and demonstrate accessible hiring practices for individuals with barriers to employment.

- Identify the needs of employers by collecting information through surveys and industry groupings. Utilize existing information and identify gaps.
- Reach out to employers to help design career pathways of secondary education (K-12), Adult Education, and Post-Secondary education.
- Evaluate effectiveness of existing services with creation of an interactive inventory of the state-offered training programs for both workers and businesses in the state. Evaluate data to determine effectiveness of training in meeting the needs of businesses and employees. Re-tool the offerings accordingly.
- Work with businesses to accurately reflect position requirements and appropriate collection of information in hiring process through the labor exchange systems, primarily in an effort to improve the State's workforce development efforts and additionally for recruiting efforts in general.

- Leverage communication channels that will promote available internships, apprenticeships, and on-the-job training that companies are willing to provide. Connect companies that are interested in these training opportunities with the state workforce development system.

Focus: Education and Training

Education and training partners need to establish programs that meet both the current and emerging needs of employers, including an emphasis on real-life applicability of skills development.

- Develop a talent pipeline in targeted industry sectors.
- Continue to gather information from employers and support the needs of other industry sectors because identified sectors may not be representative of the entire workforce system.
- Strengthen public awareness in recruiting WIOA-targeted populations, specifically those with barriers to employment, to participate in educational offerings.
- Develop programs and strategies that help high school students connect to concurrent enrollment, high school Career and Technical Education (CTE), Adult Education, and other partnership pathways to post-secondary career and technical education (CTE) programs.
- Identify and establish short-term post-secondary CTE certificate programs that link to recognized industry credentials and that are a sub-set of degree programs (stacked and latticed credentials) to provide efficient pathways for students to achieve additional educational credentials.
- Explore opportunities to align, coordinate, and collaborate among Core and Required Partners career pathway initiatives. Develop a mechanism and/or strategy to share information about programs, grants, partnerships, etc. to inform partner staff, students, and customers and enable them to easily identify individual career pathways to employment.

Focus: Workforce

The workforce needs to possess the required education and training required by employers, with an eye towards continuous improvement of skills and experience.

- Create supplementary training focused primarily on "How to get the job you want" which expands beyond traditional resume and interview skills development into: (1) Articulating how an individual's skills align with job requirements and (2) How to capitalize on non-professional experiences to demonstrate leadership, organization, time management, communication skills, etc.
- Leverage core programs and required partner programs to increase awareness of workforce skills employers are requesting.
- Ensure industry needs are met with workforce.
- Develop career pathways to support ongoing skill development.

Focus: Populations with Barriers to Employment

Government and community partners need to leverage resources towards strengthening the populations with barriers to employment in a way that will elevate them into the general world class workforce of Utah.

- Enhance partnerships with schools (K-12), Adult Education, post-secondary institutions and community services that already interact with these populations. Review comprehensive strategies and implement best practices to ensure access to services. Encourage common outreach and messaging to target populations.
- Complete ongoing evaluations of performance measures with the goal of facilitating, rather than impeding, service delivery.
- Set performance expectations with the core and required partners understanding that many individuals served have greater-than-average barriers to employment and training. Develop a cycle of continuous improvement to assess program efficacy and make real-time adjustments to outreach strategies.

(3) Performance Goals.

Utah's performance goals will be established in the State Unified Plan as required.

(4) **Assessment.** The State Board will receive an assessment of plan's level of success once it is implemented and performance measures are reported.

(c) Utah's Strategy

Utah's Unified Plan includes its strategies to achieve the vision and goals. The strategies have the flexibility to accommodate the State's economic, workforce, and workforce development, education and training activities and analysis provided in Section (a). It also includes specific strategies to address the needs of populations described in Section (a). The foundation of Utah's plan is built upon utilizing data, partnerships, and its resources to implement strategies that support operations to provide services to individuals and employers. Utah is committed to changing and/or adjusting its strategies as needed to meet the State's workforce needs. Utah will SWDB standing committees that will ensure Utah's goals and vision are met. These include: Youth, Governor's Committee on Employment of People with Disabilities, Career Pathway, and Operations.

(1) Utah's State Board will have a Career Pathway Committee. There are many career pathway activities being carried out around the state. The Career Pathway Committee will meet with partners from around the state gathering information and ideas on how these groups can align, share resources, and collaborate. They will make recommendations, that include requirements by WIOA section 101(d)(3)(B), (D) to the State Board regarding how the Board can best support a collaborative state career pathway system. Utah's sector strategies are aligned with GOED's industry clusters. They are incorporated throughout Utah's plan. Utah will refer to the definitions of "career pathway" in WIOA section 3(7) and "industry sector or occupation section 3(23) of WIOA.

(2) Utah's State Board will have an Operations Committee. Utah will utilize a variety of strategies to align the core programs, one-stop partners, and other resources to achieve fully integrated customer services consistent with its strategic vision and goals. These strategies include workforce development activities in regard to gaps identified in the State's workforce analysis. Overall strategies include setting collaborative performance goals, sharing information/data, and working together to resolve problems and address any gaps. It also includes collaborating and coordinating on training, marketing and feedback. Utilizing existing committees, workgroups, and programs while working to align and share resources when it is appropriate. Holding regular State Board and committee meetings as required by Utah's plan and clearly outlining all partners' responsibilities in the plan so they can be held accountable or adjusted as required.

III. Operational Planning Elements

(a) State Strategy Implementation

(1) State Board Functions

Utah's State Workforce Development Board:
Currently DWS has statue authority to serve as the administrative entity for the State Council of Workforce Services. During the 2016 Utah State Legislative session, the code will be amended to align with the changes in accordance with the Workforce Innovation and Opportunity Act (WIOA) found in 29 U.S.C. Sec. 3101 et al. DWS will retain the administrative oversight of the SWDB.

The Governor, in accordance with section 106(d) of WIOA will retains and designates Utah as a "Single State Local Area." Utah is well situated and prepared to continue delivering integrated workforce services and will align governance and administrate structure to set policy direction and established realistic performance goals. The State Workforce Development Board (SWDB) will serves as the advisory body to provide guidance, oversight and evaluation to ensure programs remain fully responsive to Utah's economic development and labor market needs. State agencies with core and required programs will continue in a coordinated approach, implementing specific workforce development programs through the integrated services delivery systems within local areas.

(2) Implementation of State Strategy

The lead State agencies responsible for administration of each core program included in Utah's plan will implement the outlined strategies.

(A) Core Program Activities to Implement Utah's Strategy

Utah's core partners will fund activities to implement the state strategies. The activities will be aligned across core programs. Core partners are committed to:

- Maximize existing infrastructure to develop a common registration and data repository. A workgroup will explore opportunities beginning in Fall 2016 and make recommendations to the Operations Committee by Winter 2017.

- Utilize a braided funding model to leverage existing resources in providing services for common customers. These efforts will be ongoing and reported to the Operations Committee.
- Explore additional opportunities for co-location of core program partners and services.
- Share Information. Refine current referral process while working toward the inclusion of all core partners in a common point of entry for customers to enter a universal collection application that connects to all core partner systems with the intent of streamlining the process and eliminating duplication. A workgroup will be formed by Summer 2016 and present recommendations to the Operations Committee by Spring 2107.
- Aligning current Career Pathways initiatives and partnering to develop them further where appropriate. Utah will place a priority of focus on career pathway development and initiatives of the identified six economic clusters (industry sectors) for development and expanding our scope on others sectors as the industry expanses in Utah. Working with CTE directors in education, industry and economic development to address creation and enhancements of career pathways to ensure Utah's workforce remains viable in a global market. These activities will be overseen by the SWDB Career Pathways Committee.

(B) Alignment with Activities outside the Plan

The strategies outlined in (A) will be aligned with the programs and activities provided by required one-stop partners and other partners, as appropriate, assuring coordination of, and avoiding duplication among these activities. The Core Partners will:

- Establish a workgroup with state and local representation from core and required partners to identify improvements in referral pathways and develop processes to provide consistent and seamless services for common customers. A work group will be formed and assigned the task of developing recommendations for implementing an agreed upon referral process by Summer 2016 and will report to the Operations Committee by Summer 2017.
- Educate and train staff at the operational level regarding partner services and access to services offered by core and required partners.
- Share information among the core partners in order to provide a more holistic experience for the customer and provide seamless service.
- Explore a common information sharing technology to identify common customer information, services received, and performance to reduce or avoid the duplication of services.
- The Career Pathways Committee members will include representation from all core and required partners to identify career pathway activities and ensure common knowledge, goals, and referral/access process regarding career pathways.

(C) Coordination, Alignment and Provision of Services to Individuals

Partners will coordinate activities and resources to provide comprehensive, high quality, customer-centered services, including supportive services to individuals including

populations identified in section II(a)(1)(B). The activities will conform to the statutory requirements of each program. This will occur through existing partnerships and additional assignments sponsored by the State Board as outlined throughout this plan.

(D) Coordination, Alignment and Provision of Services to Employers

Partners will coordinate activities and resources to provide comprehensive, high quality, customer-centered services, including supportive services, to employers to meet their current and projected workforce needs. The activities will conform to the statutory requirements of each program.

A workgroup, focused on providing aligned services to employers and exploring ways to better understand employer needs, with representation from all the core partners and required partners, as appropriate, will be formed by Summer 2016. They will explore opportunities to further align, connect, and collaborate on current services provided to employers:

- Educating employers about individuals with barriers
- Leveraging USOR's current coordination with employers
- Employer boards utilized by CTE at the secondary (K-12) and post-secondary education levels
- DWS' Workforce Development Specialists, Labor Market Information, and UWORKS labor exchange system
- Coordinating with the Governor's Committee on Employment of People with Disabilities
- Establishing a process to coordinate efforts to understand employer needs from a full workforce development system point of view, coordinating all partner efforts as well as new methods

The workgroup will report recommendations to the UGCEPD Committee for approval by Winter 2017.

(E) Partner Engagement with Educational Institutions

Utah's strategies engage State education and training providers, including Salt Lake Community College (SLCC), Snow College, and UCAT, as partners in the workforce development system to create a job-driven education and training system.

The core partners currently collaborate with SLCC on initiatives, projects, committees and assisting shared customers.

- SLCC has representation on the Youth Services Coordination Committee and coordinates activities at Horizonte (an alternative school) with core partners.
- The core partners and SLCC work together to support Refugee Providers and serve on the Refugee Youth Conference Committee. They organize the annual Refugee Youth Conference and DWS coordinates workshops helping students learn about college options and the admissions process.
- The core partners and SLCC serve on the Underrepresented Students Work Group which is a group of college departments and community partners who collaborate on

ways to guide individuals to college and continue to provide support while they attend college.

- The core partners and SLCC collaborate the following projects and initiatives to assist common customers with computer training courses and workshops to help improve their skills and employability.

DWS serves as a resource to its USHE and UCAT partners. Designated DWS employees serve on institutional workforce advisory boards or on academic division or department employer advisory boards at every institution. Utah educational institutions rely on DWS labor market information and employer outreach efforts to inform their decisions regarding curriculum adjustments, additional programs, or canceling unneeded or outdated programs based on employer needs.

Career centers exist at every USHE institution and many UCAT campuses. The institutional career centers offer job posting services, workforce development training, career advisement, workplace readiness training, and more. Many of these institutional programs supplement their services through collaboration with DWS. Agency colleagues may sit on center advisory boards, share updated resume or job search practices and curriculum materials, serve as guest speakers, and frequently partner at every institution on activities from career exploration days and high school leadership workshops to college/community job fairs and outreach events to veterans, minorities, and other under-served populations.

USOR and the USHE have a cooperative agreement to guide their coordinated efforts providing people with disabilities access to post-secondary education through the Disability Resource Center. USOR district offices and each institution of higher education Disability Services Office (DSO) have designated staff liaison assignments to serve as agency representatives, organize local efforts, communicate problems and develop best practices. The USOR and DSO liaisons meet throughout the school year to organize cross training and ensure the established referral pathways between programs are functional and utilized. DSO staff and USOR counselors exchange information, according to applicable laws, to facilitate evaluation of individual client needs, provide appropriate accommodations or auxiliary aids, and engage in educational goal planning.

Utah Cluster Acceleration Partnership (UCAP) is a collaborative partnership between DWS, USHE, and GOED. It provides funding to public post-secondary educational institutions to develop, implement, or enhance educational programs that are responsive to industry needs or industry trade associations located in Utah that serve a state designated industry cluster or economic need. UCAP also provides funding to secondary education (K-12) to develop, implement or enhance career pathway programs and connect students to post-secondary institutions.

The UCAP program is intended to increase the number of individuals who earn industry-recognized credentials, develop career pathways with multiple entry and exit points for students along the post-secondary education continuum and create systemic change by establishing processes and programs that better connect education, the workforce and employers. The program was created to address the following four opportunities and concerns:

- Increase Economic Cluster Connectivity and Educational Alignment
- Respond to Industry Identified Skill Gaps
- Enhance the Role of the Regional Institutions in Economic Development
- Promote Regional Stewardship of grantees' Contributions to Workforce Development

(F) Partner Engagement with Other Education and Training Providers.
Utah will create a workgroup to make recommendations to the Operations Committee by Fall 2016. The work group will be charged with describing how the State's strategies will engage education and training providers, including training providers on the State's ETPL as partners in the workforce development system to create a job-driven education and training system.

A workgroup, modeling a practice that Utah has utilized in the past, will review the economic analysis and targeted industry sectors outlined in the Unified Plan and make recommendations to the Career Pathways Committee identifying the top (3 in the past) occupations/industries by July 2016. Once the industry/occupation is approved, the workgroup will expand to include representatives from the ETPL and employers from the targeted industry sector. The State Board will act as the facilitating agency. Employers will be given full focus to discuss the needs that they have and identify the skills gaps that new hires and job seekers have. From there, the eligible training and education providers will discuss and strategize how they can update their curriculum to be more job-driven and meet employer's needs. This process will be completed by July 2017.

(G)Leveraging Resources to Increase Educational Access.
Utah's strategies provide the opportunity to leverage Federal, State, and local investments that enhance access to workforce development programs at USHE and the UCAT systems. Including improving access for the rural areas of the State.

The Job Growth Fund (JGF) is a strategic revenue source that funds employer initiative programs. This revenue comes from the UI Special Administration Expense Account. JGF helps fund training, education and job creation programs. It is currently leveraged to support the goals and vision of this plan. Utah will continue to explore ways to utilize this resource to support and continually improve its workforce development strategies.

In the last two years, Utah's Legislature has invested $31.5 M in STEM Education. Federal grants have added about $10 M and over $2M has been raised from the private sector for the STEM media campaign.

DWS created a STEM Specialist position to enhance this partnership. It is a shared liaison position with the STEM Action Center. The position is funded 50% by DWS and 50% by STEM Action Center and is modeled after the successful implementation of a liaison between the STEM Action Center and the USOE. USOE has been able to more effectively leverage their resources, expand and develop strategic partnerships, and respond pro-actively to meet employer needs.

DWS, STEM Action Center and USOE are working together to map Utah's existing STEM resources, gaps and successful models to replicate. A network of partnerships will be

developed to connect youth, underemployed and veteran customers to high wage, high demand STEM related jobs through a clear pathway with multiple entry and exit points. The strategy will align with the mission, vision and goals of WIOA.

Objectives include:

- A comprehensive strategy of workforce and economic alignment activities to support the growth of STEM Jobs.
- Connection of STEM strategies with training and development for underemployed to include Intergenerational Poverty (IGP) families and targeted populations.
- Coordinating STEM workforce alignment activities among STEM stakeholders including grant proposal submissions, reducing duplication of efforts, linkage between STEM education (supply) and industry (demand) partners, and STEM Career Pathways.
- Alignment of pathways developed with WIOA, UCAP, STEM Action Center grant awards and any other STEM legislatively funded projects.

Expected Outcomes:

- Comprehensive map of STEM Education Programs and Resources.
- Baseline defined and strategies developed to increase the number of DWS funded individuals entering STEM related training programs and jobs.
- New STEM partnerships.
- Coordinated grant proposals submitted.
- Outcome targets for year two recommended.

(H) Improving Access to Postsecondary Credentials.

Partnerships will increase customer access and referrals to programs leading to completion of stackable and marketable credentials as well as post-secondary opportunities. As described in (E) and (F) and in II(2)(A) Utah's secondary, post-secondary, Adult Education, GOED and other Core and required partners are currently working together to meet the Governor's 66% by 2020 initiative. The strategies outlined in this plan will enhance and support those efforts. For example, efforts to coordinate data systems, the Eligible Training Providers List (ETPL), coordinating career pathways projects, and moving toward integrated service delivery.

(I) Coordinating with Economic Development Strategies.

Activities defined in (A) will be coordinated with GOED and other Utah economic development organizations' activities and strategies. GOED is an active member of many of the committees, workgroups, and projects described throughout this plan. They are a member of the State Board which ensures their participation in ensuring coordination of activities between GOED, the Core Partners and the required partners. DWS also attends the GOED Board meetings to support the growth of local employers and identify connection points for partnerships.

(b) **State Operating Systems and Policies.**

Utah's operation systems and policies support the implementation of the State's strategy described in Section II Strategic Elements. This includes:

(1) Utah's operating systems support the implementation of the strategies.

(A) Utah's operating systems that support coordinated implementation of State strategies include:

- Labor Market Information:
  The Workforce Research and Analysis Division (WRA) gathers data regarding the economy. Its mission is to generate accurate, timely, and understandable data and analyses to provide knowledge of ever-changing workforce environments that inform sound planning and decision-making. WRA collects information describing the Utah labor market, including wages; employment projections by industry, occupation, and area; cost of living; employment and unemployment; labor force characteristics; career trends; and, industry trends. DWS, the State Board, and core partners utilize the workforce information collected in planning and decision-making to determine job growth areas, skills gap, income and wage data, migration, demographics, cost of living, and career exploration opportunities. This information is critical in determining what industries and occupations to target while working with partners in business and education to ensure skills training availability.

  Additionally, information collected is used to assist individuals to help them make informed career choices. DWS delivers this information to customers through the workforce information page located on the DWS website. DWS works closely with customers, employers, and partners to make the information meaningful and practical for end-users.

- Data Collection Systems:
  - UWORKS is DWS' integrated case management system. It is a web-based system that supports self-service customers by providing access to information and services that help them obtain employment. It tracks mediated staff-services allowing employment counselors to easily manage cases and assist customers in reaching their employment goals. This system captures funding source requirements, training provider details, and youth provider information allowing for program accountability and resource scheduling. The system supports both self-service and mediated job seekers and employers. Because of the different types of users supported, the system accommodates multiple system entry points, multiple levels of security, and the ability to seamlessly transfer job seekers or employers from self-directed to staff-assisted. Recently, DWS was awarded a DOL grant under the Workforce Innovation Fund initiative. The GenLEX project is designed to mitigate mediated (staff-assisted) services use and make self-service labor exchange more successful; provide labor exchange services at a lower cost per participant; address the capacity and access issues with physical One-Stop Centers; connect job seekers and students to career pathways; and improve Common Measures outcomes and introduce outcomes that more accurately measure labor exchange services success. GenLEX partners plan to improve service

delivery by enhancing technology and using it in innovative ways. The target is to improve outcomes for all employers and job seekers, with emphasis on low-wage and lesser-skilled populations.

- The system used to determine supportive service program eligibility for TANF, Food Stamps, Medicaid, etc. is called Electronic Resource and Eligibility Product (eRep).
- Utah's data repository system that collects information from several systems and allows for one central location for service providers who are determining intensive/training service eligibility through UWORKS to gather required customer information is called eShare.
- An electronic imaging system called eClient is used to hold and view documents for all customer types specific to eRep..
- An Internet-based system called myCase allows customers to ascertain the status of their case.
- Interactive self-service and mediated-service systems called Contributions Automated Tax System (CATS) and Comprehensive Unemployment Benefits System (CUBS) are used to collect data and process all services offered by the Unemployment Insurance Division, including the collection of wage data and new hire information from employers.
- DWS has a data reporting system, eReports it provides detailed information about customer activities and outcomes providing administrators, managers, front-line staff, and program staff with supplemental tools to ensure performance outcome attainment. The eReports system has access to the following systems: CUBS, CATS, UWORKS, and eRep.
- DWS Data Warehouse contains data and could house additional data used to support the strategies of the State Plan.
- Adult education data are collected by USOE through a relational web based database called UTopia - Utah Online Performance Information for Adult Education. As students move throughout the state (currently 51 program sites with multiple sites) their data follows them in real time. All reporting elements defined by OCTAE meeting the needs of WIOA reporting are or will be built into the database and will be shared with and accessible by core partners through secure portals. UTopia provides adult educators and the USOE Adult Education Services staff with effective and valid data to enhance program improvement ensuring successful student outcome.
- USOR utilizes the Accessible Web-based Activity and Reporting Environment (AWARE) for data collection. AWARE is a fully integrated comprehensive case management system. It is used by 32 other State VR Programs for documentation, caseload management, budget and expenditures and outcome reporting. It collects client information covering the life cycle of a case from application through trial work experiences, eligibility, plan, job ready, employment and

closure, and then to post employment services and follow-up. AWARE contains the new WIOA requirements for the Rehabilitation Service Administration's Case Service 9-11 Report. All data collected in AWARE is readily available for automated reporting. In addition, AWARE is currently interfacing with the UWORKS case management system and will interface with Utopia to enhance collection and integration between core programs and activities.

(B) Utah's data-collection and reporting processes used for all programs and activities including those present in one-stop centers are described in (A).

(2) Utah plans to work toward ensuring that its policies support the implementation of its strategies. Workgroups with appropriate representation from the Core Partners and required one-stop partners will be established to explore:

- Developing a common customer intake
- Expanding data sharing
- Referrals for co-enrollment
- Staff education and training

The workgroups will be required to submit recommendations to the appropriate committee(s) of the State Board and receive approval from the State Board.

A work group with representation from the core and required partners will make recommendations to the Operations Committee regarding Utah's process for developing guidelines for State-administered one-stop partner programs' contributions to a one-stop delivery system, including benchmarks, and its guidance to assist in determining equitable and stable methods of funding infrastructure in accordance with sec. 121(h)(1)(B). The approved recommendations will be included in the state plan modification in 2018 and in subsequent plans and plan modifications.

(3) State Program and State Board Overview, see Appendix ***

(A) State Agency Organization. Describe the organization and delivery systems for the programs covered in the plan, including the organization structure. Include an organization chart.

(B) Utah Workforce Development Board.

(i) Membership Roster, see Appendix ****

(ii) Board Activities, see Appendix******

(4) Assessment of Programs and One-Stop Program Partners.

(A) Assessment of Core Programs. Utah core programs will be assessed annually based on the State performance accountability measures described in section 116(b) of WIOA. Assessments include the quality, effectiveness, and improvement of programs. A workgroup with representation from the core partners will meet to define the performance accountability measures, the sources of data, identify what will be measured, how the information will be reported and how the information will be used for improvements. Utah will utilize previous

performance measures as base measurements. The workgroup's recommendations will require approval from the State Board.

(B) Assessment of One-Stop Partner Programs. Utah's one-stop delivery system partner program services included in the plan will be assessed each year. Utah can immediately begin using partners' current performance measures.

- Adult Education conducts monthly desk monitoring, tri-annual evaluations, and on-site monitoring. Programs prepare and submit annual program improvement plans used by state staff as a tool to evaluate program needs and levels of improvements. Programs are responsible to complete and submit an annual independent audit that evaluates program data integrity.
- DWS has an internal Program Review Team that randomly audits operation's work, it has Operation Program Support that provides edits and targeted support and training, Workforce Development Division has defined monthly outcomes goals, conducts risk assessment, and DWS undergoes an annual single state audit.
- The UI Division also has defined monthly outcome goals with quality checks and a Program Services team that provides targeted support and training. Assessment will occur through the State Quality Service Plan process with DOL Employment and Training Administration.
- VR conducts a tri-annual needs assessment, prepares annual district and quality assurance plans, conducts random and targeted client record reviews, and has an internal compliance officer.

(C) Previous Assessment Results. Below are the results of assessments of the effectiveness of the core programs during the preceding 2-year period for the core partners. Beginning with the state plan modification in 2018 and for subsequent state plans and modifications, Utah will describe how it is adapting its strategies based on assessment results.

Adult Education Targets and Associated Outcomes

Measure	2013-2014 National Average	2013-2014 Negotiated Target	2013-2014 Actual	Outcome	2014-2015 Negotiated Target	2014-2015 Actual	Outcome
ABE Beginning Literacy	44%	41%	35%	Did not meet	42%	40%	Did not meet
ABE Beginning Basic Education	46	35	29	Did not meet	38	32	Did not meet
ABE Intermediate Low	45	35	30	Did not meet	35	32	Did not meet
ABE Intermediate High	37	30	26	Did not meet	30	30	Met target
ASE/AHSC Low	40	30	29	Did not meet	47	31	Did not meet
ELL Beginning Literacy	50	40	32	Did not meet	40	34	Did not meet
ELL Beginning Low	55	41	32	Did not meet	49	34	Did not meet
ELL Beginning High	54	42	35	Did not meet	45	33	Did not meet
ELL Intermediate Low	48	38	31	Did not meet	40	30	Did not meet
ELL Intermediate High	43	30	18	Did not meet	32	14	Did not meet
ELL Advanced	25	16	4	Did not meet	20	4	Did not meet
Entered Employment	41	55	30	Did not meet	0	29	Exceeded
Retained Employment	61	85	61	Did not meet	0	64	Exceeded
Obtained Secondary Credential	73	50	44	Did not meet	50	33	Did not meet

Entered Postsecondary or Training	30	11	7	Did not meet	20	7	Did not meet

Note: Adult Education programs have had difficulty making targets. USOE staff have struggled to find methods that programs would consistently use to retain students and to support the need to post-test students on a consistent basis. In the 14-15 year USOE Adult Education state staff instilled programmatic changes that are hoped will increase state outcomes.

USOR Performance Indicator Information FFY14 and FFY15

The USOR Vocational Rehabilitation is assessed primarily on its ability to meet or exceed the performance levels negotiated with the Rehabilitation Services Administration for each fiscal year. The most recent 2-year period with complete data is FFY-2014 and FFY-2015, which are shown below.

Performance Indicator	**Performance Level**	**FFY14**	**FFY15**
The number of individuals exiting the VR program who achieved an employment outcome during the current performance period compared to the number of individuals who exit the VR program after achieving an employment outcome during the previous performance period.	Equal or exceed previous performance period	**3699**	**3502**
Of all individuals who exit the VR program after receiving services, the percentage who are determined to have achieved an employment outcome.	55.80%	**52.7%**	**58.4%**
Of all individuals determined to have achieved an employment outcome, the percentage who exit the VR program in competitive, self, or BEP employment with earnings equivalent to at least the minimum wage.	72.60%	**100%**	**100%**
Of all individuals who exit the VR program in competitive, self-, or BEP employment with earnings equivalent to at least the minimum wage, the percentage who are individuals with significant disabilities	62.40%	**89%**	**85%**
The average hourly earnings of all individuals who exit the VR program in competitive, self-, or BEP employment with earnings equivalent to at least the minimum wage as a ratio to the State's average hourly earnings for all individuals in the State who are employed (as derived from the BLS report "State Average Annual Pay" for the most recent available year).	0.520 (ratio)	**0.584**	**0.592**
Of all individuals who exit the VR program in competitive, self, or BEP employment with earnings equivalent to at least the minimum wage, the difference between the percentage who report their own income as the largest single source of economic support at the time they exit the VR program and the percentage who report their own income as the largest single source of support at the time they apply for VR services.	53.00	**64.35**	**65.77**
The service rate for all individuals with disabilities from minority backgrounds as a ratio to the service rate for all non-minority individuals with disabilities.	0.80 (ratio)	**0.927**	**0.920**

DWS Training Performance Outcome Measures

Performance outcomes include the number of customers who complete an education program or who close as positive out of the total number of customers closed for that program year. Internal case reviews include the total case accuracy for cases reviewed in that program year.

Performance Measure	Program Year 2014	Program Year 2015
Training Completion Outcomes: The percentage of customers who complete a training program for the indicated program year.	64%	70%
Positive Enrollment Closures: The percentage of customers who close as employed or, for youth, entered post-secondary, obtained employment, or increased in Literacy/Numeracy skills for the indicated program year.	76.72%	87.89%
Case Review Accuracy: This is based on the accuracy of the total case when reviewed during the indicated program year.	44.81%	59.31%

As the State Board and core partners move forward to accomplish the goals outlined in Utah's Unified Plan, they will address the performance of required partners. All core partners are developing goals and priorities within the plan that meet objectives of common performance measures.

In addition, supporting the strategies outlined in this plan, Utah's core partners will develop processes to provide technical assistance to operations, evaluate funding, identify areas of weakness, and provide corrective intervention as needed. This will include system enhancements and policy guidance, establishing a system for continual improvement of activities, and exploring how to manage performance assessments with required partners.

Utah will use performance data as targets. The core partners will analyze the performance data, annually review the one-stop system, meet the State Board certification requirements, conduct customer satisfaction surveys, review accessibility, and ensure continuous improvement efforts.

As Utah develops a method to evaluate customer satisfaction, existing customer feedback mechanisms will be used and continuous improvement will take into consideration the indicators of performance. Accessibility for individuals with disabilities will be evaluated and restraints will be addressed as they arise.

(D) Utah will assign a work group to make recommendations to the Operations Committee regarding conducting evaluations and research projects on activities under WIOA core programs. The recommendations will include how the projects will be coordinated and designed in conjunction with the State Board and core

partners and how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and Secretary of Education under WIOA. As required and determined by the core partners, adult education data will be made available for effectiveness analyses as defined by both Labor and Education guidance for program improvement and compliance purposes. The work group will begin meeting by Summer 2016 and prepare recommendations for the State Board by Winter 2017.

(5) Distribution of Funds for Core Programs.

(A) For Title I programs, Utah is gathering information to 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) or (b)(3)

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

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

Utah is a Single State Local Area and as such a local distribution is not required.

(B) For Title II:

(i) Utah's eligible agency (the USOE) will award multi-year grants on a competitive basis to eligible providers in the State.

Adult Education funds and Adult Literacy funds will be competed and awarded in Spring 2017 following OCTAE's released guidance. Awarded funds will be based on a competitive application process following the thirteen guidance points outlined in section 231(e). It is proposed, as a state requirement, that funds will be regionally competed by design to meet the educational needs of those individuals most at risk within each economic service area. Regional economic and employment data will be considered in determining the percentage of funding available to compete within each economic service area. Program awards will be made to programs on the basis of the application merit as measured on a scoring rubric. The final decision will rest with the USOE Adult Education leadership.

(ii) Utah will ensure direct and equitable access to all eligible providers to apply and compete for funds through a consistent public announcement for potential funding opportunity.

The USOE will ensure direct and equitable access to all eligible providers through the following process: (Spring 2017 based on guidance released by OCTAE)

Issue a Notice of Availability: Notification of competition will be released through the posting of legal notices in eight Utah newspapers providing

for notification throughout the state. An email blast will be released at the same time to all known potential providers. In addition notification of a competition will be posted on the USOE adult education website.

Process: A bidders' conference will be held as announced in the legal notice. All eligible parties interested in applying for funds will be required to be in attendance. A signed attendance sheet will be completed at the time of the bidders' conference. Potential bidders will be required to submit to the USOE a signed statement of intent to bid for funds by the assigned date. Completed grant applications will be submitted to the USOE on the assigned date and time. A cursory review will be conducted by state staff looking for compliance/completeness of defined basics that all applicants must complete. Any applicant whose application is found incomplete will be notified that they are ineligible to be considered for competition.

Evaluation of Applications: Applications will be read by the economic area partners for completeness and focus with a recommendation to the economic area partners for completeness and focus with a recommendation to the State Workforce Development Board that the application be submitted to the USOE Adult Education Services for consideration of funding. The USOE will assemble a panel of readers from the community to read the applications. A readers' resource packet will be utilized to assess and score the applications based on a defined scoring rubric. Readers will be trained on the processes on a predetermined date. All applications will be read and scored a minimum of three times by independent readers. All applications will be read and scored by state staff at least three times as well. Scored applications will be ranked and weighted for funding by a predetermined date. A preliminary announcement of a 'pending award' will be made after the competition with the final award being announced and funded based on receipt of the State's award letter from Office of Career, Technical and Adult Education (OCTAE).

Special Rule, State requirements added to the competition: As a way to increase outcomes through intensity and duration the State will require that programs receiving WIOA Adult Education and Family Literacy Act (AEFLA) funds offer classes a minimum of 6 - 8 hours weekly. Applicants will be required to submit a calendar defining when their program is closed for any time periods greater than two weeks. Programs must demonstrate a program enrollment averaging a minimum average of 35 students monthly (total number of Potential Performers/10 months = %).

Programs receiving awards must incorporate professional development opportunities into their grants. Specifically 2% of awarded funds must be

set aside for professional development for personnel employed from AEFLA funds are required to participate in adult education focused professional development training pertinent to advancing adult education.

Other criteria may also be extended in an effort to increase state outcomes.

(C) Title IV Vocational Rehabilitation.
The Title IV Vocational Rehabilitation (VR) program administered through the USOR is one combined VR program that serves individuals who are blind, as well as individuals of all disability types. The USOR VR program is implemented statewide. USOR distributes VR program funds to 10 district offices under the Division of Rehabilitation Services (DRS) and 1 district (which covers the entire State) under the Division of Services for the Blind and Visually Impaired (DSBVI). At the beginning of each budget year, USOR uses a formula allocation as the methodology to initially distribute VR program funds throughout the State to regional districts. The criterion for USOR's formula allocation is based on regional service needs and program performance accountability.

(6) Program Data

(A) Data Alignment and Integration. Utah is committed to working toward aligning and integrating its workforce and education data systems for the core programs, unemployment insurance programs, and education through post-secondary education.

(i) Utah'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.

(ii) Utah's core partners currently share information about common customers who are served under DWS programs and services through interfaces. The core partners are exploring options for creating a common registration that feeds into a relational database. The data could then be utilized to co-enroll, to provide additional resources, for reporting, and to enhance the customer's service delivery experience.

(iii) Utah plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in its plan. A workgroup will be formed to research the State's ability to accomplish this and recommendations for moving forward. The recommendations will be presented to the State Board for approval.

(iv) Utah will establish a workgroup to research how the State Board can assist the Governor in aligning technology and data systems across required one-stop partner programs, including UI. This will include design and implementation of common intake, data collection, etc. and describe how such alignment will improve service delivery to individuals, including

unemployed individuals and employers. The workgroup will present its recommendations to the Operations Committee for approval.

(B) Assessment of Participants' Post-Program Success.
Utah's core partners will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing post-secondary education, or entering or remaining in employment. Utah currently monitors and assesses programs and will continue to monitor program required measures under WIOA. Currently there is not established state specific performance measures but this will be considered as the partners move forward. The Core partners will share each other's data to help identify gaps and re-mediate gaps to enhance customer experience.

(C) Use of UI Wage Record Data. Utah currently uses UI Wage Record Data for adult, Dislocated Workers, Wagner Peyser, and Vocational Rehabilitation for performance accountability, evaluations. Utah will utilize one of its workgroups to explore how Adult Education can be included. UI wage records are currently used and shared with appropriate partners (covered by MOUs) as a source for workforce and labor market information consistent with Federal and State law.

(D) Privacy Safeguards. Utah incorporates privacy safeguards into its workforce development system. Currently Utah conducts required annual staff training and utilizes required release/waiver forms. Utah must strictly adhere to the State's interpretation of FERPA and follow established security processes/policies required by the Department of Technology Services for all of its systems and databases.

(7) Priority of Service for Veterans.
Utah will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act. To ensure the provision of priority of service, all Employment Center employees are trained to screen and identify potential covered persons. The question, "Have you or a spouse ever served in the U.S. military?" is asked of every job seeker upon initial contact. If the job seeker responds in the affirmative, the job seeker is given DWS Publication #07-107 which provides an overview of the services that they receive priority for and a description of the application for those services.

Employment Center employees provide priority of service to that job seeker as follows:

- Ensure that the job seeker's registration for services reflects their status as a covered person
- If the service the job seeker needs from DWS has limited or restricted access, the job seeker is placed at the top of a waiting list for that service; if there is

no waiting list for that service, a waiting list is created with the job seeker at the top of the list

- If the service the job seeker is seeking from DWS is not limited or restricted, the Employment Center employee provides the services or refers the job seekers to the appropriate internal or external pathway for that service
- The DWS job matching system automatically places all qualified covered persons at the top of an employer's applicant list upon completion of a job match request. This means that the covered person receives referrals to open job announcements over non-covered persons.

Recognizing the need for additional methods of identifying potential covered persons for priority of service, DWS requires all Employment Center staff to wear a magnetic badge on their clothing asking the question "Have you or a spouse ever served in the U.S. military?", the availability and distribution of Publication 07-107 in the Job Connection Areas of every Employment Center, the question, "Have you or a spouse ever served in the U.S. military?" is displayed as part of a looping presentation on a television in the Job Connection Areas of all Employment Centers, and small desktop posters are displayed at every intake counter in the Employment Centers. This allows job seekers multiple opportunities to self-identify their covered person status or to share the information about priority of service to family members, friends, or neighbors.

DWS monitors the provision of priority of service to covered persons through the use of "mystery shopper" job seekers and the observation of State Program Specialists as they visit the Employment Centers. "Mystery shopper" job seekers are deployed by DWS to monitor many services provided at initial points of contact with job seekers. The idea is to send someone unknown to the Employment Center staff to inquire after services and observe whether the required actions are taken by the staff member. While State Program Specialists are identified as such in their visits in the Employment Centers, they make the same observations a "mystery shopper" job seeker would and report their observations to the Chief of Veteran Services.

DWS uses a no wrong door approach, as noted above, that includes services available in the community that targeted veterans can use to enhance their job search.

Native American job seekers in Utah have access to DWS services. DVOP Specialists are assigned to each of the employment centers nearest to Native American reservations and have developed relationships with tribal leadership to ensure tribal member veterans are provided intensive services, as well as priority of service.

(8) Addressing the Accessibility of the One-Stop Delivery System.

Utah's one-stop service delivery system will comply with provisions of the American's with Disabilities Act (ADA) of 1990 with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials

for individuals with disabilities. DWS' Risk Manager works in coordination with State Risk Management to conduct on site reviews of DWS' Employment Centers as well as the administrative offices. These reviews are conducted to ensure physical accessibility for DWS customers as well as employees. Reviews are conducted every three years. The Americans with Disabilities Act Checklist for Existing Facilities on the Achievable Barrier Removal Survey was used, for the most recent Risk Management review. However, Risk Management is currently working with DWS and other state agencies in revising the tool. Additionally, the DWS Equal Opportunity Officer conducts statewide Employment Center reviews, using portions of the Section 188 checklist to ensure programmatic accessibility for DWS customers.

DWS has ADA/Section 504 policy and procedures in place and readily accessible to all DWS staff, via the Intranet to assist in providing accommodations for persons with disabilities seeking, applying for, or participating in DWS programs and services. The department's Equal Opportunity Officer also serves as the ADA/Section 504 Officer for DWS customers.

Regarding technology, the department's public website, including all applications for programs and services are Section 508 compliant. The Utah Department of Technology Services evaluates, tests, and surveys all DWS technology services to ensure compliance.

(9) Addressing the Accessibility of the One-Stop Delivery System for Individuals with Limited English Proficiency.

Utah will ensure that each one-stop center is able to meet the needs of limited English proficient individuals, through established procedures, staff training, resources, and other materials. DWS staff in all one – stop centers currently have an established procedure and pathway to access contracted interpreter services to serve customers with limited English proficiency

IV. Program-Specific Requirements for Core Programs

Adult, Dislocated Worker and Youth Activities under Title 1-B.

(a). General Requirements

(1) Regions and Local Workforce Development Areas

(A) Utah has been designated as a single area state.

(B) Utah has been designated as a single area state.

(C) Utah has been designated as a single area state.

(D) Utah has been designated as a single area state.

(2) Statewide Activities

(A) State policies for the statewide workforce development system can be found in the Workforce Development Division Policy Manual on the DWS website

at: http://jobs.utah.gov/infosource/EmploymentBusinessManual/DWS_Employment_and_Business_Services_Manual.htm

(B) Utah has plans to address the Governor's set aside funding and to utilize Rapid Response (RR) funds to respond to layoffs and plant closings, coordinating services to quickly aid companies and their affected workers. Utah is also working to implement layoff aversion strategies to address at risk companies and workers. In regard to the Governor's set aside funding, Utah has centralized several functions such as Finance, Audit, Human Resources, and UWORKS to create efficiencies by reducing overhead costs at the local level. The state has been able to absorb these costs allowing more funds to be used on Career Services and Training for customers. If the full set aside funding is restored, we will consider other activities allowable under the law.

25 percent of Dislocated Worker (DW) funds are reserved for RR activities and Additional Assistance funding to local areas. Funds provide rapid response services to as many companies and workers as possible regardless of the size of event, either through a formalized coordination with the State Dislocated Worker Unit (DWU) when layoffs impact 15 or more workers, or through a local area response provided by local Workforce Development Specialist (WDS) when layoffs impact less than 15 workers. Additional Assistance funds are used when local areas have a significant increase in the number of dislocated workers needing assistance due to layoffs and closure events and the local area does not have adequate Formula funds to meet the needs.

The DWU is housed with the Workforce Development Division Program and Training (WDD) at DWS. It is part of the Education and Training Team. The team includes the State Rapid Response Coordinator, DW Program Specialist, TAA Program Specialist, and the State Program Specialist over the Eligible Training Provider List (ETPL) and Basic Education Provider List (BEPL), ensuring coordination and the ability to design and deliver comprehensive services to dislocated workers. The DWU follows up on all WARN notifications, trade petitions and to trade certified companies to ensure prompt delivery of services.

Local WDS staff play a key role in RR by building and maintaining relationships with employers, which is a key activity in receiving early notification from employers on planned layoff/closure events. This allows critical time to plan for and customize services to specific events and the needs of workers. During layoff/closure events local WDS staff becomes part of the delivery of rapid response services by coordinating with the DWU and deliver rapid response services as appropriate. This includes collaboration with core and required partners to quickly reconnect affected workers with employers seeking their skill-set.

The DWU gathers and tracks layoff/closure data and disseminates Layoff Notification Records used by DWS Management, Area Directors, WDS staff, UI and the Workforce Research and Analysis (LMI) team to help plan for and potentially avert layoffs or minimize the impact to workers by matching workers to available jobs,

sponsoring job fairs, linking workers to job search workshops and providing DW, TAA and other appropriate career services. RR services, along with the UI Reemployment Services and Eligibility Assessment (RESEA) Program, has shortened and prevented periods of unemployment of dislocated workers.

By implementing early intervention strategies Utah's RR program creates opportunities to engage employers, community partners, economic development agencies and training providers to avert the negative impacts of layoffs by quickly moving workers from layoff to employment or training. During RR workshops, worker information is gathered to register them in UWORKS expediting access to services. The UWORKS system identifies rapid response services, career services, company information and layoff/closure data, and is used by employment and training counselors in determining WIA DW eligibility.

