One-Stop System Plan (DRAFT)

July 1, 2014 to June 30, 2017

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B. Executive Summary

Pima County's One-Stop System is driven by the Workforce Investment Board's (WIB) vision of "Quality Jobs, Qualified Workers." Pima County, the Pima County Workforce Investment Board, and the partner programs that make up the Pima County One-Stop System consider all of the County's employers and residents to be its market and all of the organizations that work in connecting people to jobs, education and training people, and developing economic incentives for industry growth to be potential partners. The service the One-Stop System provides to this market is connecting employers and job seekers by identifying skills gaps that industry and employers encounter and providing job seekers with the soft skills, basic skills, and technical skills employers need. This System is marketed to companies and industry sectors that offer occupations with career ladders, and to job seekers for whom the normal employer-jobseeker marketplace may not work. In Pima County, investment in this System is through local, state and federal dollars and supports the 2012 Pima County Economic Development Plan.

Located in Southern Arizona on the border with Mexico, Pima County has 1,000,000 people, many of whom live and work in the Tucson metropolitan area. Major corporations such as Raytheon, IBM, Honeywell, and Roche illustrate the global reach of the local economy. Pima County also fits into two natural regions. One, called the Sun Corridor stretches from Nogales to Prescott. The other, Innovation Frontier Arizona, is composed of the four border counties (Cochise, Pima, Santa Cruz, and Yuma).

Pima County fits into potential partnerships in each region. The Sun Corridor focuses on the Aerospace and Defense, Semiconductor, Bioscience, Optics, and Renewable Energy sectors. Innovation Frontier region counties also have strong Aerospace/Defense and Renewable Energy sectors. Additionally, they share a border with Mexico and east-west/north-south transportation routes that create a strong Logistics Sector. Pima County's WIB has defined six target Sectors: Aerospace and Defense, Health and Bioscience, Logistics, Natural and Renewable Resources, Emerging Technology, and Infrastructure.

Aerospace and Defense (also a state sector): The nation's fifth largest aerospace-defense industry sector accounts for 50,000 jobs in southern Arizona, many of which are in Pima County. This includes a concentration of the highest paid jobs, with military bases, defense contractors,

and supporting manufacturers anchored by Davis-Monthan and major companies such as Raytheon and Sargent Controls.

Emerging Technologies: This sector encompasses entrepreneurship research and development, innovation, technology transfer and commercialization. These activities create primary jobs and drive competitiveness. Pima County has 1,200 High Tech Companies, ranging from established Fortune 500 companies to small start-ups, some of them resulting from technology transfer activities from the University of Arizona. The area has had a number of locally grown companies, including Burr-Brown and Ventana Medical. Today, the University of Arizona's Tech Park features an incubator that houses start-ups as well as IBM. Last year, the University of Arizona opened a Biotech park that will ultimately foster additional innovation.

Logistics: The region's strategic location along the U.S.-Mexico border and key trade routes accounts for the prominence of transportation and logistics, with career opportunities in purchasing, expediting, distribution, fleet management, import/export, inventory management, supply-chain management and warehousing. Major employers include Union Pacific Railroad, American Airlines, SunTran, UPS, Off-Shore Group, Valencia International, Biagi, ABF Freight and others.

Health Science: Healthcare and bioscience are large and vibrant industries that provide a significant number of high-paying jobs in Southern Arizona ranging from traditional health occupations, state-of-the-art health information systems, and cutting edge biotechnology businesses. Employers range from medical offices to hospitals such as Tucson Medical Center, Carondolet, and Northwest Hospital to biotech firms such as Accelerate Diagnostics and Roche.

Natural and Renewable Resources: This sector focuses on the creation of "green" jobs, facilities and systems that help reduce or eliminate reliance on non-replaceable energy sources. The critical feature of this sector is the "Solar Zone" at the University of Arizona's Tech Park. This Zone is designed to allow companies to conduct research for new photovoltaic and other sun powered systems under the area's 311 days of sun each year. The Zone attracts both proven energy suppliers such as Tucson Electric Power and Duke Energy, to smaller companies such as Amonix, E-On and REhnu. Other companies in this sector include Sion Power, Schletter, EDG, Green Arizona Petroleum, and Western Technologies.

Infrastructure: The foundations of a safe, clean, and connected community include occupations in construction, extracting natural resources, communication, and utilities. Major employers include Tucson Electric Power, Southwest Gas, Century Link, Granite Construction, and Ashton.