(C) Workforce development specialist staff work closely with and coordinate dislocation events including disaster situations with DWS administration and the State DWU to provide RR services to local areas. Through ongoing partnerships developed with local agencies, businesses and community partners, DWU and WDS staff can immediately respond to emergency dislocations including local area disaster situations. Depending on the severity of the disaster, including FEMA approved disasters, DWU and WDS staff are prepared to work independently or with first responders to conduct a preliminary assessment of the area to determine the need for funding to meet the career and training needs of individuals impacted by dislocation events, including coordinating services and providing temporary housing and other support needs of individuals displaced by such events.

The DWS Executive Director reports directly to the Governor ensuring coordination of necessary FEMA assistance or the need to apply for National Dislocated Worker Emergency Grant (DWEG) funds to address needs as a result of a disaster or national emergency. The DWU will assist in the development of and application for National DWEG funding, which may include funding to temporarily hire displaced individuals to provide humanitarian assistance and clean-up and repair of facilities and lands. This includes career and training services to enhance the skills of the impacted individuals better positioning them for employment after the completion of temporary employment disaster relief.

DWS ensures coordination between RR and other program services including UI emergency disaster funds and has an emergency plan in place to address communication, IT backup of case management systems and a staffing plan to address these events so critical services will not be disrupted.

Utah provides early intervention to worker groups on whose behalf a Trade Adjustment (TAA) petition has been filed (Section 134 (a)(2)(A).) During the initial employer contact potential Trade Act impact is determined and the petitioning process is initiated. RR workshops include information regarding the Trade Act program when appropriate. When a Trade Act Certification occurs after the layoff, a RR Trade Act specific workshop/orientation is scheduled and workers are notified

using the Trade Act impact list. Also, Trade impacted workers receive a Trade Certification letter identifying what they need to do to access services, along with a Trade Act benefit brochure.

(b) Adult and Dislocated Worker Program Requirements

(1) Work-Based Training Models. Utah uses work-based training models as part of its training strategy and ensures high quality training for both the participant and the employer. DWS and USOR work with partners and employers to offer On the Job Training (OJT) as one of many options to engage individuals in alternative employment training experiences. USOR supports the expansion of these services through counselor efforts and the Choose to Work joint partnership with DWS.

USOR develops and improves pathways providing increased alternative training models and options. Examples include OJT, work-based trainings, apprenticeships, internships, temporary work experiences, Supported Employment (SE), Supported Job Based Training (SJBT), and Customized Employment. This allows individuals and counselors to customize a unique set of services for each individual. USOR partners with other agencies including employers, the DWS, Community Rehabilitation Programs (CRPs) and the Division of Services for People with Disabilities (DSPD). USOR has formed an oversight committee for Community Resource Provider (CRP) services that meets quarterly to provide ongoing input and suggestions regarding the provision of services, the policies around SE/SJBT, and approval of service providers. USOR also has an established process for CRP approvals and reviews to insure quality services are provided to clients and employers.

(2) Registered Apprenticeships. An Apprenticeship Subcommittee has been developed as part of the State Board and will expand to include core and required partners. One of the goals is to partner with education through the creation and expansion of pre-apprenticeship opportunities and to enhance awareness. As these opportunities are further developed, DWS will market these opportunities to individuals.

As of October 1, 2015, Utah's labor exchange system allows for Registered Apprenticeship opportunities to be posted in UWORKS. This enhances the connection of job seekers to Registered Apprenticeship opportunities available and assists employers in identifying qualified candidates for openings.

DWS is coordinating with the U.S. Department Of Labor Office of Apprenticeship (OA) to identify Registered Apprenticeship sponsors for the ETPL and is reaching out to those sponsors. In addition, DWS is collaborating with, trade associations and unions to better understand the needs of employers utilizing Registered Apprenticeships. These relationships will connect employers, who may benefit from the structured training apprenticeships provides, to the OA with the intent of increasing opportunities for job seekers.

USOR provides its counselors with the ability to support individualized apprenticeship opportunities and to engage with employers for the purpose of developing customized apprenticeship opportunities. USOR works directly with employers, post-secondary education, and coordinates with the USDOL Office of Apprenticeship.

(3) Training Provider Eligibility Procedure. Appendix XX details the procedure Utah will follow for training provider eligibility, including initial, and continued eligibility and the process for including Registered Apprenticeship programs on the ETPL.

(4) Utah will implement and monitor the priority for public assistance recipients, other low-income individuals, or individuals who are basic skills deficient in accordance with the requirements of WIOA sec 134(C)(3)(E). DWS will provide priority of service to WIOA Adult customers by focusing enrollments on customer's who are either low income, recipients of public assistance, or customers who are basic skills deficient. Basic skills deficiency will be verified with WorkKey's assessment results, referral from Title II Adult Education or English Language Acquisition program. Customers who do not meet this criteria will be referred to other assistance programs. In addition, current adult education assessments can be used as a measurement of basic skills.

(5) Utah's will define its criteria for local area transfer of funds between the adult and dislocated worker programs.

(c) Youth Program Requirements

(1)While Utah has a single State Board, criteria has been developed to award grants for youth workforce investment activities. The State-developed criteria will include: an evaluation of the provider's ability to engage youth in the service elements that the provider is offering; collaborate with organizations and/or community partners and the specific qualifications necessary in order to provide the service elements that the provider is contracted to offer; and license or certify the provider and staff who will be working directly with the youth that they are serving. Criteria will also include a description of evidence-based program models or practices and the process the provider uses to collect and utilize customer feedback. This will help ensure information is provided on whether performance accountability measures are met based on primary indicators of the youth program performance.

(2) Utah will use funds to carry out the Youth Program elements described in WIOA section 129(C) (2). This does not include the framework services that DWS can provide, which includes the intake/eligibility determination of customers, completing a comprehensive assessment with the customer, developing an employment plan, providing ongoing case management, and follow-up services. Staff will assess each individual to ensure the appropriate elements are provided based on specific circumstances and to meet performance outcomes.

Funds will be used to provide:

- Support needed to complete secondary school education, including Adult Education, alternative high school education, packet completion or high school equivalency credential preparation. Support may include tutoring with eligible tutors to assist with both secondary and post-secondary educational completion.
- Support to assist individuals with enrolling, attending, and completing Adult Education services, and/or alternative education services. Support may include paying for high school equivalency credential practice tests, and the supplies needed to complete their educational goals.

- Reimbursements to employers for paid employment opportunities for youth that have an academic and occupational component. The opportunities may include summer employment and other opportunities available throughout the school year such as internships, job shadowing, and OJT.
- Training support to youth customers who are eligible under an ITA for tuition and required training related supplies needs. Funds will also be used to support youth customers in apprenticeships and custom fit trainings.
- Support individuals completing leadership development activities, including, but not limited to, job search and life skills workshops, conferences, and team building activities.
- Funding for reasonable expenses required for participation in training and employment activities.
- Fee-for-service providers who offer mentoring to students either on a one-on-one or group basis.
- Individual counseling, family counseling, trauma counseling, substance abuse counseling and intervention, mental health counseling and medication management.
- Budgeting workshops, courses and activities.
- Entrepreneurial skills training, as a direct payment to the provider for the courses being offered to the individual.
- Career assessments to customers during appointments with staff in order to guide them through appropriate career pathways.
- Activities that help youth prepare for and transition to post-secondary education and training. Staff will assist youth with educational searches on a one-on-one basis during assessments in order to help customers determine a best fit for them in completing training. ‘

(3) Utah policy meets the criterion specified in WIOA sections 129(a)(1)(B)(iii)(VIII) and 129(a)(1)(C)(iv)(VII). According to DWS policy, customers who require additional assistance to complete an educational program, or to secure and hold employment will include out of school youth customers who are either Native American, a refugee, are a victim/witness to domestic violence or any other type of abuse (at any point in time in their life), have identified substance abuse issues (within the last year), or have an incarcerated parent.

(4) Utah’s definition of “alternative education” is described as Adult High School Completion (AHSC) which means a program of academic instruction at the 9.0 grade level or above in Board-approved subjects for eligible adult education students who are seeking an Adult Education Secondary Diploma from an adult education program.

(5) Utah’s definition, as defined by law, for not attending school as defined in WIOA Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(iv)(VII) is as follows: Out-of-school youth means a student 16 years of age or older who has not graduated from high school and is no longer enrolled in a K-12 program of instruction. There is not a specific definition in State law for attending school.

(6) Utah's definition of basic skills deficiency is English, reading, writing, or mathematical skills less than a 9th grade level based on results of an approved assessment.

(d)Single-area State requirements.

(1) Utah will include comments from the public comment period.

(2) DWS is the entity responsible for the disbursal of grant funds, as determined by the Governor.

(3)DWS does and will continue to procure for youth services in accordance with federal and state guidance. DWS does not currently have any contracted providers, and will not have any potential contracted providers until after the procurement process is established once the final WIOA regulations are provided.

(e)Waiver Requests: Utah requests a waiver on the requirement to spend at least 75 percent of WIOA youth funds on out of school youth. Under WIA, the expenditure requirement was set at 30 percent, and with the number of in-school vs. out of school youth that Utah currently has in its population, Utah was able to exceed spending 30 percent of WIA funds on out of school youth.

As of November 16, 2015 Utah had 776 in-school youth customers and 540 out of school youth customers enrolled in the WIA/WIOA program. Utah has taken action to increase the number of out of school youth enrollments under WIOA, but most likely the expenditure switch from spending more on in-school youth than out of school youth will take longer than the first year to integrate. With more in-school youth enrolled at the time of the transition to WIOA, more WIOA funds will naturally be spent to serve those 230 additional customers that are determined to be in-school. Before the implementation of WIOA, there were 993 in-school youth and 658 out of school youth enrolled in the WIA program, which shows progress is being made to serve and spend more funds on out of school youth.

Further evaluation of the Utah population shows a substantially higher demographic of in-school youth than out of school. Based on the 2009-2013 Census Bureau American Community Survey, Utah has 638,531 children aged 3-17 enrolled in school compared to 82,884 not enrolled in school, making the pool of out of school youth smaller and more difficult to engage.

Utah's high school dropout rate is also lower than the national average, which again, proves more difficult when finding out of school youth to engage in WIOA services. For 2010-2011, the United States high school dropout rate was 3.3percent, and Utah's was much lower at 1.5 percent.

Waiver Plan:

The waiver request format follows WIOA section 129(4)(B)(i) and (ii)

(1)Statutory regulations to be waived:

WIOA section 129(4)(A)

(2)Describe actions the state has undertaken to remove state or local statutory or regulatory barriers:

Utah has already started making changes to the WIOA Youth eligibility criteria in order to enroll more out of school youth and therefore spend more of the WIOA funds on these customers. DWS is confident that over the next three years, a substantial shift to the funding being spent on out of school

youth will be visible through the increased number of out of school customers that are being served.

(3)Waiver goals and measureable programmatic outcomes, if the waiver is granted:

- Increase the number of out of school youth being served over the number of in-school youth being served.
- Increase the WIOA youth funds expended on out of school youth starting with at least 50% the first year to at least 75% by the third year under new WIOA law.
- Continue to monitor enrollments and adjust barrier requirements if it appears the outcome of expending 75% of funds on OSY will not be reached.

(4)How waiver aligns with department's policy priorities

(A) Supporting employer engagement

Providing a waiver of expending 75 percent of WIOA funds on out of school youth will support employer engagement by allowing for a continued use of funds to be used on younger age/in-school youth while they are completing work experience activities. This will allow employers to benefit from the employer reimbursements while the youth are connected to employment opportunities at a younger age. As the shift is made to spend more funds on out of school youth, this will provide employers a gradual change in the type of job applicants that are referred to their positions who have the necessary education and skills to perform in Occupational Skills type or degree/certification required positions.

(B) Connecting education and training strategies

As we make the transition from spending 70 percent of WIOA funds on in-school youth to spending 25 percent of WIOA funds on in-school youth, it will be a smoother transition in the first year if we are able to more gradually decrease the amount of funding that is spent providing education and training activities to in-school youth. This will allow us to continue to serve those youth who have already started education and training programs, but begin to make the shift to serving more out of school youth and spending WIOA funds on education and training activities. As there are many youth in the program who complete their secondary education, the option to continue to provide them with continued education and employment internship opportunities will increase the future options for these youth and will be a smoother transition as we move to spending more of those funds on Out of School youth.

(C) Supporting work-based training

Because the requirement to spend 20 percent of WIOA youth funds on Work Experience activities includes both in-school and Out of School youth being served, allowing for a waiver of spending 75% of WIOA funds on out of school youth will provide employment related activities to those youth who are still in school but are looking to gain the entry level

skills needed to be more successful in the workforce. If DWS is able to provide work-based training to more in-school youth in the first year under WIOA and then gradually shift the amount of funds spent on out of school youth, this will create a better partnership for the youth who are currently being served as in-school youth who are either disabled, in foster care, have aged out of foster care or are refugees. By supporting work-based training opportunities for in-school youth at a younger age, DWS is providing a better supply to the pipeline of job candidates who have the skills necessary to do the more in-demand jobs out in the workforce.

(D) Improving job and career results
If a more gradual transition takes place of spending 30% of WIOA funds on out of school youth to spending the now required 75% of WIOA funds on out of school youth, DWS can continue to provide assessment, career interest and Labor Market Information activities to in-school youth who will eventually be part of the supply pipeline for in-demand occupations. As DWS continues to enroll and spend more funds on out of school youth, we are still able to provide career counseling to in-school youth that will in turn be provided with better job options if they are also provided employment and training activities as an in-school youth. DWS will also be able to continue to refer and collaborate with the necessary partners/agencies that will aid in the options available based on each in-school youth's individual situation and skill base.

(E) Other guidance issued by the Department
No other guidance has been noted.

(5)Describe any individuals affected by the waiver:
Individuals affected by this waiver include potentially eligible WIOA youth. As a result of the waiver, efforts will increase in order to serve more out of school youth, therefore decreasing the number of in-school youth that are enrolled.

(6)Describe the process used to:

(A) Monitor the progress in implementing the waiver:

- Review new enrollments monthly and compare enrollments of out of school youth vs. in-school youth from the previous month.
- Review financial reports quarterly to ensure that progress is being made to increase the out of school expenditure towards the 75% requirement.
- Make adjustments as necessary to the WIOA youth eligibility

(B)Provide notice to any Local Board affected by the waiver:
Consistent with the general waiver request, the State is adhering to the publication requirements to ensure the broadest participation possible, including appropriate partners and interested parties such as labor, community based partners, and the State Board.

(C)Utah is a single area State.

(D)Utah will ensure meaningful public comment, including comment by business and organized labor, on the waiver

(E)Utah will collect and report information about waiver outcomes in the State's WIOA Annual Report.

(7) Utah will provide the most recent data available about the outcomes of the existing waiver if the state seeks renewal of its approved waiver.

Wagner-Peyser Act Program (Employment Services)

(a) Employment Service Professional Staff Development

(1) Utah will utilize professional development activities for Employment Service staff to ensure staff is able to provide high quality services to both job seekers and employers. DWS accomplishes this through:

- New and Incumbent Employee Training: a comprehensive core training for all new staff utilizing a combination of in-person training and multi-media, including skills review assessment, follow up activities and focused, targeted one-on-one support. In addition to core training, staff receive Program Specific Training and Just-in-Time training supporting implementation of policy, procedures and needed skills. Employees register and complete skills reviews for mandatory, new and incumbent employee training in DWS's Career Management System.
- Proficiency Checklist for Connection Teams – In 2012, the Connection Team Proficiency Checklist was implemented as a performance measure for Connection Team staff statewide. The expected proficiency level is 100 percent for all components of the test, including Demonstrated skills measured by supervisors, which are registered and recorded in the DWS's Career Management System (CMS). The number of proficiencies has been evaluated and streamlined in an effort to identify the most critical skills our staff should be proficient in.
- New Connection Team staff/Probationary staff complete a comprehensive proficiency checklist which includes ALL (48) proficiency tests in CMS and all demonstrated skills.
- Incumbent Connection Team staff will be split into two tests: DWS program Knowledge and Other Activities including Eligibility, UWORKS, Work Readiness and Miscellaneous, in addition to Demonstrated Skills.
- Professional Development – Skills-based training, resource information and best practice exchange are provided internally to staff annually, i.e., Connection Professional Development, Program Specialist Conference, Work & Family Focus – Family Employment Program Refocus training re: Coaching, Motivational Interviewing, and Executive Functioning. In addition, staff are supported in attending training and development opportunities in the community and with professional organizations, i.e., Homeless Summit, Substance Abuse Conference and Utah Defendant/Offender Workforce Development (UDOWD) Offender Employment Specialist (OES) training.

(2) Utah supports training and awareness across core programs and the UI program. UI has many resource guides and lists about UI found on the DWS website at jobs.utah.gov. These are available to help individuals and those working in other

programs to be aware of the UI guidelines. Integration between UWORKS and CUBS (the computer program used by UI) facilitates awareness.

When an individual contacts an Employment Counselor when they are unable to attend a mandatory workshop or appointment, the counselor makes a note in UWORKS that automatically sets an "issue" in CUBS for adjudication to evaluate if there is an Able and Availability issue or some other unemployment eligibility issue.

The UI Help Desk is a team dedicated to supporting one-stop center staff who may call and receive immediate help with unemployment issues for specific cases and general questions.

(b) Utah will provide information and meaningful assistance to individuals requesting assistance filing a claim for unemployment compensation through one-stop centers.
Whether an individual contacts UI from home or from the one-stop center, they deserve the highest level of customer service. To ensure this level of service, UI has implemented an enhanced IVR system:

- Claim Status: Claimants accessing IVR are provided with their claim status at the beginning of their call, including details such as last payment amount, remaining balance, issues impacting payment, etc. This helps resolve basic question calls and results in lower hold times
- Option for call-backs: When wait times are elevated due to seasonal increases in workload or weekly increases with continued claims certification, individuals have the option to choose a call-back rather than waiting on the phone for a representative to become available.
- More effective direction for calls: Claimants and employers are directed to the same IVR tree, with the distinction between Benefits questions and Contributions questions made at the beginning of the system. This will decrease the number of misdirected calls and mitigate occurrences of employers or claimants "being passed back and forth" to get their questions answered.
- More effective direction for online chats: Claimants and employers will be provided with portals to our online chat system at multiple places throughout the UI webpage. The system is configured to direct them to the team that can assist them. All claimants accessing our current system are directed to the Claims Center in our Benefits department. If they have a question regarding an overpayment, their chat can be transferred to a person in the Collections department. The same capability is available for employers with questions about their account status and the adjudication process.
- Individuals accessing services through the one-stop employment centers also have the option of contacting the UI division through the IVR system or online chat feature. Additionally, UI offers a Help Desk for staff at the employment center. An employment counselor can call a direct number for the UI Help Desk and be connected with a claims taker in less than 30 seconds to handle escalated situations.

(c) Utah's strategy for providing reemployment assistance to UI claimants and other unemployed individuals:

- Staff Support
    - Employment centers operate throughout Utah. A primary goal of the One-Stop delivery system is to serve as the anchor for a statewide workforce development

system to effectively respond to the needs of employers, job seekers, and the community. The One-Stop system provides a comprehensive employment exchange network serving as the connecting point for employers and job seekers. An employment center provides direct services or referrals for services through partner agencies to meet the needs of customers. Employment centers develop and maintain strong relationships with partner agencies in order to maintain efficiency and to avoid duplication of services.

  - DWS provides core curriculum and training to ensure that all employment center staff understand and adhere to Federal, State, and DWS policy and procedures. Employment center staff can readily access all policy and procedures online or they can contact State and service area program specialists to ask questions or obtain policy and procedure clarifications. In addition, supervisors play a very important role in training staff on policy, procedures, and local pathways.

  - DWS staff focus on the same overall goal of helping people obtain the services and support needed to find employment, regardless of which of the four key business processes that they are responsible for - eligibility, employment exchange, employment counseling, or unemployment insurance. Outcome targets ensure DWS achieves the goal of developing the workforce.
  - DWS information technology and online services staff are continually evaluating the usability and functionality of the DWS website to ensure all users are able to navigate this site.

- Unemployed Individuals
  - Individuals can access DWS services by visiting employment centers or by using DWS online services, which are accessible 24 hours a day, seven days a week. The website allows customers to enter résumés, search for job openings, learn about careers, access economic information, apply for training services, file for unemployment insurance benefits, and find links to other useful resources. Additionally, customers are able to apply online for financial services, food stamps, child care, medical, and other supportive service benefits.
  - DWS customers throughout the State can access the same level of service regardless of their location. DWS employment centers have a common look and feel in appearance, including signage. However, areas have flexibility in establishing pathways. Resources and local needs drive those pathways.
- Unemployed Individuals
  - Individuals can access DWS services by visiting employment centers or by using DWS online services, which are accessible 24 hours a day, seven days a week. The website allows customers to enter résumés, search for job openings, learn about careers, access economic information, apply for training services, file for unemployment insurance benefits, and find links to other useful resources. Additionally, customers are able to apply online for financial services, food stamps, child care, medical, and other supportive service benefits.
  - DWS customers throughout the State can access the same level of service regardless of their location. DWS employment centers have a common look and

feel in appearance, including signage. However, areas have flexibility in establishing pathways. Resources and local needs drive those pathways.
    - The Work Readiness Evaluation (WRE) was developed to help both job seekers and staff members have a focused approach for job preparation activities. WRE consists of evaluating a job seeker in specific areas: job search techniques, résumé, master application, interviewing skills, and professional image. Based on this evaluation, staff members can educate and provide resources to assist the job seeker to become well versed in the best practices in each of those areas. Ensuring quality and consistency is important, so validation criteria in each area provide the seeker as well as staff member specific goals to work toward. The WRE is provided through mediated services or online.
- Employers
    - Employers are able to access DWS services online 24 hours a day, seven days a week. Employers can enter job orders, search for qualified job seekers, access economic and wage information, report and pay quarterly taxes, enter New Hire Registry information, and link to Utah's business websites in order to find useful information about starting and operating a successful business.
    - The information DWS provides to job seekers and all of the components of the WRE are continually reviewed with employers. This ensures DWS is effectively preparing job seekers to meet employer needs. Employers have responded positively and noted that applicants who have been assisted through this process are better prepared for interviews with a higher quality resume and professionalism than other candidates who have not utilized this process.

One of the ways the state is providing reemployment assistance to UI claimants is through the Reemployment Services and Eligibility Assessment (RESEA) program. The RESEA program is a statewide program with support of UI claimants in 23 locations across the state. The RESEA program is entering its sixth year as an annual grant program During the most recent grant period of April to December 2015, the RESEA counselors have met with over 4,000 claimants for initial appointments and almost 2,000 for follow-up appointments. Claimants are chosen for the program based on a profiling score compiled when they first file for benefits, which identifies those "most likely to exhaust."

The initial appointments typically last 2 hours and the counselors provide the following services:

- Review labor market information specific to the customer's needs
- Ensure that registration with the state jobs bank is completed
- Provide an orientation to the one-stop services
- Create an individualized reemployment plan
- Review and assist with a job-ready resume by appointment completion
- Complete the Work Readiness Evaluation in UWORKS
- Provide resources, based on the individual customers' needs, including a referral to training programs as appropriate
- Refer customers or schedule them for a variety of workshops
- Assist with tools for networking and train on online resources
- Provide mock-interviews

- Provide job referrals and contact employers on their behalf

In addition to the RESEA program, UI maintains a robust connection to labor exchange services with our one-stop employment centers.

- All individuals that file for benefits, whether they are qualified or not, receive a resource document from the department. This is included with the Notice of Monetary Determination and also available online at jobs.utah.gov/ui/resources.html. When an individual files, they are also provided with real-time labor market information regarding their selected occupation and available local job postings.
- Individuals that do not qualify for a work search deferral are required to register for work within 10 days of filing an initial or additional/reopened claim. The registration process involves completing a profile on our Labor Exchange system, completing an online assessment, and completing anywhere from 0 to 5 online workshops based on the outcome of the assessment. The online workshops cover topics such as networking skills, online job search, etc. More than 70 percent of UI claimants are referred to complete at least one of these workshops. Moreover, an average of 1,000 additional individuals voluntarily complete at least one of these workshops each month.
- The UI division also partners with WDD to offer targeted in-person workshops through our Re-employment Support System (RSS). Workshop presenters are able to select groups of individuals and RESEA counselors are able to refer specific individuals to attend. Claimants who fail to report as scheduled without good cause are automatically denied UI benefits. This program is offered statewide, with an average of 710 individuals referred each month. RESEA referrals constitute approximately 13 percent of this number.
- Employment counselors in WDD are also conducting targeted outreach to UI claimants who self-identify as veterans and to UI claimants who have only four weeks remaining on their claim. This is one more tool to connect UI claimants with resources available through our employment centers across the state. UI is collaborating with WDD to develop measurable outcomes for these outreach initiatives.

(d) Utah will use Wagner-Peyser funds to support UI claimants, and the communication between W-P and UI, as appropriate including the following:

(1) On the DWS website, a claimant can sign into their account and see the status of their unemployment claim. The same page contains a link to search for work where they can enter keywords to search for jobs. They are able to set parameters as to what county they want to search in and also how many miles from a certain zip code. In addition, a labor market link shows the wages of different occupations and the type of degree is needed for those occupations. They are also able to inquire about how many job openings are available in Utah each year for a particular occupation.

(2) Individuals that do not qualify for a work search deferral are required to register for work within 10 days of filing an initial or additional/reopened claim. The registration process involves completing a profile on our Labor Exchange system, completing an online assessment, and completing anywhere from 0 to 5 online workshops based on the outcome of the assessment. The online workshops cover topics such as networking skills, online job search, etc. More than 70 percent of UI claimants are referred to complete at least one of

these workshops. Moreover, an average of 1,000 additional individuals voluntarily completes at least one of these workshops each month.

(3) Individuals that do not qualify for a work search deferral are required to register for work within 10 days of filing an initial or additional/reopened claim. The registration process involves completing a profile on UWORKS, completing an online assessment, and completing anywhere from 0 to 5 online workshops based on the outcome of the assessment. They are required to search for work and make at least four job contacts per week. An eligibility team randomly reviews the work search contacts to ensure claimants are making a proper work search and create eligibility issues if they are not meeting the work search requirements. These issues could result in a denial of benefits. The UI division also partners with WDD to offer targeted in-person workshops through RSS. Workshop presenters select groups of individuals and RESEA counselors refer individuals to attend. Counselors in WDD conduct targeted outreach to UI claimants who self-identify as veterans and to UI claimants who have only four weeks remaining on their claim. This is one more tool to connect UI claimants with resources available through our employment centers across the state.

(4) On jobs.utah.gov individuals can find information on training resources, eligible,training providers, DWS funded training programs, and alternative funding. Individuals can also apply online for training services or in person at a local DWS office. Individuals may also be referred to training programs during the course of a RESEA appointment.

(e) Agricultural Outreach Plan (AOP)

(1) Assessment of Need.

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

The Utah agriculture industry continues to trend upward year over year. There are three industry subsectors of Crop Production, Animal Production, and Agricultural Support Activities that reflect this growth.

The Crop Production subsector showed an increase in average covered employment of 9.8%, from 1,773 in 2013 to 1,947 in the 2014 calendar year. This growth can be attributed to a moderate amount of moisture and a natural increase in the number of employers during the 2014 growing seasons. Increased employment was also seen in the addition of a year round operating tomato processing plant and farm in Mona, UT. This subsector paid $49,141,224 in covered wages in 2014, up 18.3% from 2013, also showing an average 13.6% increase in the available quarter over quarter data for calendar year 2015.

The Animal Production subsector is the best performing subsector within the agricultural industry. The 2014 calendar year adds to an over 13 yearlong pattern of covered

employment growth in employment and wages alike. This sustained pattern of growth is better understood by recognizing the programs available for those interested in starting a livestock or animal production outfit, lowering barriers to entry into the industry. A large percentage of Utah land that is federally owned and available to lease for livestock range rather than crop production, further supporting the success of this subsector. Covered employment increased 2.6% from 2013, to 2,560 workers, paying $79,737,497 in covered wages up 5.3% from 2013.

Finally, the Agriculture Support Activity subsector continues into its tenth year of growth increases. Though the smallest of the three subsectors, covered employment grew from 478 in 2013 to 514 in 2014, an increase of 7.5%, covered wages were $18,389,542 in 2014 showing an increase of 16.4%.

The United States Department of Agriculture reports that the top five agricultural commodities for Utah in 2014 were cattle and calves, dairy products, hay, hogs, and greenhouse/nursery. The top five Utah agricultural exports for 2014 were other plant products, other animal products, dairy products, pork, and feeds and fodder. The top five agricultural counties as of 2012 were Beaver County, Utah County, Millard County, Box Elder County, and Sanpete County.

Overall it is expected that the Agriculture industry will continue its growth throughout 2014. While the Animal Products and Agriculture Support Activities subsectors is projected to continue their growth, the Crop Products subsector is projected to grow as well. The cause is due to the recent increase in moisture through the fall, winter, and early spring.

The general needs of both the employer and the farmworker have been employment. There have been reports in areas such as the orchard sector of a labor shortage. This has been shown in the decrease of available labor supply and Migrant and Seasonal Farmworkers (MSFWs) as Utah closes in on a natural rate of unemployment in the mid three percent range. The employment needs of current job seekers are predicated through the seasonality of farm work. Once a typical position's season comes to a conclusion the labor force moves through word of mouth to the next available position. The ebbs and flows of the labor force through these seasons have caused the aforementioned labor shortages in some areas.

(B) An assessment of the unique needs of farmworkers means summarizing 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.

On the Federal PY2014 Q4 ETA 9002A, DWS reported 118 bona fide MSFWs in the State of Utah, with 408 job orders posted, and 3,500 referrals made on those positions. Futures Through Training, Utah's NFJP Grantee, is reporting that the 2012 census of agriculture puts the number of farmworkers at 17,927 for Utah. This data was taken during peak season. The majority of the MSFWs hail from Mexico and Peru, with Honduras, Guatemala, and Thailand as secondary countries. The languages spoken by this population are predominately English and Spanish; Thai, Burmese, and Chicese are the secondary languages. The workers that fit the WIOA definition for MSFW are predominantly migrant with a presence in Utah for seasonal work. The peak times are September thru February and March thru June. Other farmworkers captured by the USDA's census of Agriculture are domestic workers.

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

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

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

(C) Increasing outreach worker training and awareness across core programs including the Unemployment Insurance (UI) program and the training on identification of UI eligibility issues.

(D) Providing State merit staff outreach workers professional development activities to ensure they are able to provide high quality services to both jobseekers and employers.

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

The Utah SWA has many ways to contact farmworkers who are not being reached by the normal intake activities conducted by the employment service offices. As mentioned above, DWS conducts outreach activities through two avenues – first, in partnership with the Utah Migrant and Seasonal Farm Worker Coalition activities, and second, through the efforts of DWS Housing Inspectors for the H-2A Foreign Labor Certification Program.

The Coalition annually conducts three types of outreach events: Farmworker Appreciation Days, Farmworker Appreciation Dinners, and Outreach Activities. Coalition members are invited to participate in each of the outreach events and can assist by posting and distributing marketing materials and onsite staff assistance with the event.

DWS has increased participation efforts by being actively involved in Farmworker Appreciation Days and Dinners. DWS service areas included active involvement within their service area plans to include the Coalition Outreach Events Calendar, a commitment of bilingual DWS staff to attend and participate in the events, and the attendance of the SMA to each event to host a booth, educating participants on the services offered by DWS up to and including the Unemployment Insurance (UI) program and the training on UI eligibility.

Outreach activities are conducted regularly to contact potential MSFW job seekers through participation in other MSFW service provider events, as well as throughout the travels for H2A housing inspections as most H2A employers share federal land leases with those employers that employ MSFWs alike. In addition to these outreach activities DWS will look to start a job fair designed especially for the potential MSFWs in the State of Utah, which will increase registrations, awareness of the services provided through the agency, and placements.

The SMA and the Manager of FTT, Utah's WIOA Title 1 section 167 provider meet weekly either in person or via telephone to coordinate services provided to employers and farmworkers. With regard to coordinating with community partners in both the public and private sectors, the MSFW coalition meets monthly. Within these meetings needs and issues are identified in the agricultural community, fostering the leveraging of resources to meet the needs of stakeholders and the conversation of further recruiting additional partners to the coalition.

(3) Services provided to farmworkers and agricultural employers through the one-stop delivery system. Describe the State agency's proposed strategies for:

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

i. How career and training services required under WIOA Title I will be provided to MSFWs through the one-stop centers;

ii. How the State serves agricultural employers and how it intends to improve such services.

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

(C) Marketing the Agricultural Recruitment System to agricultural employers and how it intends to improve such publicity.

DWS offers a myriad of core services to all job seekers, including MSFWs, such as work readiness activities, resume preparation and printing, access to email accounts, employment exchange activities, review and referrals to job orders, workshops, and career counseling. MSFWs who are unable to obtain employment through core services are referred to an

employment counselor for career services that include assessments, employment plans, and career counseling. As Weber and Utah Counties have the highest populations of MSFWs, Futures Through Training and DWS have collaborated in an effort to streamline services and coordinate funds to best serve customers. Services are reviewed quarterly and reports are prepared by the Utah Monitor Advocate at the state and economic service area levels to ensure that services provided to MSFWs are "qualitatively equivalent and quantitatively proportionate" compared to non-MSFW job seekers.

DWS is also committed to offering translation and interpreter services to non-English speaking customers. A list of DWS employees who speak foreign languages is maintained and a contract is secured with an interpretation provider.

Throughout calendar year 2015 and moving forward DWS and its community partners in agriculture have focused on creating a more robust marketing strategy. Recognizing the need to have a place where farmworkers and employers could visit that is contextualized, integrated, and grounded in philosophy that pertains directly to them, the coalition created a ".com" website instead of a ".gov." Additionally, with the advent of social media becoming a common vehicle for information and communication in the farmworker community the coalition also created a Facebook page.

The website "https://getutahfarmjobs.com" provides a direct, live view of DWS' ".gov" website through the window of a ".com." Through the use of a discrete marketing strategy, farmworkers can view available jobs in agriculture, apply for services offered in the one stops, obtain locations of the one stops, and directly access the ESS complaint system. Employers have the same access to post jobs, view, and contact applicants that are registered for work. The website also offers information on each of the participating members of the coalition, what they provide to the agriculture community, and links to their individual websites and contact information. Lastly though in English at first sight, this website can be translated into over 50 different languages including Spanish and Thai, the primary languages spoken by Utah's farmworkers.

The Utah Migrant and Seasonal Farmworker Coalition Facebook page is established as a community organization where interested parties can "like" to subscribe to updates in activity. This provides a dynamic landing page to gain information on upcoming events with the coalition, where members will be during outreach, links to key websites and information, and direct marketing of the services offered by the coalition. Though still in its infancy, Facebook is proving to be a viable marketing arena that DWS and FTT need to break into to gain access and awareness in the MSFW community.

In partnership with DWS, the Mexican consulate has created wallet cards clearly outlining farmworker rights in labor and legal. A stack of these cards are given out at each outreach opportunity along with education and training on how and when to use them. The SMA

ensures that the correct posters are visible in areas of employment and the farmworkers have a working knowledge of them.

Agricultural employers are provided the same level of service as other employers, including listing of job recruitments publicly, labor market information, interview space at local employment centers, and assistance from local Workforce Development Specialists.
For those agricultural employers who are unable to fill their labor needs through the recruitment of United States citizens and other eligible non-citizens, DWS is the H2A contractor. As such, DWS assists H2A employers with employee recruitment and in meeting the H2A program requirements. This H2A recruitment is handled through the Utah's SMA. With a working knowledge of the various foreign labor certification programs and the Agricultural Recruitment System provided by DOL, the SMA for Utah can provide optimal solutions to employers for the sufficient meeting of labor demand.

Services provide to farmworkers and agricultural employers through the one-stop delivery system. DWS offers a myriad of core services to all job seekers, including MSFWs, such as work readiness activities, resume preparation and printing, access to email accounts, employment exchange activities, review and referrals to job orders, workshops, and career counseling. MSFWs who are unable to obtain employment through core services are referred to an employment counselor for intensive services that include assessments, employment plans, and career counseling. As Weber and Utah Counties have the highest populations of MSFWs, Futures Through Training and DWS have collaborated in an effort to streamline services and coordinate funds to best serve customers. Services are reviewed quarterly and reports are prepared by the Utah Monitor Advocate at the state and economic service area levels to ensure that services provided to MSFWs are "qualitatively equivalent and quantitatively proportionate" compared to non-MSFW job seekers.

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(4) Other Requirements.
(A)Collaboration. Describe any collaborative agreements the 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).

Through Utah's One Stop MOU, DWS has an agreement with its NFJP grantee Futures Through Training. Based on this very agreement collaboration has increased in the past four years. DWS' MIS department exchanges wage information with FTT in order to validate employment data for NFJP participants. As mentioned above collaboration occurs weekly between the SMA and NFJP grantee and monthly during coalition meetings with community partners. As issues are identified in coalition meetings and other areas of outreach that cannot be addressed by the participants at the table, it is determined who has the resources available to handle said issues and thusly new partnerships are created.

(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 propose 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.

i.The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.

The Utah SWA has provided a copy of this final proposed AOP to all of the MSFW coalition members and its community partners those agencies are listed below:

- Futures Through Training (Utah's NFJP Grantee)
- The Mexican Consulate
- Association for Utah Community Health
- Utah's Migrant Community Health
- Jordan School District
- Centro De La Familia of Utah
- Utah Legal Services
- Pregnancy Risk Line; Mother To Baby Utah
- Community Health Centers of Utah
- Utah Farm Bureau
- AgAbility of Utah
- All of the above agencies are active community members in the Utah Migrant and Seasonal Farmworker Coalition and MSFW outreach efforts.

(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.
Across the previous four years Utah has consistently met three out of five of the Equity Ratio Indicators on its quarterly ETA 9002 report. Those indicators are; "Referred to Jobs," "Referred to Support Service," and "Career Guidance." The other indicators that were not met are based solely on traffic flow into the one stop centers, the data is biased toward non MSFW job seekers being the main visitors to the local offices. The population density of MSFWs in the State of Utah is concentrated as such that traveling to a one stop is not feasible for a day's travel. Therefore staff assisted services and job development, both of which are the equity indicators usually missed, is provided in the field during outreach and/or through DWS' online self-service system, should MSFWs decide to register as job seekers.

(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.

The Utah Monitor Advocate, as an employee of DWS, was responsible for the compilation of this 2015 Utah Agricultural Outreach Plan. Consequently this Outreach Plan has been reviewed and approved by the Monitor Advocate. DWS will afford all Coalition members the opportunity to review and comment on this plan as required, during the 30 day comment period of the Unified State Plan.

Assessment of Progress
The previous AOP outlined the following goals; revamp the self-service registration piece for MSFWs in order to more accurately capture the population of those actively seeking employment, including a validation piece by adding a pop up box to the MSFW question requesting most recent employer and dates of employment to verify the individual is a bona fide MSFW per the NFJP definitions, and fill at least one percent of the agricultural job orders placed with the SWA.

Bearing in mind, In order to record a formal placement on a job order and/or opening, DWS must post that position, refer a job seeker with the MSFW demarcation to that position, and have the employer formally notify the agency that they hire the individual that was referred. Recognizing the potential of yielding less placements, through the incompletion of this process. The Department has increased efforts to work with employers in considering referrals made by DWS, and following up on the potential placement of those individuals. As a result DWS was able to average at least a 40% placement rate quarter over quarter.

Before making changes to the self-service registration within DWS' labor exchange, Utah was ranked top 14 in MSFW population labeling it as a significant state. During that time it was reported that there were 1,755 MSFWs actively looking for employment. It was found that there was no clarification or definition around the three questions in place on the seeker self-registration page. With a clearly defined question in place, a 12 month expiration date on the registration, and a validation measure in on the back end DWS was able to accurately report 118 MSFWs actively looking for employment on its last 9002A LEARS report.

(E) State Monitor Advocate. The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.
The Utah Monitor Advocate, as an employee of DWS, was responsible for the compilation of this 2015 Utah Agricultural Outreach Plan. Consequently this Outreach Plan has been reviewed and approved by the Monitor Advocate. DWS will afford all Coalition members the opportunity to review and comment on this plan as required, during the 30 day comment period of the Unified State Plan.

VI. Program-Specific Requirements for Core Programs (part II/continued…)

Adult Education and Literacy Programs

(a) Aligning of Content Standards.
Utah will, by July 1, 2016, align adult education content standards with the State-adopted challenging academic content standards 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 Utah State Office of Education, Adult Education Department is governed by Board Rule R-277-733 - Adult Education which can be viewed online at http://www.rules.utah.gov/publicat/code/r277/r277-733.htm#T4 and Board Rule
R277- 735 Corrections Education which is online at
http://www.rules.utah.gov/publicat/code/r277/r277-735.htm.

Adult Education Board Rules require adult education programs offering Adult Basic Education (ABE) Adult High School Completion (AHSC) curriculum to follow Utah Core Standards as the basis for instruction leading to an Adult Education Secondary Diploma. Staff teaching courses leading to an Adult Education Secondary Diploma must be licensed as defined in Board rule (R277-733-4-I-J). Adult education programs are monitored on a rotation schedule whereby curricula is regularly reviewed by the monitoring team for compliance.

Adult Education funded Community-Based Organizations (CBO) offering English Language instruction to non-native learners are required to employ Teachers of Second Language (TESOL) certified instructor or persons with a K-12 English as a Second Language (ESOL) endorsement may be considered for employment to provide ELL services. Non-licensed persons may teach under the

supervision of licensed staff as defined under (R277-733-4-J-L). Instructors employed in school district Adult Education programs are required to follow the hiring practices of the local school district.

(b) Local Activities. Utah will fund eligible providers to establish or operate programs that provide adult education and literacy activities. Adult Education AEFLA funds will be completed by Spring 2017. Grants will be awarded July 1, 2017 based on a competitive application process following the thirteen guidance points outlined in section 231(e). By design, as a Utah State Office of Education (USOE) state requirement, it is intended that funds will be regionally competed to meet the educational needs of those most at risk within each economic area. Sub-state economic and employment data will be considered in determining the percentage of funding available to compete within each area. Program awards will be made to programs on the basis of the application merit as measured on a scoring rubric. The final decision for funding rests with the USOE Adult Education leadership.

Adult Education and Literacy Activities (Section 203 of WIOA)

Utah funds adult education programs based on the focus of grant applications defining the program's ability to meet the needs of the adult learner, 16 years of age or older, through literacy activities including adult education, basic literacy, workplace adult education literacy activities, family literacy activities English language activities, integration of English literacy and civics education, workforce preparation and/or integrated education and training. Program awards will be made on the basis of application merit as measured on a scoring rubric. Programs will compete for WIOA AEFLA awards to provide instruction to English Language Learners (ELL) for non-native speakers (note: the scope of ELL services will be increased to include basic English literacy and instruction and guidance that leads the ELL student to attainment of a high school diploma or its equivalency *and* transition to post-secondary and training programs, *or* employment), Adult Basic Education (ABE) literacy services, and Adult Secondary Education/Adult High School Completion (ASE/ASHC) services to qualified individuals as defined in Title II of the Workforce Innovation Opportunity Act. All programs are expected to infuse civics education within the context of offered course work. Instruction provided should be contextualized and designed to focus on career opportunities defined within the regions.

Programs will be expected to:

- Define how workforce preparation is incorporated within their curriculum
- Define the strategies/processes utilized to actively collaborate and transition adult education "completer students" to postsecondary and career training programs or to employment that will lead to a meaningful and self-sustaining career
- Ensure that students are afforded career pathways and appropriate services through collaboration and coordination of referrals between DWS and Rehabilitation service providers

(c) Corrections Education and other Education of Institutionalized Individuals. Utah will establish and operate programs under section 225 of WIOA for corrections education and education for other institutionalized individuals. Priority of service will be given to individuals who are likely to leave the correctional institution with five years of participation in the program.

Utah will award the base amount allowed under WIOA available through a competitive process to school district educational providers responsible for educational services to state offenders in correctional facilities and jails housed in their district boundaries; as well as other agencies responsible for education services to persons in other institutional settings. Grant awards will be awarded on the basis of application merit as measured on a USOE defined scoring rubric. The final decision will rest with the USOE Adult Education leadership. Adult education programs will be funded based on the focus of grant applications defining the program's ability to meet the needs of the adult learner - 16 years of age or older, in providing literacy activities including adult education (including high school completion), basic literacy, special education services to qualified youth, integration of English literacy and civics education, workforce preparation or integrated education and training. Programs awarded funds will be expected to infuse civics education within the context of offered course work.

Correctional education programs applying for funding must define how funding will be used to meet the educational needs of offenders who are within five years of leaving an institution. Instruction provided should be contextualized and designed to focus on transition to reentry into society. Programs will be expected to define how workforce preparation is incorporated within the curriculum as well as the strategies/processes actively being utilized to transition the adult education "completer student" to postsecondary and career training programs or to employment within the institutions and upon reentry that will lead to a meaningful employment leading to a self-sustaining career.

Adult Education corrections programs awarded funding shall actively engage with Department of Corrections staff and programming officers to ensure offenders who have been or are involved in education and are scheduled for release are actively engaged in the ASCENT services at release and at post-release. Adult Education correction program staff members are expected to partner with the Department of Corrections, DWS and Vocational Rehabilitation (VR) in the ASCENT initiative, as defined by the Utah Defendant Offender Workforce Development Task Force (UDOWD) vision for transition and release processes designed to reduce offender recidivism. UDOWD focuses on employment for released offenders and has been recognized nationally for its impact on reducing recidivism through effective collaboration of federal, state, community and business/employment partners. Adult Education state leadership staff will actively be a part of UDOWD coordination and collaboration efforts and initiatives. Adult Education should have a representative serving on UDOWD by Fall 2016.

The ASCENT (Achieving Success through Collaborative Engagement and Navigated Transition) program, based on the Transition from Prison to Community (TPC) model of the National Institute of Corrections (NIC) brings federal, state, local, advocacy and faith-based agencies and organizations together to improve transitional and re-entry services for offenders leaving the prison and/or jail systems. The ASCENT program supports current prison reform and evidence-based judicial system improvements in Utah. The overarching goals of ASCENT are for "…all criminal justice involved clients /offenders, county, state or federal from intake through release to remain arrest free over the long haul, and to become competent and self-sufficient members of their community. The ASCENT model assists jurisdictions to make systematic changes, including reductions in recidivism and victimization, as well as enhanced public safety and improved community life.

The Adult Education correction program staff members will collaborate with Transitional Specialists located in the prisons and/or jails that focus on release and re-entry issues for offenders. The Department of Corrections, DWS, VR, and Adult Education will have identified staff members on each of four (4) ASCENT Committees:

- Community Support and Reintegration Reform
- Treatment and Victim Assistance
- Education and Employment
- Housing and Transportation

Staff members from each of the core partners are now being selected for the four (4) targeted ASCENT committees and should be fully engaged by the end of January, 2016.

(d) Integrated English Literacy and Civics Education Program. Utah will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners (ELL) who are qualified adults, including professionals with degrees and credentials in their native countries.

The Adult Education programs awarded funds by Utah will be expected to serve qualified students by:

- Incorporating an understanding of the American system of government, freedom and the responsibilities of citizenship within ELL curriculum and instruction.
- Preparing qualified ELL students to transition to employment, and occupations that lead to economic self-sufficiency through partnerships with DWS, Vocational Rehabilitation, post-secondary and training programs.
- Providing ELL services that include general career readiness instruction related to employment and occupations.
- Defining processes that will be implemented with partner agencies (DWS and Rehabilitation) ensure that integrated education is focused on high demand industry needs in the local economic area.

Utah will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program. Funds for this program will be completed and distributed to qualified adult education ELL providers based on sub-state data supporting the most at risk populations of ELL persons and the high demand industry needs within the areas.

Utah will deliver the Integrated English Literacy and Civics Education program in combination with integrated education and training activities. It will be delivered as an instructional component in partnership with integrated education and training activities rienforcing the content of EL/Civics classes, which include the history and structure of the U.S. government (i.e., the executive, legislative, and judicial branches), the geographical history and current geopolitical structure of the country, the roles and responsibilities of the president, responsibilities of the White House, and the U.S. legal and education systems and how these roles and rights are carried out in the workplace and the community. These curriculum components are designed to guide students in becoming knowledgeable citizens and active community members.

EL/Civics classes introduce students to civics-related content providing them with opportunities to apply that knowledge in their daily “work” lives while building their English language and literacy

skills. As the English language learner gains confidence as a language learner and a citizen with rights and responsibilities associated with success in the workplace and in-demand industries, they will achieve personal and professional growth and successes within the communities. Adult Education programs providing ELL services as appropriate will refer qualified adult education students to DWS and USOR for necessary services. DWS and USOR will reciprocate in the referral of potential students to adult education. Again, the intent of the EL/Civics program will be to not only teach English to non-native speakers assisting them in understanding civic rights and responsibilities but also to work with partner agencies to place the learners in employment settings leading to self-sufficiency.

(e) State Leadership. The Utah State Office of Education (USOE) will:

- Investigate positive practices for improving teacher quality and retention.
- Develop content and models for integrated education and training career pathways.
- Work with programs and partners to integrate literacy and English language instruction with occupational skill training, including promoting linkages with employers.

(1). Alignment of Adult Education and literacy activities with core programs to implement the strategy in WIOA section 102 including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities. Activities that support alignment:

- State and local area trainings with partner agencies where staff have the opportunity to interact and set the framework for partnerships, discussions, and action in meeting the education and employment needs of customers.
- Funded programs shall define how they are including College and Career Readiness Standards in career classes that are in line with local high demand jobs defined by economic data.
- Monitoring programs for alignment of Adult Education secondary graduation standards with the UT Core Standards in the areas of math, English, and OCTAE College and Career Readiness (CCR) Standards.
- Provide Adult Education program staff with trainings on components of https://jobs.utah.gov and https://www.UtahFutures.org with an emphasis on:
    - Career pathways, including but not limited to, an understanding of occupational outlook, education requirements, and wages in Utah.
    - Post-secondary and technical training opportunities supporting occupations in demand.

(2) Development of high quality professional development opportunities for the improvement of instruction provided pursuant to local activities required under section 231 (b). This will include essential sections of reading instruction as such components related to adults, instruction related to the specific needs of adult learners. Instruction may be provided by volunteers or by paid staff, and dissemination of information about models and promising practices related to such programs. Program specific professional development:

- Utah continues to increase training opportunities with four emphases – ELL, reading, math, career pathways with career infused curricula.
- Programs are required to set aside a percentage of their budgets (State and AEFLA) to pay for staff attendance at trainings. Volunteers are always welcomed and encouraged to participate in trainings.

- As a state staff we will:
    - Seek input from the programs as to their needs
    - Continue to utilize LINCS and other literacy entities as a providers for training
    - Utilize local program staff as trainers
    - Host or co-host a summer institute focused on the adult teacher and learner
- Dissemination of information about models and promising practices:
    - Utah will continue offering Adult Education training utilizing both national and state trainers
    - Programs releasing staff for training will define what their expectations are as a result of training and how they will implement and maintain the training learned
    - Training delivery options utilized: web meetings, self-paced online, in-person
- Other professional development:
    - MIS (UTopia) training with partner agencies (DWS, USOR and the Department of Corrections) assuring understanding and live access to student level data for common clients
    - Continue development of UTopia based reports that meet the needs of providers and partner agencies
    - Ongoing data training with program directors - analyzing data, outcomes and implications for changes in academic programming at the local level with an emphasis of meeting state and federal targets
    - BEST Literacy and BEST Plus training for new staff as needed
    - BEST Plus recalibration training
    - TABE assessment training (when the new TABE is released). NOTE: assessments and assessment trainings will be changed as OCTAE releases new assessments and assessment standards in support of WIOA
    - Continue training with partners to ensure that mentor/counselor approaches to understanding available resources and referral and access processes are utilized encouraging core partner common clients in accessing postsecondary and career training programs as well as gaining a better understanding of other resources that are available for qualified adults

(3) The provision of technical assistance to eligible providers of adult education and literacy activities receiving funding under this title:
(43)(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. Programs will be required to submit a professional development plan defining program focus, implementation, adult learner curriculum selection (emphasis on CCR) processes and training scheduled. The plan will also include the following aspects:

- CCR Standards implementation
- Adult Education specific focused reading and math curricula to be used and training to support their selections
- ELL curricula based on CCR standards;
- Written distance learning (DL) plan if they are offering DL as an instructional delivery method

Programs will define what their professional development needs are and their commitment to send staff to State announced trainings. The state will provide ongoing training related to WIOA defined activities that are new and/or are in need of improvement.

(3)(ii). The role of eligible providers as one-stop partners is to provide access to employment, education and training services. Each Adult Education program will define their role with their partners and how they will, on an ongoing basis, meet and discuss common topics. Topics include, but are not limited to, services provided, access to services, employment trends, and employment opportunities available for the common client. This can be accomplished through attending quarterly area advisory partnership meetings with representatives from core and required partners. At the meeting, members will share information about existing employment partnerships and emerging employment opportunities within the local economic areas. Members may also present information such as workforce development strategies that will be developed during a program year and how employment opportunities will be extended to adult education students.

(3)(iii). Define assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies.

- Program directors will utilize electronic desk monitoring tools and reports to improve program performance and state outcomes.
- Programs will define what classroom and Distance Learning (DL) software is being used in both delivery options. Student outcomes will be evaluated by USOE based on data in UTopia.
- Programs will define weaknesses and areas where state support is needed to advance their programming options to increase efficiency as well as increase student outcomes.
- 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.

(f) Assessing Quality - Compliance and Quality of Data:

- Programs will follow the USOE- Adult Education Assessment Policy http://www.schools.utah.gov/adulted/DOCS/Directors/Policy/TabA.aspx in determining the student's Education Functioning Level (EFL) and subsequent Student Education Occupation Plan (SEOP) based on level of instruction and personal education and career goals. State targets will be monitored along with academic outcomes (education gain advancement and high school completion) through monthly data monitoring with program directors to ensure the entry of quality and timely data into UTopia.
- State specialists will utilize state reports to ensure compliance of quality Adult Education services and data. For example, monitoring of appropriate testing and testing standards, monitoring of intensity and duration of programs and impact on outcomes.
- Program improvement: Programs will define what programmatic changes they will make to improve their program outcomes.
- Corrective action will be taken with programs as needed ensuring that programs are in compliance with expectation of the USOE. Adult Education Services leading towards defined outcomes.

Vocational Rehabilitation

(a) Input of State Rehabilitation Council. All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

(1) USOR maintains a State Rehabilitation Council (SRC) that meets the criteria set forth in Section 105 of the Rehabilitation Act, 34 CFR 361.17. The designated state unit jointly with the SRC develops, agrees to and reviews annually state goals and priorities and jointly submits to the commissioner annual reports of progress in accordance with the provisions of Section 101(a)(15) of the Rehabilitation Act, 34 CFR 361.29 and the Unified State Plan.

The SRC meets 10 times per year. USOR regularly consults with the State Rehabilitation Council regarding the development, implementation and revision of state policies and procedures of general applicability pertaining to the provision of vocational rehabilitation services. USOR includes in the State Plan and in any revision to the State Plan a summary of input provided by the State Rehabilitation Council, including recommendations from the annual report of the council described in Section 105(c)(5) of the Rehabilitation Act and 34 CFR 361.17(h)(5) the review and analysis of consumer satisfaction described in Section 105(c)(4) of the Rehabilitation Act and 34 CFR 361.17(h)(4), and other reports prepared by the council and the response of the designated state unit to the input and recommendations, including explanations for rejecting any input or recommendation; and transmits to the council:

- All plans, reports and other information required under 34 CFR 361 to be submitted to the commissioner
- All policies and information on all practices and procedures of general applicability provided to or used by rehabilitation personnel in carrying out this State Plan and its supplement
- Copies of due process hearing decisions issued under 34 CFR 361.57, which are transmitted in such a manner as to ensure that the identity of the participants in the hearings is kept confidential
- In November 2015 the Utah State Office of Rehabilitation provided an overview of the Unified State Plan and submitted the proposed final Goals and Priorities for the Vocational Rehabilitation and Supported Employment Program to the State Rehabilitation Council for review, discussion and input. The Council (SRC) approved the goals and priorities as presented.

(2) USOR's response to the Council's input and recommendations and;

(3) USOR's explanations for rejecting any of the Council's input or recommendations.

In addition to the review, analysis, and recommendations covered above, the SRC made recommendations covered in the VR portion of the Unified State Plan, and as required by section 101 (a) of the Rehabilitation Act of 1983, as amended by the WIOA. The following is a summary of the SRC's recommendations made from November 2014-October, 2015 and the USOR's response and actions taken with regard to these recommendations:

SRC RECOMMENDATION 1: In November 2014, the SRC had a presentation from the Executive Director about the USOR's budget concerns and the twelve cost-cutting decisions made to control the budget, resources, and client services. This included a hiring freeze for DRS, DSBVI, and Administrative Services positions; a realignment of 20 staff members; the elimination of positions associated with the realignment; training and travel freeze; and an approved plan from the Rehabilitation Services Administration (RSA) to implement an Order of

Selection (OOS). The Council recommended a monthly report from the Executive Director on budget and client service concerns.
USOR RESPONSE 1: The USOR has provided monthly Executive Director reports to the SRC (as recommended) and will continue to update the Council on continued program improvements.
SRC RECOMMENDATION 2: The Executive Director presented to the Council on the necessity to implement an Order of Selection (OOS) by early February 2015. As required by federal regulations, the SRC was given a full description of the OOS and service categories impacted. Concerns were discussed by SRC members with the Executive Director about overall client service provision. Recommendations were made by the Council to make it a priority of the USOR to communicate to partners, vendors, and disability groups the OOS in addressing the impacted number of clients. The Council also recommended that a summary of Council input following review of the USOR OOS implementation plan be included.
USOR RESPONSE 2: The USOR provided the requested information on the Order of Selection and Council member input was included in the OOS documentation. Council members also had an opportunity in February 2015 to address OOS concerns with representatives from the Legislative Auditor's office.
SRC RECOMMENDATION 3: In January 2015, the Executive Director gave a "How Did We Really Get Here?" presentation on the continued budget concerns, including a supplemental request for additional monies from the Legislature to fund needed client services and the need for implementation of the Order of Selection (OOS). The presentation also included a report by the Fiscal Analyst and Program Evaluator on "Possible Budget Scenarios". The Client Services Director led a discussion on the OOS, including the USOR's original proposal for categorization of services to RSA, and plan revisions needed for the OOS. The Council recommended continued updates from senior administrative staff on the budget and OOS.
USOR Response 3: The USOR continues to provide monthly and/or periodic reports on recommendations by the Council and is open to feedback and transparency in the process.
SRC RECOMMENDATION 4: In February, 2015, the SRC requested that a question be inserted in the USOR Customer Satisfaction Survey regarding the impact of the OOS on client services. This followed the Executive Director Report the agency's structural imbalance and a one-time supplemental funding request of $6.3 million from the Legislature.
USOR Response 4: The USOR Quality Assurance position has been vacant and refilled by an auditor position as part of the realignment process. USOR is continuing to get feedback from consumers on the waitlist through "checkpoints".
SRC RECOMMENDATION 5: In the March 2015 meeting, the SRC vice Chair recommended that the Legislative Analyst provide the Social Services Appropriations Subcommittee report and recommendations on the USOR structural imbalance in Braille.
USOR Response 5: The Braille copy was prepared by the Legislative Analyst's office and distributed to members of the Council with visual impairments.
SRC RECOMMENDATION 6: A recommendation was made by a Council member to replicate the 2010 return on investment study conducted for USOR by the University of Utah. At that time there was a $5.74 dollar return on investment for every dollar spent by VR.
USOR RESPONSE 6: USOR decided not to replicate the study but provided an explanation on preliminary numbers and consideration of the economic recession but that the study wouldn't be cost-effective because of few changes to the data. USOR, however, would consider a possible return on investment study in the future.
SRC RECOMMENDATION 7: The Council requested copies of the new Self-Employment Policy following a presentation by USOR staff to give input and provide recommendations to the

agency. A date was set for that feedback from Council members before implementation of the policy.
USOR RESPONSE 7: The USOR considered all feedback and/or suggested changes/improvements by the Council and the Self-Employment Policy was implemented by USOR and staff statewide were provided appropriate training on the policy.
SRC RECOMMENDATION 8: At the May 2015 SRC meeting the Council recommended the opportunity to review new WIOA regulations and specifically, the role of the SRC.
USOR RESPONSE 8: Proposed rules notices regarding the role of the SRC under WIOA regulations were provided to the Council (as requested).
SRC RECOMMENDATION 9: The SRC recommended that the Utah Center for Assistive Technology (UCAT) reports be provided to the Council more frequently as a mandated subcommittee that meets quarterly.
USOR RESPONSE 9: USOR will provide quarterly UCAT meeting minutes to Council members and resolve any concerns and/or questions from the SRC regarding the services of UCAT.
SRC RECOMMENDATION 10: At the August 2015 meeting the SRC asked to review the new Executive Team's management structure to ensure that it was of appropriate size and not "overhead heavy".
USOR RESPONSE 10: The organizational structure draft was presented at the following meeting by the new Executive Director and questions were answered by USOR to the Council's satisfaction.
SRC RECOMMENDATION 11: A recommendation was made by the Council to receive monthly reports from the USOR management team detailing clients served, clients on the wait list, status of funding, and a quarterly financial report.
USOR RESPONSE 11: The requested monthly reports have been provided by the USOR and concerns, input, and/or recommendations from the SRC are under consideration by the USOR Executive Team.
SRC RECOMMENDATION 12: The Council discussed the upcoming Consortium of Administrators in Native American Rehabilitation (CANAR) conference in Salt Lake City and requested SRC and/or USOR staff involvement as presenters.
USOR RESPONSE 12: The USOR had two staff members (a VR Counselor and former Program Evaluation Specialist) and the Director of Strategic Alliances and Initiatives provide breakout sessions on Native American youth gangs and on program evaluation to conference participants. In addition, an SRC Council member (Education representative) presented on transition issues.
SRC RECOMMENDATION 13: At the November 2015 meeting the SRC approved the proposed USOR State Plan four (4) year goals and priorities that will be included in the Unified State Plan.
USOR RESPONSE 13: The USOR will incorporate the SRC-approved State Plan goals and priorities with the required Workforce Innovation and Opportunities Act (WIOA) Unified State Plan (as required).

(b) Utah is not requesting a Waiver of Statewideness.

(c) Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System.

(1) USOR has developed and maintains cooperative agreements where necessary with federal and state agencies not carrying out activities through the statewide workforce investment system. USOR maintains cooperative agreements with DWS, USOE, Utah Department of Health and Human Services (DHHS), Utah Department of Community and Culture (UDCC), and GOED. As

required by Utah State legislation USOR has developed a MOU and coordinated plan with DWS and DSPD (Utah's DD agency) to carry out services related to employment for persons with significant disabilities. Additional agreements exist relevant to the "Employment First" initiatives in Utah. USOR also maintains cooperative agreements with all local public education school districts, the Veterans Administration (VA), local mental health organizations, and other entities involved in workforce development services including shared projects with the Department of Health. In addition, USOR participates in the statewide workforce development system through participation on the State Workforce Development Board.

(2) USOR has a collaborative relationship with the Utah Assistive Technology Program (UATP), which is a state program carried out under section 4 of the Assistive Technology Act of 1998. UATP provides assistive technology devices and services to Utahns with disabilities, in addition to providing training to individuals with disabilities, families and professional service providers. Through USOR's Utah Center for Assistive Technology (UCAT) office, UATP operates its Citizens Reutilizing Assistive Technology Equipment (CReATE) Program which provides refurbished mobility devices and equipment to low-income individuals with disabilities. In addition, specific to the provision of assistive technology services, UCAT serves as a statewide resource for information and technical services for people with disabilities for assistance with acquiring and using assistive technology devices. Another assistive technology resource within UCAT is the Utah Assistive Technology Team which provides assistance to adults and youths with disabilities by providing introductory training and supports on computer technology that can enhance education and employment. This includes free consultations, workshops, and information and referral services and augmentative communication device loaner-programs for students with disabilities in public schools.

(3) USOR maintains a cooperative agreement with "AgrAbility", a program carried out under the authority of the Undersecretary for Rural Development of the United States Department of Agriculture which includes a fee for service arrangement.

(4) USOR has several cooperative agreements and collaborates with agencies that serve out-of-school youth. These partners include The Division of Services for People with Disabilities, the Division of Substance Abuse and Mental Health, Community Rehabilitation Programs, the Division of Juvenile Justice and local mental health agencies. Statewide, USOR has assigned liaisons who facilitate interagency referrals, outreach and information and coordination of services to meet the needs of out-of-school youth.

(5) The State Use Program serves to create employment opportunities and to enhance independence of people with disabilities by having departments of state government purchase commodities and services from qualified community rehabilitation programs (CRPs). Utah State law sets aside funding for contracts to be awarded to CRPs. The USOR Executive Director serves as a member of the "Purchasing from People with Disabilities Advisory Board," which implements the State Use Program.

(d) Coordination with Education Officials.

(1) USOR has long established plans, policies, and procedures for coordination between USOR and education officials responsible for the public education of students with disabilities that are designed to facilitate the transition of the students who are individuals with disabilities from the receipt of educational services in school to the receipt of vocational rehabilitation services under the responsibility of the USOR. USOR is structurally positioned within the USOE under the authority of the State Board of Education, as such functional relationships exist between administrative staff of both offices.

(2) USOR maintains cooperative agreements with the local school districts and public charter schools who serve secondary education students. The cooperative agreements include provisions for consultation, technical assistance, professional development, VR referrals and eligibility, and individualized goals of the local teams. USOR has assigned Transition Counselors to each local school district and charter school. The counselors meet with special educators and administrators, provide outreach to students and parents, provide VR Welcome Sessions to students, provide Job Readiness Workshops to students, attend IEP meetings, as well as cover all referrals and questions from that school.

(A) The cooperative agreement with the USOE Department of Education program was modified in January of 2013 to provide guidance and clarify expectations on both sides. The agreement defines terms and financial responsibilities.

(B) The cooperative agreement provides for consultation and technical assistance to assist USOE and local districts in planning for the transition of students with disabilities from school to post school activities, including vocational rehabilitation services.

(C) The cooperative agreement provides for joint transition planning coordination by USOR and USOE for students with disabilities that facilitates the development and completion of their individualized education programs (IEPs) under Section 614(d) of the Individuals with Disabilities Education Act (IDEA), and specifies the roles and responsibilities of each agency. It includes provisions for determining state lead agencies and qualified personnel responsible for transition services and describes procedures developed for outreach to students with disabilities during the transition planning process and identification of students with disabilities who need transition services. A representative of USOE Special Education sits on the State Rehabilitation Council (SRC), and a representative from USOR sits on the Utah Special Education Advisory Panel (USEAP) providing consultation and assistance.

(D) VR collaborates with school personnel to identify students who may have a disability and need transition services. This includes special education teachers, administrators, 504 coordinators, school counselors, school nurses, community non-profit organizations, the Utah Parent Center and a variety of other entities to provide outreach and identification of students in need of VR transition services.

USOR is represented on local school district transition councils, the statewide transition council, and the UtahFutures Advisory Committee which bridges collaborative efforts between the USOE, DWS, USOR, GOED, and Higher Education.

In addition, USOR has a Transition Coordinator who has responsibility for improving the quality and consistency of transition services from USOR counselors to students and improving collaboration and coordination.

(e) Cooperative Agreements with Private Nonprofit Organizations. USOR has the authority to enter into contracts with for-profit organizations for the purpose of providing Vocational Rehabilitation services and OJT and related programs for individuals with disabilities under Part A of Title VI of the Rehabilitation Act. USOR determines whether for-profit organizations are better qualified to provide vocational rehabilitation services than nonprofit organizations.

USOR has established fee-for-service agreements with private, non-profit entities providing vocational rehabilitation services throughout Utah in accordance with the Unified State Plan. USOR maintains vendor relationships with other agencies providing Job Preparation and Placement (JPP),

Supported Job Based Training (SJBT) and Support Employment (SE) service that include a fee-for-service agreement and participation in job coach training activities. USOR continues to identify and make arrangements, where appropriate, to expand the availability of Community Rehabilitation Programs (CRP) offering supported employment and extended services for individuals with the most significant disabilities, in accordance with the requirements of the state plan.

(f) Arrangements and Cooperative Agreements for the Provision of Supported Employment Services. USOR has established a policy chapter based on the provision of Supported Employment Services. The policy is a hybrid of milestone outcome payments and hourly rates to meet the needs of individuals with the most significant disabilities. This policy chapter defines extended support agencies who qualify to provide supported employment supports as a partner with VR. These agencies include Division of Services for People with Disabilities (DSPD), Division of Services for Substance Abuse and Mental Health (DSAMH) as well as local mental health agencies, employers, private organizations, natural supports and incentives offered through Social Security or Medicaid. USOR continues to identify and partner with other supported employment entities to provide clients with informed choices, options, and qualified service providers to meet their unique needs. These efforts are coordinated by the USOR Supported Employment Coordinator.

USOR has cooperative agreements with local school districts, community rehabilitation programs, and DSPD to provide Supported Employment services to individuals with the Most Significant Disabilities, including youth. Additional cooperative agreements that will extend supports for disadvantaged populations such as mental health and youth are being developed.

USOR is a partner in Employment First legislation which makes employment the first and preferred option for individuals with disabilities. USOR partners with DSPD to ensure that supports are in place for individuals with intellectual disabilities, youth in post high programs, and all individuals who are MSD and need customized and/or supported employment supports. USOR and DSPD collaborate to provide supported employment services to individuals on the DSPD wait list through the provision of long term funding from the Utah State Legislature.

(g) Coordination with Employers.

(1) USOR has initiatives to partner with employers to identify competitive, integrated employment and career exploration opportunities that facilitate the provision of VR and Transition Services. These initiatives are primarily carried out through the USOR Business Relations and Choose to Work (CTW) Programs.

The Business Relations Team was established in 2005 to strengthen the connection between employers and individuals with disabilities through a combination of outreach efforts, disability awareness training, consultation services, job fairs and workshops, business networking activities and job posting networks.

The Business Relations Team:

- Assists with the recruitment and referral of qualified individuals with disabilities to meet workforce demands. Through a partnership with DWS, a customized option to recruit qualified applicants with disabilities was created for job vacancies by using the key word: PWDNET. Employers are able to utilize this keyword on UWORKS allowing keyword searches by job seekers, advocates, and Vocational Rehabilitation Counselors.

Employers can also send emails to "pwdnetjobs@utah.gov" with a complete job description and the job opening. These job posting are shared statewide with Vocational Rehabilitation Counselor and Employment Specialists.

- Utilizes the Talent Acquisition Portal (TAP), https://tapability.org/, which is led by the Council of State Administrators of Vocational Rehabilitation (CSAVR) and The National Employment Team (NET) in partnership with disABLEDperson, Inc. TAP includes both a national talent pool of VR clients looking for employment and a job posting system for employers looking to hire individuals with disabilities.
- Conduct semi-annual Employer Workshops on Hiring and Retaining Individuals with Disabilities and Career Preparation and Job Fairs. The Workshop offers Business Partners an opportunity to learn more about disability, accommodations and other disability and employment issues. The Job Fair is a targeted fair for individuals with disabilities in which PWDNET (People With Disabilities Network) business partners participate. These events provide opportunities for business to connect with job-ready individuals with disabilities, and individuals with disabilities to explore careers. The job fairs and workshops also offer opportunities for internships and mentor experiences.
- Connects with the National Employment Team (The NET) and the People with Disabilities Network (PWDNET), which provides supports and services to promote hiring people with disabilities. The Business Relations team is the primary points of contact (POC) for employers, directing them to the correct agency or organization for the appropriate services.
- Provides training, workshops and consultation to business on disability awareness, the Americans with Disabilities Act (ADA), reasonable accommodations, employment laws and other topics relating to disabilities and assistive technology.
- Provides information to business on tax credits and deductions available for hiring and accommodating individuals with disabilities.

The Choose to Work (CTW) Program:

- USOR's other primary initiative for working with employers to identify competitive integrated employment opportunities and career exploration for individuals with disabilities is CTW. This is a partnership between the USOR and DWS that is designed to ensure all individuals with disabilities have equal access to workforce investment activities available to assist them in preparing for and obtaining employment through coordinated service delivery.

- The core services of the CTW program are job development and job placement. Job development includes interfacing with employers for the purpose of marketing a specific job seeker to the employer, or to inform and educate the employer regarding hiring individuals from a talented pool of job seekers with disabilities. Job placement is focused on service delivery to assist a specific individual in locating job openings, preparing for the application process, and following through with the application for employment.

- CTW specialists coordinate with the Business Relations Team to organize and engage in employer workshops to increase awareness regarding the hiring and job retention of individuals with disabilities. The Specialists are active participants in local area Chambers of Commerce and sit on local and community boards in order to facilitate the provision of Vocational Rehabilitation services leading to an employment outcome. CTW

Specialists are actively engaged with the DWS Workforce Development Specialists as well as USOR Business Relations Team and affiliates to identify integrated employment opportunities for job seekers with disabilities.

- The goals of the CTW Program are to achieve a positive enrollment outcome; the target is that 60% of Choose to Work participants should achieve job placement commensurate with their skills, abilities, talents and barriers to employment in support of the Individualized Plan for Employment. Choose to Work Specialists develop a strategy to achieve job placement with input and collaboration from Vocational Rehabilitation Counselors.

- A key elements of the Choose to Work Program is that CTW Specialists are co-located in both USOR and DWS offices. CTW Specialists adhere to the same policy standards and processes regardless of their agency affiliation. In addition, coordinated agency cross training enhances effectiveness and results in improved job placement outcomes.

(2) USOR utilizes the Business Relations and CTW Programs to coordinate with employers in support of transition services, including pre-employment transition services, for students and youth with disabilities. Staff meet with employers to identify and/or develop internships, on-the-job trainings, mentoring experiences and temporary work experiences for students and youth with disabilities.

Students and youth with disabilities are invited to participate in career preparation workshops and job fairs. The Business Relations Teams work with Vocational Rehabilitation Counselors to provide school transition specialists and teachers with preparation packets. The material provides information on how to dress for success, interviewing, resume building, and appropriate behavior when meeting with business partners. Students can attend workshops on topics such as, "Working in Government Professions, State and Federal Hiring Initiatives," "Employer Panel," "How to Dress on a Dime and Interview Success," and "Social Security and Working." The job fairs provide students an opportunity to meet with hiring specialists to discuss employment opportunities.

The Business Relations Team works closely with the Governor's Committee for Employment of People with Disabilities to conduct Disability Mentoring Day Events for students. These events are held at a hosting business and students from local high schools are invited to attend with their teachers, advocates or parents. The hosting business offers information on their company and topics of concern to the youth. The students have an opportunity to tour the company to see the types of job opportunities available in the business.

USOR Transition Services provides a variety of services to assist transition aged youth in obtaining paid work experiences. Through the provision of Work Based Training, Summer Work Experiences, Supported Job Based Training/Supported Employment, and other Community Rehabilitation Program services, VR coordinates with employers on an individualized basis to meet both the client's and employer's needs.

The Utah Governor's Committee on Employment of People with Disabilities promotes public and private efforts to achieve equal employment opportunities for all qualified Utahans with

disabilities. The Governor's Committee members include: business and industry, individuals with disabilities, state agencies, job training and placement, labor, veterans, medical professionals, health professionals, insurance, media, education and general public.

The Governor's Committee is responsible for the implementation and coordination of Disability Mentoring Day events for transition age students. These events are held at a hosting business and students from local high schools are invited to attend with their teachers, advocates or parents

(h) Interagency Cooperation.

(1) USOR, The Department of Health's Division of Healthcare Financing (Medicaid), and USOE have a cooperative working agreement to coordinate efforts to support a comprehensive, consumer-responsive system of work supports that will increase employment outcomes for individuals with disabilities in Utah. The three aforementioned agencies will collaborate to update the cooperative working agreement as often as necessary to ensure that individuals with disabilities in Utah have access to information and referral resources within the state. The current cooperative agreement includes provisions for the Work Ability Utah website, financially supported by braided funding, which was created to facilitate the dissemination of employment resources and streamline services to individuals with disabilities.

(2) USOR maintains a long standing cooperative agreement with the Division of Services for People with Disabilities (DSPD), which is the state agency responsible for providing services for individuals with developmental disabilities. USOR and DSPD collaborate to provide supported employment services to individuals on the DSPD wait list through the provision of long term funding from the Utah State Legislature. These funds are ongoing and available to provide long term services for individuals who have utilized VR supports, are on the DSPD wait list, and need long term supported employment services. USOR is also partnered with DSPD in Employment First legislation, which makes employment the first and preferred option of individuals with disabilities, including those with developmental disabilities.

(3) USOR and the Utah Department of Human Services, Division of Substance Abuse and Mental Health (DSAMH) have a longstanding partnership and collaborative relationship. There is currently a formal Partnership Agreement being finalized between the two agencies which will further enhance the communication and cooperation between USOR and DSAMH. This Partnership Agreement's goals are for both agencies to better meet the needs of clients with substance abuse and mental health disabilities and to ensure the successful completion of their vocational goals leading to gainful employment.

(i) Comprehensive System of Personnel Development: Data System on Personnel and Personnel Development.

(1) Data System on Personnel and Personnel Development

(A) Qualified Personnel Needs.

(i) USOR has a strong commitment to employing and retaining an adequate workforce of qualified vocational rehabilitation professional and paraprofessional personnel. USOR maintains a data system for personnel needs, resources, and training. The data system is maintained by the USOR Training Coordinator and provides annual analysis of qualified personnel needs and development. USOR also coordinates with the Utah Department of Human Resources Management (DHRM) staff and our internal Financial Analyst to track and monitor information on employees including date of hire, official job classification, job functions, terminations and other information, such as offices and districts assignments.

(ii) The data system currently includes:

- 102 Vocational Rehabilitation Counselors
- 25 Counseling Supervisors (CS) within the Division of Rehabilitation Services
- 7 VRCs within the Division of Services for the Blind and Visually Impaired

Both divisions combined to serve 25,726 individuals during FFY15 for a counselor/client ratio of 1:191. Also included in the database from DRS are:

- 10 District Directors
- 5 VR Coordinators
- 1 Division Director
- 11 Rehabilitation Technicians
- 54 Office Specialists
- 7 Choose to Work Employment Specialists
- 3 Rehabilitation Program Directors
- 1 DSBVI VR Coordinator

USOR has operated under an Order of Selection for 9 months, the counselor to client ratio has decreased 18.91% from FFY14 to FFY15. A moderate decrease in the counselor to client ratio is anticipated for FFY16. As client bases sizes are settling into a sustainable level, USOR projects the current staff is sufficient to provide vocational rehabilitation services. Hiring additional counseling staff depends on the number of individuals released from the Order of Selection Wait List, the ability to maintain a reasonable counselor to client ratio, and available funding.

(iii) Projections of the number of individuals to be served, including those with significant disabilities, are based on projected increases for the general population and incidence rates for disabilities, using Utah census data and State demographics. These projections, in combination with USOR attrition and retirement rates, are used to predict personnel needs for the next five years.

In FFY15 USOR's annual turnover rate for Vocational Rehabilitation Counselors was 21%, with an overall agency turnover rate of 16.7%. The turnover rate is expected to remain stable in FFY16. USOR estimates 100 Vocational Rehabilitation Counselor vacancies over the next five years. It is estimated that at least 12 of these vacancies will be due to retirement; therefore the majority will be due to counselors leaving the agency and internal promotion into other positions. In addition, based on historical trends, but considering the recent increase in turnover, it is estimated that there might be 25 new Counseling Supervisors and 5 new District Directors over the next five years.

The table below shows the total number of staff positions, the current vacancies and projected vacancies due to retirement and attrition over the next five years:

Job Title	Total Positions	Current Vacancies	Projected Vacancies over the next 5 Years
VR Counselor	109	3	100
Counseling Supervisor	25	0	25
District Director	10	0	5
Rehabilitation Techs	11	0	4

(B) Personnel Development.

i. Utah has one Master's Program in the field of Vocational Rehabilitation within the state located at Utah State University. This program prepares MRC degree, CRC eligible VR counselors. The program also contains a very small doctoral program. The Executive Director of USOR and the USOR Human Resource Developer/Trainer sit on the USU advisory council. The program emphasizes degrees given through distance education and contains mostly individuals already employed by public VR agencies across the country.

ii. Due to the makeup of students only a small on-campus class, usually 5 or 6 students, are available each year to recruit as new hires for USOR vacancies.

iii. In the distance program last year 5 students graduated who were employees of USOR at the time of their graduation. An additional 2 USOR employees were students taking limited classes to qualify under certain categories for the CRC (Category R for example.)

Institution	Students Enrolled	Employees sponsored by agency and/or RSA	Graduates sponsored by agency and/or RSA	Graduates from the previous year
Utah State University	53	13	5	20

(2) Plan for Recruitment, Preparation and Retention of Qualified Personnel. USOR recruits at colleges and universities in Utah to attract undergraduates and potential graduate students. USOR uses a hiring option that allows individuals who report having a disability to skip the competitive process and be hired on a trial basis which can lead to permanent employment. USOR also builds relationships with out-of-state colleges.

USOR recruits to fill Vocational Rehabilitation Counselor positions throughout the year by participating in university and college career fairs and presenting to students in the Utah State University Rehabilitation Counselor Education (RCE) program. USOR created a recruitment brochure that details the benefits of employment and introduces potential applicants to careers in VR. USOR works with the USOE Human Resources Office to increase the distribution of recruitment announcements nationwide.

USOR staff are active in the state chapter of the National Rehabilitation Association (NRA). USOR leverages its relationship with NRA to recruit qualified professionals and develop the

qualifications of agency staff through additional training, support, and career development. For example, USOR supports Utah Rehabilitation Association (URA) conferences and monthly 'brown bag training seminars' that are presented to staff, co-sponsored by the URA. These efforts are designed to recruit, prepare, and retain personnel who are qualified, including individuals from minority backgrounds and/or with disabilities.

USOR offers flexible schedules, an incentive program which gives Administrative Leave for above average performance, generous educational assistance, and a competitive starting salary to promote retention. In addition, staff have received a one-time payment/bonus for obtaining state licensure. The bonus helped offset the costs of the licensure and rewarded those who obtained it. USOR was also able to use discretionary funds given by the legislature for state fiscal year 2015 to increase salaries of those who hold state licensure by .5%. USOR is committed to finding ways to increase the salaries of those who maintain licensure.

(3) Personnel Standards. USOR has established hiring preferences, policies and procedures for the establishment and maintenance of personnel standards to ensure that USOR professional and paraprofessional personnel are prepared and trained. In January, 2010 the Utah began issuing a new State Licensure for Vocational Rehabilitation Counselors. This State Licensure necessitated a change in USOR Comprehensive System of Personnel Development (CSPD) standard to make sure that Utah VR counselors adhere to the highest standard existing in Utah.

USOR has established policy to ensure that professionals providing services are trained and prepared to meet the Utah State Licensing Requirement and provide quality, effective vocational rehabilitation services. The purpose of this policy is to ensure that all Rehabilitation Counselors, Supervising Counselors, and District Directors employed by USOR meet the CSPD standard required in law, federal regulations, and the state plan.

The USOR CSPD standard requires employees meet one of the following criteria:

- Hold a Utah State Licensure in Vocational Rehabilitation Counseling
- Meet the criteria to obtain a Utah State Licensure in Vocational Rehabilitation Counseling which includes holding a Master's degree in Rehabilitation Counseling or related field as outlined in the Utah State licensing regulations, obtaining 4000 hours of supervised experience under a Licensed Vocational Rehabilitation Counselor and having taken and passed the CRC exam (national certification exam) Employees who hold a Master's degree in an approved counseling field will be considered to have met the CSPD if they have completed the required 4000 hours of supervised work under the supervision of an LVRC and have completed and passed the CRC national exam.

CSPD status is tracked for counselors, supervising counselors, and district directors. In addition, the CSPD database contains information on various area directors, administrators and program specialists such as Choose to Work staff within DRS that are expected to meet and maintain the CSPD standard.

Counselors hired since January 1, 2010 must write a CSPD plan based on the new standard and have five years from their date-of-hire to complete the requirements. Counselors who do not meet CSPD upon hire and require additional graduate level education are expected to complete at

least one graduate level class and apply for a graduate program during their probationary period (first 12 months of hire).

USOR makes every effort to recruit and hire individuals who meet the USOR's CSPD standard and supports the training of existing employees who do not meet the CSPD standard. USOR offers ongoing educational assistance for those needing additional education to meet the standard. USOR offers a pay increase for counselors who obtain national certification (CRC).

All new counselors receive a notification indicating their current CSPD standing and the requirements they must meet within their first year of hire, and subsequent five years to meet the standard. Supervisors create CSPD plans within 30 days of hire for new employees, they must track the progress of the employee, and include the requirement to meet CSPD in the counselor's performance plan and evaluation.

Each new counselor hired must complete a USOR Qualification of Personnel Standard form. For staff who meet the standard at the time of hire and those who will meet the standard within five years of hire with additional work experience and national certification (those hired with an a Master's degrees in an approved counseling field), no additional documentation is required except verification of passing the CRC exam and/or verification of State licensure. For counselors who need additional education to meet the standard, sections will be added to their performance plans under the heading of Professional Development.