Employers in all these sectors, as well as other employers in Pima County, such as those that feed, house, and clothe workers and their families, compete for workers on a daily basis.

Each year a few thousand young people enter the labor market, and a few thousand age out. In between younger and older workers is the vast bulk of the workforce. Almost 80% of the people who are between the ages of 22 and 54 are either working or seeking work. They work in a variety of occupations.

Employment in Pima County by Occupation (American Community Survey)

General Type of Occupation	Number
Management, business, science and arts occupations	148,606
Services occupations	87,110
Sales and office occupations	101,197
Natural resource, construction, and maintenance occupations	35,196
Production, transportation, and material moving occupations	34,482

While many factors contribute to whom employers will hire and what they will pay, the following chart shows that Pima County employers reward education.

Earnings by Education Status (from the American Community Survey)

Median Annual Income	Education Status (age 25 and over with earnings)
$18,125	Less than high school
$24,453	High school grad/GED
$31,162	Some college or associates degree
$42,264	Bachelor's degree
$54,664	Graduate/professional

Other characteristics employers seek can be identified by industry sector forums, focus groups, and surveys. WIB meetings, which feature speakers and panels from a different sector at each meeting, help identify these skills gaps or the need for soft skills in job applicants.

Some job seekers do not fit smoothly into the ongoing employer-job seeker marketplace. Among them are the under-educated, homeless, long-term workers who are suddenly unemployed due to business closures, the disabled, older workers with outdated skills, those with legal issues, and those with spotty work histories.

Whether it is because of communication or education issues, legal issues, creativity, or initiative, talents, or special technical skills, there is a group of people that does not exhibit a steady work history. Many struggle, or often patch together two or three part-time jobs to make ends meet, a work ethic many employers respect when it is shown to them. Some of these job seekers eventually find it easier to move to the other side of the employer-job seeker equation by becoming self-employed. Besides the growing population of entrepreneurs in technical fields, a quarter of local construction workers report themselves as self-employed, where they can command a premium for their work as specialists.

The normal process of connecting employers and job seekers occurs through a variety of venues. Some is done on-line. Some is done though family and friend connections. Companies in the private sector specialize in staffing solutions for specific companies or industries. Private and public schools enroll people into training programs and send them into the world of work armed with a certificate. Despite these normal markets, at any given time there are jobs that are unfilled, and unemployed people who cannot fill them which is where workers and employers can turn to the One-Stop.

The One-Stop System weaves together partners that have mandates to serve various segments of the populations that have difficulty navigating the employment marketplace. Each year the One-Stop System serves 700 employers and 15-20,000 people out of a workforce of about 450,000, which 34,000 of whom are looking for work.

The formal One-Stop partnership in Pima County is composed of different federally funded programs. In addition, there are partnerships with local training institutions, community based organizations, and employer groups. There are also partnerships with other counties and regional economic development agencies. The plan is to continue weaving this rich mosaic of

multiple programs, funds, and target groups into a coherent system that helps meet the WIB's vision of "Quality Jobs, Qualified Workers" by:

- Assisting people in obtaining jobs in strategic local industries;
- Supporting employers in finding and hiring qualified employees; and
- Engaging underrepresented labor pools by removing barriers to employment.

This partnership operates in a system that has three main functions:

1. Welcome Team Functions;
2. Skills and Career Development Functions; and
3. Business Services Functions.

Part of the *Welcome Team*, front desk staff at both centers answer to one supervisor, who periodically moves them from one site to another. Front desk staff start the process by asking each of the 5,000 persons who visit each month, to fill out a simple intake that allows self-triage into one of four categories: Emergency assistance (17%), self-help information services (16%), employment assistance (37%), and training (30%).

Employment seekers can begin searching for work on-line, and then are visited by a staff person, usually from the Employment Service (or Re-employment Services staff in the dislocated worker center), who makes sure they are enrolled in Arizona Job Connection (AJC) and spend time guiding their search.

Wagner-Peyser funds Employment Service staff to work with job seekers by helping them with applications, résumés and job referrals. Some job seekers are referred for further assessment and based on need and eligibility, may receive intensive and/or training services under various programs that are part of the "mandated" One-Stop System. These customers transition into the *Skills and Career Development Team.* Persons who are interested in training or who staff feel could benefit from training, discuss their basic options with a Workforce Development Specialist (WDS). Depending on a variety of factors, they could be served by any of a number of partners. Here is a quick summary of the mandated partner programs:

> *Department of Economic Security (DES) Employment Services* located at both Comprehensive One-Stops and at Affiliate One-Stops, staff provide basic assistance to help connect job seekers to jobs, and work with employers to post job orders in the Arizona Job Connection System.