The Professional Development section must include a plan describing how the counselor will meet the standard, by obtaining the required Master's degree and National Certification, within five years of the date of hire. These plans are submitted to the USOR Training Coordinator with the USOR Qualification of Personnel Standard form within 30 days of hire. Minimum requirements for the first year of the plan include completing the application process for an approved graduate program and satisfactory completion of 2 semester hours of coursework. Progress sufficient to meet the CSPD plan requirements will be monitored in each subsequent year. If an employee has not satisfactorily completed all activities outlined for the year of review, they will receive an unsatisfactory rating in the Professional Development section and be placed on corrective action.

A corrective action plan will be written with short-term goals to remediate the lack of progress toward their CSPD plan. The corrective action plan will establish 3 and 6 month reviews. If the corrective action is not successful, disciplinary action will result which may include termination based upon non-compliance with USOR agency policy. It is anticipated that all current staff should meet the CSPD standard by June 1, 2019.

USOR assists with partial funding for graduate level education for those hired without a Master's degree in a counseling field. A graduate degree specific to Rehabilitation Counseling is preferred and considered to be directly related to the job requirements of a Vocational Rehabilitation Counselor. The CORE accredited program chosen must be eligible to grant an RSA scholarship to offset the costs of tuition, fees, and books. All employees attending these programs must apply for the RSA scholarship. In the rare instance where an approved graduate program has exhausted available scholarship monies for a given semester, employees will be eligible to request a partial reimbursement from the USOR.

Employees who choose to attend a Master's degree program in a counseling field which meets the requirements for a related degree under the rules for obtaining a Utah State VRC license will be eligible for standard educational reimbursement of 50% of tuition, fees, and books, up to the rate of a comparable public program. Comparable public programs are those found at the University of Utah. All coursework must be directly related to the employee's job requirements. Employees must be accepted and matriculated into a graduate program in a related counseling discipline.

All requests for USOR educational benefits will be considered contingent upon available funding and employees will be notified of approval prior to enrollment for each semester. All related educational expenses and time required to complete any graduate program will be the responsibility of the employee.

While it is the intention of the USOR to establish and maintain funding necessary to allow all employees to meet the CSPD requirements, exceptional and unforeseen circumstances may arise that prohibit such funding. Should funding become unavailable, the employee will be allowed an adjusted time frame to accomplish the standard when such funding becomes available.

USOR establishes priorities of funding for CSPD requirements as follows:

- Priority One: Employees in a supervisory position and employees hired under the expectation of meeting the standard as indicated in their letter of hire.
- Priority Two: All other employees.
- Counseling staff who obtain the CRC certification will be refunded 50% of the test fee, and will receive a 5% selective salary increase to offset the costs of maintaining the certification unless they are in longevity. Individuals in longevity who obtain certification will receive a one-time bonus. Counselors must continue to maintain CRC certification or they will lose the salary increase.

USOR instituted a hiring preference to encourage hiring staff that already meet the CSPD standard:

- Individuals who hold the Utah State Licensure for Vocational Rehabilitation Counselors.
- Individuals who meet the USOR CSPD standard but have not yet obtained State Licensure.
- Individuals enrolled in a CORE accredited program to obtain a Master's degree in Rehabilitation Counseling.
- Individuals who hold a Master's degree in an approved counseling field as outlined in the state licensing law.
- Individuals who hold a Bachelor's degree in a related social service field such as counseling, psychology, social work, etc. and who have three or more years of counseling employment experience.
- Individuals who hold a Bachelor's degree in a related social service field with less than three years of counseling experience (are hired as a Rehabilitation Counselor Trainee).

Progress of the USOR staff is collected and monitored through the data system. Staff employed as Rehabilitation Counselors, Supervising Counselors, and District Directors must meet the CSPD standards and are tracked through this system.

(4) Staff Development. USOR has established policies, procedures, and activities to ensure that all personnel employed by the designated state unit receive appropriate and adequate training in terms of staff development for professionals and paraprofessionals within the designated state unit, particularly with respect to assessment, vocational counseling, job placement, rehabilitation technology; and procedures for the acquisition and dissemination to designated state unit professionals and paraprofessionals significant knowledge from research and other sources. These training opportunities and activities include:

(A) USOR Human Resource Development Program provides for attendance at workshops, conferences, formal course work at institutions of higher education, as well as agency developed and conducted training sessions. Training is offered in the areas of counseling; informed choice; medical, psychological, and vocational assessment; assistive technology; culturally sensitive practices; job placement and development; ethics; proposed reauthorization, as well as other topics relevant to Rehabilitation Counselors. Recent training topics include eligibility, classification, case file review, Utah Transit Authority services, Affordable Care Act, Suicide Prevention, CPT (medical billing) codes, and DWS training Programs, New policy training including changes to purchasing policies, Utah's Work Incentive Programs, ethics, and the new case management system preview (AWARE). Extensive training on the new case management system is scheduled for later this year along with case review instrument training and additional training in 'necessary and appropriate' expenditures. USOR provides monthly in-service trainings via high definition video conferencing to offices throughout Utah, as well as by web-streaming training content. USOR has consistently exceeded the required training hours required to maintain national certification and has also provided counselors with the training hours required to maintain state licensure this past year.

(B) USOR established procedures for the acquisition and dissemination to ensure professionals and paraprofessionals receive significant knowledge from research and other sources in order to develop and maintain a 21st Century understanding of the evolving workforce and the needs of individuals with disabilities. These procedures include providing training opportunities, encouraging professional memberships in organizations which offer professional journals, as well as having a close relationship with the Utah State University Rehabilitation Counselor Education program. Additionally USOR has established a cooperative relationship with the National Clearinghouse on Rehabilitation Materials at Utah State University.

(5) Personnel to Address Individual Communication Needs. USOR works to ensure the availability of personnel who are able to communicate in the native language of applicants or eligible individuals who have limited English speaking ability or in appropriate modes of communication with applicants or eligible individuals. USOR has established hiring preferences for VR Counselors who have bilingual skills to meet the needs of eligible individuals with limited English speaking abilities. Additionally USOR has established a number of deaf and hard of hearing caseloads statewide that are staffed by professionals fluent in American Sign Language. Applicants are tested prior to selection for these positions and receive a pay increase for these skills. USOR can provide interpretation through staff members, through Interpretype machines, and through outside staff services purchased per state contract.

(6) Coordination of Personnel Development under the Individuals with Disabilities Education Act. USOR has established procedures and activities to coordinate the comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act. These include maintaining the cooperative agreement between the Utah State Office of Rehabilitation with the Utah State Office of Special Education for a project of systematic transition for Utah's youth with disabilities. Individual agreements are signed with all school districts in Utah.

(j) Statewide Assessment

(1) USOR, in cooperation with the State Rehabilitation Council (SRC), conducts a comprehensive statewide needs assessment of employers, education, CRPs, consumers, advocacy groups, and DWS. The latest assessment was completed in April of 2013. USOR contracted with the Center for Public Policy and Administration, located at the University of Utah, to conduct this assessment and it followed the model of the last assessment. The report can be found under the publications link at www.usor.utah.gov.

The assessment identifies needs and assesses the current VR system's capacity to meet service needs. USOR chose to replicate the design of the assessment done three years prior in part to help measure the impact of activities conducted over those three years. USOR developed goals and strategies to meet identified needs from area of 'service capacity gaps' and 'unserved/underserved populations'.

USOR developed goals related to other internal assessments and areas for improvement. The needs of individuals with disabilities in Utah identified by the assessment:

- Need for Service vs. Availability/Capacity Gaps
  - Improving self-advocacy skills
  - Obtaining life skills training such money and time-management, or getting along with People
  - Finding and paying for a place to live
- Needs related to unserved/underserved populations
  - Increased outreach and service provision individuals with substance abuse related disabilities
  - Increased outreach and service provision to transition aged youth and individuals with developmental disabilities
  - Increased outreach and service provision to ethnic and racial minority groups

Analysis of U.S. Census American Community Survey data shows Utah has a lower percentage (9%) than the nation as a whole (12%) of people who state they have a disability according to the 2008-2010 American Community Survey. In Utah the proportion of males and females with disabilities is nearly equal; while nationwide there is a slightly larger proportion of females with disabilities than males (0.95 to 1). According to Census data the employment rate of individuals with disabilities in Utah (44%) is significantly higher than in the U.S. (36%).

According to USOR, the agency served 28,537 clients in 2010. This is 12% of Utah's disability population using the American Community Survey definition of disability.
Looking at all USOR clients, 55% are male, 45% are female. This is in contrast to Utah's disabled population which is evenly split with 50% male and 50% female.

A smaller percentage of Utah's population receives SSDI and SSI benefits than nationally. In 2010 approximately 2.8% of Utahns received SSDI compared to 4.5% nationally, and 1.0% received SSI compared to 2.6% nationally.

An analysis of vocational rehabilitation caseload data shows how Utah's program compares with six peer states (Colorado, Kansas, Louisiana, Mississippi, Oklahoma, and West Virginia). In terms of types of disability, Utah has the highest percentage of psychosocial impairments and lowest percentages of clients with visual, communicative, and other mental impairments compared with the six peer states. Among the peer states Utah had the median "successful employment" rate in FY 2010. 67% of all individuals whose cases were closed in FY 2010 after receiving services were employed but this is still well above the national average employment rate of 51%.

During the same year, Utah had the highest successful employment rate (71%) for transition-age clients (16-24 years of age) compared to the peer states. The Utah Vocational Rehabilitation program had the highest successful employment rate for clients with cognitive impairments (69%), and mental and emotional disabilities (66%) compared to the peer states.

Three groups of service providers were surveyed to assess their perceptions of rehabilitation needs of the individuals they serve: USOR employees (n=123), DWS employees (n=81), and employees of other community agencies serving people with disabilities (n=62). The third group, referred to as All Other Providers, included employees of Veterans Administration Vocational Rehabilitation, Deseret Industries, the Worker's Compensation Fund of Utah, and the Division of Services for People with Disabilities.

The providers were asked to identify groups that may be unserved or underserved by the rehabilitation system. The largest number of responses (16% of all responses) listed people with mental illness and substance abuse as unserved or underserved groups. Tied for second rank were students in transition from high school, and individuals with developmental disabilities (9% each). Racial and ethnic minorities were listed in fourth place with 8%. Individuals who are homeless were tied for fifth place with individuals who are not aware of vocational rehabilitation services at 7%.

RACIAL AND ETHNIC MINORITIES

An analysis comparing the responses of consumers who indicated they were from racial and ethnic minorities with responses of non-minority consumers was conducted. The percentages of minority consumers indicating "I need help" are higher than non-minorities in all 31 need areas. The higher need for services was statistically significant for this group in seven areas:

- Understanding how work will impact benefits
- Writing a resume and preparing for a job interview
- Maintaining or repairing a home
- Assessing my interests and abilities
- Finding and paying for a place to live
- Assistance with car maintenance, repairs or gasoline

(A) The service needs expressed by individuals coded as most significantly disabled were compared with the needs of the remaining consumers. Individuals who were coded as

most significantly disabled expressed higher frequency of needs in the areas of: writing a resume and preparing for a job interview; job coaching; and a wheelchair, scooter, or other mobility device. In contrast, consumers coded as most significantly disabled had lower needs for finding and paying for a place to live. The rank order of the needs list was very similar between groups.

(B) Using the administrative data on race and ethnicity from USOR 911 data, the researchers divided the responses into two groups, Minority and Non-Minority. In the Minority group were consumers with racial categories of Black, American Indian or Alaska Native, Asian, Native Hawaiian or pacific
Islander, and Other and ethnic category of Hispanic or Latino. In the Non-Minority group were consumers with racial category of White, and ethnic category of Non-Hispanic or Non-Latino.

(C) Underserved." In the "Other" group were: polygamous communities, injured workers, migrant workers, immigrants, refugees and asylees with language barriers, women in the military, people with higher SES who could benefit from unpaid services, individuals in Intermediate Care Facilities with Intellectual Disabilities, people who are non-verbal, people with Autism, and people with Cerebral Palsy, and people "who are required to pay due to the Financial backing the Comprehensive Assessment of Needs survey responses (16% of all responses) listed people with mental illness and substance abuse as unserved or underserved groups. Tied for second rank were students in transition from high school, and individuals with developmental disabilities (9% each). Racial and ethnic minorities were listed in fourth place with 8%. Individuals who are homeless were tied for fifth place with individuals who are "not aware of vocational rehabilitation services" at 7%.Next, providers ranked people with physical disabilities tied with seniors and elderly at 6%. Veterans' and people with felony or other criminal records were tied at 4%. The next highest group was people with disabilities on the DSPD waiting list at 3%. People who are blind or have low vision, people who are deaf and hard of hearing, and people with traumatic brain injury were tied for twelfth place at 2%. Individuals or groups that were mentioned only one time were categorized as "Other Unserved and round check."

(D) Individuals served and underserved by VR services who receive services through other components of the statewide workforce development system include: Veterans, Refugees, Individuals served by DSPD, Injured workers, clients of intermediate care facilities, and those who are required to pay for services due to financial background check. Information was gathered through the Utah State Office of Education concerning the number of youth and students with disabilities in the State of Utah. There are approximately 74,000 students ages 3 through 21 who are receiving services under IDEA through an Individualized Education Program (IEP). This number does not reflect the number of students who may have a disability that is classified under a 504 Plan, Individualized Health Plan, or unidentified disability such as mental health or substance abuse. For purposes of the Vocational Rehabilitation Program, there are approximately 20,000 students with a disability ages 14 through 21 who are receiving services under IDEA through an IEP, also not reflecting students with disabilities who do not have an IEP. These numbers only reflect the approximate number of students with a disability who are the age of applying for and receiving services from VR while still under IDEA (ages 14 through 21). This does not reflect the number of students with disabilities who have dropped out, received diplomas, aged out of the school system, or are up to 24 years of age and no longer tied to the school system. The number of students and youth with

disabilities across the State of Utah justifies a great need for transition services from Vocational Rehabilitation.

(2) USOR has established a Supported Employment Coordinator position and a fee-for-service structure to compensate entities providing supported employment services throughout Utah. In order to improve services and promote the development of quality CRP programs an 'outcome' payment method model has been established.

USOR has created a CRP oversight committee focused on improving policy and procedure related to CRP services. The CRP committee will develop a manual outlining the functions and expectations for delivery of CRP services. The manual will include an improved process for application and review of CRPs to ensure quality service delivery. USOR also continues to identify and make agreements, with core partners as well as search for additional new supported employment service providers.

Through a cooperative relationship between USOR and the Division of Services for People with Disabilities (DSPD), supported employment services have been expanded to a targeted population through the provision of long term funding from the Utah State Legislature. These funds are designated to support individuals who have previously been on a waiting list for DSPD SE funding. The USOR Supported Employment Coordinator will collaborate with CRPs, and DSPD to ensure compliance with Employment First Legislation.

(3) As this is a new category it was not included in the needs assessment for this reporting period. This requirement will be included during the next Comprehensive Statewide Needs assessment that will be completed during 2016. However, through agency programmatic assessments, USOR continues to gather information and identify goals and strategies to improve the provision of transition services, including those services provided under IDEA. Specific needs that have been identified include:

- Improving and extending VR services to transition aged youth and students, with disabilities
- Increasing agency resources and time devoted to provide transition services
- Increasing outreach and collaboration with schools
- Increasing the capacity for pre-employment transition service opportunities

(k) Annual Estimates.

(1) During FFY 2017 the Utah State Office of Rehabilitation estimates a total of 21,474 individuals will be eligible for services.

(2) The number of eligible individuals who will receive services. During the period of FFY 2007 to FFY 2015 the USOR Vocational Rehabilitation program experienced an overall increase in the number of referrals, applications and total clients served. USOR went from serving 20,508 clients in FFY 2007 to 29,679 in FFY 2014, which is a 44.18% increase. Due to USOR's funding and staff levels not being able to meet the demands of all eligible individuals, an Order of Selection was approved and implemented on February 27, 2015. At the time of implementation USOR continued to provide services to more than 14,000 eligible individuals with Individualized Plans for Employment (IPEs), while approximately 2,100 eligible individuals without IPEs were placed onto the wait list for services.

As defined in the Order of Selection section of this plan the priority categories are:

Category 1: Individuals with Most Significant Disabilities (MSD)

Category 2: Individuals with Significant Disabilities (SD)
Category 3: Individuals with Disabilities (D)

The implementation of the Order of Selection had an immediate impact on the applicants and total individuals served. In FFY 2015, USOR served 25,746 total individuals, which is a 14.81% decrease from the previous year. New applicants decreased 24.43% from 9,655 in FFY 2014 to 7,553 in FFY 2015. New eligible individuals decreased 28.60% from 7,856 in FFY 2014 to 5,890 in FFY 2015.

USOR estimates it will serve 21,341 individuals in FFY 2016 and 21,474 in FFY 2017. This will include an estimated 5,438 new eligible individuals in FFY 2016 and 5,166 new eligible individuals in FFY 2016. USOR estimates it will serve 200 individuals through the Supported Employment Program during FFY 2017.

(3) In November 2015 of FFY 2016, USOR opened Category 1 (MSD) and started to move eligible clients off the wait list for services. USOR intends to keep Category 1 (MSD) open during FFY16 and FFY17. As USOR continues to monitor its available financial resources through a case service expenditure modeling system, USOR intends to open Category 2 (SD) during the latter half of FFY 2016, with the goal of moving SD clients off of the wait list into FFY 2017. At this time, USOR is not able to determine when Category 3 (D) will open. USOR estimates there will be 3,221 individuals classified in Category 3 (D). This estimate includes clients who had Individualized Plans for Employment prior to the implementation of the Order of Selection. As these clients will continue to receive services, USOR estimates 1,651 of the 3,221 clients classified as Category 3 (D) will not receive services due to the Order of Selection.

(4) The table below projects FFY 2017 related outcomes and goals for the Utah State Office of Rehabilitation by Priority Category:

Priority Category	Number of eligible individuals	Est. Number of Individuals Successfully Employed after receiving services	Est. Number of Individuals Closed Unsuccessfully after receiving services	Time within which goals are to be achieved	Cost of Services
Category 1 (MSD)	6,014	443	429	3 to 5 Years	$ 5,904,145.90
Category 2 (SD)	12,240	1,871	1,480	2 to 3 Years	$ 11,300,824.00
Category 3 (D)	3,221	148	39	0 to 2 Years	$ 2,784,586.70
Totals	21,475	2,462	1,948		$ 19,989,556.60

Priority Category	Title I or Title VI	Estimated Funds	Estimated Number to be Served	Average Cost of Service (per individual)

Category 1 (MSD)	Title I	$5,604,145.90	5,814	$1,015
Category 2 (SD)	Title I	$11,300,824.00	12,240	$923
Category 3 (D)	Title I	$2,784,586.70	3,221	$864
MSD Supported Employment	Title VI	$300,000.00	200	$1,500
Totals		$19,989,556.60	21,475	$930

(l) State Goals and Priorities.

(1) Each year, the State Rehabilitation Council and the Utah State Office of Rehabilitation review, define, and update DVR's goal and priorities. These goals and priorities are also related to both the most recent Statewide Comprehensive Assessment and other internal evaluations in coordination with the State Rehabilitation Council. In keeping with the Utah's WIOA Unified State Plan timeline, the review, establishment and joint agreement of goals and priorities occurred at the November 2015 meeting of the State Rehabilitation Council.

(2) The Utah State Office Rehabilitation and the State Rehabilitation Council developed and agreed to the following goals and priorities to be achieved over the four year period of the Unified State Plan:

- Year One (2016-17)
  - Goal 1.1: Assist clients with identifying and connecting with community resources for services which support engaging in VR services.
  - Goal 1.2: Revise and improve the service delivery model for job placement services provided by Community Rehabilitation Programs (CRPs).
  - Goal 1.3: Improve and expand VR services for transition-aged youth and students with disabilities.
  - Goal 1.4: Expand capacity for pre-employment transition service (PETS) opportunities.
- Year Two (2017-18)
  - Goal 2.1: Assist clients to develop self-advocacy skills.
  - Goal 2.2: Expand career exploration and evaluation options for clients.
  - Goal 2.3: Assist clients with developing life skills such as interpersonal communication, money and time management.
- Year Three (2018-19)
  - Goal 3.1: Increase the number of ethnic and racial minority populations served
  - Goal 3.2: Increase Job Readiness skills in VR clients as they prepare to enter the workforce
  - Goal 3.3: Improve coordination between USOR and employers to benefit clients in obtaining competitive integrated employment and career exploration opportunities.
- Year Four (2019-20)
  - Goal 4.1: Increase outreach and services to Veterans with disabilities.

- Goal 4.2: Improve outreach and coordination of services to individuals served with substance abuse related disabilities.
- Goal 4.3: Provide improved services to ex-offenders with disabilities to increase employment and independence through increased rehabilitation rates and decreased recidivism.

(3) Ensure that the goals and priorities are based on analysis:

(A) USOR developed the goals and priorities based on the most recent Comprehensive Statewide Assessment, which was completed in 2013, along with other internal evaluations and input from the State Rehabilitation Council.

(B) The goals and priorities were developed to support the state's performance under section 116 of WIOA. Specific emphasis was placed on improving opportunities to increase competitive employment outcomes, pre-employment transition services and coordinating services to employers.

(C) The Utah State Office of Rehabilitation regularly provides the State Rehabilitation Council with updates and information regarding the operation, performance and effectiveness of the VR Program. This information is presented to provide effectiveness in evaluating the establishment of the state goals and priorities. Prior to submission and incorporation in the Unified State Plan, the goals and priorities outlined above were submitted to the SRC for comment, review and recommendation.

(m) Order of Selection.

(1) In accordance with Section 101(a)(5)(A)(ii) of the Rehabilitation Act of 1973, as amended by the 2014 Workforce Innovations and Opportunities Act (WIOA) USOR has designated that individuals with disabilities will receive vocational rehabilitation services in the following order of priority:

- Category 1: Individuals with Most Significant Disabilities
- Category 2: Individuals with Significant Disabilities
- Category 3: Individuals with Disabilities

Definitions:

- Individuals with Most Significant Disabilities: Has a severe physical or mental impairment that seriously limits two or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome; Will require multiple (three or more) vocational rehabilitation services; and Will receive those services for an extended period of time (at least 6 months).
- Individuals with Significant Disabilities: Has a severe physical or mental impairment that seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome; Will require multiple (three or more) vocational rehabilitation services; and Will receive those services for an extended period of time (at least 6 months).
- Individuals with Disabilities: Has a physical or mental impairment that constitutes or results in a substantial impediment to employment; Can benefit in terms of an employment outcome through the provision of vocational rehabilitation services; and Will require vocational rehabilitation services to prepare for, enter, engage in or retain gainful employment.

Order of Selection Administrative Process

- When setting up the Order of Selection, USOR will take into consideration all eligible individuals and prioritize them individually.
- The Order of Selection will be implemented statewide with the same priority levels in all areas of the state.
- Prior to implementation USOR will submit the Order of Selection Plan for public review and comment. USOR will also consult with the State Rehabilitation Council (SRC) regarding the decision to implement an Order of Selection and solicit input regarding the plan.

Order of Selection Implementation Procedures

- When the Executive Director of USOR invokes an Order of Selection to prioritize the provision of VR services each eligible individual will be classified into one of the three priority categories. If necessary, further prioritization within a category will be done by application date.
- All applicants, including individuals in trial work exploration status (06) and eligible without IPE status (10), shall be notified in writing of the Order of Selection and their subsequent priority classification. Included in the written notification will be their right to appeal the determination of their priority classification and the availability of the Client Assistance Program (CAP).
- Services necessary to determine eligibility, including services in extended evaluation, shall not be impacted by the Order of Selection.
- Individuals who are found to be eligible but whose priority category is closed at the time of eligibility determination shall be placed in Order of Selection Delayed Status (04).
- USOR will ensure eligible clients who are not assigned to an open Order of Selection categories will have access to services provided under the Information and Referral system (Section 1010(a)(5)(D) of the Act). Information and referral services include:
- Providing VR information and guidance to assist the individuals to achieve employment, and
- Appropriately referring individuals to other Federal and State programs, including the statewide workforce investment programs through the Department of Workforce Services, that are best suited to meet the individuals' specific employment needs.
- Individuals in Order of Selection Delayed Status (04) shall be contacted at least once in the first 90 days after being placed in deferred status and periodically monitored as long as they remain in that status if they request follow up. Contact and monitoring lists will be computer generated with minimal efforts required of staff. USOR will also maintain the individual's client records to include documentation on the nature and scope of any information and referral services provided.

Order of Selection: Change in Priority Levels

- USOR will open and close priority categories as needed in Federal Fiscal Year 2016 and beyond, so long as the order of the categories is maintained and the continuity of services to all individuals selected for its services is assured.
- USOR will use the individual's date of application to rank individuals within a priority category. This equitable and reasonable factor provides a method of selecting individuals from a waiting list when USOR has enough resources to serve some, but not all, individuals in that priority category.

(2) In FFY-15 the USOR Executive Director determined resources were not available to provide vocational rehabilitation services to all eligible individuals through the program year. Consistent

with state and federal laws and regulations, the Director established restrictions regarding priority categories for selecting the order in which otherwise eligible individuals will be served.

On February 25, 2015 USOR obtained approval from the Rehabilitation Services Administration to implement an Order of Selection (OOS), which went into effect on February 27, 2015, due to the lack of adequate financial and personnel resources to provide services to all eligible clients.

Factors contributing to this lack of adequate resources include:

- Limited state funds to match available federal VR funds; USOR is not in a position to accept reallocation dollars at levels from preceding years due to issues with state match requirements and legislative intent. In addition USOR experienced an increase in the number of referrals, applications and clients served. USOR went from serving 20,584 clients in FFY 2007 to 29,679 in FFY 2014; which is a 44.18% increase.
- Inadequate staff coverage to meet the needs of clients. Between FFY 2007 and FFY 2014, the client-to-counselor ratio increased from 176:1 to 221:1.
- Increased expenditures. From FFY 2007 to FFY 2014 client expenditures increased approximately 49% due to both the increased number of clients served and increases in the cost of services such as diagnostic, medical, restoration and training services.

(3) USOR estimates it will serve 21,474 individuals in FFY 2017 with an expected goal of 2,464 successful employment outcomes.

In November 2015 of FFY 2016, USOR opened Category 1 (MSD) and started to move eligible clients off the wait list for services. USOR intends to keep Category 1 (MSD) open during FFY16 and FFY17. As USOR continues to monitor its available financial resources through a case service expenditure modeling system, USOR intends to open Category 2 (SD) during the latter half of FFY 2016, with the goal of moving SD clients off of the wait list into FFY 2017. At this time, USOR is not able to determine when Category 3 (D) will open. USOR estimates there will be 3,221 individuals classified in Category 3 (D). This estimate includes clients who had Individualized Plans for Employment prior to the implementation of the Order of Selection. As these clients will continue to receive services, USOR estimates 1,651 of the 3,221 clients classified as Category 3 (D) will not receive services due to the Order of Selection.

The table below projects FFY 2017 related outcomes and goals for the Utah State Office of Rehabilitation by Priority Category:

Priority Category	Number of eligible individuals	Est. Number of Individuals Successfully Employed after receiving services	Est. Number of Individuals Closed Unsuccessfully after receiving services	Time within which goals are to be achieved	Cost of Services
Category 1 (MSD)	6,014	443	429	3 to 5 Years	$ 5,904,145.90

Category 2 (SD)	12,240	1,871	1,480	2 to 3 Years	$ 11,300,824.00
Category 3 (D)	3,221	148	39	0 to 2 Years	$ 2,784,586.70
Totals	21,475	2,462	1,948		$ 19,989,556.60

(4) As noted in Section 3, USOR intends to keep Category 1 (MSD) open during FFY16 and FFY17. As USOR continues to monitor its available financial resources through a case service expenditure modeling system, USOR intends to open Category 2 (SD) during the latter half of FFY 2016, with the goal of moving SD clients off of the wait list into FFY 2017. At this time, USOR is not able to determine when Category 3 (D) will open. USOR estimates there will be 3,221 individuals classified in Category 3 (D). This estimate includes clients who had Individualized Plans for Employment prior to the implementation of the Order of Selection. As these clients will continue to receive services, USOR estimates 1,651 of the 3,221 clients classified as Category 3 (D) will not receive services due to the Order of Selection.

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(5) Effective when all required approvals are in place and when management deems necessary, USOR will close all categories and place all eligible individuals not in plan on a waiting list. USOR will also place all subsequent applicants who are determined eligibile for VR services on the waiting list. USOR will only provide services to eligible individuals who currently have an Individualized Plan for Employment (IPE) and for whom services have been initiated. As resources become available individuals will be taken off of the waiting list in chronological order based on priority category and application date. Individuals with Most Significant Disabilities will be the first category served.

(6) For FFY-2017 USOR has decided it does not have the resources to service eligible individuals with disabilities outside of the current Order of Selection who have an immediate need for equipment or services to maintain employment. USOR will continue to evaluate its available resources on a regular basis to determine when this option could be implemented.

(n) Goals and Plans for Distribution of title VI Funds.

(1) The Utah State Office of Rehabilitation has set a goal to serve 200 individuals with Title VI funds through supported employment services during FFY17. During FFY14 USOR served 208 individuals eligible for supported employment and 180 in FFY15. During FFY15 61 individuals eligible for supported employment services were closed as successfully employed in competitive and integrated settings. The implementation of the Order of Selection had an impact on USOR's ability to serve all clients, including those eligible for SE. As USOR has opened the Priority Category 1: Individuals with the Most Significant Disabilities, USOR anticipates it will be able to increase the number of individuals receiving Title VI SE funding under Individualized Plan for Employments. In addition, Goal 1.2 listed in this Unified Plan is specifically designed to continue to assess and improve the provision of Supported Employment and Customized Employment services provided in collaboration with Community Rehabilitation Programs (CRPs).

The Utah State Office of Rehabilitation reserves Supported Employment (SE) funds for clients who have been determined most significantly disabled and who have secured an extended support agency for long term supported employment support. USOR has partnered with the Division of Services for People with Disabilities (DSPD) and the Division of Substance Abuse and Mental Health (DSAMH) to provide and transfer funding and supports for mutual clients. Though these are the primary agencies that USOR partners with for SE, there are other individual supports that may qualify as an extended support agency which guidance is provided in USOR policy.

USOR and DSPD in partnership with the Utah Legislature have secured ongoing funding for the Support Work Independence (SWI) program. This program provides state funded supported employment supports for individuals who have accessed the vocational rehabilitation program and are on the waiting list for DSPD long term supports. When the client is working successfully and is ready to transfer to DSPD for long term support, state funds kick in for supported employment while the individual remains on the waiting list for other waiver supports. USOE also partners with DSPD for long term SE for clients who are receiving waiver services from DSPD. These individuals are provided with long term supported employment, as well as the other designated living supports needed.

USOR and DSAMH are partnering together to provide supported employment and extended supports to individuals who are suffering from severe and persistent mental illness (SPMI). Through the support and direction of DSAMH, the local mental health agencies partner with USOR to provide the necessary treatment and employment supports necessary for individual success. Supported Employment is fairly new to the mental health agencies, therefore many projects are in progress across the State. USOR partners with DSAMH with the Individual Placement Services (IPS) model and the SAMHSA Grant awarded for 5 years to support two local mental health agencies with training and technical assistance to provide supported employment services. USOR is providing guidance on policy, milestone payments, and facility requirements in order to partner with each project and local mental health agency.

(3) Describe the activities to be conducted, with funds pursuant to section 603 (d).

(A) USOR has implemented service codes to reflect both adults and youth who qualify and are receiving supported employment supports. VR Counselors document the SE status of each

client and provide services utilizing SE funds, and designating each individual as either an adult or youth. USOR has set aside 50% of SE funds to be used for youth ages 14-24 who are in need of supported employment supports. In order to qualify for use of these funds, the individual must be classified as someone with a most significant disability, have access to an extended support agency (DSPD, DSAMH, etc.), and be between the ages of 14-24. USOR has provided guidance for staff and partners in the Client Service Policy Manual Chapter 30, for arranging extended supports for youth and adults with most significant disabilities. When appropriate, services and funding will be negotiated and transferred to the extended support agency. As laws, agencies, and federal guidance change, USOR is committed to amending and updating policies to provide SE supports to both adults and youth as appropriate.

(B) USOR has partnered with DSPD, DSAMH to create pathways for funding, teamwork and identifying needs of the community in order to provide SE supports. USOR is also working diligently with Department of Workforce Services, Utah State Office of Education, programs under Department of Human Services, and Corrections to identify all agencies who serve youth (including Division of Child and Family Services, Foster and Proctor Care, Youth in Custody, Juvenile Justice Services, etc.) Creating an atmosphere of team support and braided funding through these agencies will increase access to services for all youth, including those with most significant disabilities, and increase post school outcomes, including employment.

(o) State's Strategies. USOR has established policies to overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State Vocational Rehabilitation Services Program and State Supported Employment Services Program. To increase access to services and reduce barriers to access of services for both VR and Core Partners, Memorandums of Understanding have been established with state and community partners regarding shared strategies and accessing VR programs. These MOUs include, but are not limited to: USOE, local school districts and charter schools, Division of Services for People with Disabilities, community service providers, Division of Substance Abuse and Mental Health, etc. These agreements outline shared visions and methods for coordinating services to be provided in order to increase access to Supported Employment services in order to improve outcomes, reduce barriers, and increase successful employment opportunities for the state's population of individuals with disabilities.

(1) The following strategies will be required in order to achieve the goals and priorities that were outlined in Section (1) State Goals and Priorities.

- Goal 1.1: Assist clients with identifying and connecting with community resources for services which support engaging in VR services.
    - Strategy 1.1 (A) Increase counselor knowledge of resources available to clients to help them locate community resources needed for stability and are supportive of VR services. Such community services may include affordable shelter/housing, transportation, food, clothing, and utilities.
        - Activity A.1: Identify available resources in the community to help clients locate daily living resources.
        - Activity A.2: Provide training to all counselors about available resources in their area.
        - Activity A.3: Assign an agency liaison to obtain information from other agencies about available community resources and add the information on the USOR/DRS staff website and public website.
- Goal 1.2: Revise and improve the service delivery model for job placement services provided by Community Rehabilitation Programs (CRPs).

- Strategy 1.2: USOR will form a committee with agency staff and administrative representation to review and revise the service delivery models for Supported Employment (SE), Customized Employment (CE) and Supported Job-Based Training (SJBT).
    - Activity A.1: The committee will review existing practices including seeking input from counselors and providers.
    - Activity A.2: The committee will provide recommendations about changes and or additions to the model to improve customer choices and successful outcomes.
    - Activity A.3: The committee will help to revise policies as appropriate and create training for counselors and outreach to providers to explain any changes to the model.
    - Activity A.4: The committee will develop a CRP manual to provide clear guidance and expectations for employment specialists working with VR clients.

- Goal 1.3: Improve and expand VR services for transition-aged youth and students with disabilities.
    - Strategy 1.3 (A): Increase agency resources and time devoted to providing transition services.
        - Activity A.1: Increase the availability of information about services through expansion of social media.
        - Activity A.2: Expand and enhance specific agency web resources for transition-aged students and youth including targeted information for students, parents, and teachers as well as counselor liaison assignments for each school.
        - Activity A.3: Provide additional VR Counselor liaisons to schools across the state through reallocation of staff time and responsibilities.
        - Activity A.4: Provide targeted outreach efforts to youth in custody, homeless youth, youth in foster care, youth with mental health and co-occurring disorders, etc.
    - Strategy 1.3 (B): Increase outreach and collaboration with schools i.e.; special education, school administration, school counselors, and 504 coordinators.
        - Activity B.1: Increase counselor collaborative partnerships in schools through liaison meetings, IEP meetings, agency fairs, job readiness workshops, etc.
        - Activity B.2: Amend and maintain USOR/USOE Interagency Agreements at both the state and local levels to be more descriptive and comprehensive about the expectations on both sides.
        - Activity B.3: Identify and develop programs serving students with disabilities to provide pre-employment transition services.

- Goal 1.4: Expand capacity for pre-employment transition service (PETS) opportunities.
    - Strategy 1.4 (A): Provide training and information for staff, educators, service providers, and community partners in pre-employment transition services.
        - Activity A.1: Provide statewide training for agency staff on policies and procedures regarding provision of pre-employment transition services.
        - Activity A.2: Provide information to educators, service providers, and community providers on WIOA pre-employment transition service priorities.
        - Strategy 1.4 (B): Identify existing and develop new PETS programs
        - Activity B.1: Compile a list of existing service options which meet pre-employment service criteria.
        - Activity B.2: Coordinate with CRPs, educators and other community service providers to develop and expand statewide PETS options.

YEAR TWO (2017-18)

- Goal 2.1: Assist clients to develop self-advocacy skills.

- Strategy 2.1 (A): Increase counselor skill level and access to resource materials to help them teach clients self-advocacy.
    - Activity A.1: Development of pamphlet and issue brief on self-advocacy for counselors to utilize in their sessions with clients.
    - Activity A.2: Conduct statewide training for counselors on understanding self-advocacy and effective self-advocacy skill building.
- Strategy 1.2 (B): Increase counselor knowledge about other available programs to help clients learn self-advocacy skills
    - Activity B.1: Partner with agencies that provide self-advocacy training; Independent Living Centers, Disability Law Center, Utah Parents Center, CRPs, etc.
    - Activity B.2: Disseminate information to agency staff and clients about available programs
    - Activity B.3: Evaluate opportunities to partner with other agencies to expand or adapt opportunities for vocational rehabilitation clients to learn self-advocacy skills.

- Goal 2.2: Expand career exploration and evaluation options for clients.
    - Strategy 2.2 (A): Identify existing resources available to VR counselors and clients.
        - Activity A.1: Utilize interest survey portals such as Utahfutures.org to provide clients self-directed interest assessments.
        - Activity A.2: Engage in a pilot study of career assessment tools in VR district offices to determine which tests are cost and time effective in assisting counselors with comprehensive assessment of the client's job interests and abilities.
    - Strategy 2.2 (B): Establish standardized internal testing, and fee for service options for career assessment testing.
        - Activity B.1: Conduct statewide training on basic career exploration tools with VR counselors to provide onsite testing capabilities for basic academic and interest assessments.
        - Activity B.2: Identify and form vendor partnerships with external businesses which can provide testing-based career assessments.
- Goal 2.3: Assist clients with developing life skills such as interpersonal communication, money and time management.
    - Strategy 2.3 (A): Expand the availability of, and counselor access to, life skills training for clients by increasing capacity and removing any barriers to access
        - Activity A.1: Evaluate results from current service providers by analyzing who is using the service and if results are successful.
        - Activity A.2: Identify additional CRPs which are able to provide services in these areas.
    - Strategy 2.3 (B): Identify additional resources which offer life skills training.
        - Activity B.1: Survey partners such as DWS and DSPD about possible resources.
        - Activity B.2: Evaluate use of service category entitled "Disability Adjustment and Life Skills Restoration Services to see if services are meeting need and/or whether resources need to be expanded.
        - Activity B.3: Continue to approve additional vendors as appropriate.

YEAR THREE (2018-19)

- Goal 3.1: Increase the number of ethnic and racial minority populations served
    - Strategy 3.1 (A) Increase outreach to and partnerships with Native American Tribes within Utah

        - Activity A.1: Ensure there is a current Memorandum of Understanding (MOU) with the Ute Mountain Ute Tribal 121 Program and provide technical assistance, outreach and training, and on-going coordination of client services (per the MOU).
        - Activity A.2: Coordinate a basic VR presentation to the chairs and/or chiefs of the Paiute, Navajo, Goshute, Northern Shoshone, and Ute tribes of Utah
        - Activity A.3: Schedule follow-up presentations to the tribal councils, Indian health, welfare, and employment services to promote VR services for Native Americans with disabilities.
        - Activity A.4: Maintain an agency liaison and local district liaisons to each Native American tribe and/or band to provide outreach and referral, cement relationships and remove barriers to assure that all potentially eligible individuals can access VR services.
    - Strategy 3.2 (B) Increase outreach to and improve relationships with individuals in the Asian communities
        - Activity B.1: Identify additional groups with relationships to the Asian communities in Utah
        - Activity B.2: Maintain a liaison to meet with and offer education to these groups
- Goal 3.2: Increase Job Readiness skills in VR clients as they prepare to enter the workforce
    - Strategy 3.2 (A): Collect and provide job readiness skill training options to clients.
        - Activity A.1: Identify existing job readiness resources and services available to clients.
        - Activity A.2: Coordinate with other agencies and community partners to offer clients increased job readiness skills training.
        - Activity A.3: Expand USOR staff provided job readiness workshops and job clubs to clients.
- Goal 3.3: Improve coordination between USOR and employers to benefit clients in obtaining competitive integrated employment and career exploration opportunities.
    - Strategy 3.3 (A): Expand outreach efforts to employers to ensure USOR better meets their needs while improving opportunities for VR clients.
        - Activity A.1: Utilize existing relationships with the Governor's Committee for Employment of People with Disabilities, Choose to Work (CTW), and DWS to identify employer needs provide opportunities for VR Counselors to connect with community employers.
        - Activity A.2: Utilize VR Business Relations team and CTW to provide training and information to employers on the benefits of hiring individuals with disabilities.
        - Activity A.3: Provide staff training on opportunities for developing and coordinating On the Job Training, Work based training, internships, and apprenticeships to better service client and employer needs.

YEAR FOUR (2019-20)

- Goal 4.1: Increase outreach and services to Veterans with disabilities.
    - Strategy 4.1: Improve coordination of services between USOR and the Veterans Affairs (VA) to more effectively serve veterans with disabilities.
        - Activity A.1: Review and revise current Cooperative Agreement between USOR and the Veterans Affairs.
        - Activity A.2: Assign local liaisons to interface between USOR districts and local VA offices.

        - Activity A.3: Coordinate services between USOR and the VA by inviting VA representatives to visit local VR offices and offer USOR staff trainings.
- Goal 4.2: Improve outreach and coordination of services to individuals served with substance abuse related disabilities.
    - Strategy 4.2 (A): Increase collaboration between outside agencies and individuals who serve individuals with substance abuse disabilities and VR.
        - Activity A.1: Identify current treatment centers in each region providing recovery services to individuals with substance abuse disabilities.
        - Activity A.2: Identify opportunities to create liaison relationships with treatment centers at the local level to enhance outreach and encourage appropriate referrals.
    - Strategy 4.2 (B): Increase counselor knowledge and skills regarding serving individuals with substance abuse disabilities.
        - Activity B.1: Identify available training resources for counselors to increase skills in working with substance abuse treatment issues.
        - Activity B.2: Provide ongoing training for VR counselors on policies and treatment models for working with individuals with substance abuse related disabilities.
- Goal 4.3: Provide improved services to ex-offenders with disabilities to increase employment and independence through increased rehabilitation rates and decreased recidivism.
    - Strategy 4.3 (A) Increase coordination of services between agencies and service providers working with Ex-offender and incarcerated populations.
        - Activity A.1: Participate in statewide multi-agency initiative "Achieving Success through Collaboration Engagement and Navigated Transition (ASCENT).
        - Activity A.1: Assign staff liaisons to jails, prisons, treatment resource centers (TRCs), halfway houses and ASCENT committee.
        - Activity A.2: Identify potential referrals from TRCs, halfway houses and other offender programs and coordinate rehabilitation services.
        - Activity A.3: Partner directly with Juvenile Justice Services (JJS) through assigned liaisons and a statewide point of contact to allow for effective two-way coordination of services.
    - Strategy 4.3 (B): Improve training for USOR staff to improve skillsets for working with offender populations.
        - Activity B.1: Expand cross training between USOR and JJS staff through increased local level trainings and have assigned USOR personnel attend offender focused conferences such as the annual Youth in Custody conference.
        - Activity B.2: Provide statewide staff training on the transition process of reentry and reintegration.

(2) USOR continues to make sure that individuals with disabilities are provided appropriate Assistive Technology. USOR and DRS continually evaluate the effectiveness of the current service and referral system and make improvements as necessary. New counselors receive presentations about AT and counselors receive ongoing training at agency events, open houses etc. USOR also has successfully advocated many years now for one time funds from the state legislature to provide Independent Living with money for AT because USOR believes clients who receive such technology and become more independent at home are more likely to eventually become clients of the VR system and decide to seek employment.

(3) Several of the goals/activities listed in the section above are specific to outreach and service to individuals who are minorities and who have been identified as unserved or underserved. Several activities are also targeted toward individuals with the most significant disabilities; in particular

activities related to improving and expanding the provision of supported employment and customized employment services

In addition, USOR maintains close relationships and partnerships with other state service agencies including Human Services, regional Medicaid providers, and private and public mental and physical health providers to disseminate information about the USOR program and to encourage all people with disabilities who are seeking employment to apply for USOR services. USOR also maintains MOUs with schools and school districts to identify and offer services to transition age clients in need. Additionally, USOR engages in a tri-annual Comprehensive Statewide Needs Assessment which surveys statewide needs and deficits in services to all individuals with disabilities. As part of this survey unserved and underserved populations are identified and areas of service needs are assessed. With this information USOR maintains an ongoing set of goals to improve outreach and services to those identified as underserved. Ongoing activities include direct liaison relationships with local Native American tribal organizations, the Veteran's Assistance Program, and refugee and immigrant assistance programs.

(4) USOR has a dedicated Transition Coordinator who has responsibilities such as improving the quality and consistency of transition services from USOR counselors to students and improving collaboration and coordination. USOR created policies and procedures for specific services for transition students with disabilities. Each district office maintains specific counselors as liaisons with local public and private schools and specific Memorandums of Understanding are kept with each school and school district. VR counselors service individual students by meeting with their IEP teams and in specific VR meetings with students and their parents. Also, VR is expanding provision of Job Readiness Workshops to schools in their local areas. The Job Readiness Workshops cover aspects of self-discovery, job-readiness, job-seeking and job-keeping skills.

(5) USOR created a milestone payment program to streamline services and outcomes from Community Resource Providers (CRPs). USOR created a position for a statewide coordinator for Supported Employment and Customized Employment services who helps to oversee CRP activities. Additionally, USOR has a CRP committee which meets regularly and a CRP policy manual to provide guidance and consistency in services. The results of these efforts have been a significant increase in the total number of CRPs offering services to VR customers across the state. USOR is exploring options for assisting in the establishment of transition focused CRP services through competitive state bidding.

(6) USOR will work with all core partners to develop and monitor appropriate and relevant performance indicators, including those identified under section 116 of WIOA. These will reflect the new, improved, and expanded services of USOR.

(7) In addition to the individual agency initiatives outlined in this plan, DWS and USOR maintain a cooperative agreement to assist job seekers with disabilities to obtain employment through the CTW program. This program offers a specific and targeted way for both agencies to connect clients with disabilities to employment. The CTW employment specialists from both agencies are well-versed in labor market information, job preparation tools, accommodation resources, and job development strategies. The CTW staff work collaboratively with primary counselors from both agencies to identify the level of service needed by the job seeker, provide support available, and ensure employment goals and outcomes are met. In addition, USOR employees six Benefits Specialists who provide assistance and consultation to Social Security Beneficiaries. One of the benefits specialists is funded by DWS to serve mutual clients.

(8) How USOR strategies will be used:

(A) USOR will ensure that all of its goals, priorities, and strategies are based on a statewide, comprehensive assessment, detailing both current and future needs. This strategy will be supported through on-going program evaluation and customer feedback.

(B) USOR will utilize customer feedback to identify service gaps which will be used to plan and support innovation and expansion activities. USOR engages in ongoing development of new and emerging services with existing Community Rehabilitation Programs to meet the needs of its customers. USOR is currently exploring developing Request for Proposals for Innovation and Expansion projects to provide new strategies and programs that will improve pre-employment transition services for students with disabilities.

(C) USOR is a partner in Employment First legislation to increase access and eliminate disparities in access to state VR Services and the Supported Employment. Employment is the first and preferred option for individuals with disabilities. USOR partners with DSPD to ensure that supports are in place for individuals with intellectual disabilities, youth in post high programs, and all individuals who are MSD and need customized and/or supported employment supports. USOR and DSPD collaborate to provide supported employment services to individuals on the DSPD wait list through the provision of long term funding from the Utah State Legislature. This partnership is a key initiative to eliminate systemic barriers to employment for individuals with disabilities. In addition, USOR continues seek out opportunities to support individuals with disabilities in competitive integrated employment.

(p) Evaluation and Reports of Progress: VR Supported Employment Goals.
USOR will provide an update for this section to report on the evaluation of progress for the VR and Supported Employment Goals after the completion of the first program year of the Unified State Plan in 2017.

(q) Quality, Scope, and Extent of Supported Employment Services. USOR continues to work with DSPD to identify eligible individuals based on the priorities set in the cooperative agreement to be served by these reserved funds.

(1) The quality, scope and extent of supported employment services provided to individuals with the most significant disabilities.

Quality: USOR maintains high quality in supported employment services by establishing and applying SE program standards for USOR SE vendors. These standards prescribe minimum customer outcomes and identify program procedures which must be followed for a provider to receive funds. A newly implemented quality assurance checklist for provider reviews every two years requires: certifications, continuing education requirements, consumer satisfaction, review of complaints and concerns, and an action plan for continuing services for USOR.

USOR created specific policy based on the provision of supported employment services. The main services provided under SE is job coaching. USOR requires all employment specialists to be trained and have certifications prior to providing services to SE clients. Employment Specialists from providers who do not meet the minimum qualifications cannot work with VR clients. The monitoring of SE service providers is by the CRP Review Committee (Facilities Coordinator, SE Coordinator, Field Services Director). This monitoring is conducted by assessing the application of USOR program standards and outcomes. It includes a review of any complaints received and the results of surveys completed by counselors using the program for

clients. The CRP Review Committee also reviews current providers and create updated, standardized expectations and a provider manual, and to provide input on milestone descriptions and payment processes.

USOR also partners with extended support agencies to train and set expectations for employment specialists in customized employment, discovery, and Individualized Placement Services (IPS). These services have been proven to meet the need of persons with most significant disabilities who may need additional services and long term supports in order to be successfully employed.

Scope: SE services are provided with Title VI, Part B funds on a fee-for-service basis (based on achievement of milestones) by SE service providers: functional assessment of clients to perform in supported employment (supplemental to the assessment conducted by the counselor for purposes of establishing eligibility with Title I funds); life skills training, job development, job analysis and client job matching; training by an employment specialist in job skills and behavioral expectations at the job site; training and support away from the job to ensure work performance; family support; and support to the employer to ensure client job retention. The same scope of services is provided by the extended service agency. Target populations in supported employment include persons with the most significant disabilities who qualify for ongoing support from the Division of Services for Persons with Disabilities (DSPD), or the Division of Mental Health (DMH), or individuals who have ongoing support available from other sources, including private, Social Security and/or natural supports.

Extent: SE services are provided to eligible individuals according to their needs. Services are provided for a period not to exceed 24 months, unless under special circumstances a longer period to achieve job stabilization has been jointly agreed to by the individual and the VR Counselor and established in the Individualized Plan for Employment (IPE). SE services may be provided to students with disabilities in the school system as a part of a team with the school, extended services agency, VR, family etc.

(2) The transition of services from VR to the extended support service agency depend on the customer's needs and level of support. VR can provide long term extended support on the job, employment specialist job coaching, for up to 24 months or until the customer reaches 80/20 level of intervention support. The 80/20 level of support is defined as needing less than 20% intervention by the employment specialist to successfully complete job tasks. For example, if a client is working 20 hours each week and the employment specialist is intervening with job supports four hours or less each week.

The VR Counselor is required to maintain communication with the Supported Employment (SE) Team at least every three months. The SE Team includes the VR Counselor, customer, family members, extended services agency representative (i.e. support coordinator, mental health worker, etc.), teacher (if a student), employment specialist, or employer. The team will coordinate services by braiding funding to ensure the client has the support needed to be successful on the job. Once the client reaches 80/20 level of support or 24 months (whichever comes first) and the team agrees, services and funding will be transferred to the identified extended services agency for long term SE.

For youth and students with disabilities who qualify and need supported employment services, the transition to the extended services agency will not happen until the client has graduated or aged out of the school system. The adult services agencies will continue to partner, braid funding and coordinate the transition of responsibility as appropriate.

Appendix 1: Performance Goals for the Core Programs

Utah's estimated levels of performance.

	Year		Year	
	Proposed/Expected Level	Negotiated/Adjusted Level	Proposed/Expected Level	Negotiated/Adjusted Level
Employment (Second Quarter after Exit)				
Adults	61%		61%	
Dislocated Workers	79%		79%	
Youth*(Education, Training or Employment)	61%		61%	
Adult Education	30%		30%	
Wagner-Peyser				
Vocational Rehabilitation	50%		50%	
Employment (Fourth Quarter after Exit)				
Adults	85%		85%	
Dislocated Workers	80%		80%	
Youth*(Education, Training or Employment)	65%		65%	
Adult Education	30%		30%	
Wagner-Peyser	82%		82%	
Vocational Rehabilitation	40%		41%	
Median Earnings (Second Quarter after Exit)				
Adults	$7,000		$7,000	
Dislocated Workers	$8,000		$8,000	
Youth*(Education, Training or Employment)	$3,500		$3,500	
Adult Education	$5,000		$5,000	
Wagner-Peyser	$6,500		$6,500	

Vocational Rehabilitation	$4,000		$4,000	
Credential Attainment Rate				
Adults	*		*	
Dislocated Workers	*		*	
Youth*(Education, Training or Employment)	*		*	
Adult Education	5%		5%	
Wagner-Peyser	N/A	N/A	N/A	N/A
Vocational Rehabilitation	4.5%		4.5%	
Measurable Skill Gains				
Adults	50%		50%	
Dislocated Workers	50%		50%	
Youth*(Education, Training or Employment)	40%		40%	
Adult Education	50%		50%	
Wagner-Peyser	N/A	N/A	N/A	N/A
Vocational Rehabilitation	50%		50%	
Effectiveness in Serving Employers				
Adults	*		*	
Dislocated Workers	*		*	
Youth*(Education, Training or Employment)	*		*	
Adult Education	60%		60%	
Wagner-Peyser	*		*	
Vocational Rehabilitation	65%		65%	

*Awaiting guidance

Appendix 2: Assurances

Appendix 2. COMMON ASSURANCES (for all core programs)

Utah's Unified State Plan assures 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;
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;
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;
4.	(a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;
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;
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);
7.	The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;

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

TITLE I-B ASSURANCES

Utah's Unified State Plan assures 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 or basic skills deficient;
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;
3.	The State has 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;
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);
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;
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;
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);
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;
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;
10.	The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.
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);

WAGNER-PEYSER ASSURANCES

Utah's Unified State Plan assures 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));
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;
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
4.	State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS AND ASSURANCES

Utah's Unified plan assures these items and will provide written and signed certifications that:	
1.	The plan is submitted by the State agency that is eligible to submit the plan;
2.	The State agency has authority under State law to perform the functions of the State under the program;
3.	The State legally may carry out each provision of the plan;
4.	All provisions of the plan are consistent with State law;

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;
6.	The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;
7.	The agency that is submitting the plan has adopted or otherwise formally approved the plan; and
8.	The plan is the basis for State operation and administration of the program;
Utah's Unified State Plan assures 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);
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;
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;
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;
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
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.

1. SF424B - Assurances – Non-Construction Programs (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)
2. Grants.gov - Certification Regarding Lobbying (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)
3. SF LLL Form – Disclosure of Lobbying Activities (required, only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)

VOCATIONAL REHABILITATION CERTIFICATIONS AND ASSURANCES

CERTIFICATIONS

Utah's Unified plan assures the following items and will provide written and signed certifications that:	
1.	The (enter the name of designated State agency or designated State unit, as appropriate,) is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA,[3] and its supplement under title VI of the Rehabilitation Act[4];
2.	As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the (enter the name of designated State agency)[5] agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan[6], the Rehabilitation Act, and all applicable regulations[7], 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

[3] Public Law 113-128.

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

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

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

[7] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations.

	administration of the VR services portion of the Unified or Combined State Plan;
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[8], the Rehabilitation Act, and all applicable regulations[9], policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;
4.	The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement;
5.	The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement.
6.	All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law.
7.	The (enter title of State officer below) has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement;
8.	The (enter title of State officer below) has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services;
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.

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

[9] Applicable regulations, in part, include the citations in footnote 6.

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:

Utah's Unified State Plan assures 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 (Option A or B must be selected): (A) is an independent State commission. (B) has established a State Rehabilitation Council (c) consultations regarding the administration of the VR services portion of the

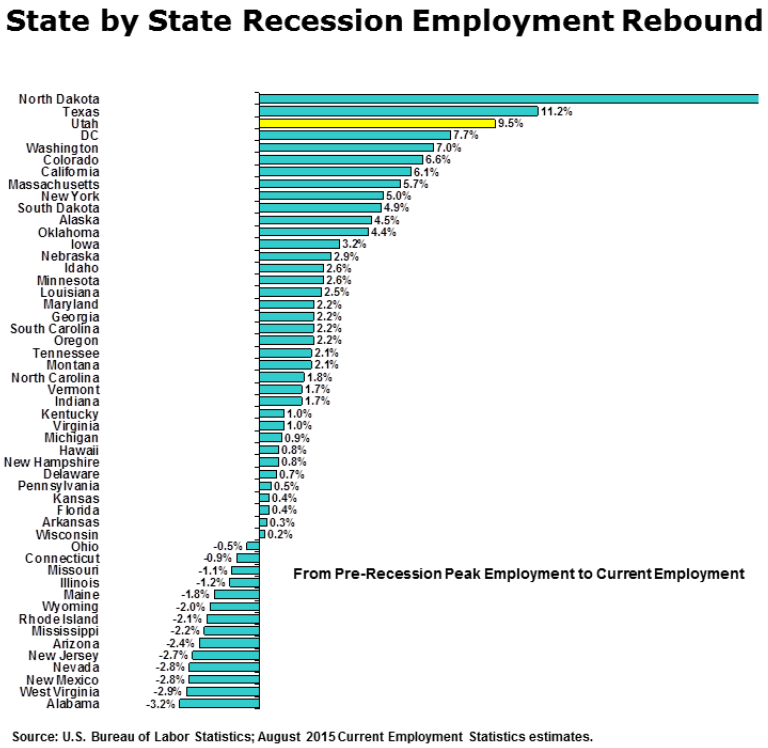
	Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act. (d) the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance 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. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds, (Yes/No) (f) the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act . Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs, (Yes/No) (g) statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency is requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan. (h) the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11), (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

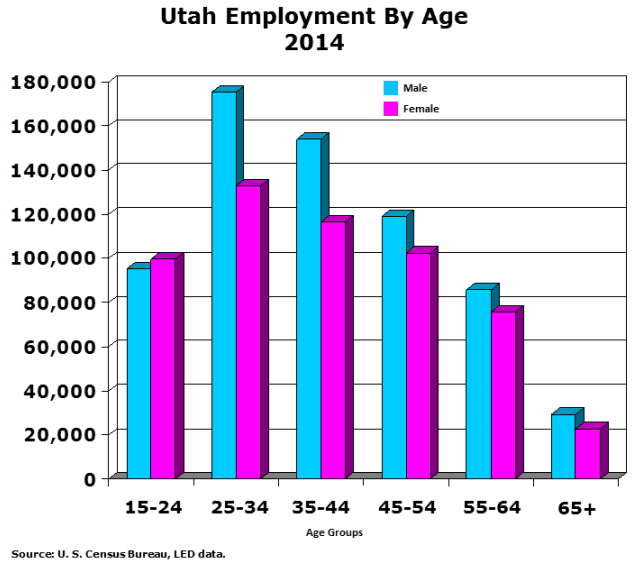
	individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act . (c) provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No) (d) determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act. (e) comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act . (f) comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act. (g) provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act. (h) comply with the requirements for the conduct of semiannual or annual review, 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, 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, (A) has developed and will implement, (i) strategies to address the needs identified in the assessments; and (ii) strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and (B) has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25)).
5.	**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 (Option A or B must be selected): (A) is an independent State commission. (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 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. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds, (Yes/No) (f) the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act . Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs, (Yes/No) (g) statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency is requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan. (h) the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11), (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.
6.	(a) **Financial Administration of the Supported Employment Program:** 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.	(a) **Provision of Supported Employment Services*:*** The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act. (b) The designated State agency assures that: i. the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act ii. an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act , which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act.

Appendix 3: Economic Data and Analysis Charts and Graphs





TOP OCCUPATIONS BY EMPLOYMENT SIZE*

Specific Occupation	Entry Education
Retail Salespersons	Less than high school
Customer Service Representatives	High school diploma or equivalent
Combined Food Preparation and Serving Workers, Including Fast Food	Less than high school
Cashiers	Less than high school
Office Clerks, General	High school diploma or equivalent
General and Operations Managers	Bachelor's degree
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	High school diploma or equivalent
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award
Registered Nurses	Associate's degree
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	Less than high school
Laborers and Freight, Stock, and Material Movers, Hand	Less than high school
Waiters and Waitresses	Less than high school
Stock Clerks and Order Fillers	Less than high school
Elementary School Teachers, Except Special Education	Bachelor's degree
First-Line Supervisors of Office and Administrative Support Workers	High school diploma or equivalent
Bookkeeping, Accounting, and Auditing Clerks	High school diploma or equivalent
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	High school diploma or equivalent
First-Line Supervisors of Retail Sales Workers	High school diploma or equivalent
Construction Laborers	Less than high school
Teacher Assistants	Some college, no degree
Sales Representatives, Services, All Other	High school diploma or equivalent
Receptionists and Information Clerks	High school diploma or equivalent
Landscaping and Groundskeeping Workers	Less than high school
Team Assemblers	High school diploma or equivalent
Carpenters	High school diploma or equivalent
Maids and Housekeeping Cleaners	Less than high school
Accountants and Auditors	Bachelor's degree
Nursing Assistants	Postsecondary non-degree award
Maintenance and Repair Workers, General	High school diploma or equivalent

* Occupations that currently employ 10,000 or more.

Individuals with Barriers to Employment		
		Source/Comment
Low Income	201,725	Poverty and below; 18+ Population. ACS Table S1701
American Indians	28,800	ACS Table B02005
Alaska Natives	377	ACS Table B02005
Native Hawaiian	2,340	ACS Table B02007
Individuals with Disabilities	279,536	ACS Table S1810
Youth with Disabilities	30,225	5 to 17 Population; ACS Table S1810
Older Individuals	732,783	WIOA definition of "Older" is 55 and over. ACS Table S0101

Ex-Offenders	**16,000**	**http://www.ncjp.org/index.php?q=content/leveraging-partnerships-utah%E2%80%99s-employment-placement-project**
Homeless Individuals	**14,900**	**Data Submitted for HUD's 2015 Annual Homeless Assessment Report**
Homeless children and youth	**4,000**	
Foster Care	**9,900**	**ACS Table S901**
English Learners	**20,190**	**ACS Table S1602**
Low Levels of Literacy	**205,800**	**National Center for Education Statistics (9%) and the ACS**
Substantial Cultural Barriers	**8,450**	**DWS Refugee Data**
Farmworkers	**750**	**WIOA definition is migrant farm workers. 2012 Ag Census**
Individuals within 2 Years of TANF Exhaust	**1,505**	**DWS Data**
Single Parent	**136,630**	**ACS Table B09002**
Male	**35,800**	**ACS Table B09002**
Female	**100,830**	**ACS Table B09002**
Pregnant	**5,650**	**DWS Data Only**
Long-term Unemployed	**6,800**	**Six months or longer. Current Population Survey data.**
Displaced Homemaker	**62,560**	**Single female in labor force. ACS Table S2302**
Veterans	**131,381**	**ACS S2101**
Male	**121,920**	**ACS S2101**
Female	**9,461**	**ACS S2101**
Gulf War (2001+)	**25,619**	**ACS S2101**
Gulf War (1990)	**26,276**	**ACS S2101**
Vietnam	**45,852**	**ACS S2101**
Korea	**14,452**	**ACS S2101**
WWII	**8,934**	**ACS S2101**
Age		
18-34	**12,481**	**ACS S2101**
35-54	**31,400**	**ACS S2101**

55-64	24,305	ACS S2101
65-74	31,400	ACS S2101
75+	31,926	ACS S2101
With any disability	37,470	ACS S2101
Education		
Less than high school	5,180	ACS S2101
High School	23,300	ACS S2101
Some College/Associates	54,355	ACS S2101
Bachelors Plus	46,590	ACS S2101
Poverty	8,587	ACS S2101
Labor Force	53,996	ACS S2101
Participation Rate	79.3%	ACS S2101
Employed	51,458	ACS S2101
Unemployed	2,538	ACS S2101
Unemployment Rate	4.7%	ACS S2101
ACS = American Community Survey, U.S. Census Bureau		

Appendix 4: Utah Workforce Development Board Membership List, January 2016

Representatives of Business		
Member Name	**Member Organization**	
Daniel Marriott – Chair	Spectra Symbol	Manufacturing
Brandon Pack	Staker & Parsons	Construction
Bruce Rigby	Cache Valley Bank	Finance
Dave Dixon	Petersen Incorporated	Manufacturing
Deanna Hopkins	Questar Gas	Energy
Justin Jones	Salt Lake Chamber	Business Associations
Jim Boyd (Potential)	BusyBusy	Information Technology
Joey Gilbert	Associated General Contractor	Construction
Ken Davey	Moab City Economic Development	Government
Lance Lehnhof	Red Leaf Resources	Energy
Mani Grewal	Snack Nirvana	Hospitality
Megan Ralphs	MSC Aerospace	Aerospace Manufacturing
Ci Ci Compton	L-3 Communications	Technology
Robert Freebairn	Vivint Solar	Energy
Wally Trotter	Mountain View Hospital	Health Care
Bret Gallacher	Associated Food Stores	Business Associations
Representatives of Workforce, Education & Community Based Organizations		
Connie Nielsen	OPEIU – AFL - CIO	Connie Nielsen
Carl Brailsford	Utah Electrical JATC	Carl Brailsford
Dale Cox	Utah AFL - CIO	Dale Cox
David Buhler/Blair Carruth	Commissioner of Higher Education	David Buhler/Blair Carruth
Diane Lewis	Laborer's Local 295	Diane Lewis
Elizabeth Garbe	United Way of Salt Lake	Elizabeth Garbe
Gary Harter	Department of Veteran Affairs	Gary Harter
Lisa Laird	Snow College	Lisa Laird
Rob Brems	Utah College of Applied Technology	Rob Brems
Representatives of Government and Core Programs		
Ann Williamson/Lana Stohl	Department of Human Services	
Darin Brush	Utah State Office of Rehabilitation	
Superintendent Brad Smith	Superintendent of Public Education	
Val Hale /Kimberly Henrie	Gov. Office of Economic Development	
Representative Becky Edwards	Davis County	

Appendix 5: Utah's State Workforce Development Board Information

STATE WORKFORCE DEVELOPMENT BOARD

INTRODUCTION

On July 22, 2014, H.R. 803 the "Workforce Innovation and Opportunity Act" was signed into law. This replaces the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973. This also makes changes to the State Workforce Investment Board.

This document offers a profile of the new State Workforce Development Board, the goals, duties and responsibilities for the purposes of orienting new members, educating existing members and new member recruitment.

The State Board's principal assets are its informed and dedicated members. We are grateful for the business, community and government leaders who volunteer their time, knowledge and expertise to Utah's workforce development efforts.

GOVERNOR'S VISION AND BOARD MISSION

The State Board's vision anticipates a dynamic state with a richly diversified economy that is attractive both to employers who create and sustain jobs, as well as individuals who bring knowledge and skills to those jobs. The State Board supports its vision, mission and commitment to taxpayers through its partnership of state and local government, business, economic development, and community organizations. Based on direct partner input and data, the State Board guides the strategic alignment of programs, resources, and services with employer needs creating a strong workforce development system for Utah.

GOVERNOR'S VISION FOR UTAH

Utah will lead the nation as the best performing economy and be recognized as a premier global business destination.

STATE WORKFORCE DEVELOPMENT BOARD MISSION

To strengthen Utah's workforce development system to meet employer needs through innovative strategies that keep pace with economic change.

OUR COMMITMENT TO TAXPAYERS

To provide quality, accountable and streamlined services that connect a world class workforce with employment.

GUIDING PRINCIPLES

The following principles guide the Board in lending support to the vision, mission and commitment to taxpayers:

1. The State Board understands the key current and future workforce needs of business and industry.
2. Workforce partnerships are formed between business, local government, education, community partners and economic development organizations to address and identify key needs.
3. The State Board serves as a convener of diverse stakeholders who will actively participate and collaborate with all partners, both public and private. Solid partnerships are keys to success.
4. The State Board will adopt a common set of key workforce development data elements, goals, measures and a continuous improvement process among the six core programs.
5. Training resources focus on programs that prepare and connect unemployed workers with high quality training to get good jobs, stay employed and meet needs of employers.
6. The State Board, led by business, focuses a significant portion of its workload on labor market demand trends and issues, which shape the jobs of today and influence the opportunities of tomorrow.

STATUTORY RESPONSIBILITIES

The State Board oversees strategic direction for the six core partners of WIOA. Board members are appointed by the Governor and have the following statutory functions:

- Provide leadership in the development and expansion of strategies for meeting the needs of employers, workers, job seekers, through industry and sector partnerships related to in-demand industry sectors and occupations.
- Assist the Governor in the development, implementation and modification of the Unified State plan.
- Assist in the development of strategies to support the use of career pathways to include low-skilled adults, youth, and individual with barriers to employment, including individuals with disabilities.
- Review the statewide policies and programs and make recommendations on actions that should take place to align workforce development programs in the state with the six core programs.

- Coordinate the planning and delivery of workforce development services with the six core programs and other mandatory partners.
- Assist in the development and continuous improvement of the workforce development system and one-stop delivery system in the state.
- Designate one-stop operator (DWS is currently Utah's designated one-stop operator).
- Assist in the development and updating of comprehensive State performance accountability measures to assess the effectiveness of core programs in the state. This includes approving criteria and eligibility of training providers, as well as publishing performance outcomes on training providers.
- Develop annual report.
- Assist in the development of strategies for technological improvements to improve the quality of services and activities provided through the one-stop delivery system.
- Improve the understanding and visibility of state workforce service efforts through external and internal marketing strategies.
- Perform other responsibilities within the scope of workforce services as requested by the Legislature, the Governor or Governor's designee.

MEMBER RESPONSIBILITIES

The State Board members shall act in the best interests of the State and the following is expected of each member:

- Attendance and Punctuality

  Attend quarterly State Board meetings and designated committee meetings. The State Board and committee chairs shall start and conclude each meeting in a timely fashion. A minimum of five hours each quarter is the expected quarterly commitment of each member.

- Meeting Schedule

  The meetings are generally held on the second Thursday of each quarter.

Committee meetings are typically held on the day of the State Board meeting, usually between 10:00 a.m. and noon, and the board meets from 1:00 to 3:00 p.m., unless otherwise indicated. The location of meetings is announced and meeting materials are sent to members in advance and posted on the website.

- Participation

  Beyond attendance and punctuality, each member should prepare for the meetings by reviewing pre-meeting materials and contacting resources for further information and opinions, as necessary. To ensure collective effectiveness, each member should provide his/her knowledge and expertise on substantive State Board issues. A candid expression of ideas and opinions among colleagues as well as respect for differences and similarities will ensure success.

- Committees Participation

  Each member of the State Board should actively participate on his/her designated standing committee.

ACCESS TO RESOURCES

Beyond preparing for and participating in State Board activities, each member should be prepared to tap into other available resources in order to carry out the State Board mission, including professional networks, technical supports, etc.

COMPENSATION, PER DIEM AND EXPENSES

State Board members who are not public members, state or local government members, or higher education members, may receive compensation, per diem and expenses at the rates established by the Division of Finance.

CONFLICT OF INTEREST

The State Board exists for purposes that transcend personal, professional and corporate self-interests. Consequently,

any State Board member who may have a conflict of interest must announce such potential conflict prior to voting on an affected issue.

Appendix 6: Initial Eligibility Training Providers Policy Requirements

8720 Initial Eligibility: Training Providers

Effective: February 1, 2016

A. Policy Requirements

1. Training providers must apply for eligibility in order for their training programs to be included on the Utah Eligible Training Provider List (ETPL).

2. Training providers that can apply for eligibility include post-secondary institutions, registered apprenticeship programs and other public or private providers of occupational skills training.

    a. For registered apprenticeship program eligibility, see policy 8730 Registered Apprenticeships.

3. Training providers must apply for eligibility for each occupational skills training program that they wish to have on the ETPL. Occupational skills training programs are defined as one or more courses or classes, or a structured regimen that leads to:

    a. a recognized post-secondary credential, secondary school diploma or its equivalent,

    b. employment,

    c. or a measurable skills gain toward a credential or employment.

4. Occupational skills training programs can be delivered in-person, online or in a blended approach.

    a. Online training can only be determined eligible if it is part of a curriculum where lessons are assigned, completed and returned; if it requires students to interact with instructors and requires students to take periodic tests. Self-directed online training that is not instructor-led cannot be determined eligible.

    b. Training providers that offer online training where the main or corporate location is outside of Utah, must apply as an out of state training provider. Refer to #13 below.

5. Training programs must be determined eligible and in UWORKS before funds can be used to pay for occupational skills training. The Department of Workforce Services (DWS) will not pay for occupational skills training costs that are incurred prior to the program being determined eligible.

    a. Trade and ETV Custom Training providers are not subject to the ETPL criteria and must only be entered into UWORKS before funds can be used to pay for occupational skills training. There is no eligibility process for these providers or programs.

b. In order to have performance data, prior to applying for initial eligibility, training programs must operate for at least two years after the first training class completes.

    i. Note: Any Utah public Title IV school, such as an Applied Technology College, that is working with a local business to fill a training program need identified by the community does not need to meet the years in operation.

6. Training providers located in Utah, with the exception of government entities, must be registered or registered as exempt with the Utah Division of Consumer Protection as a Post-Secondary Proprietary School.

    a. The only acceptable reasons for exemption from registration as a post-secondary proprietary school are for those schools governed by an accrediting body, such as DOPL, UNAR, etc. which oversee the instructors and instruction taught. Training providers that have any other exemption reason will not be able to be on the ETPL.

7. Training providers that already have a program eligible, can add an additional program by following the steps below. The application to add an additional program will not require student loan default rate performance standards or the submission of financial information.

8. Training providers must submit the following detail for each program they are seeking eligibility for:

    a. Training provider name, address, mailing address if different, website (if applicable), contact name, contact email and contact phone number.

    b. Information on the training program, including:

        i. name of the program,

        ii. length of the program (such as number of credits, hours or semesters),

        iii. if within the last 5 years, date the first completing class started and finished,

        iv. cost, including tuition and fees,

        v. description of the training given,

        vi. whether or not the training is done in person, online or a combination of both,

        vii. recognized post-secondary credential awarded upon completion, if applicable,

        viii. the provider's definition of what they consider an "exiter" from the program of study to be, and

        ix. the provider's definition of what they consider the program's "post-secondary credential", if applicable.

c. Information concerning whether the provider is in a partnership with a business for the program of study, including detail on employer name, how long the partnership has existed, outcomes, quality of the partnership, etc.

d. Information that addresses alignment of the training program with in-demand industry sectors and occupations, to the extent possible.

e. Registration certificate or registration as exempt letter with the Utah Division of Consumer Protection as a Post-Secondary Proprietary School.

f. Documentation of the Utah Division of Occupational and Professional Licensing (DOPL) or other required licensing agency's approval, if applicable.

g. A current letter of accreditation, if applicable.

h. Refund policy.

i. Grievance procedure.

j. Required paperwork to be set up to receive payment.

k. Aggregate performance data by program for the last two full performance years for every student that exited the program of study, which includes:

    i. Percentage of students that complete the program.

    ii. Percentage of students that receive a post-secondary credential, if applicable.

    iii. Percentage of students that obtain unsubsidized employment after completing the training program in the 2nd and 4th quarters after exit from the program of study.

    iv. Median earnings of the students that complete the program in the 2nd quarter after exit from the program of study.

    v. Note: After consulting with the state program specialist, training providers can file a request for technical assistance with the State Board regarding collection of performance data. The request for technical assistance must contain compelling documentation as to why the collection of student performance data is unduly burdensome and costly. The request must include the number of hours required to collect the data, number of students in the program, number of staff available to collect and track the data, etc. There is no guarantee that the State Board will approve the request. The State Board will review the request at the next scheduled meeting. The State Board's decision is final.

9. The state program specialist approves training program applications. Programs determined eligible by the state program specialist are granted provisional eligibility. The approved provider

and program detail is presented quarterly to the State Board for ratification. If the program is not ratified by the State Board, the provider will be notified. The State Board's decision is final.

a. When a training provider applies for initial eligibility again for a program that was not ratified by the State Board, the state program specialist will not grant provisional eligibility. The State Board will review and determine eligibility at a State Board meeting. The State Board's decision is final.

10. The state program specialist will review training program applications and performance data to ensure that the following minimum standards are met. Note: As this is the first time collecting the following data, the performance levels listed below are baseline data and will be updated as a fuller picture of data is available.

    a. Percentage of students that complete the program: 20%.

    b. Percentage of students that receive a post-secondary credential, if applicable: 20%.

    c. Percentage of students that obtain unsubsidized employment after completing the training program: 20% in the 2nd and 4th quarters after exit from the program of study.

    d. Median earnings of the students that complete the program: $5,000 in the 2nd quarter after exit from the program of study.

    e. Federal student loan default rate, if applicable: less than 20% average over the last 3 reported years.

        a. If the school only has data for one or two years, those amounts will be used.

        b. If the school reports the rate for all locations in the nation under one record, that one location will be used.

        c. If the school reports the rate for multiple locations, but not specific to Utah, all locations will be averaged together to obtain the rate.

        d. The federal loan default rate can be found at https://www.nslds.ed.gov/nslds/nslds_SA/defaultmanagement/search_cohort_3yrCY_2012.cfm.

11. When determining initial eligibility the state program specialist will take into account the following additional factors.

    a. The degree to which training programs relate to in-demand industry sectors and occupations in the state.

    b. Information concerning whether the provider is in a partnership with a business, including information about the quality and quantity of employer partnerships.

c. If the training is being done online, that it is part of a curriculum where lessons are assigned, completed and returned, requires students to interact with instructors and requires students to take periodic tests.

d. Access to training services throughout the state including rural areas and through the use of technology.

e. Performance data on non-WIOA funded customers (Trade, TANF Non-FEP, FEP Training, ETV, ACE, etc.).

e. The provider's ability to offer industry-recognized certificates and/or credentials.

f. The provider's ability to offer programs that lead to post-secondary credentials.

g. The quality of the program of training services.

h. The ability of the provider to provide training services that are physically and programmatically accessible for individuals who are employed, and individuals with barriers to employment, including individuals with disabilities.

i. Number of complaints from Consumer Protection, licensing and accrediting bodies.

12. The state program specialist has 45 days from the date the application is completed to make an eligibility decision. Programs that do not meet the minimum standards or that do not turn in the required information within 30 days from starting the application will be denied. See policy 8750 Complaints, Loss of Eligibility and Appeals Process.

13. Training programs offered in other states may be determined eligible only if they are on the ETPL in the state in which they operate. Once on the other state's ETPL, the training provider must submit the form 331 to be set up for payment and its required state's equivalent of Consumer Protection, licensing and accrediting documentation. These items can be submitted either by email or mail. Out of state training providers may not need to meet Utah performance standards to be determined eligible in Utah. If an out of state training provider loses eligibility on the other state's ETPL, they will be immediately removed from the Utah ETPL.

14. DWS has reciprocal agreements under WIA with Arizona, Idaho, Montana, Nevada, New Mexico and Wyoming. Training providers and programs listed on those states' ETPLs are eligible for DWS customers to select. Before paying for training costs at those locations, the training provider must complete the required paperwork to get into UWORKS for payment.

    a. Note: The reciprocal agreements were approved under WIA. They are in place only until the WIOA state plan is approved on March 3, 2016. At that time, any customers attending the programs of study with providers in those states will be able to continue, until they complete or stop attending. No new customers will be approved to attend unless the training provider and program are determined eligible under #13 above.

15. Once the program is determined eligible, the training provider agrees that their school will:

    a. Notify the State of Utah Finance Division if your bank account or mailing information changes, otherwise payments cannot be made.

    b. Provide DWS' students with progress and attendance upon request.

    c. Notify DWS of any changes to the proposed services, including deletion of courses, programs or locations, changes in program cost, accreditation, approval, certification and/or licensing or change of ownership.

    d. Provide services in a professional and timely manner.

    e. Have an adequate facility that abides with ADA guidelines.

    f. Abide by the DWS Equal Opportunity Clause and equal opportunity and nondiscrimination requirements contained in Section 188 of the the Workforce Innovation and Opportunity Act.

    g. Not recruit on DWS premises without the DWS Manager or Director approval.

    h. Not rely solely on funds from DWS to remain in business.

    i. Not advertise that they are an eligible training provider with DWS.

    j. Not expect or require a minimum number of DWS referred customers.

    k. Within 1 year, and at minimum every 2 years thereafter, submit performance data on WIOA funded students and follow requirements in policy 8740 Continued Eligibility.

    l. Note: If any of the above are not followed, the provider and all programs will lose eligibility. See policy 8750 Complaints, Loss of Eligibility and Appeals Process.

8730 Registered Apprenticeships: Training Providers

Effective: February 1, 2016

A. Policy Requirements

1. All U.S. Department of Labor (DOL) Registered Apprenticeships (RA) in Utah are eligible to be included on the Eligible Training Provider List (ETPL).

2. RA program sponsors must indicate their interest in being on the ETPL.

    a. Twice a year DWS sends letters through the Office of Apprenticeship (OA) to new RA sponsors to notify them that they can be listed on the ETPL.

    b. RA program sponsors can indicate their interest verbally, through email or hard copy.

3. RA program sponsors that are interested in being included on the ETPL must submit the following information.

    a. The name and address of the RA program sponsor.

    b. Occupations included within the RA program.

    c. The method and length of instruction.

    d. The number of active apprentices.

    e. The name and address of the related technical instruction provider, and the location of instruction if different from the program sponsor's address.

    f. Not required but may be submitted: The cost of the instruction, if the related technical instruction is not being done by the program sponsor.

4. Twice a year, through coordination with RA, DWS updates the ETPL to remove any voluntarily or involuntarily deregistered RAs in Utah.

    a. RA program sponsors that request to be on the ETPL will remain on the list as long as the program is registered or until the program sponsor notifies DWS verbally, by email or hard copy that they no longer want to be included on the list.

5. RA programs are not held to and do not need to submit WIOA performance standards required of training providers and programs on the ETPL. If RA programs do report performance, DWS is required to report the data to DOL.

8740 Continued Eligibility: Training Providers

Effective: February 1, 2016

A. Policy Requirements

1. Training programs receive initial eligibility for up to one year and then must complete continued eligibility to stay on the Eligible Training Provider List (ETPL) and receive Department of Workforce Services (DWS) funds.

    a. Training programs that are determined eligible from October 1 through May 31 will be eligible under initial eligibility until August 1.

    b. Training programs that are determined eligible from June 1 through September 30 will be eligible under initial eligibility until August 1 of the following year.

    c. Note: If a training provider adds a program during the year, it will be considered for continued eligibility under the time frame of the first program approved.

2. In order to stay on the ETPL, training programs that complete continued eligibility must continue to complete continued eligibility at least every two years, or more often as deemed necessary.

3. Training providers will have from August 1 through August 31 to complete continued eligibility. The state program specialist will review the continued eligibility application and performance data from September 1 through September 30. Training providers and programs that meet continued eligibility criteria will be granted continued eligibility as of October 1.

    a. For the first round of continued eligibility, training providers and programs that were determined eligible under WIA prior to July 1, 2015 will complete continued eligibility from February 1, 2016 to March 31, 2016.

        i. Until July 1, 2018 training programs that were determined eligible under WIA may not have the required performance detail listed in #5. If the required performance data is not available for continued eligibility, those programs will be required to obtain a waiver from the State Board in order to stay on the ETPL.

4. Training providers must validate, and, if items have changed, update the following detail from their initial application for each program they are seeking continued eligibility for. Depending on the extent of changes a provider makes when updating the program information, it may require the training program be subject to initial eligibility criteria.

    a. Training provider name, address, mailing address if different, website (if applicable), contact name, contact email and contact phone number.

b. Information on the training program, including:

    i. name of the program,

    ii. length of the program (such as number of credits, hours or semesters),

    iii. cost, including tuition and fees,

    iv. description of the training given,

    v. whether or not the training is done in person, online or a combination of both,

    vi. recognized post-secondary credential awarded upon completion, if applicable,

    vii. the provider's definition of what they consider an "exiter" from the program of study to be, and

    viii. the provider's definition of what they consider the program's "post-secondary credential", if applicable.

c. Information concerning whether the provider is in a partnership with a business for the program of study, including detail on employer name, how long the partnership has existed, outcomes, quality of the partnership, etc.

d. Information that addresses alignment of the training program with in-demand industry sectors and occupations, to the extent possible.

e. Refund policy.

f. Grievance procedure.