WIA Adult Program is delivered at the Comprehensive One-Stop at Rio Nuevo. This program provides training for low income adults, many of whom lack basic skills and soft skills. Most of the training prepares people for entry level positions.

WIA Dislocated Worker Program and DES *Trade Adjustment Act (TAA)* is for workers impacted by business closures and layoffs. The WIA Dislocated Worker program is housed at the Kino Comprehensive One-Stop. Staff there provides case management for dislocated workers, including those enrolled in TAA (for workers impacted by foreign competition). TAA provides training funds for TAA eligible workers; WIA funds other dislocated workers' training. Training is provided at all levels, including advanced degrees.

Adult Education is delivered by Pima Community College at several locations, including each of the two Comprehensive One-Stops.

Tucson Indian Center provides workforce services for Native Americans who do not reside on a reservation.

Veterans' Programs and *Veterans' Workforce Investment Program*: Veterans have a priority of service throughout the One-Stop System. DES Veterans staff is located at various sites in the One-Stop System. Training funds, in addition to that available from other sources, is available for Veterans through the Veterans' Workforce Investment Program, which is sited at the Kino Veterans' Workforce Center.

DES Rehabilitation Services Administration for disabled customers is located at DES sites and helps disabled workers connect with employers, including training and adaptive devices.

HUD Employment and Training (for homeless Job Seekers) is located at the Sullivan Jackson Employment Center and is part of the local continuum of care for the homeless population.

Senior Community Services Employment Program for low-income mature workers will be operated though PPEP effective December 1.

Fred Acosta Tucson Job Corps, WIA Low-income Youth Program, and *Carl Perkins Career and Technical Education Programs* serve disadvantaged youth throughout the community.

The *Business Services Team* helps employers find the talent they need; obtains feedback from employers about short-term and long-term training and hiring needs; and works with training institutions to develop training offerings that fill skills gaps.

The traditional workforce system works to help employers find employees through a variety of methods that begin with outreach to employers to identify their needs and post them in

Arizona's Job Connection (AJC). Large group activities such as job fairs, and small group activities such as job clubs, help both job seekers assess opportunity and candidates.

Employers can use these group activities to evaluate the quality of candidates for openings. Job seekers can use them to make personal connections and get a sense of what employers are seeking.

Employers can use the One-Stop System resources to have applicants assessed, and One-Stops will provide space for interviews. One-on-one job development with job seekers helps employers narrow the pool of candidates. One-on-one interactions with both job seekers and employers can help employers leverage potential state and federal tax credits, such as those through the Enterprise Zone or the federal Work Opportunities Tax Credit.

Surveys conducted by the *Business Services Team* help the workforce system gauge industry specific long term hiring needs and skills gaps. Surveys can lead to focus groups from specific industries and different companies who participate, often agree they face similar skills shortages. The *Business Services Team* then links the focus group with a training institution to develop training that meets the industry's needs. These become part of a Sector Strategy. Pima County's WIB has identified six sectors and *Business Services Team* representatives have been assigned to each.

The *Business Services Team* Manager is routinely contacted by Tucson Regional Economic Opportunities (TREO) to discuss questions presented by businesses interested in locating in Pima County. (TREO is the local economic development umbrella agency that markets the area to companies.) The *Team's* Manager is contacted by the Arizona Commerce Authority regarding employer events and employer queries.

The *Business Services Team* has some natural areas of expertise that need to be coordinated. Some employers have existing relationships with agencies and their staff, and that is one of the strengths that partners bring to the One-Stop System. Some partner staff, such as Veterans, Dislocated Workers, and Rehabilitation Services staff has an expertise in the special situations of the job seekers they bring to employers, Tucson Indian Center, Employment Services, and Rehabilitation Services host large job fairs, while WIA Title IB and Job Corps use small industry specific job clubs and job networks to connect employers to prospective employees.

Functional expertise within the partnership helps simplify the coordination. For example, the WIA Title IB staff is usually contacted by TREO and Arizona Commerce Authority (ACA) regarding prospective employer needs. Arizona Job Connection employer outreach is generally done by Employment Services staff. Surveys are traditionally conducted by the WIA Title IB Staff, and they have been assigned to work with the six industry sectors defined by the Workforce Investment Board.

Feedback from the sectors helps drive the development of new training that can involve several partners, such as WIA, Job Corps, and Carl Perkins Career and Technical Education. It can also generate the development of industry specific contextualized adult education or limited English proficiency program through WIA and the Adult Education System.

Public investment in the workforce system is made by the federal government, the State of Arizona, and Pima County; these investments target the populations that the normal market place does not easily serve, and employers who are in growth sectors that generate decent paying jobs. Because of the multi-faceted nature of these investments, there are many owners of the system. The One-Stop System was designed to coordinate efforts of federally funded workforce partners such as Employment Service, Workforce Investment Act, Job Corps, Adult Education, Trade Adjustment Assistance, and others.

In addition to federal funds that flow into the area, Pima County government also makes significant investments in the One-Stop System. Pima County provides the space for a GED program, an Adult Education Center, a Comprehensive One-Stop and two Affiliate One-Stops - one for the Homeless and one for Veterans. County uses its library system to help job seekers through workshops coordinated with and modeled in those delivered at the One-Stop.

Pima County invests in summer youth programs and remedial education for youth in order to help disadvantaged youth enter the labor market.

Pima County invests in a grant writer, who leverages federal and local resources into new programs and initiatives that benefit employers and job seekers.

C. Business Plan Summary

Purpose

The business of the One-Stop System is work. Connecting people to employers by training and preparing them for decent jobs, is clearly stated in the Pima County Workforce Investment Board's vision of "Quality Jobs, Qualified Workers."

The potential market that the WIB's One-Stop System serves is the thousands of employers and 450,000 workers in Pima County. The service it provides to this market is connecting employers and job seekers, identifying skills gaps that industry and employers encounter, and providing job seekers with soft skills, basic skills and technical skills to help meet employer needs. This system is marketed to companies and industry sectors that offer occupations with career ladders, and to job seekers for whom the normal employer-jobseeker marketplace may not work. In Pima County, investment in this system is through local, state and federal dollars. As a result of multiple funding sources, the structure is an association of partners, each with its own mission. This partnership owns the system. Together, these partners create a system with a sum that is greater than the parts. Risks to this system can occur though shifts or reductions in investments, changes in partner mission, or an inability to address the system's markets.

The system of connecting workers to employers has changed through technological innovation. Both employers and job seekers have kept pace with changing technology, but while the market place is fairly efficient, there are areas where investment is needed. Private, for profit employment agencies have recognized this need and have profited by it. However, there are still unmet parts of the employer-job seeker equation that are not profitable for the private sector, and that is where the nation invests its workforce dollars.

Goals

Goal 1: Continue to facilitate cross program strategies in order to better serve both industry sectors and sub-populations of disengaged workers:

- Enhance WIB membership by recruiting key sector leaders;
- Increase the number of active industry sector partnerships that create career ladders for workers; and

- Develop new methods of engaging unemployed and under-employed workers such as youth, older workers, the disabled, chronically unemployed adults, and dislocated workers.

Goal 2: Continue to develop key strategic partnerships between workforce, economic development, and education in order to meet the needs of employers and workers:

- Continue the border county Innovation Frontier Arizona initiative;
- Participate in Sun Corridor initiatives; and
- Facilitate partnerships with JTED, Pima Community College and others to promote the development of new state of the art Applied Technology Training resources for all ages.

The Pima County Market

Pima County, the Pima County Workforce Investment Board, and the partner programs that make up the Pima County One-Stop System consider all of the County's employers and residents to be its market and all of the organizations that work in connecting people to jobs, education and training people, and developing economic incentives for industry growth to be potential partners.

Each year, the One-Stop System serves 15-20,000 people and 700 employers. Over the life of this plan, Pima County will have a workforce ranging from its current level of 450,000 to as many as 500,000. Hopefully, the number out of work will trend down over the next five years from the current 34,000 to 25,000, or 5% of 500,000. The normal marketplace will match many people with many employers; however, there are structural reasons why this market does not fully meet the needs of all employers or job seekers. (The job-seeker market statistics in this discussion are from the American Community Survey.)

Some job seekers do not easily fit into the ongoing employer-job seeker marketplace. Among them are youth, the under educated, homeless, long term workers who are suddenly unemployed due to business closures, the disabled, those with legal issues, and those with spotty work histories.