5. Training providers must submit the following detail to DWS for each program they are seeking continued eligibility for.

    a. Registration certificate or registration as exempt letter with the Utah Division of Consumer Protection as a Post-Secondary Proprietary School.

        i. Government entities do not need to be registered or registered as exempt as a Post-Secondary Proprietary School.

        ii. The only acceptable reasons for exemption from registration as a post-secondary proprietary school are for those schools governed by an accrediting body, such as DOPL, UNAR, etc. which oversee the instructors and instruction taught. Training providers that have any other exemption reason will be denied continued eligibility.

    b. Documentation of the Utah Division of Occupational and Professional Licensing (DOPL) or other required licensing agency's approval, if applicable.

c. A current letter of accreditation, if applicable.

d. Note: Out of state schools must submit their state's equivalent of the above requirements.

e. Aggregate performance data by program for the last two full performance years for every student that exited the program of study, which includes:

    i. Percentage of students that complete the program.

    ii. Percentage of students that receive a post-secondary credential, if applicable.

    iii. Percentage of students that obtain unsubsidized employment after completing the training program in the 2nd and 4th quarters after exit from the program of study.

    iv. Median earnings of the students that complete the program in the 2nd quarter after exit from the program of study.

f. Performance data by program for the last two full performance years for every WIOA student that exited the program of study, which includes:

    i. Student name, date of birth, full social security number and gender,

    ii. Student's start and end date of the program of study,

    iii. Whether or not the student completed the program,

    iv. Whether or not the student received a post-secondary credential, if applicable,

    v. Name of the post-secondary credential, if applicable,

    vi. Exit and completion date.

    vii. Out of state schools do not need to submit the performance data to Utah DWS, but must submit data to the state in which they operate per that state's policy and stay on that state's ETPL to remain on the Utah ETPL. Out of state training providers may not need to meet Utah performance standards to receive continued eligibility in Utah.

    viii. Note: Performance detail will be displayed in aggregate on the ETPL. No personally identifiable information will be shown on the ETPL.

    ix. Note: DWS will provide a list of WIOA enrolled students for training providers to give performance detail on.

6. The state program specialist will review training program applications to validate that minimum standards are met. The State Board does not approve continued eligibility applications. Note: As

this is the first time collecting the following data, the performance levels listed below are baseline data and will be updated as a fuller picture of data is available.

a. Percentage of WIOA funded customers who are in unsubsidized employment during the 2nd quarter after exit from the program of study: 20%

b. Percentage of WIOA funded customers who are in unsubsidized employment during the 4th quarter after exit from the program of study: 20%

c. Percentage of WIOA funded customers who obtain a recognized post-secondary credential, or secondary school diploma or its recognized equivalent during participation or in within 1 year after exit from the program of study: 20%

d. Median earnings of WIOA funded customers who are in unsubsidized employment during the second quarter after exit from the program: $5,000 in the 2nd quarter after exit from the program of study.

e. Percentage of all students that complete the program: 20%

f. Percentage of all students that receive a post-secondary credential, if applicable: 20%

g. Percentage of all students that obtain unsubsidized employment after completing the training program: 20% in the 2nd and 4th quarters after exit from the program of study.

h. Median earnings of all students that complete the program: $5,000 in the 2nd quarter after exit from the program of study.

i. Federal student loan default rate, if applicable: less than 20% average over the last 3 reported years.

    a. If the school only has data for one or two years, those amounts will be used.

    b. If the school reports the rate for all locations in the nation under one record, that one location will be used.

    c. If the school reports the rate for multiple locations, but not specific to Utah, all locations will be averaged together to obtain the rate.

    d. The federal loan default rate can be found at https://www.nslds.ed.gov/nslds/nslds_SA/defaultmanagement/search_cohort_3yrCY_2012.cfm.

7. When determining continued eligibility the state program specialist will take into account the following additional factors.

    a. Information concerning whether the provider is in a partnership with a business, including information about the quality and quantity of employer partnerships.

b. If the training is being done online, that it is part of a curriculum where lessons are assigned, completed and returned, requires students to interact with instructors and requires students to take periodic tests.

c. Access to training services throughout the state including rural areas and through the use of technology.

d. Performance data on non-WIOA funded customers (Trade, TANF Non-FEP, FEP Training, ETV, ACE, etc.).

e. The degree to which training programs relate to in-demand industry sectors and occupations in the state.

e. The provider's ability to offer industry-recognized certificates and/or credentials.

f. The provider's ability to offer programs that lead to post-secondary credentials.

g. The quality of the program of training services.

h. The ability of the provider to provide training services that are physically and programmatically accessible for individuals who are employed, and individuals with barriers to employment, including individuals with disabilities.

i. The timeliness and accuracy of the eligible training provider's performance reports.

j. Number of complaints from Consumer Protection, licensing and accrediting bodies.

k. If the training provider is in another state that the training program is still on that state's ETPL.

8. Programs that do not meet the minimum standards, do not turn in the required information, or do not complete continued eligibility within the required time frame, will be removed from the ETPL. See policy 8750 Complaints, Loss of Eligibility and Appeals Process.

9. If a training provider currently on the ETPL sells their school, or opens a new location, the name of the school and program along with program content must stay the same in order to remain on the ETPL. If the school or program name changes or the program content changes, the program must operate under the new ownership according to the timeline identified in policy 8710 Initial Eligibility before the program can be considered for eligibility on the ETPL. Training providers have 30 days from the sale of the school to report the changes and provide new documentation or the school will need to operate under the new ownership under the timeline of initial eligibility before being able to apply for initial eligibility.

10. If after 2 full cycles of Continued Eligibility, no WIOA funded customers have attended the training program, the program will be removed from the ETPL until a WIOA funded customer requests to add the program.

8750 Complaints, Loss of Eligibility, and Appeals Process: Training Providers

Effective: February 1, 2016

A. Policy Requirements

1. A training provider must deliver results and provide accurate information in order to obtain and retain its status as an eligible training provider.

2. If a training provider reports false information or substantially violates a provision of Title I of WIOA or its implementing regulations, the training provider and all of its programs will lose eligibility for at least two years. A provider who has been removed from the ETPL is liable to repay all WIOA funds received during the period of non-compliance.

    a. DWS will not pay for any additional training costs at that institution for current or future customers until at least two years has passed and the training provider applies for and is granted initial eligibility again.

3. If a training provider's program does not meet minimum performance standards, the training program will be removed from the ETPL for a minimum of at least two years.

    a. DWS will not pay for any costs for future customers until the two years has passed and the training provider applies for and is granted initial eligibility for that program again.

    b. DWS will continue to support current customers until they reach their available funding limit, or complete or stop attending the training.

4. If a training provider loses approval, accreditation, licensing or certification pertaining to the provider as a whole, or to a specific program, the provider and/or program will be removed from the ETPL until such approval, accreditation, licensing or certification is regained. Training providers must follow the initial eligibility process to be placed on the ETPL again.

    a. DWS will not pay for any additional training costs at that institution and/or program for current or future customers until approval, accreditation, licensing or certification is regained and the training provider applies for and is granted initial eligibility again.

5. If a training provider is determined in violation of the Equal Opportunity (EO) provisions of WIOA, the training provider and all of its programs will be sanctioned, up to and including a lifetime ban. A provider who has been removed because of EO issues is liable to repay all WIOA funds received during the time of non-compliance.

    a. DWS will not pay for any additional training costs at that institution for current or future customers.

6. If a training provider does not submit the required information on an initial eligibility application, the application will be denied.

    a. There is not a time frame restriction on how long the provider must wait to reapply.

7. If a training provider's program is not ratified for initial eligibility by the State Board, the training program will be removed from the ETPL for a minimum of at least two years.

    a. DWS will not pay for any costs for future customers until the two years has passed and the training provider applies for and is granted initial eligibility by the State Board for that program again.

    b. DWS will continue to support current customers until they reach their available funding limit, or complete or stop attending the training.

8. If a training provider does not submit the required information on a continued eligibility application within the required time frame, the provider and programs will be removed from the ETPL. Training providers must follow the initial eligibility process to be placed on the ETPL again.

    a. Training providers must wait until October 1st to reapply for initial eligibility.

    b. DWS will continue to support current customers until they reach their available funding limit, or complete or stop attending the training. DWS will not support future customers until the provider training provider applies for and is initial eligibility again.

9. If a training provider sells their school and changes the school or program name or content of the program, the program will be immediately removed from the ETPL. Training providers must follow the initial eligibility process to be placed on the ETPL again.

    a. DWS will continue to support current customers until they reach their available funding limit, or complete or stop attending the training. DWS will not support future customers until the provider applies for and is granted initial eligibility again.

10. Upon denial of an application or removal from the ETPL, the provider receives a notice informing them of the decision and an explanation of the reason(s) for the denial or removal from the ETPL. The notice informs the provider of their right to appeal the decision. Providers may appeal the decision within 30 calendar days by submitting a written request to the state program specialist.

    a. The state program specialist will submit the written request to the State Board. The State Board will conduct the hearing at the next regularly scheduled meeting. If the State Board denies the request, the appeal does not go further. The State Board decision is final.

11. Customers that wish to file a complaint about an eligible training provider must follow the Complaint Process. Customers are also encouraged to file a complaint with the Utah Division of Consumer Protection Post-Secondary Schools Office.

Appendix 7: Acronyms List

ABE: Adult Basic Education
ADA: Americans with Disabilities Act
AEFLA: Adult Education and Family Literacy Act
AHSC/ASE: Adult High School Completion
AP: Advanced Placement
AWARE: Accessible Web-based Activity and Reporting Environment
BEPL: Basic Education Provider List
CATS: Contributions Automated Tax System
CRP: Community Rehabilitation Programs
CTE: Career and Technical Education
CTW: Choose to Work
CUBS: Comprehensive Unemployment Benefits System
DOL: Department of Labor
DRS: Department of Rehabilitation Services
DSBVI: Division of Services for the Blind and Visually Impaired
DSO: Disability Service Office
DSPD: Division of Services for People with Disabilities
DW: Dislocated Worker
DWEG: National Dislocated Worker Emergency Grant
DWS: Utah Department of Workforce Services
DWU: Dislocated Worker Unit
ELL: English Language Learners
EREP: Electronic Resource and Eligibility Product
ETPL: Eligible Training Provider List
FEMA: Federal Emergency Management Agency
FERPA: Family Education Rights and Privacy Act
FTT: Futures Through Training
GOED: Governor's Office of Economic Development
HWOP: Help Wanted On-line
IB: International Baccalaureate
IDEA: Individuals with Disabilities Act
IGP: Intergenerational Poverty
LFPR: Labor Force Participation Rate
LMI: Labor Market Information
MSFW: Migrant and Seasonal Farmworkers

NFJP: National Farmworker Jobs Program
OA: Office of Apprenticeship
OCTAE: Office of Career, Technical, and Adult Education
OJT: On-the-Job-Training
POS: Priority of Service
RESEA: Reemployment Services and Eligibility Assessment
RR: Rapid Response
RSS: Re-employment Support System
SE: Supported Employment
SJBT: Supported Job Based Training
SLCC: Salt Lake Community College
STEM: Science, Technology, Engineering, Math
SWDB: State Workforce Development Board
TAA: Trade Adjustment Assistance
TANF: Temporary Assistance for Needy Families
WRA: Workforce Research and Analysis Division (Department of Workforce Services
UCAP: Utah Cluster Acceleration Partnership
UCAT: Utah College of Applied Technology
UDA: Utah Data Alliance
UDOWD: Utah Defendant Offender Workforce Development
UGCEPD: Utah Governor's Committee on Employment of People with Disabilities
UI: Unemployment Insurance (a division of Department of Workforce Services)
USDA: United States Department of Agriculture
USHE: Utah System of Higher Education
USOE: Utah State Office of Education
USOR: Utah State Office of Rehabilitation Services
Utopia: Utah Online Performance Information for Adult Education.
UWORKS: Utah's Workforce System
WDD: Workforce Development Division
WIOA: Workforce Innovation and Opportunity Act
W-P: Wagner-Peyser

Appendix 8: Committee & Work Group Assignments

Operations Committee Assignments:

- A work group will be established by Fall 2016 to research the capacity of state entities to provide the workforce development activities defined in Section II (a)(B)(2)(A) and report to the State Board by Spring 2017.
- Utah will utilize a variety of strategies to align the core programs, one-stop partners, and other resources to achieve fully integrated customer services consistent with its strategic vision and goals. These strategies include workforce development activities in regard to gaps identified in the State's workforce analysis. Overall strategies include setting collaborative performance goals, sharing information/data, and working together to resolve problems and address any gaps. It also includes collaborating and coordinating on training, marketing and feedback. Utilizing existing committees, workgroups, and programs while working to align and share resources when it is appropriate. Holding regular State Board and committee meetings as required by Utah's plan and clearly outlining all partners' responsibilities in the plan so they can be held accountable or adjusted as required.
- Share Information by refining current referral process while working toward the inclusion of all core partners in a common point of entry for customers to enter a universal collection application that connects to all core partner systems with the intent of streamlining the process and eliminating duplication. A workgroup will be formed by Summer 2016 and present recommendations to the SWDB by Spring 2107.
- Maximize existing infrastructure to develop a common registration and data repository. A workgroup will explore opportunities beginning in Fall 2016 and make recommendations to the Operations Committee by Winter 2017.
- Establish a workgroup with state and local representation from core and required partners to identify improvements in referral pathways and develop processes to provide consistent and seamless services for common customers. A work group will be formed and assigned the task of developing recommendations for implementing an agreed upon referral process by Summer 2016 and will report to the State Board Committee by Summer 2017
- A work group with representation from the core and required partners will make recommendations to the Operations Committee regarding Utah's process for developing guidelines for State-administered one-stop partner programs' contributions to a one-stop delivery system, including benchmarks, and its guidance to assist in determining equitable and stable methods of funding infrastructure in accordance with sec. 121(h)(1)(B). The approved recommendations will be included in the state plan modification in 2018 and in subsequent plans and plan modifications.

- Utah core programs will be assessed annually based on the State performance accountability measures described in section 116(b) of WIOA. Assessments include the quality, effectiveness, and improvement of programs. A workgroup with representation from the core partners will meet to define the performance accountability measures, the sources of data, identify what will be measured, how the information will be reported and how the information will be used for improvements. Utah will utilize previous performance measures as base measurements. The workgroup's recommendations will require approval from the State Board.
- Utah will assign a work group to make recommendations to the Operations Committee regarding conducting evaluations and research projects on activities under WIOA core programs. The recommendations will include how the projects will be coordinated and designed in conjunction with the State Board and core partners and how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and Secretary of Education under WIOA. As required and determined by the core partners, adult education data will be made available for effectiveness analyses as defined by both Labor and Education guidance for program improvement and compliance purposes. The work group will begin meeting by Summer 2016 and prepare recommendations for the State Board by Winter 2017.
- Utah will establish a workgroup to research how the State Board can assist the Governor in aligning technology and data systems across required one-stop partner programs, including UI. This will include design and implementation of common intake, data collection, etc. and describe how such alignment will improve service delivery to individuals, including unemployed individuals and employers. The workgroup will present its recommendations to the Operations Committee for approval

Utah Governor's Committee on Employment of People with Disabilities

- A workgroup, focused on providing aligned services to employers and exploring ways to better understand employer needs, with representation from all the core partners and required partners, as appropriate, will be formed by Summer 2016. They will explore opportunities to further align, connect, and collaborate on current services provided to employers:
    - Educating employers about individuals with barriers
    - Leveraging USOR's current coordination with employers
    - Employer boards utilized by CTE at the secondary (K-12) and post-secondary education levels
    - DWS' Workforce Development Specialists, Labor Market Information, and UWORKS labor exchange system

- Coordinating with the Governor's Committee on Employment of People with Disabilities
- Establishing a process to coordinate efforts to understand employer needs from a full workforce development system point of view, coordinating all partner efforts as well as new methods

The workgroup will report recommendations to the State Board for approval by Winter 2017.

Career Pathways Committee

- There are many career pathway activities being carried out around the state. The Career Pathway Committee will meet with partners from around the state gathering information and ideas on how these groups can align, share resources, and collaborate. They will make recommendations, that include requirements by WIOA section 101(d)(3)(B), (D) to the State Board regarding how the Board can best support a collaborative state career pathway system. Utah's sector strategies are aligned with GOED's industry clusters. They are incorporated throughout Utah's plan. Utah will refer to the definitions of "career pathway" in WIOA section 3(7) and "industry sector or occupation section 3(23) of WIOA.
- A work group, modeling a practice that Utah has utilized in the past, will review the economic analysis and targeted industry sectors outlined in the Unified Plan and make recommendations to the State Board identifying the top (3 in the past) occupations/industries by July 2016. Once the industry/occupation is approved, the workgroup will expand to include representatives from the ETPL and employers from the targeted industry sector. The State Board will act as the facilitating agency. Employers will be given full focus to discuss the needs that they have and identify the skills gaps that new hires and job seekers have. From there, the eligible training and education providers will discuss and strategize how they can update their curriculum to be more job-driven and meet employer's needs. This process will be completed by July 2017.
- A work group will make recommendations to the State Board by Fall 2016. The work group will be charged with describing how the State's strategies will engage education and training providers, including training providers on the State's ETPL as partners in the workforce development system to create a job-driven education and training system.

Appendix 9: Utah's Local Area Plan

Single State Local Areas

(1) Utah is designated as a single State local area, therefore, the State is identified as a local area in its Unified State Plan. Since Utah has elected to develop a Unified Plan, its local plan includes the Core Partners and required partners as they relate to the One-Stop delivery system.

(2) Utah's local plan is reflective of and part of its State Plan. Utah's State Workforce Development Board (SWDB) carries out the functions of state and local boards.

Section 108 Local Plan

(a) Utah's four-year local plan is consistent with and supports the strategy described in the State Plan. The SWDB will review Utah's plan at the end of the first 2-year period of the 4-year plan and prepare and submit modifications to the plan that reflect the changes in labor market and economic conditions or in other factors affecting the implementation of the plan.

(b) Utah's plan includes:

(1) Utah's strategic planning elements.

(A) An analysis of the State economic conditions.

The Utah economy is roughly six years beyond the Great Recession's low point of employment. Utah's labor market has largely recovered and is growing robustly. While lingering effects and weak areas remain, they are limited and decrease with each year of employment rebound.

Job growth in Utah is currently strong (around 4.0 percent) and most of the state's geographic areas are contributing. The Wasatch Front corridor, from Ogden to Payson, accounts for 83 percent of all Utah employment. Of particular note is the Provo-Orem metropolitan area, which is currently recording job growth of 7.0 percent. In addition, the Ogden-Clearfield metropolitan area is also growing at a commendable 4.5 percent pace.

These high metropolitan-centered employment growth rates are destined to be tempered as the next several years unfold. Growth rates this high are historically difficult to maintain. Employment growth around or just above the state's long-term average of 2.8 percent is expected to continue.

The key to sustaining high growth, in addition to a favorable national business environment, is to maintain an adequate supply of labor. Utah's low unemployment rate (in the mid 3-percent range), raises some concern about the ability to maintain a sufficient labor supply for such high job growth. The task of attracting out-of-state talent may become more critical over the next several years.

The non-Wasatch Front metropolitan areas of Washington County (St. George Metropolitan Statistical Area) and Logan have been swept up in Utah's strong economic performance. Washington County has a long history of 4.0 percent-plus

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yearly job growth. The Great Recession put a seven-year dent in that run, but that area's growth is currently around 5.0 percent and should maintain its historically strong performance. The Logan area's job growth of around 4.0 percent will probably moderate, but that area's long-term economic outlook is on an upward plane.

(i) An analysis of Utah's economic conditions including existing and emerging in-demand industry sectors and occupations.

Utah's economic expansion of the past several years has been very diverse. Only mining, Utah's smallest industry sector, has seen employment losses. Otherwise, all industrial sectors have added jobs. This largely qualifies all existing industrial sectors as high-demand industries. Utah has been one of the most industrially diverse state economies in the nation. This diversity is largely driven by the composition of the urban Wasatch Front region. Industrial diversity generally means diversified opportunities throughout the occupational arena. However, as one moves into Utah's rural regions, that industrial diversity can evaporate rapidly.

Even though nearly all industrial sectors are growing, and grow regularly from year to year, ten year industry projections bring forth both major and specific industry groups that stand out for greater-than-average expansion. "Emerging' is defined as when an industry is expected to increase its share of total employment by over 10 percent across the next ten years. Utah industries with noticeably fast growth include Healthcare, and Professional and Technical Services

If most industries are contributing to economic expansion, then the demand for most occupations is also increasing. Areas of particular need are in some of the production-type, middle skill areas like machinist, welders, tool and die makers, etc. The technology arena is also where many of the emerging occupations will develop. The technology fields evolve quite rapidly, so it is difficult to point to specific occupations as the next "hot" thing five years from now. But whatever they may be, it can with confidence be said that it will require a significant background in STEM education. Given the speed of technological change, the task is not so much to identify the next hot jobs but to be prepared educationally to move into those jobs, whatever title they carry.

Utah has identified six economic clusters that it targets for economic development. These include Information Technology, Aerospace, Life Sciences, Finance, Energy and Natural Resources, and Outdoor Products. These are industries where Utah feels it has

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a comparative advantage against the greater national economy and that occupations pay above average wages. Combined, the sectors employ about 15 percent of Utah's labor force.

(ii) Analysis of employment needs of employers in emerging industry sectors and occupations.

DWS has identified maintaining an adequate supply of labor as one of the potential future challenges for employers. In addition, areas of particular need have been identified in some of the production-type, middle skill areas like machinist, welders, tool and die makers, etc. Technology is another area where many of the emerging occupations will develop.

Employment needs in emerging industries and in-demand occupations that are not met are often referred to as "skills gaps." Demand for jobs and specific skill sets are much easier to quantify than is the supply of qualified labor, so developing data about "skill gaps" is difficult and oftentimes anecdotal.

A true skill gap is when a particular set of skills are required by industry and not enough workers possess those necessary skills. The necessary condition for a skills gap is that employers are offering a competitive wage. If an industry offers nationally competitive wages and workers still do not come forth in quantity, then that, with confidence, can be profiled as a skill gap. Too often a wage gap will be passed off as a "skill gap."

DWS recently undertook a hard-to-fill survey, allowing employers to identify what they labeled as hard-to-fill occupations, why they considered them hard to fill, and what wages were they advertising for the occupations. Industries who hire with an eye for workers with a STEM training or background yielded the employer sample. What emerged was a general theme that employers would identify lack-of-skills or lack-of-candidates as their biggest hurdle of their hard-to-fill occupations. DWS then evaluated their offered wages for these occupations against prevailing wages. What emerged was that for many of these employers, their wage offerings were low in relation to the market. So what many of these employers viewed as a "skill gap" might instead be labeled as a "wage gap."

This is not to say that skill gaps do not exist in the Utah economy. They do. This is only to say the skills- gap dialogue is often overused and must be accompanied by a wage profile to actually prove its validity. This is necessary to avoid making skills-gap

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action plans upon what are really low wages instead of the main goal—a shortfall of needed skills.

In the DWS hard-to-fill survey, Production Occupations and Business and Financial Occupations—with larger percentages of offered wages in each occupational category's above-median range—stood out. This profile presents a bit of a dilemma as industry has to be a major source for identifying where labor skill gaps are truly emerging. But this comes with the caveat that industries themselves may not have the clearest picture of its own labor market and prevailing wages and so the source that needs to be most relied upon for skill-gap information also has the potential to overstate the problem.

(B) An analysis of the knowledge and skills needed to meet the employment needs of the employers in the region, including employment needs in demand industry sectors and occupations.

Looking at Utah's educational makeup, nearly one-third of all Utahns age 25 and older have, as their highest education level, a high school diploma or less. Add to that some college but no degree and the percentage rises to nearly 60 percent. Around 58 percent of all Utah occupations are low-wage and don't require extensive education. There is a relative match between what the labor force can offer and what the occupational mix demands.

A chicken-and-an-egg question may arise in this profile. Is there a predominance of low-wage jobs because the education levels are low, or are the education levels low because there are a lot of low-wage jobs that don't demand higher education? The fundamental question is, will empowering people with higher education levels facilitate more higher-wage jobs, or would increasing education levels not produce more higher-wage jobs but instead more higher-educated people for low-wage jobs? Some combination is probably the reality. Yet this much is known—income levels are highly correlated with education. Efforts to lift education levels so higher wage jobs can blossom are worth the effort, even if all individual endeavors and programs to do such do not result in complete success.

(C) An analysis of the workforce in the state, including current labor force employment (and unemployment) data, and information on labor market trends, and the educational and skill levels of the workforce in the region, including individuals with barriers to employment

Utah has shaken off the weightier effects of the Great Recession. For the past three years, employment growth has outpaced Utah's long-term average. Much of this is playing catchup from this setback. Currently, the national economy is on a sound footing and is providing an adequate foundation upon which Utah can continue to operate with a favorable economic environment.

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Over the next four years, Utah's current strong employment growth will probably temper a bit, naturally migrating toward its long term average of around 2.8 percent growth. This is predicated upon the idea that with a sustained low unemployment rate, labor (as fuel for rapid growth) becomes harder to find. It takes a slack labor market to grow an economy at above-average rates as Utah currently is experiencing. Theory predicts and history has shown that high growth rates eventually revert to the trend.

A tighter labor market plays favorably toward workers who might otherwise look to the state for economic support. As the labor pool tightens and employers look wider for labor resources, disadvantaged workers and those needing economic assistance morph into a more attractive labor reserve. Opportunities for state agency clientele should generally continue to improve over the next four years.

Absent a national recession, the Utah economic outlook appears favorable. The state does not appear to be vulnerable to any particular industry or sector. Any potential setbacks will be from external shocks. Without recession, the general pressures upon state government agencies should gradually lessen over the short-term horizon. Opportunities for the economically less advantaged should improve, and the economy should present a favorable environment.

(D) An analysis of the workforce development activities (including education and training) in the region, including an analysis of the strengths and weaknesses of such services, and the capacity to provide such services, to address the identified education and skill needs of the workforce and the employment needs of employers in the region;

Developing a workforce prepared for current and emerging occupations is critical to the economic well-being of the state. Utah's governor, the State Legislature, and the State Board of Regents have all endorsed and continue to support the "66 by 2020" goal to have 66 percent of Utah's adults earn a post-secondary credential by the year 2020. In addition, the State of Utah actively supports a workforce development environment designed to meet employers' needs that is a part of every core and one-stop service delivery required partners' plans.
Utah agencies support of the Governor's Office of Economic Development's (GOED) industry clusters. As described in the Economic, Workforce, and Workforce Development Activities Analysis section, the clusters are established based on data and input from Utah employers.

The post-secondary landscape in the state includes eight institutions of higher education comprising the Utah System of Higher Education, the Utah College of Applied Technology with eight campuses across the state, and a number of private non-profit and private for-profit institutions. Collectively, these institutions provide a diverse and broad array of credit and non-credit educational

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offerings that prepare Utah's adults to become productive and contributing members within their respective communities. The higher education system targets Governor's Office of Economic Development's (GOED) industry clusters and utilizes information from business committees to help guide their programming and curriculum development.

The educational offerings provided by the state's post-secondary institutions spans a vast educational landscape with programs that prepare students for applied learning for specific occupational skills in relatively short periods of time through advanced degrees that develop some of the state's and nation's top talent in highly specialized disciplines. Additionally, students in secondary education (K-12), and Adult Education are impacted as they seek college and career choices, enter pathways that meet their goals, and in some cases receive assistance through WIOA funds. The Board of Regents current strategic plan includes the following goals: Affordable participation, timely completion and innovative discovery.

Utah System of Higher Education (USHE)

The Utah System of Higher Education is comprised of eight public colleges and universities. Each of these institutions fulfills a particular educational mission for the state. The institutions include two research universities: the University of Utah and Utah State University; one liberal arts & sciences university: Southern Utah University; three regional universities: Weber State University, Dixie State University, and Utah Valley University; and two community colleges: Snow College and Salt Lake Community College. These public institutions provide the majority of higher education programs and services within the state including programs where students can earn certificates, associate, baccalaureate, and graduate degrees. These institutions serve as economic levers for the state through research, teaching, and service, and they provide the majority of the state's post-secondary instruction in career and technical education (CTE). Offering CTE programs and courses throughout the state in credit and non-credit formats, USHE institutions work closely with local business and industry leaders to develop and deliver programs specifically tailored to local workforce needs. USHE institutions offer certificates and awards for high school and post-secondary learners, while maintaining employer advisory boards, employer partnerships for internships and placement, equipment or program support and more. Most UCAT campuses and all USHE schools maintain career centers focused on workforce development, career advisement, internship services, and career employment. Together they prepare more than 150,000 students annually in workforce development or readiness skills.

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Utah Collee of Applied Technology (UCAT)

UCAT system supports students and employers through its programs including Custom Fit which is a dynamic partnership between the UCAT, its college campuses, select sister institutions across the state, and the local business community. Its mission is simply to provide customized employee training. UCAT's mission to meet the needs of Utah's employers for technically-skilled workers is accomplished by preparing certificate-seeking students for entry-level employment, providing occupational upgrade training for those currently employed, and building career and technical skills for high school students. Employers play a vital role in UCAT's mission to provide market-driven technical education. Partnerships with ATCs and local employers ensure that every program is providing the most current and relevant curriculum, labs and equipment to students. Students leave job-ready because of the frequent interaction with employers who know the industry and technical skills needed to be successful in the job market. Employers who serve on advisory committees hire UCAT students and often provide internships, equipment, assistance at campus events, and expertise to enhance new and current programs.

Utah Adult Education

Utah Adult Education plays an important role in work force development. Adult education empowers individuals to become self-sufficient, with skills necessary for future employment and personal successes. Utah Adult Education assists adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency while completing a secondary education. Utah Adult Education is a program of instruction below the collegiate level for adults 16+ years of age and is comprised of Adult High School Completion (AHSC/ASE) – academically 9.0 – 12.0 grade level, Adult Basic Education (ABE) for individuals academically at the 0.0 – 8.9 grade levels and English for non-native English Language Learners (ELL).

Utah State Office of Education (K-12)

Public secondary education (K-12) is a vital partner in meeting the state's overall education and training objectives. Educating the children of Utah prepares them for post-secondary education and the workforce, in addition there are programs and partner programs that directly support this transition. These include:

- College and Career Awareness: Exploration and preparation in college and career pathways focusing on jobs that are high skill and high demand, as well as satisfying and financially rewarding.
- Career and Technical Education: CTE's mission is to provide all students with a seamless education system, from public education to postsecondary education, driven by a College and Career Ready Plan, through

competency-based instruction, culminating in essential life skills, certified occupational skills, and meaningful employment. CTE prepares students for careers that are most in demand and that are part of the economic development of the state.

- Work-Based Learning (WBL): Provides opportunities for students to learn a variety of skills through rigorous academic preparation with hands-on career development experiences. Under the guidance of adult mentors, students learn to work in teams, solve problems, and meet employers' expectations.
- Career and Technical Education Pathways: WBL supports the CTE Pathways initiative. WBL experiences are available in each CTE Pathway. Through a variety of WBL experiences students see, firsthand, how classroom instruction connects to the world of work and future career opportunities. Experiences include, but are not limited to, apprenticeships, career fairs, field studies, guest speakers, job shadows,and student internships.
- International Baccalaureate (IB) program: The IB consists of three programs that encompass ages 3-19.
    - Primary Years Program (Ages 3-12)
    - Middle Years Program (Ages 12-16)
    - Diploma Program (Ages 16-19)

  All three program require study in a broad range of subjects including content in cultural education. Special emphasis in language acquisition and language development, the development in the skills of learning, opportunities for individual and collaborative planning as well as a community service component requiring action and reflection, complement the course of study.
- Advanced Placement (AP) program: The AP program offers high school students worldwide the opportunity to take college-level courses while attending secondary school. AP courses are invariably more rigorous than other high school offerings
- Concurrent Enrollment (CE) and agreements with post-secondary institutions:
  The purpose of CE is to provide a challenging college-level experience for students in their last two years of high school. Course offerings in Math, Science, Social Studies, Language Arts, Fine Arts, Humanities, World Languages, Career and Technical programs, and Education have been implemented in high schools throughout the state.

<u>STEM Action Center</u>

The STEM Action Center is Utah's leader in promoting science, technology, engineering and math through best practices in education to ensure connection with industry and Utah's long-term economic prosperity. Their vision is to produce a STEM-competitive workforce to ensure Utah's continued economic success in the global marketplace and to catalyze student experience, community

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engagement and industry alignment by identifying and implementing the public- and higher-education best practices that will transform workforce development.

The Governor's Office of Economic Development (GOED)

GOED's activities and goals support workforce development in Utah. Their four economic development principles include:

Governor's Four Economic Development Objectives:

- Strengthen and grow existing Utah businesses, both urban and rural
- Increase innovation, entrepreneurship, and investment
- Increase national and international business
- Prioritize education to develop the workforce of the future

GOED has identified six clusters to target. Each of these clusters were selected by analyzing data and gathering input from businesses. The clusters align with the industry sectors selected by the State Board. They include:

- Aerospace and defense
- Energy and natural resources
- Financial services
- Life sciences
- Outdoor products
- Software development and Information Technology

The Utah Department of Workforce Services (DWS)

DWS employment exchange system supports workforce development. Whether a job seeker is in the beginning phases of choosing a career, or needs a better job, an array of services is available both online and in-house. DWS' employment exchange system fuels Utah's economic engine by supporting the workforce with training, education, and other resources. Aligning the skills and knowledge of our citizens with the needs of employers is our top priority. Workforce development tools and activities include:

- Career planning
- Job readiness tools
- Job matching
- Online portal
- Business development & partnerships
- Economic data

State Workforce Development Board (SWDB)

Utah's Governor has created specific, attainable goals that are relevant to the economy of today and tomorrow. In doing so, he created objectives and action items to guide and challenge his cabinet. The DWS Executive Director and the

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SWIB (now the SWDB) are taking leading roles in this call to action. Collaboration and partnership are keys to achieving these goals. DWS executives, agency staff, and SWDB members serve on various boards, committees, and workgroups that target the Governor's goals. DWS also partners and contributes in the Utah Economic Summit, Rural Economic Summit, and quarterly economic meetings. Beyond high-level coordination, the efforts of DWS employment counselors and workforce development specialists in meeting the needs of employers and job seekers also helps create a growing, vibrant economy.

Career Pathways

Many partners are working to develop and support the career pathways concept. This includes all levels of education, GOED, USOR, and DWS. By aligning secondary pathway programs with post-secondary training programs it makes it easier for students to know how to get into a pathway for a career. For adults, this allows them to see the importance continued education and increasing their skill level. It also shows one that there are multiple entry and exit points and can assist with developing career goals.

Data Systems & Warehouses

An important part of the workforce development system is the ability to collect and report data to measure outcomes and performance. Utah agencies and education partners currently collect, analyze, and produce reports.

Veteran's Initiatives

Veterans are provided Priority of Service (POS) as they transition from the military or any time they are seeking employment services from DWS to gain or improve their employment status. Veteran Employment Services supports Veterans in their reintegration process as they leave the military and rejoin the civilian workforce. The Job for Veteran State Grant (JVSG) as funded by the US Department of Labor/Veteran Employment and Training Services (USDOL/VETS) provides intensive services for veterans that have significant barriers to employment. DWS is also looking at strategies to reduce the duration of Veterans on the unemployment roles as well as providing them assistance to seek VA medical benefits for those Veterans on State Medicaid. Accelerated Credentialing to Employment (ACE) helps veterans, Guard, Reservists and spouses to gain licenses and certifications for employment.

The Utah Defendant Offender Workforce Development (UDOWD)

UDOWD Task Force consists of members from state, federal and local law enforcement, along with non-profit, education, and religious organizations whose primary goal is to assist ex-offenders obtain education and employment and learn how to become productive members of society. UDOWD contributes to

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workforce development by reengaging people into productive employment who have been out of the workforce.

Employment First Initiative

Utah's Employment First Initiative supports workforce development. It expects, encourages, provides, creates, and rewards integrated employment in the workforce. It is the first and preferred outcome for working-age youth and adults with disabilities at minimum wage or higher. This program focuses on individuals with complex and significant disabilities, for whom job placement in the past has been limited or traditionally has not occurred.

Choose to Work

Choose to Work Utah is a partnership between USOR and DWS. The agencies work together to meet the expanding needs of Utah employers by providing them with qualified and job ready individuals. Choose to Work Utah Employment Specialists provide statewide job development and placement services to Utah job seekers with disabilities, offering employers a constant source of job applicants. Applicants' skills range from entry level to professional in virtually all job categories.

Work Success

Offered by DWS, this 2 – 4 week course offers individuals the opportunity to attend daily classes where they learn new skills, get support from experienced job coaches, and access cutting-edge employment resources. Individuals are able to broaden peer networks. Finding a job is a full-time job, Work Success provides the tools needed for a successful job search. Most participants find employment in one to four weeks.

Utah Cluster Acceleration Partnership (UCAP)

The UCAP program is designed to strengthen collaboration between post-secondary education, industry, and economic development in order to better respond to the needs of regional and statewide-designated clusters. It is a collaborative partnership between:

- The Department of Workforce Services
- The Utah System of Higher Education
- The Governor's Office of Economic Development

The UCAP program provides funding to public post-secondary educational institutions to develop, implement, or enhance educational programs that are responsive to regional and statewide industry needs or industry trade associations located in Utah that serve a state designated industry cluster or regional economic need. UCAP also provides funding to public school districts, individual schools,

or charter schools to develop, implement or enhance career pathway programs and connecting them to post-secondary institutions.

Temporary Assistance for Needy Families (TANF) and Supplemental Nutrition Assistance (SNAP)

Utah has the advantage of having programs such as Temporary Assistance for Needy Families (TANF) and Supplemental Nutrition Assistance (SNAP) as an integrated part of the one-stop delivery system. Having access to a greater number of job seekers within these talent pools to meet employers immediate workforce needs is a great asset. In turn, being able to connect recipients of these programs to career and training services to increase their employment opportunities.

Our SNAP program encourages outreach and engagement in career services through both self-service and mediated means. Job seekers can take an evaluation of their job preparation needs. The online system then recommends workshops from which they could benefit. These workshops can be accessed both online and in-person to help identify transferrable skills, related labor market information, build a resume, create well-crafted answers to interview questions, draft a marketing message, etc. Participants are also taught how to use the online labor exchange system to search for employment opportunities. They also have access to an online job search log where they can track their applications, interviews, and any other follow-up related to their job search all in one place. Because of the integration of these programs, job seekers have one access point to more readily reconnect with the workforce or increase their employability with training services, that otherwise would not be as seamless for them.

Senior Community Employment Program (SCSEP)

SCSEP is the largest federally-funded program for older adults who seek employment and training assistance, as well as civic engagement. Through this transitional employment program, Easter Seals partners with community-based non-profit organizations and government agencies (host agencies) to provide participants with training opportunities to update their skills. During time in SCSEP, job seekers work with Easter Seals staff to target and achieve personal employment goals.

Housing and Urban Development, Community Development Block Grant Program

The State of Utah Community Development Block Grant program provides grants to cities of fewer than 50,000 people and counties of fewer than 200,000.

The CDBG program is authorized under Title 1 of the Housing & Community Development Act of 1974, as amended (HCDA). The U.S. Department of Housing and Urban Development (HUD) is responsible for monitoring the state

of Utah to ensure compliance with CDBG program requirements. Applicants should be aware that, if funded, they must comply with various federal regulations including Davis-Bacon Labor standards and the environmental regulations found at 24 CFR Part 58.

The purpose of the small cities program is "to assist in developing viable communities by providing decent housing and a suitable living environment and expanding economic opportunities, principally for persons of low and moderate incomes."

Strengths and Weaknesses of Workforce Development Activities

Utah has many advantages going into the implementation of WIOA. Its workforce development system is strong because under the leadership of the Governor and State legislature almost all agencies, public education and higher education entities at the state and local levels strive to improve Utah's economic environment. In a variety of ways, these entities communicate and share information with one another. There are many existing partnerships that are strong and collaborative, especially at the state level.

Strengths include:

- Successful implementation of the Workforce Investment Act;
- Utah's Department of Workforce Services possesses a strong track record, successfully delivering integrated services statewide. These services include many of the CORE and Mandatory programs under WIOA;
- Established collaboration amongst all the partners, including DWS, the Utah State Office of Rehabilitation (USOR), and Adult Education;
- An integrated workforce system that already shares information and data between key partners such as Unemployment Insurance, Wagner Peyser and Temporary Assistance for Needy Families
- Many services can be accessed on line; and
- Core Partner's staff's high level of expertise at the operational level. This expertise along with the commitment to help people provides a strong base to further build and develop partnerships.

Utah foresees certain challenges in this implementation, to include:

- Establishing sufficient and stable funding sources;
- Receiving timely clarification on regulations from our federal partners; and
- The new emphasis on transition-age youth and the 15 percent funding requirement.
- New Eligible Training Provider Performance Data
- A primary issue that often arises is conflicting program requirements between partners and difficulties sharing data to clearly measure outcomes and performance or to better serve. There is a general willingness to share

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information and data, but a lack of resources to develop the systems and then analyze and produce reports. Resolving the data sharing issues will take time, but Utah should be able to overcome its obstacles. Budget and staffing constraints are a problem when the workload is higher than the current staff can manage or unfunded mandates are placed on agencies.

- At the operational level a challenge arises by a simple lack of diverse opportunities in rural communities to offer clients/customers.
- While the high level of expertise of staff at the operational level is a strength, there is an occasional lack of understanding between partners at this level. It can also be a challenge to help them understand the big picture. Many of these types of issues can be resolved by training and education of partner staff and demonstrated support from top executives.

(E) A description of the State Board's strategic vision and goals for preparing an educated and skilled workforce (including youth and individuals with barriers to employment), including goals relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) in order to support economic growth and economic self-sufficiency.

Vision

A strong economy depends on a world class workforce. Utah will enhance and expand collaborative efforts with employers, educational institutions, and government agencies through business development and partnership in key sectors and occupations to make this happen. Through implementation of WIOA, Utah will increase access to and opportunities for the employment, education, training, and support services that individuals, particularly those with barriers to employment, need to succeed in the workforce.

The Utah approach is regionally-oriented and requires a two-way path in communication between all players.

Goals

<u>All-Encompassing Partnerships</u>

- Conduct an economic assessment of Statewide workforce needs by working with Core and Required partners to create an effective and integrated workforce system supporting strong, diverse economies throughout the state.
- Leverage state funding resources to support the promotion of key occupational clusters and industry sectors identified through economic analysis and input from employers. Utilize these resources to support the state workforce development activities.

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- Identify opportunities to align, collaborate, and make connections among Core and Required partners to better serve Utahns. Develop strategies and recommendations to improve service.

Focus: Employers

Directly involving employers in the workforce development system by utilizing and leveraging existing partnerships and expanding opportunities for them to participate as the State moves forward in developing new partnerships and aligning programs.

For employers to be successful as a partner in this effort, employers need to articulate what they require from a workforce that meets their business needs, set realistic expectations when it comes to experience and education, and demonstrate accessible hiring practices for individuals with barriers to employment.

- Identify the needs of employers by collecting information through surveys and industry groupings. Utilize existing information and identify gaps.
- Reach out to employers to help design career pathways of secondary education (K-12), Adult Education, and Post-Secondary education. (this should be included in Career Pathways section)
- Evaluate effectiveness of existing services with creation of an interactive inventory of the state-offered training programs for both workers and businesses in the state. Evaluate data to determine effectiveness of training in meeting the needs of businesses and employees. Re-tool the offerings accordingly. (make sure this is addressed in the plan through Eligible Training Provider List (ETPL) or other sources such as UCAT)
- Work with businesses to accurately reflect position requirements and appropriate collection of information in hiring process through the labor exchange systems, primarily in an effort to improve the State's workforce development efforts and additionally for recruiting efforts in general.
- Leverage communication channels that will promote available internships, apprenticeships, and on-the-job training that companies are willing to provide. Connect companies that are interested in these training opportunities with the state workforce development system.