Like any area our size, each year a few thousand young people enter the labor market, and a few thousand age out. Although only 37% of 16-19 year olds are in the labor force, many of the young people who do try to work at age 16 are motivated by economic reasons - almost 30% of Pima County's population under 18 lives in poverty. Youth often encounter difficulty

entering the employer/job seeker market place, particularly when a high unemployment rate forces the young person to compete against more experienced workers. In addition to lack of experience, the young person may not understand workplace expectations (often referred to as soft skills), and may not have basic reading, communication and computational skills. The employer demand market may not have a place for these young people.

Even during troubled economic times, the participation rate increases dramatically until 80% of the population aged 25-44 is in the labor force, as are 77% of those ages 45-54. This population has a much lower unemployment rate, currently in the 7-8% range. Many workers in the age cohort work fairly steadily, or transition smoothly from one job to another. The employer demand market, however, does not have a ready supply of jobs for all workers, because employers find that not all job seekers are prepared for the jobs they offer.

Workers who are dislocated because of a layoff or business closure may find that their skills are out of date. When too few workers have skills needed by one or more employers, perhaps as a result of rapid technological change, a skills gap has been created. In some cases, the culture of companies offering similar jobs is different than the one they are used to, and this difference can filter through to selection processes that newly dislocated workers are unfamiliar with, such as electronic applications and résumés.

While the poverty level drops to about 20% for people in this age cohort, there are reasons it remains stubbornly high. The market place does not work very well for persons who have disabilities. 42% of these residents are in the labor force, yet they have a 20% unemployment rate.

Older workers account for an increasing number of workers. Some retire then try to reenter the workforce, only to find that technology and employer expectations have changed in a short period of time. Yet this population can continue to bring experience, knowledge and mentoring capacity to the workplace.

Lack of education continues to be a barrier to helping people successfully navigate the normal employer/job seeker market place as the following table illustrates:

Population 25-64 Years of Age

Educational Attainment	Number in Labor Force	Unemployment Rate
Less than high school grad	34,181	18.3%
High school grad/GED	76,380	11.6%
Some college or associate's degree	143,321	7.6%
Bachelor's degree or higher	119,227	4.3%

Pima County's proximity to the border with Mexico helps define its population:

33.1% Hispanic

3.2% Black/African American

2.6% Native American

2.4% Asian

57.1% Anglo

While part of the workforce is Limited English Proficient (LEP), 25% is bilingual. The LEP population includes people who have advanced degrees in foreign countries, yet must settle for entry level positions because their degrees are not recognized and their English is not sufficient.

Veterans represent another population that the normal marketplace does not always work for. Grateful employers in Pima County have been increasing efforts to reach out to this population, yet both employers and Veterans who are seeking jobs find that the market does not always function efficiently when work a person has done in the military does not easily translate into civilian occupational categories.

Homeless job seekers also find it difficult to navigate the marketplace. They face a myriad of basic issues that must be negotiated before they start to match up to employer expectations.

Whether it is because of communication or education issues, legal issues, creativity, or initiative, talents, or special technical skills, there is a group of people that does not exhibit a steady work history. Many struggle, or often patch together two or three part time jobs to make

ends meet - a work ethic many employers respect when it is shown to them. Some of these job seekers eventually find it easier to move to the other side of the employer-job seeker equation by becoming self-employed. Besides the growing population of entrepreneurs in technical fields, a quarter of local construction workers report themselves as self-employed, where they can command a premium for their work as specialists.

The One-Stop System weaves together partners that have mandates to serve various segments of the populations that have difficulty navigating the employment marketplace.

A broad spectrum of employers creates the demand for over 400,000 jobs in Pima County. In general categories, people work for these employers in the following:

General Type of Occupation	**Number**
Management, business, science and arts occupations	148,606
Services occupations	87,110
Sales and office occupations	101,197
Natural resource, construction, and maintenance occupations	35,196
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Employers compete in the local, regional, and global economies. While a portion of the local service industry is composed of call centers that have a national and international reach, some of the local service industry meets the needs of the families that work here. Major corporations such as Raytheon, IBM, Honeywell, and Roche illustrate the global reach of the local economy. Pima County also fits into two natural regions. One, called the Sun Corridor stretches from Nogales to Prescott. The other, Innovation Frontier Arizona is composed of the four border counties (Cochise, Pima, Santa Cruz, and Yuma).

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Aerospace and Defense (also a state sector)

The nation's fifth largest aerospace-defense industry sector accounts for 50,000 jobs in southern Arizona, many of which are in Pima County. This includes a concentration of the highest paid jobs, with military bases, defense contractors, and supporting manufacturers anchored by Davis-Monthan and major companies such as Raytheon and Sargent Controls.