Focus: Education and Training

Education and training partners need to establish programs that meet both the current and emerging needs of employers, including an emphasis on real-life applicability of skills development.

- Develop a talent pipeline in targeted industry sectors.
- Continue to gather information from employers and support the needs of other industry sectors because identified sectors may not be representative of the entire workforce system.

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- Strengthen public awareness in recruiting WIOA-targeted populations, specifically those with barriers to employment, to participate in educational offerings.
- Develop programs that help high school students connect to concurrent enrollment, high school Career and Technical Education (CTE), Adult Education, and other partnership strategies that feed into post-secondary career and technical education (CTE) programs.
- Identify and establish short-term post-secondary CTE certificate programs that link to recognized industry credentials and that are a sub-set of degree programs (stacked and latticed credentials) to provide efficient pathways for students to achieve additional educational credentials.
- Explore opportunities to align, coordinate, and collaborate among Core and Required Partners career pathway initiatives. Develop a mechanism and/or strategy to share information about programs, grants, partnerships, etc. to inform partner staff, students, and job seekers and enable them to easily identify individual career pathways to employment.

Focus: Workforce

The workforce needs to possess the required education and training required by employers, with an eye towards continuous improvement of skills and experience.

- Create supplementary training focused primarily on "How to get the job you want" which expands beyond traditional resume and interview skills development into: (1) Articulating how an individual's skills align with job requirements and (2) How to capitalize on non-professional experiences to demonstrate leadership, organization, time management, communication skills, etc.
- Leverage core programs and required partner programs to increase awareness of workforce skills employers are requesting.
- Ensure industry needs are met with workforce.
- Develop career pathways to support ongoing skill development.

Focus: Populations with Barriers to Employment

Government and community partners need to leverage resources towards strengthening the populations with barriers to employment in a way that will elevate them into the general world class workforce of Utah.

- Enhance partnerships with schools (K-12), Adult Education, post-secondary institutions and community services who already interact with these populations. Review comprehensive strategies and implement best practices to ensure access to services. Encourage common outreach and messaging to target populations.
- Complete ongoing evaluations of performance measures with the goal of facilitating, rather than impeding, service delivery.

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- Set performance expectations with the core and required partners understanding that many individuals served have greater-than-average barriers to employment and training. Develop a cycle of continuous improvement to assess program efficacy and make real-time adjustments to outreach strategies.

(F) Taking into account analyses described in subparagraphs (A) through (D), a strategy to work with the entities that carry out the core programs to align resources available to the State, to achieve the strategic vision and goals described in subparagraph (E).

Utah will utilize a variety of strategies to align the core programs, one-stop partners, and other resources to achieve fully integrated customer services consistent with its strategic vision and goals. These strategies include workforce development activities in regard to gaps identified in the State's workforce analysis. Overall strategies include setting collaborative performance goals, sharing information/data, and working together to resolve problems and address any gaps. It also includes collaborating and coordinating on training, marketing and feedback. Utilizing existing committees, workgroups, and programs while working to align and share resources when it is appropriate. Holding regular State Board and committee meetings as required by Utah's plan and clearly outlining all partners' responsibilities in the plan so they can be held accountable or adjusted as required.

(2) The required Core Partners and the required One-Stop partners programs play important roles in Utah's workforce development system. The State Board will work with these entities/partners as described and required by Utah's Unified State Plan to ensure and support alignment to provide seamless, quality services that meet individual and business needs. Work groups and/or committees will be research ways for improving alignment and collaboration with programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006.

(3) The State board, working with the entities carrying out the core programs, will expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment, including how the State Board will facilitate the development of career pathways and co-enrollment, as appropriate, in credential.

Utah's Core Partners will fund activities to implement the State strategies. The activities will be aligned across core programs. Core Partners are committed to:

- Maximizing existing infrastructure to develop a common registration and data repository.
- Utilizing a braided funding model to leverage existing resources in providing services for common customers.

- Exploring additional opportunities for co-location of core program partners and services.
- Sharing Information. Refine current referral process while working toward the inclusion of all core partners in a common point of entry for customers to enter a universal collection application that connects to all core partner systems with the intent of streamlining the process and eliminating duplication.
- Aligning current Career Pathways initiatives and partnering to develop them further where appropriate.

The strategies will be aligned with the programs and activities provided by required one-stop partners and other partners, as appropriate, assuring coordination of, and avoiding duplication among these activities. The Core Partners will:

- Establish local area committees to identify improvements in referral pathways and develop processes to provide seamless services for common customers.
- Educate and train staff at the operational level regarding partner services and access to services to encourage co-enrollment between core and required programs.
- Share information among the core partners in order to provide a more holistic experience for the customer and provide seamless service.
- Explore a common information sharing technology to identify common customer information, services received, and performance to reduce or avoid the duplication of services.
- Create a Statewide Committee that reports to the State Board. The committee members will include representation from all core and required partners to identify career pathway activities and ensure common knowledge and goals regarding career pathways.

(4) The strategies and services that will be used by Utah,
(A) in order to:
(i) Facilitate engagement of employers, including small employers and employers in in-demand industry sectors and occupations, in workforce development programs.
(ii) Support a local workforce development system that meets the needs of businesses in the state.

Partners will coordinate activities and resources to provide comprehensive, high quality, customer-centered services, including supportive services to employers to meet their current and projected workforce needs. The activities will conform to the statutory requirements of each program.

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A workgroup with representation from all the core partners will explore opportunities to further align, connect, and collaborate on current services provided to employers:

- Educating employers about individuals with barriers
- Leveraging USOR's current coordination with employers
- Employer boards utilized by Career and Technical Education (CTE) at the secondary (K-12) and post-secondary education levels
- DWS' Workforce Development Specialists, Labor Market Information, and UWORKS labor exchange system

The workgroup will report recommendations to the State Board for approval.

USOR will expand outreach efforts to employers to ensure USOR better meets their needs while improving opportunities for VR clients by utilizing existing relationships with the Governor's Committee for Employment of People with Disabilities, Choose to Work (CTW), and DWS to identify employer needs provide opportunities for VR Counselors to connect with community employers. USOR will utilize VR Business Relations team and CTW to provide training and information to employers on the benefits of hiring individuals with disabilities. USOR will provide staff training on opportunities for developing and coordinating on-the-job-training, work-based training, internships, and apprenticeships to better service client and employer needs.

(iii) Utah's workforce development programs and activities currently coordinate with the Governor's Office of Economic Development (GOED). Utah's State Board and its Unified Plan will strengthen the collaboration between GOED, the Core Partners, and the required partners.

(iv) Utah will strengthen linkages between the one-stop delivery system and unemployment insurance programs.

Utah supports training and awareness across core programs. Unemployment Insurance (UI) has many resource guides and lists about UI on the DWS website at jobs.utah.gov. These are available to help individuals and those working in other programs to be aware of the UI guidelines. Integration between UWORKS and CUBS (the computer program used by UI) facilitates awareness. UI has a Help Desk set up where staff working in a one-stop center may call and receive immediate help with unemployment issues and questions.

Utah will provide information and meaningful assistance to individuals requesting assistance filing a claim for unemployment compensation through one-stop centers. Whether an individual contacts UI from home or from the one-stop center, they deserve the highest level of customer

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service. To ensure this level of service, UI has implemented an enhanced Interactive Voice Response (IVR) system:

- Claim status at the beginning: Claimants accessing IVR will be provided with their claim status at the beginning of their call. This helps to resolve basic question calls and lower hold times
- Option for call-backs: Individuals have the option to choose a call-back rather than waiting on the phone for a representative to become available.
- More effective direction for online chats: Claimants and employers will be provided with portals to our online chat system at multiple places throughout the UI webpage.
- Individuals accessing services through the one-stop employment centers also have the option of contacting the UI division through the IVR system or online chat feature. Additionally, UI offers a Help Desk for staff at the employment center. An employment counselor can call a direct number for the UI Help Desk and be connected with a claims taker in less than 30 seconds to handle escalated situations.

Utah's strategy for providing reemployment assistance to UI claimants and other unemployed individuals:

- The Work Readiness Evaluation (WRE) was developed to help both job seekers and staff members have a focused approach for job preparation activities.
- The information DWS provides to job seekers and all of the components of the WRE are continually reviewed with employers. This ensures DWS is effectively preparing job seekers to meet employer needs.
- Individuals can access DWS services by visiting employment centers or by using DWS online services, which are accessible 24 hours a day, seven days a week. The website allows customers to enter résumés, search for job openings, learn about careers, access economic information, apply for training services, file for unemployment insurance benefits, and find links to other useful resources. Additionally, customers are able to apply online for financial services, food stamps, child care, medical, and other supportive service benefits.
- Employers are able to access DWS services online 24 hours a day, seven days a week. Employers can enter job orders, search for qualified job seekers, access economic and wage information, report and pay quarterly taxes, enter New Hire Registry information, and link to Utah's business websites in order to find useful information about starting and operating a successful business.

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- DWS provides core curriculum and training to ensure that all employment center staff understand and adhere to Federal, State, and DWS policy and procedures.
- Employment centers operate throughout Utah. A primary goal of the One-Stop delivery system is to serve as the anchor for a statewide workforce development system to effectively respond to the needs of employers, job seekers, and the community. The One-Stop system provides a comprehensive employment exchange network serving as the connecting point for employers and job seekers. An employment center provides direct services or referrals for services through partner agencies to meet the needs of customers. Employment centers develop and maintain strong relationships with partner agencies in order to maintain efficiency and to avoid duplication of services.
- One of the ways the state is providing reemployment assistance to UI claimants is through the Reemployment Services and Eligibility Assessment (RESEA) program. The RESEA program is a statewide program with support of UI claimants in 23 locations across the state. Claimants are chosen for the program based on a profiling score compiled when they first file for benefits, and have been determined "most likely to exhaust." Counselors provide the following services:
    - Create a reemployment plan
    - Review and assist with a job-ready resume by appointment completion
    - Complete the Work Readiness Evaluation in UWORKS
    - Provide resources, based on the individual customers' needs
    - Refer customers or schedule them for a variety of workshops
    - Assist with tools for networking and train on online resources
    - Provide mock-interviews
    - Provide job referrals and contact employers on their behalf
    - Review labor market information
    - Follow-up appointments are typically scheduled 4-5 weeks after the initial appointment, if the claimant has not yet returned to the workforce. This second appointment is used to review the action items created on the reemployment plan and then to schedule mandatory activities for claimants in an attempt to assist them in returning to work prior to exhausting benefits

- All individuals that file for benefits, whether they are qualified or not, receive a resource document from the department. This is included with the Notice of Monetary Determination and also

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available online at jobs.utah.gov/ui/resources.html. When an individual files, they are also provided with real-time labor market information regarding their selected occupation and available local job postings.

- Individuals that do not qualify for a work search deferral are required to register for work within 10 days of filing an initial or additional/reopened claim. The registration process involves completing a profile on our Labor Exchange system, completing an online assessment, and completing anywhere from 0 to 5 online workshops based on the outcome of the assessment.
- The UI division also partners with the Workforce Development Division (WDD) to offer targeted in-person workshops through our Re-employment Support System (RSS). Workshop presenters are able to select groups of individuals and RESEA counselors are able to refer specific individuals to attend.
- Employment counselors in WDD are also conducting targeted outreach to UI claimants who self-identify as veterans and to UI claimants who have only four weeks remaining on their claim.

(B) USOR utilizes the Business Relations and Choose to Work (CTW) Programs to coordinate with employers in support of transition services, including pre-employment transition services, for students and youth with disabilities. Staff meet with employers to identify and/or develop internships, on-the-job trainings, mentoring experiences and temporary work experiences for students and youth with disabilities.

USOR develops and improves pathways providing increased alternative training models and options. Examples include OJT, work-based trainings, apprenticeships, internships, temporary work experiences, Supported Employment (SE), Supported Job Based Training (SJBT), and Customized Employment. This allows individuals and counselors to customize a unique set of services for each individual. USOR partners with other agencies including employers, the DWS, Community Rehabilitation Programs (CRPs) and the Division of Services for People with Disabilities (DSPD). USOR has formed an oversight committee for Community Resource Provider (CRP) services that meets quarterly to provide ongoing input and suggestions regarding the provision of services, the policies around SE/SJBT, and approval of service providers. USOR also has an established process for CRP approvals and reviews to insure quality services are provided to clients and employers.

USOR has the authority to enter into contracts with for-profit organizations for the purpose of providing Vocational Rehabilitation services and OJT and related programs for individuals with disabilities under Part A of Title VI of the Rehabilitation Act. USOR determines whether for-profit organizations are better qualified to provide vocational rehabilitation services than nonprofit organizations.

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USOR provides its counselors with the ability to support individualized apprenticeship opportunities and to engage with employers for the purpose of developing customized apprenticeship opportunities. USOR works directly with employers, post-secondary education, and coordinates with the USDOL Office of Apprenticeship.

Utah provides early intervention to worker groups on whose behalf a Trade Adjustment (TAA) petition has been filed (Section 134 (a)(2)(A).)
Adult and dislocated worker program requirements include alternative training models. Utah uses alternative training models as part of its training strategy and ensures high quality training for both the participant and the employer. DWS and USOR work with partners and employers to offer On the Job Training (OJT) as one of many options to engage individuals in alternative employment training experiences. USOR supports the expansion of these services through counselor efforts and the Choose to Work joint partnership with DWS.

Reimbursements to employers for paid employment opportunities for youth that have an academic and occupational component. The opportunities may include summer employment and other opportunities available throughout the school year such as internships, job shadowing, and OJT.

The UCAP program is intended to increase the number of individuals who earn industry-recognized credentials, develop career pathways with multiple entry and exit points for students along the post-secondary education continuum and create systemic change by establishing processes and programs that better connect education, the workforce and employers. The program was created to address the following four opportunities and concerns:

- Increase Economic Cluster Connectivity and Educational Alignment
- Respond to Industry Identified Skill Gaps
- Enhance the Role of the Regional Institutions in Economic Development
- Promote Regional Stewardship of grantees' Contributions to Workforce Development

The Job Growth Fund (JGF) is a strategic revenue source that funds employer initiative programs. This revenue comes from the UI Special Administration Expense Account. JGF helps fund training, education and job creation programs. It is currently leveraged to support the goals and vision of this plan. Utah will continue to explore ways to utilize this resource to support and continually improve its workforce development strategies

WDS staff play a key role in Rapid Response (RR) by building and maintaining relationships with employers, which is a key activity in receiving early notification from employers on planned layoff/closure events. This allows critical time to plan for and customize services to specific events and the needs of workers. During layoff/closure events local WDS staff becomes part of the

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delivery of rapid response services by coordinating with the DWU and deliver rapid response services as appropriate. This includes collaboration with core and required partners to quickly reconnect affected workers with employers seeking their skill-set.

As described in other sections, Utah's system of higher education, adult education and secondary (K-12) all participate in career pathway, internship, work-based learning, and apprenticeship programs and reach out to the business community to inform their programs and curriculum. As stated throughout the plan, Utah has room for improvement in aligning secondary, post-secondary, and adult education with the programs of the core and required partners.

(5) The State Board will assign a work group, by Fall 2016, to explore and make recommendations, by Winter 2017, describing ways workforce investment activities carried out in the state along with economic development activities might promote entrepreneurial skills training and microenterprise services.

(6) Utah's one-stop delivery system:

(A) The State Board will ensure the continuous improvement of eligible providers of services through the system and ensure that such providers meet the employment needs of local employers, and workers and job seekers by following the certification requirements for the Eligible Training Provider List and following Utah State purchasing and procurement policies.

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(B) The State board will facilitate access to services provided through the one-stop delivery system, including in remote areas, through the use of technology and other means. All of the Core and required partners will collaborate to ensure their services are aligned and available to customers through Utah's one-stop service delivery. The one-stop service delivery must comply with the standards approved by the State Board. The one-stop service delivery system must report performance measures to the State Board and make recommendations for continuous improvement.

Utah's core and required partners are committed to establishing a model of its single state, physical one-stop location to pilot new collaboration and alignment activities and will integrate with the following partners:

- Adult, Dislocated Worker
- Youth, Wagner-Peyser Act
- Trade Adjustment Assistance (TAA)
- Community Services Block Grant employment and training activities
- U.S. Department of Housing and Urban Development (HUD) employment and training programs
- Unemployment Compensation programs

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- Programs authorized under the Social Security Act Title IV, Part A (TANF) and SNAP
- Veterans job counseling, training, and placement services
- National Farmworkers Jobs program
- USOR, CTE, and Adult Education are both housed in USOE. USOR and DWS currently align and collaborate on several programs described throughout the plan. Adult Education, USOR and DWS will move forward on alignment and collaboration as described in the plan.
- Senior Community Service Employment Program (SCSE) will to participate in the one-stop service delivery system and is currently connected to one stop service delivery partners.
- Job Corps has a strong relationship and connection with DWS

(C) Entities within Utah's one-stop delivery system, including one-stop operators and the one-stop partners, will comply with section 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 regarding the physical and programmatic accessibility of facilities, programs, and services, technology, and materials for individuals with disabilities, including providing staff training and support H.R. 803-45 for addressing the needs of individuals with disabilities.

Utah's one-stop service delivery system will comply with provisions of the American's with Disabilities Act of 1990 with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. DWS' Risk Manager works in coordination with State Risk Management to conduct on site reviews of DWS' Employment Centers as well as the administrative offices. These reviews are conducted to ensure physical accessibility for DWS customers as well as employees. Reviews are conducted every three years. The Americans with Disabilities Act Checklist for Existing Facilities on the Achievable Barrier Removal Survey was used, for the most recent Risk Management review. However, Risk Management is currently working with DWS and other state agencies in revising the tool. Additionally, the DWS Equal Opportunity Officer conducts statewide Employment Center reviews, using portions of the Section 188 checklist to ensure programmatic accessibility for DWS customers.

DWS has ADA/Section 504 policy and procedures in place and readily accessible to all DWS staff, via the Intranet to assist in providing accommodations for persons with disabilities seeking, applying for, or participating in DWS programs and services. The department's Equal Opportunity Officer also serves as the ADA/Section 504 Officer for DWS customers.

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Regarding technology, the department's public website, including all applications for programs and services are Section 508 compliant. The Utah Department of Technology Services evaluates, tests, and surveys all DWS technology services to ensure compliance.

The Utah SCSEP program is required to provide services in conjunction with the ADA requirements as part of our yearly DOL grant. These requirements are part the State SCSEP assurances to the DOL. Program Orientation to the SCSEP program are provided to all individuals before training begins.

(D) All of the core and required partners are currently engaged, at a minimum, in our one stop service delivery system through the use of our online systems and/or referrals. For example, our labor exchange system which allows for application for training/skill enhancement programs and supportive services as appropriate to meet the needs of this population. The labor exchange system also provides access to current job openings with employees across the state.

(7) A description and assessment of the type and availability of adult and dislocated worker employment and training activities.

Utah's Dislocated Worker Unit (DWU) is housed with the Workforce Development Division Program and Training (WDD) at DWS. It is part of the Education and Training Team. The team includes the State Rapid Response Coordinator, DW Program Specialist, TAA Program Specialist, and the State Program Specialist over the Eligible Training Provider List (ETPL) and Basic Education Provider List (BEPL), ensuring coordination and the ability to design and deliver comprehensive services to dislocated workers. The DWU follows up on all WARN notifications, trade petitions and to trade certified companies to ensure prompt delivery of services.

Local WDS staff play a key role in RR by building and maintaining relationships with employers, which is a key activity in receiving early notification from employers on planned layoff/closure events. This allows critical time to plan for and customize services to specific events and the needs of workers. During layoff/closure events local WDS staff becomes part of the delivery of rapid response services by coordinating with the DWU and deliver rapid response services as appropriate. This includes collaboration with core and required partners to quickly reconnect affected workers with employers seeking their skill-set.

The DWU gathers and tracks layoff/closure data and disseminates Layoff Notification Records used by DWS Management, Area Directors, WDS staff, UI and the Workforce Research and Analysis (LMI) team to help plan for and potentially avert layoffs or minimize the impact to workers by matching workers to available jobs, sponsoring job fairs, linking workers to job search workshops and providing DW, TAA and other appropriate career services. RR services, along with the UI Reemployment Services and Eligibility Assessment (RESEA) Program, has shortened and prevented periods of unemployment of dislocated workers.

By implementing early intervention strategies Utah's RR program creates opportunities to engage employers, community partners, economic development agencies and training providers to avert layoffs by quickly moving workers from layoff to employment or training. During RR workshops, worker information is gathered to register them in UWORKS expediting access to services. The UWORKS system identifies rapid response services, career services, company information and layoff/closure data, and is used by employment and training counselors in determining WIA DW eligibility.

Workforce development specialist staff work closely with and coordinate dislocation events including disaster situations with DWS administration and the State DWU to provide RR services to local areas. Through ongoing partnerships developed with local agencies, businesses and community partners, DWU and WDS staff can immediately respond to emergency dislocations including local area disaster situations. Depending on the severity of the disaster, including FEMA approved disasters, DWU and WDS staff are prepared to work independently or with first responders to conduct a preliminary assessment of the area to determine the need for funding to meet the career and training needs of individuals impacted by dislocation events, including coordinating services and providing temporary housing and other support needs of individuals displaced by such events.

Utah uses alternative training models as part of its training strategy and ensures high quality training for both the participant and the employer. DWS and USOR work with partners and employers to offer On the Job Training (OJT) as one of many options to engage individuals in alternative employment training experiences. USOR supports the expansion of these services through counselor efforts and the Choose to Work joint partnership with DWS.

USOR develops and improves pathways providing increased alternative training models and options. Examples include OJT, work-based trainings, apprenticeships, internships, temporary work experiences, Supported Employment (SE), Supported Job Based Training (SJBT), and Customized Employment. This allows individuals and counselors to customize a unique set of services for each individual. USOR partners with other agencies including employers, the DWS, Community Rehabilitation Programs (CRPs) and the Division of Services for People with Disabilities (DSPD). USOR has formed an oversight committee for Community Resource Provider (CRP) services that meets quarterly to provide ongoing input and suggestions regarding the provision of services, the policies around SE/SJBT, and approval of service providers. USOR also has an established process for CRP approvals and reviews to insure quality services are provided to clients and employers.

Registered Apprenticeships. An Apprenticeship Subcommittee has been developed as part of the State Board and will expand to include core and required partners. One of the goals is to partner with education through the creation and expansion of pre-

apprenticeship opportunities and to enhance awareness. As these opportunities are further developed, DWS will market these opportunities to individuals. As of October 1, 2015, Utah's labor exchange system allows for Registered Apprenticeship opportunities to be posted in UWORKS. This enhances the connection of job seekers to Registered Apprenticeship opportunities available and assists employers in identifying qualified candidates for openings.

DWS is coordinating with the U.S. Department Of Labor Office of Apprenticeship (OA) to identify Registered Apprenticeship sponsors for the ETPL and is reaching out to those sponsors. In addition, DWS is collaborating with, trade associations and unions to better understand the needs of employers utilizing Registered Apprenticeships. These relationships will connect employers, who may benefit from the structured training apprenticeships provides, to the OA with the intent of increasing opportunities for job seekers.

USOR provides its counselors with the ability to support individualized apprenticeship opportunities and to engage with employers for the purpose of developing customized apprenticeship opportunities. USOR works directly with employers, post-secondary education, and coordinates with the USDOL Office of Apprenticeship.

(8) A description of how the state board will coordinate workforce investment activities with rapid response activities. See (7).

(9) A description and assessment of the type and availability of youth workforce investment activities in the State, including activities for youth who are individuals with disabilities, which description and assessment shall include an identification of successful models of such youth workforce investment activities.

Utah's youth workforce investment activities include improve coordination and alignment between Utah's Core Partners and the Utah State Office of Education's Career and Technical Education programs and Career Pathways; the Utah College of Applied Technology; and the Utah System of Higher Education. In addition to existing efforts, recommendations will be made to the State Board for strengthening this collaboration and partnership.

Utah has a single state board, criteria has been developed to be used to award grants for youth workforce investment activities including funds to carry out the Youth Program elements described in WIOA section 129(C) (2). Staff will assess each individual to ensure the appropriate elements are provided based on specific circumstances and to meet performance outcomes. Funds will be used to provide:

- Support needed to complete secondary school education, including Adult Education, alternative high school education, packet completion or GED preparation. Support may include tutoring with eligible tutors to assist with both secondary and post-secondary educational completion.

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- Support to assist individuals with enrolling, attending, and completing Adult Education services, alternative education services. Support may include paying for GED practice tests, and the supplies needed to complete their educational goals.
- Reimbursements to employers for paid employment opportunities for youth that have an academic and occupational component. The opportunities may include summer employment and other opportunities available throughout the school year such as internships, job shadowing, and OJT.
- Training support to youth customers who are eligible under an ITA for tuition and required training related supplies needs. Funds will also be used to support youth customers in apprenticeships and custom fit trainings.
- Support individuals completing leadership development activities, including, but not limited to, job search and life skills workshops, conferences, and team building activities.
- Funding for reasonable expenses required for participation in training and employment activities.
- Fee-for-service providers who offer mentoring to students either on a one-on-one or group basis.
- Individual counseling, family counseling, trauma counseling, substance abuse counseling and intervention, mental health counseling and medication management.
- Budgeting workshops, courses and activities.
- Entrepreneurial skills training, as a direct payment to the provider for the courses being offered to the individual.
- Career assessments to customers during appointments with staff in order to guide them through appropriate career pathways.
- Activities that help youth prepare for and transition to post-secondary education and training. Staff will assist youth with educational searches on a one-on-one basis during assessments in order to help customers determine a best fit for them in completing training.

USOR has several cooperative agreements and collaborates with agencies that serve out-of-school youth. These partners include The Division of Services for People with Disabilities, the Division of Substance Abuse and Mental Health, Community Rehabilitation Programs, the Division of Juvenile Justice and local mental health agencies. Statewide, USOR has assigned liaisons who facilitate interagency referrals, outreach and information and coordination of services to meet the needs of out-of-school youth.

USOR is a partner in Employment First legislation which makes employment the first and preferred option for individuals with disabilities. USOR partners with DSPD to ensure that supports are in place for individuals with intellectual disabilities, youth in post high programs, and all individuals who are MSD and need customized and/or supported employment supports. USOR and DSPD collaborate to provide supported

employment services to individuals on the DSPD wait list through the provision of long term funding from the Utah State Legislature.

USOR utilizes the Business Relations and CTW Programs to coordinate with employers in support of transition services, including pre-employment transition services, for students and youth with disabilities. Staff meet with employers to identify and/or develop internships, on-the-job trainings, mentoring experiences and temporary work experiences for students and youth with disabilities.

Students and youth with disabilities are invited to participate in career preparation workshops and job fairs. The Business Relations Teams work with Vocational Rehabilitation Counselors to provide school transition specialists and teachers with preparation packets. The material provides information on how to dress for success, interviewing, resume building, and appropriate behavior when meeting with business partners. Students can attend workshops on topics such as, "Working in Government Professions, State and Federal Hiring Initiatives," "Employer Panel," "How to Dress on a Dime and Interview Success," and "Social Security and Working." The job fairs provide students an opportunity to meet with hiring specialists to discuss employment opportunities.

USOR's Business Relations Team works closely with the Governor's Committee for Employment of People with Disabilities to conduct Disability Mentoring Day Events for students. These events are held at a hosting business and students from local high schools are invited to attend with their teachers, advocates or parents. The hosting business offers information on their company and topics of concern to the youth. The students have an opportunity to tour the company to see the types of job opportunities available in the business.

USOR Transition Services provides a variety of services to assist transition aged youth in obtaining paid work experiences. Through the provision of Work Based Training, Summer Work Experiences, Supported Job Based Training/Supported Employment, and other Community Rehabilitation Program services, VR coordinates with employers on an individualized basis to meet both the client's and employer's needs.

USOR has partnered with DSPD, DSAMH to create pathways for funding, teamwork and identifying needs of the community in order to provide SE supports. USOR is also working diligently with Department of Workforce Services, Utah State Office of Education, programs under Department of Human Services, and Corrections to identify all agencies who serve youth (including Division of Child and Family Services, Foster and Proctor Care, Youth in Custody, Juvenile Justice Systems, etc.) Creating an atmosphere of team support and braided funding through these agencies

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will increase access to services for all youth, including those with most significant disabilities, and increase post school outcomes, including employment.

(10) A description of how the State Board will coordinate education and workforce investment activities carried out in the state with relevant secondary and post-secondary education programs and activities to coordinate strategies, enhance services and avoid duplication of services.

Utah will create a workgroup through the State Board's standing committees to explore existing partnerships and coordination efforts. The workgroup will take its recommendations for improvements in alignment and collaboration to the State Board for approval.

(11) A description of how the State Board will coordinate workforce investment activities carried out under this title in the state with the provision of transportation, including public transportation, and other appropriate supportive services in the state.

Utah will create a workgroup through the State Board's standing committees to explore transportation and public transportation coordination with workforce investment activities.

(12) Utah currently strategizes to maximize the coordination of services provided by the State employment service under the Wagner-Peyser Act and services provided in its one-stop delivery system, to improve service delivery and avoid duplication of services. Implementing its Unified State Plan and continuing to research opportunities for improvements including collaboration and alignment with its core and required partners.

(13) A description of how the state will coordinate workforce investment activities carried out under this title in the state with the provision of adult education and literacy activities under title II in the state, including a description of how the state will carry it out.

Utah funds adult education programs based on the focus of WIOA Adult Education and Family Literacy (AEFLA) grant applications defining the program's ability to meet the needs of the adult learner, 16 years of age or older, through literacy activities including adult education, basic literacy, workplace adult education literacy activities, family literacy activities English language activities, integration of English literacy and civics education, workforce preparation or integrated education and training. Program funding will be made on the basis of application merit as measured on a scoring rubric. Programs will compete for WIOA awards to provide English Language Learners (ELL) educational services for non-native speakers, Adult Basic Education (ABE) literacy services, and Adult Secondary Education/Adult High School Completion (ASE/ASHC) services to qualified individuals as defined in Title II of the Workforce Innovation Opportunity Act. All programs are expected to infuse civics education within the context of offered course work. Instruction provided

should be contextualized and designed to focus on career opportunities defined within the regions.

Programs will be expected to:

- Define how workforce preparation is incorporated within their curriculum
- Define the strategies/processes utilized to actively collaborate and transition adult education "completer students" to postsecondary and career training programs or to employment that will lead to a meaningful and self-sustaining career
- Ensure that students are afforded career pathways and appropriate services through collaboration and coordination of referrals between DWS and Rehabilitation service providers

(14) A description of the replicated cooperative agreements (as defined in section 107(d)(11)) between the state board or other local entities described in section 101(a)(11)(B) the Rehabilitation Act of 1973 (29 USC 721(a)(11)(B) and the local office of a designated State agency or designated State unit administering programs carried out under title I of such Act (29 USC 720 et seq.)(other than section 112 or part C of that title(29 USC 732, 741) and subject to section 121(f) in accordance with the section 101(a)(11) of such Act (29 USC 721(a)(11))with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination. (See appendix 10)

The Utah State Office of Rehabilitation (USOR) and the Department of Workforce Services (DWS) maintain a cooperative agreement that provides specific guidelines for the coordination of services to individuals with disabilities. This agreement establishes the levels of coordination and collaboration as partner agencies to ensure that all individuals with disabilities have equal access to Workforce Innovations and Opportunity Act activities in order to prepare for and obtain employment. The agreement defines the terms and requirements for employment center accessibility, technical assistance provided by USOR, program accessibility, employment center liaisons, referral processes, service provision, cross training of staff, information system linkage, cooperative efforts with employers, state board and council participation, cost allocation and dispute resolution guidelines.

(15) Utah will identify the entity responsible for the disbursal of grant funds described in section 107(d)(12)(B)(i)(iii), HR 803-46 as determined by the chief elected official of the Governor under section 107(d)(12)(B)(i)

(16) Utah will follow the State of Utah purchasing process for its competitive process used to award the subgrants and contracts in the State for activities carried out under this title.

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(17) The levels of performance negotiated with the Governor and chief elected official pursuant to the section 116(C), to be used to measure the performance of the State and to be used by the State Board for measuring the performance of the state fiscal agent (where appropriate), eligible providers under subtitle B, and the one-stop delivery system, in the State.

Utah will use the performance measures outlined in the Unified State Plan to measure the performance of the State. Utah will refer to the State Board, Core Partners, required partners and the State purchasing policies and requirements to ensure the eligible providers meet performance requirements. The Governor's designee does not require additional performance measures.

(18) A description of the actions the State board will take toward becoming or remaining a high-performing Board. See Appendix 5.

(19) A description of how training services under chapter 3 of subtitle B will be provided in accordance with section 134(C)(3)(G), including, if contracts for the training services will be used, how the use of such contracts will be coordinated with the use of individual training accounts under that chapter and how the local board will ensure informed customer choice in the selection of training programs regardless of how the training services are provided.

Utah will not be contracting for training services. A new policy has been created for staff that outlines informed customer choice, along with what information staff can provide about the training program. The policy states that staff will refer customers to the ETPL to make an informed choice about training program selection. Staff cannot give additional information about previous customer success or hearsay complaints. Staff can encourage customers to research training providers on the ETPL. But the ultimate decision regarding training program selection is up to the customer.

(20) A description of the process used by the State, consistent with subsection (d), to provide an opportunity for public comment, including comment by representatives of businesses and comment by representatives of labor organizations, and input into the development of the local plan, prior to submission of the plan.

Utah's draft plan will be available for 30 days starting January 26, 2014 for public comment. The draft plan could be accessed from the Core Partners' websites. Utah held six, one-hour town hall meetings in five areas of the state and invited community partners to attend for provide feedback and/or ask questions. The draft plan was made available to all the members of the State Board who were encouraged to share it with colleagues and partners to provide feedback.

(21) A description of how one-stop centers are implementing and transitioning to an integrated technology-enabled intake and case management information system for programs carried out under this Act and programs carried out by one-stop partners.

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Utah plans to refine current referral process while working toward the inclusion of all core partners in a common point of entry for customers to enter a universal collection application that connects to all core partner systems with the intent of streamlining the process and eliminating duplication.

(22) Utah's Governor does not require additional information.

(c) Existing Analysis. As appropriate, a state may use an existing analysis to carry out the requirements of subsection (b)(1) concerning analysis.

(d) Process. Prior to the date on which the State Board submits a plan under this section the Board shall
   (1) Make available copies of a proposed plan to the public through electronic and other means such as public hearings and local news media
   (2) Allow members of the public, including representatives of business, representatives of labor organizations, and representatives of education to submit to the local board comments on the proposed plan, not later than the end of 30-day period beginning on the date on which the proposed local plan is made available
   (3) Include with the plan submitted to the Governor under this section any such comments that represent disagreement with the plan

(e) Plan Submission and Approval. A plan submitted to the Governor under this section shall be considered to be approved by the Governor at the end of the 90 day period beginning on the day the HR 803 – 47 Governor receives the plan, unless the Governor makes a written determination during the 90 day period that
   (1) Deficiencies in activities carried out under this subtitle or subtitle B have been identified, through audits conducted under section 184 or otherwise, and the local area has not made acceptable progress in implementing corrective measures to address the deficiencies
   (2) The plan does not comply with the applicable provisions of this Act; or
   (3) The plan does not align with the State plan, including failing to provide for alignment of the core programs to support the strategy identified in the State plan in accordance with section 102(b)(1)(E)

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COOPERATIVE AGREEMENT
BETWEEN
UTAH STATE OFFICE OF REHABILITATION
AND
UTAH DEPARTMENT OF WORKFORCE SERVICES
January 1, 2012-December 31, 2016

I. Parties

This agreement is between the Department of Workforce Services, hereafter known as DWS, 140 East 300 South, Salt Lake City, Utah, 84111 and the Utah State Board of Education, Office of Rehabilitation, hereafter known as USOR, 250 East 500 South, Salt Lake City, Utah 84114.

This document is provided as a Special Provision to the Memorandum of Understanding State of Utah One Stop Partners. The document provides specific guidelines for the coordination of services to people with disabilities between the Utah State Office of Rehabilitation (USOR) and the Department of Workforce Services (DWS).

II. Purpose

The purpose of this agreement is to establish levels of coordination and collaboration as partner agencies in order to ensure that all individuals with disabilities will have equal access to Workforce Investment activities designed to assist our shared customers in preparing for and obtaining employment.

III. Introduction

The Workforce Investment Act (WIA) of 1998 mandates USOR and DWS to develop a partnership with each other, along with other agencies, organizations, and employers to form Utah's Workforce Development System. In 2000, the designated agencies' Executive Directors signed a Cooperative Agreement for a five-year period. This agreement is to update this Cooperative Agreement, maintaining existing linkages and expanding them as needed. Though required, beginning in 1998, many linkages between these agencies and employers have been in place for a number of years prior to the WIA-mandated agreement.

As a group, individuals with disabilities represent the most underemployed and unemployed segment of society. The National Center for Health Statistics indicates that over 22 million working age Americans are disabled in such a way as to limit their ability to work. In Utah,

there are approximately 90,000 individuals with disabilities who are limited in their ability to work. A study by the Institute for Health and Aging reported that, nationally, the labor force participation rate for people with disabilities in 2000 was 27.0 percent, compared to 81.7 percent for people without disability. According to the 1998 Harris Survey of Americans with Disabilities, "only three in ten working age adults with disabilities are employed full or part time...even though almost three out of four who are not working say that they would prefer to be working.

To address these needs, DWS and USOR must collaborate to ensure that Utahns with disabilities will have the most appropriate, cost-effective, and accountable service system they need to obtain competitive employment.

IV. Attachments Included as Part of this Agreement

Attachment A: DWS 3rd Party Access Request Form & Computer Security Policy Statement
Attachment B: Unemployment Insurance Program Letter No. 21-99
Attachment C: DWS Form 360 Utah's Partnership Referral for Services
Attachment D: Form 115 DWS Release of Referral/ USOR 45BRelease of Information
Attachment E: Work Statement
Attachment F: USOR Form 45B Release of Information Exchange

V. Legal Authority

Utah Code Annotated Subsection 63G-3-206 (2) Government Records Access and Management Act (GRAMA) permitted private or controlled records to be provided to another governmental entity if it is necessary to the performance of that entity's duties and functions, will be used for a purpose similar to the purpose for which the information in the record was collected, and the public benefit outweighs the individual privacy rights that protects the records.

Legal authority for sharing Wage Data Records is the Wagner-Peyser Act, as amended (29 U.S.C. , 49 et. seq.); Workforce Investment Act 1998; Utah Code Annotated Subsection 35-A-4-312 (5) (h); Unemployment Insurance Program Letter (UIPL) No. 21-99, including *Attachment* A and B; and measurements; 20 CFR 603-7 confidentiality protection provisions.

VI. Equal and Effective Access

USOR and DWS have the goal to provide Utah job seekers with disabilities equal and effective access to services offered through Utah's Workforce Development System. In order to achieve this goal, it is essential that USOR and DWS work together effectively as partners.

As partners, USOR and DWS agree to give job seekers with disabilities equal and meaningful access to Utah's Workforce Development System. This partnership will ensure that Utah job seekers with disabilities can access the type and level of service they need to obtain and maintain employment. The following provides the process to ensure physical and programmatic accessibility for people with disabilities, to DWS Employment Centers.

1. Accessible Employment Centers: As the operator of DWS Employment Centers, DWS agrees to operate under the requirements of the Americans with Disabilities Act (ADAAA) and Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disability. Additionally, both parties agree to comply with Section 188 of the Workforce Investment Act, and Title VI of the Civil Rights Act, as well as guidance regarding services and access for persons with limited English proficiency, to the extent they apply for coordinated services from both parties. Specific guidance is provided at Part IV, Department of Labor, Federal Register/Volume 68, No. 103, issued Thursday, May 29, 2003, and the Department of Health and Human Services Federal Register/Volume 65, No. 169, August 30, 2000. This agreement shall not be construed as an express or implied waiver of any immunity the State of Utah or DWS enjoys from lawsuits brought under the provisions of the ADA.

   When requested, USOR will provide DWS with technical assistance concerning:

   a) The evaluation of accessibility to DWS Employment Centers
   b) Modification to achieve accessibility
   c) Acquisition of accessible equipment and materials
   d) Obtaining auxiliary aids and services

Any costs associated with bringing DWS Employment Centers into compliance with ADA will be the responsibility of DWS.

2. Program Accessibility: Utah Job seekers with disabilities shall have equal access to the type and level of Employment Center services that are determined appropriate for their individual employment needs and circumstances. This will be accomplished by implementing the following cooperative efforts by USOR and DWS:

   a) Co-location: When appropriate and possible, USOR and DWS agree to physical co-location. Agency staff that is co-located in partner agency centers will remain under the operational control of their parent agency.

      In Employment Centers where co-location does not occur, DWS and USOR agree to the establishment of electronic linkages and referral processes between the two entities.

   b) Employment Center Liaison: USOR will assign a staff liaison for each of DWS's Employment Centers. The liaison will work closely with a DWS appointed Employment Center liaison to facilitate an effective working partnership between USOR and DWS. The liaison duties will include partnership building, first line problem resolution, coordination of cross training activities, communication between USOR and the Employment Center, coordination of technical assistance concerning vocational rehabilitation services, coordination of referrals and staffing of mutual consumers.

   c) Referral Process: The pathway for accessing these services is through an Employment Center connection specialist or employment counselor, or by electronic referral to the Employment Center by a USOR Vocational Rehabilitation counselor. DWS will ensure that the customer, prior to the referral to the USOR representative will sign the appropriate referral forms, DWS 115 and the DWS 360, see *Attachments* ~~F~~ C & ~~G~~ D.

      Job Seekers with disabilities, who by necessity or informed choice pursue the specialized services of the vocational rehabilitation program to reach their employment goals, will be referred to the said program. The pathway for accessing vocational rehabilitation services will be through a DWS Employment Center employee electronically referring appropriate vocational rehabilitation candidates. This typically will occur when an Employment Center connection specialist or an employment counselor determines that the job seeker with a disability needs intensive level services than can best be met by services offered through the state vocational rehabilitation program. After referral and

determination of eligibility, USOR will be responsible for providing services according to federal regulations. DWS will continue to provide those services to the individual that they are qualified for.

d) Services Provision: Services to eligible job seekers with disabilities who can achieve their employment goals through provision of services from DWS and/or USOR will be provided in accordance with respective federal regulations, policy, and procedures of each agency. DWS staff will provide DWS Employment Center services. These services include core services, intensive services, and training services as funding allows. For eligible job seekers vocational rehabilitation services will be provided through the Vocational Rehabilitation program. These services include eligibility determination for vocational rehabilitation services, development of an Individual Plan for Employment (IPE) and provision of services as identified under the IPE. In addition, USOR will provide computer access to eligible job seekers in order for them to register for DWS services using the DWS website.

3. Equal and Effective Access (or Choose to Work Utah)
To help ensure equal and effective access to the Workforce Development System, USOR and DWS have jointly implemented job development and placement services for Utah job seekers with disabilities. With joint funding from USOR and DWS, the Choose to Work Utah project will each have FTEs to provide statewide individualized job development and placement services to individuals with disabilities referred from either agency. The Rehabilitation Services Administration grant, USOR and DWS co-directors administer the project. Each Choose to Work staff member's wages are paid either by USOR or DWS. Regardless of the source of the funding, each staff member provides services to customers or clients from both agencies. Liaisons with each agency will provide periodic evaluations and reports to agency executive directors. This is a significant partnership.

VII. Cross Training

In order to have effective coordination of services to people with disabilities, it is essential that DWS and USOR staff have a functional understanding of each other's programs and services. In order to achieve this understanding DWS and USOR will develop and utilize a cross training package.

USOR and DWS will develop a cross-training curriculum for current and new DWS and USOR staff statewide. This cross-training will increase the understanding by each agency's staff concerning available services and supports, which will result in enhanced coordination and effectiveness of services to job seekers with disabilities. The curriculum will at a minimum contain an overview of the following:

1. Each agency's basic mission and philosophy

2. Types of services available to customers including customers with disabilities

3. Eligibility requirements of each agency

4. Referral process to each agency's programs and services

The cross training will also convey the expectation of a consistent statewide implementation of policy and encourage continuous improvement of local pathways for service delivery.

Training will be available on line. All Employment Counselors and Vocational Rehabilitation Counselors will be expected to become familiar with the information. DWS and USOR will identify the responsible staff to provide curriculum development and presentation of the training curriculum.

VIII. Information Systems Linkage

To avoid duplication and enhance service delivery to job seekers with disabilities, DWS and USOR will coordinate their electronic information systems in the following manner:

1. Wage and Benefits Information Screen: USOR and DWs have finalized an information exchange agreement that provides USOR with specified information from the Wage and Benefits database. DWS has produced an electronic report that provides specified Wage and Benefits information on the requested individuals to USOR. USOR has paid for all programming, materials and staff costs concerning this report. Providing key contact information to counselors in both agencies for joint clients will further enhance this information exchange. In addition, this information exchange will be modified as needs are identified between agencies.

2. Cooperative Access to the State of Utah Wide Area Network: USOR and DWS will assist staffs who are temporarily serving customers in the other agency's office by providing access to the State WAN for Internet connection. Each agency would be

responsible to provide computer data jacks capable of connecting to their respective WAN resources.

3. UWORKS Cooperative Agreement: UWORKS has been designated as the computer system for Choose to Work services. As a result of this designation, DWS agrees to provide limited access to the UWORKS system for USOR employees with a need to access the system. Limited access is defined as a view capability, plus capability to search information and develop employment plans. This includes Choose to Work staff, supervisors and administrators. To obtain access, USOR employees must complete a 3rd Party Request Form, *Attachment A,* and be approved by the appropriate DWS authority. USOR and its employees agrees to adhere to the DWS computer security policy statement in *Attachment A* . DWS agrees to provide access information and training on the appropriate UWORKS functions to approved USOR employees.

IX. Cooperative Efforts with Employers

The involvement of Utah's employers in the Workforce Development is critical to increasing employment opportunities for job seekers with disabilities. USOR and DWS will develop and implement programs and activities as funding allows, demonstrating to Utah's employers the benefits of including people with disabilities in the workforce. These activities include:

1. Continued development and implementation of a statewide employer network system where employers can exchange information and experiences in hiring, best practices and success managing individuals with disabilities.

2. Continuing to provide disability awareness services to Utah employers. These services include disability sensitivity training, in addition to disability and employment information. When requested by DWS, USOR will provide disability awareness services to employers selected by DWS.

3. Conducting public relations activities to increase employer and public awareness of the benefits of employing individuals with disabilities.

4. In coordination with the Governor's Committee for Employment of People with Disabilities, continue to conduct statewide employer recognition activities to encourage hiring individuals with disabilities.

5. Supporting growth of the Utah Business Employers Team throughout the state of Utah, as a means of employers connecting with each other to foster employment for people with disabilities.

X. Board and Council Participation

The involvement of USOR on the State Workforce Investment Board and advisory boards is essential to ensure customers with disabilities are represented.

1. The Executive Director of USOR will serve and participate as a full member of the State Workforce Investment Board, also known as the State Council on Workforce Services.

2. A representative from the State Workforce Investment Board will serve and participate as a standing member of the USOR State Rehabilitation Council.

XI. Cost Allocation

In DWS Employment Centers where USOR vocational rehabilitation staff is housed, USOR will participate in the operational costs of the center. In USOR offices where DWS staff is housed, DWS will participate in the operational cost of the building. This will be based on a mutually accepted cost allocation method which is proportionate to use and allocable according to U.S. Office of Management and Budget (OMB) cost principles.

XII. Dispute Resolution

When issues arise that cannot be resolved at the Employment Center level, the following provides the process by which these issues will be resolved.

1. Consumer/Customer Grievances: When customers have grievances, they will be informed of the grievance procedure of DWS or the Employment Center partner that provided the service. DWS and the Employment Center partners will be responsible for ensuring that the customer is provided with all applicable information about their grievance procedures and pathways. DWS and the Employment Center partners will have information posted in visible locations informing customers of their rights and responsibilities and will provide brochures that also contain

information regarding complaints and grievance processes and procedures and customer rights and responsibilities.

2. Issue Resolution between USOR and DWS: Operational procedural issues and disputes will be resolved, when possible, by the USOR designated Employment Center liaison and the DWS designated Employment Center Liaison. Disputes that cannot be resolved at the local level will be channeled to designated USOR and DWS administrative staff.

IX. Amendments

Amendments to this agreement may be requested and may be made at any time upon approval of the Executive Director of USOR and the Executive Director of DWS.

I. Signatures

Donald R Uchida

Don Uchida, Executive Director
Utah State Office of Rehabilitation

12-22-11
Date

Jon Pleasant

For Kristin Cox, Executive Director
Department of Workforce Services

1-3-12
Date

ATTACHMENT A

STATE OF UTAH

Department of Workforce Services

DWS 3RD PARTY ACCESS REQUEST FORM

Revised. 3/01/11

(e-mail) DWS_DATA_SECURITY@utah.gov (Fax) 801- 526-9288

USER INFORMATION

3rd Party Agency Name: _____

3rd Party Agency Contract or Agreement Number (if applicable): _____

Contract Business Office Location: _____

(print) WORK

USER NAME _____ PHONE (____)____-_____ Last 4 digits of SSN: _____

Current Mainframe Log-on ID: _____ Previous State Employment [ ] Previous Logon id: _____

New/Re-instated [ ] Delete User [ ] Access Change [ ] USER E-MAIL ADDRESS: _____

Effective Date ____/___/___ (Default is date received) Until date ____/_____/_____ (Temporary use)

ACCESS REQUESTING

[ ] ESHARE

[ ] CONTENT MANAGER IMAGING VIEW

[ ] UI UNEMPLOYMENT TRANSACTIONS: WBPS [ ] WAGE DATA [ ]

[ ] UWORKS Job Title: _____ Office: _____ Team: _____

LAN Logon ID: _____ LAN Context: _____

[ ] OTHER SPECIAL ACCESS: _____

REFERENCE ONLY: please, indicate another similar 3rd party user with same requested access: _____

Special instructions/comments:

Read and Sign the Security Agreement on the Back of This Form

Data Security Only: GROUP: WS$NWPAC Log id: _____

DWS DISCLOSURE OFFICER Signature:_____ Date_____

DTS DATA SECURITY Signature:_____ Date_____

DWS COMPUTER SECURITY POLICY STATEMENT

Computer system resources and information of the Department of Workforce Services are information technology assets of the State of Utah and must be protected. This includes protection from **unauthorized disclosure**, modification, or destruction, whether accidental or intentional.

Managers, employees, or users of information technology assets are subject to all requirements and sanctions of Federal and State statute, and administrative rules. Policies and procedures regarding proper use, ethics and conduct while using information technology assets either purchased or developed must also be followed.

Proper use is defined as employees, contractors, outside agencies and volunteers being responsible to see that State information technology assets are used in an effective, ethical and lawful manner.

Users of electronic mail, voice mail, and facsimile, as applicable, must be aware that they are non-confidential means of electronic Messaging and/or document exchange for government related use and are subject to monitoring. Brief personal messages will be allowed; as long as these messages are not too excessive, do not interfere with the normal conduct of business, do not involve solicitation, do not involve a for-profit personal business activity, or have the potential to embarrass the DWS. Users must be aware of the value and sensitivity of the information they are sending and may need to select a more conventional and secure method of delivery. Items such as chain letters are **not** to be forwarded via **any** State communication/distribution systems (electronic or otherwise).

Third Party employees who maintain additional commercial software on their workstations, i.e., local disk drives or other write able media must do so in compliance with all licensing and copyright laws. The employee must also maintain documentation to identify inventory and ownership information. Prior to loading any software, you must contact your local LAN Administrator.

Each employee is encouraged to review the **State of Utah Information Technology Resources Acceptable Use Policy** for further information. This document can be found on the Internet at https://dws.utah.gov/Infosource/DWSAdminPolicy/DWS_Administrative_Policy_Manual.htm under 1700 Information Technology; also, review Administrative Rules found at http://www.rules.utah.gov/publicat/code/r895/r895.htm; or copies can be obtained from the Office of Technology, Security Group.

Access to State IT resources is given on a need-to-know basis only. This is authorized only by certified owners of the specific resource. Any unauthorized or improper use of networks, files, software, or providing access to others by disclosing access codes, passwords, and/or leaving active workstations unattended, etc., may result in corrective action and discipline in accordance with Utah Administrative Rule R477-9-1, or Utah Administrative Code, R477-11 found at Internet address: http://www.rules.utah.gov/publicat/code/r477/r477.htm and may include prosecution under state and federal statues. Access, including queries, are logged and stored.

I understand there are confidentiality regulations including specific IRS, SSA, and NDNH data that govern DWS. I understand that I will be provided direction and/or training on various confidentiality and disclosure requirements and that my supervisor can provide information and direction. I will only use the information for purposes specifically authorized in the contract or agreement between my agency and the Department of Workforce Services. I agree to comply with program confidentiality requirements specified in that contract or agreement. I understand that failure to safeguard confidential data from may result in penalties, including fines, costs of prosecution, dismissal from employment, and imprisonment.

I have read and understand the State of Utah Information Technology Resources Acceptable Use policy and agree to abide with all conditions contained within. I have also read and agree to all of the provisions outlined in this security policy statement.

USER SIGNATURE _____ DATE_____

USER NAME (print) _____

SUPERVISOR NAME (print) _____ PHONE _____

SUPERVISOR SIGNATURE _____ DATE _____

****SUPERVISOR'S SIGNATURE IS ACKNOWLEDGING THIS INDIVIDUAL HAS BEEN TRAINED IN DWS CONFIDENTIALITY AND NON-DISCLOSUER POLICIES. ****

APPROVING AUTHORITY NAME (print) _____ PHONE _____

APPROVING AUTHORITY SIGNATURE _____ DATE _____

*****Supervisors or the Approving Authority must notify the Technical Support Specialist at their location and WIT Security when an employee's access to IT resources must be removed because of termination, transfer, or other reasons.**

Attachment B
UNEMPLOYMENT INSURANCE PROGRAM LETTER (UIPL) No. 21-99

U.S. DEPARTMENT OF LABOR Employment and Training Administration Washington, D. C. 20210	CLASSIFICATION UI
	CORRESPONDENCE SYMBOL TEUL
	ISSUE DATE March 23, 1999
RESCISSIONS None	EXPIRATION DATE Continuing

DIRECTIVE : UNEMPLOYMENT INSURANCE PROGRAM LETTER NO. 21-99

TO : ALL STATE EMPLOYMENT SECURITY AGENCIES

FROM : GRACE A. KILBANE
Director
Unemployment Insurance Service

SUBJECT : The Workforce Investment Act of 1998 - Affect on the Unemployment Insurance Program

1. **Purpose.** To inform the States of provisions of the Workforce Investment Act of 1998, Pub. L. 105-220 (WIA), that affect the unemployment insurance (UI) program.
2. **References.** The WIA, the Wagner-Peyser Act, the Job Training Partnership Act (JTPA), the Social Security Act, and the Federal Unemployment Tax Act.
3. **Background.** The WIA is the first major legislation addressing the nation's job training system in more than 15 years. Under the WIA, the Federal government, States, and local communities are provided with an opportunity to develop a system that provides workers with the information, advice, job search assistance, and training they need to get and keep good jobs. The system established under the WIA will also provide employers with skilled workers.

   Although the WIA does not amend Federal UI laws, it does require that programs authorized under State UI laws, in accordance with applicable Federal law, be

mandatory partners. As a mandatory partner under WIA, State UI programs must make available applicable services to parti-cipants, through a One-Stop delivery system. Two related partners are those agencies operating the programs authorized under the Wagner-Peyser Act and title II of the Trade Act of 1974. Also, UI wage records must be made available under the WIA for evaluating performance and creating consumer reports that provide key information on the performance of training and education providers. These data exchanges will be facilitated across States through the electronic wage record interchange system (WRIS) overseen by the Interstate Conference of Employment Security Agencies (ICESA) on behalf of all States. See Attachment B for further information on WRIS.

Other provisions of WIA that affect the UI program include:

- the authorized use of real property in which the Federal government has acquired equity through UI or Wagner-Peyser administrative grants, or through Reed Act funds;
- the establishment of an employment statistics system;
- the continued application of the approved training provisions of the JTPA for dislocated workers during the transition period to WIA; and
- the UI role in a State's submission of a unified plan.

The specific WIA provisions that impact the UI program are described in the attached WIA-UI synopsis (Attachment B).

As expressed in the attached policy paper (Attachment A), the Department of Labor strongly encourages maximum involvement of the UI program in the WIA system, including participation in WRIS. As a mandatory partner and as a provider of critical information, the UI system has a significant role under the WIA.

4. **Effective Dates.** States may voluntarily implement WIA provisions beginning July 1, 1999; however, all States must implement the WIA in its entirety by July 1, 2000. The new Section 15 of the Wagner-Peyser Act, as added by Section 309, WIA, to create the employment statistics system, is effective July 1, 1999. The JTPA provisions terminate June 30, 2000.
5. **Action.** The Department encourages State UI agencies to participate as active partners in the WIA to the maximum possible extent, to amend UI laws as necessary to facilitate use of information for the purposes of the WIA, and to begin participating in WRIS.
6. **Inquiries.** Please direct inquiries to the appropriate Regional Office.
7. **Attachments.**
   - Unemployment Insurance and the Workforce Investment Act, and
   - Synopsis of WIA Provisions with UI Relevance.

Attachment A

UNEMPLOYMENT INSURANCE
and the
WORKFORCE INVESTMENT ACT

(Policy Paper)

INTRODUCTION

Implementation of the Workforce Investment Act (WIA) offers an opportunity for States to forge closer linkages between programs including unemployment insurance (UI) claims services and reemployment services. With the evolution of One-Stop centers and telephone/internet UI claims systems, new ways are needed to ensure that UI beneficiaries are connected with reemployment services and that One-Stop centers have the information that unemployed workers need to be able to file UI claims.

In addition, UI wage records will be a critical resource for evaluating training and other services provided through the WIA. Each State is expected to have an agency that will compile UI wage record information about those who participate in WIA services and provide statistical information to the public about the post-participation labor market experiences of participants.

ACCESS TO UI CLAIMS INFORMATION

Providing information about filing claims for UI benefits is one of the core services that WIA requires for One-Stop centers. Anyone who goes into a One-Stop center should be able to easily learn how to file for UI benefits and ideally be able to file a claim on the spot. (The Employment and Training Administration required, as part of the One-Stop grants, that workers be able to file claims for benefits in One-Stop centers.) There are a variety of ways to provide these services, and States will employ different methods, using the approaches that best meet the needs of their customers. On-site telephone and electronic access to claims services, brochures, posters, and other information are examples.

Many One-Stop centers will probably have telephones that can be used to access claims filing systems. Others may have electronic self-filing for those that are comfortable with using automated systems.

In addition to having telecommunications or electronic linkages to claims systems and information, One-Stop center staff should be available to assist those who have difficulty using those systems. It will not be feasible to have staff that are conversant in all the details of UI in every One-Stop center; however, One-Stop staff should be able to help customers access UI benefits and appropriate information. UI agencies and local One-Stop systems should determine how best to provide unemployed workers access to UI benefits.

In addition, One-Stop centers should be stocked with brochures that give basic information about eligibility for benefits, how to file claims, how new businesses register and pay UI taxes, how to file quarterly wage and tax information, employer and claimant appeal rights and how to file an appeal, and other pertinent topics.

GATEWAY TO THE WORKFORCE DEVELOPMENT SYSTEM

UI claims filing should be a gateway for unemployed workers into the workforce development system. Information collected as part of the claims process and used in Worker Profiling can help to identify beneficiaries who are likely to need reemployment services. Follow up eligibility interviews, held periodically during an individual's claim period, are also good opportunities to determine whether additional services are needed and to make workers aware of the kinds of services available and how to access them.

LINKAGES WITH REEMPLOYMENT SERVICES

There are a variety of ways that States might link UI claimants with reemployment services, including Worker Profiling. One possible linkage is an electronic connection between claims systems and the electronic labor exchange tools--America's Job Bank (AJB), America's Talent Bank (ATB), and Career InfoNet. Ideas that are being explored include development of an ATB r&#eacute;sum&#eacute; concurrent with filing an initial claim and access to AJB listings and labor market information by staff conducting eligi-bility interviews.

Other ideas include "cross marketing" of reemployment services in connection with telephone initial claims filing. Claims systems could be designed to provide telephone claims staff with the location of One-Stop centers convenient to claimants based on their zip codes. As part of the initial claim interview, claimants would be told the One-Stop location and which services are offered.

USING UI WAGE RECORDS FOR EVALUATING PERFORMANCE

UI wage record data provide a valuable tool for evaluating training providers and measuring State and local performance by examining the labor market experiences of

those who have participated in WIA programs. The Congress has made clear that continued investment in training and reemployment services is contingent on data demonstrating that training and other services are of value to participants. Wage record data can also be used to determine which service providers' programs are the most successful--by looking at how many of those who participated in the services are working and how much they are earning. A State agency designated by the Governor will develop and distribute consumer reports that provide key information on the performance of the service providers.

The WIA requires that States use quarterly wage records (consistent with State laws) to measure State and local performance and to make those records available to other States to carry out the State plan or complete the annual report. An electronic wage record interchange system (WRIS) has been developed as a pilot system so States can easily find wage and employment information on individuals who are working in States other than the one where they participated in WIA programs. Central to the WRIS design is an index of the social security numbers reported on State quarterly wage records. Inquiries that match a social security number with one in the index will be routed to the State where the information is located. The information will be retrieved and forwarded to the State entity that made the inquiry and will be used in State performance measures or in consumer reports.

CONCLUSION

The WIA establishes a platform for multiple programs to collaborate through a variety of mediums to better serve their customers and meet program goals. As WIA partners, UI agencies have the opportunity to become actively engaged in strengthening services for America's workers and employers.

Attachment B

Synopsis of WIA Provisions with Unemployment Insurance (UI) Relevance

1. One-Stop Service Delivery System: Section 121, WIA. The WIA mandates a One-Stop service delivery system designed to link services across programs to provide easier access and better services to customers. One-Stop service centers will provide information to the public about jobs, labor market dynamics, available training and education opportunities, and links to other services.

   Each local area is required to have at least one physical "full service" center at which customers can access services from each of the One-Stop partners. This center may be augmented by additional "full service" centers, by a network of affiliated sites, or by a network of One-Stop partners consisting of a combination of physical sites or electronic access points.

   Required One-Stop Partners: Section 121(b), WIA--This section requires that State UI agencies participate as partners in the local One-Stop system. In addition to the UI agencies, government agencies that administer the following programs are also mandatory One-Stop partners:

   - Adult, Dislocated Worker, Youth, Native American, Migrant and Seasonal Farm Workers, Veterans', and Job Corps activities under Title I of the WIA;
   - Employment Service (Wagner-Peyser);
   - Adult Education and Literacy;
   - Postsecondary Vocational Education;
   - Vocational Rehabilitation;
   - Welfare-to-Work;
   - Title V of the Older Americans Act;
   - Title II of the Trade Act of 1974;
   - Veterans Employment and Training Programs;
   - Community Services Block Grant; and
   - Employment and training activities carried out by the U.S. Department of Housing and Urban Development.

   Core Services: Section 134(d)(2), WIA--Each One-Stop system must provide, at a minimum, "core services" including the "provision of information regarding filing claims for unemployment compensation." UI services in One-Stop centers are not limited by the WIA to only providing information about how to file UI claims, however. UI agencies are encouraged to provide any other claimant (or employer) service through the One-Stop system that the agencies consider best for their customers. UI services may be provided in the One-Stop environment through on-site staff, telephones for claims filing, or other methods the State UI agency considers effective.

   The One-Stop system will also provide available reemployment services to UI claimants, including those who have been determined under the worker profiling

and reemployment services system required by Section 303(j), Social Security Act (SSA), as likely to exhaust UI benefits and need such services. The One-Stop system will also assist the UI program in verifying that UI claimants are satisfying availability requirements and any applicable work search requirements.

Other core services include skill level assessment, job search and placement assistance, labor market information, and performance and cost information on eligible training providers.

Memorandum of Understanding: Section 121(c), WIA--Each One-Stop partner is required to enter into a Memorandum of Understanding (MOU) with the local board that is responsible, in collaboration with the local elected official, for overseeing the One-Stop system in its local area. Each MOU will describe: (a) the services to be provided through the One-Stop system; (b) how the costs of the services and the operating costs of the system will be funded; (c) methods of referral of individuals between the One-Stop operator and the One-Stop partners; (d) the duration of the MOU and the procedures for amending the MOU during its duration; and (e) any other provisions consistent with the WIA that the parties determine are appropriate.

2. **Performance Measures: Section 136, WIA.** With respect to WIA-funded activities, each State will be required to meet performance measures negotiated with the Secretary of Labor based on core indicators established by the WIA. States will, in turn, negotiate performance measures with local areas. States will maintain a list of all eligible training providers that shows each provider's performance. The list will be available for public use, primarily for the benefit of training recipients when considering which provider's services to use.

   The core indicators of performance include, among other things, entry into, retention in, and earnings from unsubsidized employment.

   Wage Record Information: Section 136(f)(2), WIA, and Section 15(e)(2)(I), Wagner-Peyser (created by Section 309, WIA)--The WIA requires States to use quarterly wage records, consistent with State law, in measuring State progress on the WIA performance measures. States must also share wage record information, consistent with State law, with other States for performance measurement purposes. The State WIA plan must describe the strategy for using wage record data for performance and identify the entities that will have access to wage record data.

   Wage record interchange system: The Secretary of Labor is charged with making arrangements, consistent with State law, to ensure that the wage records of any State are available to any other State for performance measurement purposes. To this end, an electronic wage record interchange system (WRIS) has been developed as a pilot system, with plans for it to become an operational system during fiscal years 1999-2000. Central to WRIS will be an index of all

social security numbers (SSNs) reported on the quarterly wage records of all States. The index will have three information items for each entry--an SSN, the quarter, and the State that holds the wage record. When an authorized State agency needs information for performance measurement purposes, the index will be searched via electronic request to determine where wage record information on an individual exists. If an SSN match occurs, a request for wage information will automatically be transmitted to the State where the wage record for the individual is located. The wage information will then be sent electronically to the requesting agency.

The UI Information Technology Support Center (ITSC) has developed and successfully tested the pilot WRIS in several States. The Interstate Conference of Employment Security Agencies (ICESA) has now agreed to govern and oversee the business operations of WRIS. Those business operations include developing data sharing agreements, monitoring WRIS, and collection of user charges associated with WRIS. The plan for implementing WRIS is to have the ITSC operate WRIS for an initial group of States (up to 16) while Lockheed Martin Corporation develops a full-scale opera-tional WRIS. The operational system will be implemented as part of the overall ICON (interstate connection) system and is expected to be ready for testing in early 2000. After testing is successfully completed, the ITSC will transition the technical responsibility for WRIS operations to Lockheed Martin in accordance with a jointly agreed upon transition plan. Governance and oversight of business operations will remain with ICESA. The transition of responsibility ill have minimal impact on the initial group of States participating in WRIS.

States that want to participate in WRIS should take the following actions:

- contact Rich Hobbie at ICESA (202-434-8020) regarding ICESA's role;
- contact Henry James, Executive Director, ITSC (301-982-1575) regarding technical participation procedures.

Participation in WRIS is voluntary, but it provides an efficient means for States to make possible the interstate use of wage record data. Without WRIS, a State's measure of the performance of its workforce investment system would be incomplete. Because of the importance of WRIS to the operations of the Workforce Investment System, States are encouraged to participate.

A series of documents pertaining to WRIS produced by the ITSC are available on the UI web site at www.itsc.state.md.us. A more detailed technical and operational description of WRIS will be issued soon by the appropriate program office within the Department. Additional details on governance of WRIS will be included in that issuance, to the extent it is available.

Confidentiality: As noted above, the WIA requires States to use quarterly wage record information for performance measurement and to share the wage record

information with other States for the same purpose. The WIA did not change the basic requirements concerning the confidentiality of UI data. Therefore, the Department of Labor's interpretation of Federal UI law concerning confidentiality applies. [1] Consequently, the wage record information may only be disclosed to public officials or their agents in the performance of public duties, or to private entities on the basis of the informed consent of the individual or the employer to whom the information pertains. Disclosure for WIA purposes must be consistent with one or more of these conditions. As currently envisioned, however, wage record use for consumer report and performance management purposes under WIA is consistent with these requirements. Therefore, States should not experience conflict between such uses and Federal UI law.

3. **Real Property: Section 193, WIA.** The Governor of a State may authorize a public agency to make available, for One-Stop purposes, any property in which the Federal government has acquired equity through the use of funds provided under Titles III and IX of the Social Security Act and the Wagner-Peyser Act if the public agency is a One-Stop partner. This provision applies only to properties in which the Federal government had acquired equity as of August 7, 1998.

   Although this provision does not specifically include Reed Act equity, which is State rather than Federal equity, Reed Act equity is subject to this provision through the specific reference to Section 903(c), SSA. Section 903(c), SSA, contains the authorization for Reed Act money to be used for UI and Employment Service administration, including the purchase of real property.

   Therefore, the Department of Labor considers Section 193, WIA, to authorize the use of such real property for WIA purposes.

   Once a property becomes a One-Stop service center, each partner must pay a fair share of the operating costs based on the use of the One-Stop delivery system by individuals attributable to the partner's program. Methods of cost allocation must be consistent with the requirements of the Office of Management and Budget circulars.

4. **Employment Statistics System: Section 309, WIA** This section of the WIA adds a new Section 15, "Employment Statistics," to the Wagner-Peyser Act, establishing a nationwide employment statistics system. The Bureau of Labor Statistics has responsibility for the system which will be planned, administered, overseen, and evaluated through a cooperative governance structure involving the Federal government and the States. The statistics system will include, among other things, "employment and earnings information maintained in a longitudinal manner to be used for research and program evaluation" and will meet the information needs for the employment and training activities under WIA. Section 15(c), Wagner-Peyser, also requires the annual submission of a Federal-State cooperatively developed plan regarding the statistics system.

Section 15(e), Wagner-Peyser, requires each Governor to designate a single State agency to manage a statewide employment statistics system and participate in the development of the State's annual plan. Among the State agency's responsibilities are the collection and dissemination of labor market and job training information. The agency is also required to use wage record information to assist the State and other States in measuring progress on State performance measures.

5. **Unified Plans: Section 501, WIA.** This section allows States to develop and submit a unified plan for activities covered under WIA. If a State chooses to submit a unified plan, it must include at least one of the following activities:
   - the 5-year strategic WIA and Wagner-Peyser plan;
   - secondary or postsecondary vocational education programs authorized under the Carl Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2301 et. seq.); or
   - Adult education and literacy programs authorized under WIA.

   States also have the option of including the following DOL programs in the unified plan:

   - programs authorized under State unemployment compensation laws;
   - trade adjustment assistance activities;
   - veterans' programs under 38 USC Chapter 41;
   - welfare-to-work programs; and
   - senior community service employment programs under title V of the Older Americans Act.

   Further information will be forthcoming on how the unified plan provisions of the WIA relate to UI.

6. **Approved Training.** Section 3304(a)(8) of the Federal Unemployment Tax Act (FUTA) prohibits the denial of UI to a worker who is in training with the approval of the State UI agency. Section 314(f)(2) of the Job Training Partnership Act (JTPA) provides that an eligible dislocated worker participating in training (except for on-the-job training) under Title III, JTPA, "shall be deemed to be in training with the approval of the State agency for purposes of" the FUTA. The WIA contains no provisions requiring WIA training to be considered approved training for UI purposes. However, during the transition to WIA, the requirement of Section 314(f)(2), JTPA, will be maintained. The Department anticipates that State UI agencies will continue to treat such training as approved training for UI purposes.

Footnote(s)

1. UIPLs 23-96 and 34-97 discuss the confidentiality requirements. The Department plans to issue confidentiality regulations regarding UI information, including wage record information, soon. Because these UIPLs are broadly written, they could be read to apply to wage records collected and maintained by non-UI agencies for purposes of the Income Eligibility Verification System established by Section 1137, SSA. This is not the case. Only when information contained in these non-UI wage records is transmitted to the UI agency does the information become UI information and subject to UI confidentiality requirements. (This situation only exists in two States: Massachusetts and New York.)

DWS ESD/WDD
360
Rev. 09/2006

ATTACHMENT C

State of Utah

Department of Workforce Services

UTAH'S PARTNERSHIP REFERRAL FOR SERVICES

Date: _____

Customer's Name: _____

Address: _____
Street City State ZIP

Phone: _____ **Alternative Phone:** _____

Referred To: _____
Organization Street Address City State ZIP

Contact Person: _____ **Phone:** _____ **Ext:** _____

Referred For:

- ☐ Assessment
- ☐ Family Services
- ☐ Education/Training
- ☐ Counseling, Personal
- ☐ Veteran's Services
- ☐ Placement/Job Development
- ☐ SSI/SSDI
- ☐ Medical Services
- ☐ Financial Assistance
- ☐ Housing
- ☐ Abuse Advocate
- ☐ Vocational Rehabilitation
- ☐ Transportation
- ☐ Food Assistance
- ☐ Energy Assistance
- ☐ Legal Services
- ☐ Crisis Intervention
- ☐ Other

Specify: _____

List of Other Agencies Referred _____

Referring From: _____
Organization Street Address City State ZIP

Referred By: _____ **Phone:** _____ **Fax:** _____

Response Requested: ☐ Yes ☐ No **Comments:** _____

Attachments (if applicable):

- ☐ Release of Information
- ☐ Payment Authorization
- ☐ Assessments
- ☐ Medical Records
- ☐ Intake/Eligibility or Employment Plan
- ☐ Other: _____

***Note to the Customer:** **"THIS IS A REFERRAL ONLY!"** Services will be determined by the provider according to the agency guidelines.

Distribution: Original: Referred Agency Yellow: Customer Pink: Customer File

Sample

ATTACHMENT D

DWS-ESD/WDD 115
Rev. 9/2011

State of Utah
Department of Workforce Services

RELEASE/DISCLOSURE OF INFORMATION & CONSENT FOR COORDINATED SERVICES

Name (Print) _____ PID _____ Case # _____

I understand that my records are protected under the State and Federal regulations as well as professional codes of ethics governing confidentiality and cannot be released or disclosed without my written consent, unless otherwise provided for in the State and Federal regulations.

I authorize the release and/or disclosure of information only to the agencies listed below with the restriction that the information cannot be passed on to any other person or entity/agency..... ☐ Yes ☐ No

☐ Div. of Child & Family Services	☐ Div. of Services for People with Disabilities	☐ Div. of Juvenile Justice Services
☐ Job Corps	☐ Juvenile Court	☐ Local Mental Health Providers
☐ School Districts	☐ State/Local Health Department	☐ Substance Abuse Treatment Providers
☐ Vocational Rehabilitation	☐ Social Security Administration	☐ Any & All Employer/Worksite
	☐ Other_____	☐ Other_____

The information selected below is to be released and/or disclosed to coordinate a variety of services on my behalf. In order to provide these services, representatives of public and private agencies may be working together and may need to share information about me with one another.

I authorize the information below to be released from and/or disclosed to the agencies selected above to assist the Department of Workforce Services (DWS) in coordinating services for me. I only authorize the release and/or disclosure of the specific items checked below. I understand that this consent is effective from the date below until the final day of the month following the termination of my currently open program(s) with DWS. I understand I may revoke this consent at any time by sending written notification to my Employment Counselor.
Note: DWS does not disclose controlled documents without consent of the DWS Legal Department.

R = Release my information from a third party to DWS D = Disclose my information from DWS to a third party

R D	R D	R D
☐ ☐ Employment Information (wages, hours worked, schedule, etc.)	☐ ☐ Employment Plan Development/Renegotiation	☐ ☐ Legal Information (court documents/orders, etc.)
☐ ☐ Addt'l. Monitoring Information (WSL, CTW, job leads/contacts, etc.)	☐ ☐ School Information (progress, attendance, schedule, etc.)	☐ ☐ Treatment Information (plan, schedule, attendance, etc.)
☐ ☐ Other_____	☐ ☐ Other_____	☐ ☐ Other_____
☐ ☐ Other_____	☐ ☐ Other_____	☐ ☐ Other_____

Signature of Customer _____ Date _____

Signature of Parent or Guardian, if under age 18 _____ Date _____

Equal Opportunity Employer Program
Auxiliary aids and services are available upon request to individuals with disabilities by calling (801) 526-9240. Individuals with speech and/or hearing impairments may call Relay Utah by dialing 711. Spanish Relay Utah: 1-888-346-3162

Sample

INSTRUCTIONS FOR FORM 115
Release / Disclosure of Information & Consent for Coordinated Services

PURPOSE:

Use the Form 115 as authorization from an individual to obtain release and/or disclosure of information and consent for coordinated services between DWS (Department of Workforce Services) and other agencies that serve our customers. A release allows DWS to receive information from a third party on behalf of the customer. A disclosure allows DWS to provide information to a third party on behalf of the customer.

Use this form when coordinating services for individuals who are receiving any DWS Intensive and/or Training services. Do not use the Form 115 for families served through Collaborative Coordinated Services (CCS). For CCS families, use the Form 116, Release of Information and Consent for Coordinated Services.

Use this form to explain to the customer the process they may choose for coordination of non-DWS services. DWS must obtain the customer's permission to contact other agencies on their behalf. Coordination between agencies will reduce duplication of services and time spent completing general information forms or multiple assessment instruments. Explain to the customer that the collaborative approach is available, but the customer may elect to secure services by contacting individual agencies.

In compliance with HIIPA laws, DWS does not disclose controlled documents without consent of the DWS Legal Department. Controlled documents are psychological and psychiatric in nature.

PREPARATION:

Print the customer's name, PID, and case number at the top of the form.

Have the customer indicate if they authorize release and/or disclosure of information with the agencies listed. The employment counselor will check the respective "yes" or "no" box for each agency listed or added to the list in the 'Other' field to indicate that the release and/or disclosure is permissible. If a customer selects "no", this indicates that they decline the opportunity to release and/or disclose information and the DWS service provider will continue to deliver case management services as indicated in policy.

Select the type of information authorized for release (R) or disclosure (D), by checking the appropriate "R" and/or "D" boxes. Fill in the "Other" field with the type of information needed for release and/or disclosure, if different from the types already listed.

The customer must sign and date this form, as well as the parent or guardian if the customer is under the age of 18.

DISTRIBUTION:

Image the original signed Form 115 in the customer's electronic file.

Provide copies of the signed Form 115 to the agencies involved in the coordination of services and to the customer upon request.

RETENTION:

Permanent.

Equal Opportunity Employer Program
Auxiliary aids and services are available upon request to individulas with disabilites by calling (801) 526-9240. Individuals with speech and/or hearing impairments may call Relay Utah by dialing 711. Spanish Relay Utah: 1-888-346-3162.

DEPARTMENT OF WORKFORCE SERVICES
USOR COOPERATIVE AGREEMENT
WORK STATEMENT
ATTACHMENT E

Background

This Cooperative Agreement supports the Umbrella WIA MOU. Vocational Rehabilitations (USOR) is a mandatory One-Stop partner under the Workforce Investment Act Title I; as such this MOU provides a framework for the Department of Workforce Services (DWS) and USOR to provide the services to joint customers.

Purpose

Services to be performed by both agencies are determined by the mission and delivery pathways of the respective agencies. This Cooperative Agreement will provide the Statewide framework by which both agencies agree to facilitate appropriate referrals, staff training, and information sharing for disabled customers seeking employment.

Services

Accessible DWS Employment Centers: DWS agrees to operate under the requirements for the Americans with Disabilities Act (ADAA), which prohibits discrimination against qualified individual with disability. When requested, USOR will provide DWS with technical assistance concerning: evaluation of accessibility to DWS Employment Centers, modification to achieve accessibility, acquisition of accessible equipment and materials, obtaining auxiliary aids and services.

Program Accessibility: When appropriate and possible, USOR and DWS agree to physical co-location Agency staff that is co-located in partner agency centers will remain under the operational control of their parent agency.

In Employment Centers where co-location does not occur DWS and USOR agree to the establishment of electronic linkages and referral processes between the two entities.

USOR and DWS will assign a staff liaison for each of Utah's Employment Centers and develop an established referral process for referring customers between both agencies.

Equal and Effective Access (or Choose to Work Utah): To help ensure equal and effective access to the Workforce Development System, USOR and DWS have jointly implemented job development and placement services for Utah job seekers with disabilities. This includes each agency providing FTEs to provide this service.

Cross Training: USOR and DWS will develop a cross-training curriculum for current and new DWS and USOR staff statewide.

Information Systems Linkages: Wage and benefit information screen, verification of Social Security benefits, cooperative access to the State of Utah Wide Area Network, and UWORKS access for CTW Specialists.

Cooperative Access to the State of Utah Area Network: Each agency will serve customers by providing Internet access.

UWORKS Cooperative Agreement: UWORKS is the designated computer system for Choose to Work services. USOR employees working as CTW Specialists will have limited access to UWORKS.

Cooperative Efforts with Employers: Both agencies will demonstrate to Utah's employers the benefits of including people with disabilities in the workforce. This includes the statewide employer network, disability sensitivity training, public relations activities, coordination with the Governor's Committee for Employment of People with Disabilities, and supporting the Utah Business Employers Team.

Board and Council Participation: Executive Director of USOR will serve and participate as a full member of the State Workforce Investment Board. A representative from the State Workforce Investment Board will serve and participate as a standing member of the USOR State Rehabilitation Council.

Cost Allocation: Where USOR vocational rehabilitation staff are housed within DWS facilities USOR will participate in the operational costs of the center based on a mutually accepted cost allocation method. Where DWS staff is housed within USOR facilities, DWS will participate in the operational costs of that facility based on a mutually accepted cost allocation method.

Dispute Resolution: Customers will be informed of grievance procedures and pathways that provided the service. Employment Center liaisons will work with their liaison to resolve issues between USOR and DWS at the local level first. If disputes cannot be resolved at a local level, they will be channeled to designated administrative staff.

USOR Responsibilities

Employment Center Liaison:
USOR will assign a staff liaison for each of Utah's Employment Centers. The liaison will work closely with a DWS appointed Employment Center liaison to facilitate an effective working partnership between USOR and DWS. The liaison duties will include partnership building, first line problem resolution, coordination of cross training activities, communication between USOR and the Employment Center, coordination of technical assistance concerning vocational rehabilitation services and coordination of referrals and staffing of mutual consumers.

Ensure all customers sign a DWS 115/ USOR 45B and include a form DWS 360 prior to referral to DWS for services.

DWS Responsibilities

DWS recognizes USOR as a mandatory One-Stop partner and as such agrees to the following:

1. Accessible Employment Centers: As the operator of Utah's Employment Centers DWS agrees to operate under the requirements of the Americans with Disabilities Act (ADA).

   When requested, USOR will provide DWS with technical assistance concerning:

   a) The evaluation of accessibility of Employment Centers
   b) Modification to achieve accessibility
   c) Acquisition of accessible equipment and materials
   d) Obtaining auxiliary aids and services.

   Any costs associated with bringing Employment Centers into compliance with ADA will be the responsibility of DWS.

2. Program Accessibility: Utah job seekers with disabilities shall have equal access to the type and level of Employment Center services that are determined appropriate for their individual employment needs and circumstances.

3. When referring a customer to USOR, the form 360 will be accompanied by a customer signed DWS form 115.

Deliverables/Outcomes

The expected outcome will be equal access for consumers with disabilities through improved coordination between agencies leading to successful employment outcomes. Each agency will monitor and communicate feedback as to whether the outcomes are achieved. A high level of complaints regarding the lack of services or the accessibility of services may indicate that there needs to be improvement in the level of service provided to individuals with disabilities and/or the coordination of those services.

ATTACHMENT F

USOR 45-B
Rev 3/2010

Utah State Office of Rehabilitation
RELEASE FOR INFORMATION EXCHANGE

Federal regulations require USOR to inform you of situations where information about you may be accessed or released and to identify the specific agency(ies) with which the information will be exchanged.

The purpose of this exchange of information is to facilitate a smooth and uninterrupted eligibility determination process and if appropriate, to facilitate other vocational rehabilitation service. Care will be taken by all agencies involved to release only that information which is required for effective and efficient implementation of services. Confidential information to be included in this interagency information exchange agreement may include: Educational, psychological, medical, social and vocational information relevant to your needs as a client of USOR. This release should not be used for detailed medical or psychological information normally requiring a HIPPA type release of information.

Client Name _____

Address _____

Social Security # _____ Date of Birth _____

Agencies To Share Access To Confidential Information

Utah State Office of Rehabilitation
Div of _____
Address _____
Contact Person _____
Phone _____

Agency Name _____
Address _____
Contact Person _____
Phone _____
☐ Life of Case *or* ☐ Temporary _____
Expiration Date

Agency Name _____
Address _____
Contact Person _____
Phone _____
☐ Life of Case *or* ☐ Temporary _____
Expiration Date

Agency Name _____
Address _____
Contact Person _____
Phone _____
☐ Life of Case *or* ☐ Temporary _____
Expiration Date

Agency Name _____
Address _____
Contact Person _____
Phone _____
☐ Life of Case *or* ☐ Temporary _____
Expiration Date

Agency Name _____
Address _____
Contact Person _____
Phone _____
☐ Life of Case *or* ☐ Temporary _____
Expiration Date

_____
Client./Parent/Guardian Signature

_____
Witness

_____
Date