Emerging Technologies

This sector encompasses entrepreneurship research and development, innovation, technology transfer and commercialization. These activities create primary jobs and drive competitiveness. Pima County has 1,200 high tech companies, ranging from established Fortune 500 companies to small start-ups, some of them resulting from technology transfer activities from the University of Arizona. The area has had a number of locally grown companies, including Burr-Brown and Ventana Medical. Today, the University of Arizona's Tech Park features an incubator that houses start-ups as well as IBM. Last year, the U of A opened a Biotech park that will ultimately foster additional innovation.

Logistics

The region's strategic location along the U.S.-Mexico border and key trade routes accounts for the prominence of transportation and logistics, with career opportunities in purchasing, expediting, distribution, fleet management, import/export, inventory management, supply-chain management and warehousing. Major employers include Union Pacific Railroad, American Airlines, SunTran, UPS, Off-Shore Group, Valencia International, Biagi, ABF Freight and others.

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Employers in all these sectors, as well as other employers in Pima County, such as those that feed, house, and clothe workers and their families, compete for workers on a daily basis. Pima County employers reward education as the following chart shows:

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$18,125	Less than high school
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$42,264	Bachelor's degree
$54,664	Graduate/professional

While it is evident that the marketplace rewards education, there are no clear empirical indicators of what other characteristics employers seek. Forums and focus groups that can be generated by industry sectors often identify specific skills gaps. WIB meetings, which feature speakers and panels from a different sector at each meeting, also help identify these skills gaps. WIB meetings discussions also provide feedback regarding the need for soft skills in job applicants.

The One-Stop System

The normal process of connecting employers and job seekers occurs through a variety of venues. Some is done on-line. Some is done though family and friend connections. Companies in the private sector specialize in staffing solutions for specific companies or industries. Private and public schools enroll people into training programs and send them into the world of work armed with a certificate. Despite these normal markets, at any given time there are jobs that go begging, and unemployed people who cannot fill them. Investments in the public One-Stop System are designed to more efficiently connect employers and job seekers by targeting less connected job seekers and more growing industries and companies.

The over-riding formal One-Stop partnership in Pima County is composed of different federally funded programs. In addition, there are partnerships with local training institutions, community based organizations, and employer groups. There are also partnerships with other counties and regional economic development agencies. The plan is to continue weaving this rich mosaic of multiple programs, funds, and target groups into a coherent system that helps meet the WIB's vision of "Quality Jobs, Qualified Workers" by:

- Assisting people in obtaining jobs in strategic local industries;
- Supporting employers in finding and hiring qualified employees; and
- Engaging underrepresented labor pools by removing barriers to employment.

This partnership operates in a system that has three main functions:

1. Welcome Team Functions;
2. Skills and Career Development Functions; and
3. Business Services Functions.

The potential customer may be:

- Employers;
- Unemployment Insurance claimants;
- Long-term unemployed;
- Under-employed;
- Dislocated workers (including trade-impacted dislocated workers and displaced homemakers);

- Low-income individuals;
- Recipients of public assistance;
- Migrant and Seasonal Farmworkers;
- Veterans;
- Individuals with limited English proficiency;
- Homeless individuals including Veterans;
- Ex-offenders;
- A mature worker;
- Older workers;
- Dropouts; and
- Individuals with multiple challenges to employment.

Welcome Team

A job seeker will be able to walk into a local One-Stop office and, by talking to only one person, learn about the local job market, future opportunities, and local training partnerships. The *Welcome Team* may provide the following, depending on customer need:

- Initial triage;
- Clients' needs are quickly assessed;
- Directed to Resource Room;
- Employers are referred to Business Team members;
- Assistive technology;
- Provided with job search assistance;
- Labor market information;
- Oriented to computers with Internet access;
- Scheduled for group orientation;
- Scheduled for assessment;
- Scheduled for workshops;
- Scheduled to speak with Case Manager; and
- Assist with research on available training programs (AJC).

Part of the *Welcome Team*, front desk staff at both Comprehensive One-Stop Centers will answer to one supervisor. Front desk staff the customer's journey by asking each of the 5,000 persons who visits each month to fill out a simple intake that allows self-triage into one of four categories: Emergency assistance (17% of respondents), self-help information services (16%), employment assistance (37%) and training (30%). Those seeking self-help and employment assistance are referred to the resource area. The former are visited by a resource area staffer who gets them settled in and makes sure the center can meet their needs.

Employment seekers can begin searching for work on-line, and then are visited by a staff person, usually from the Employment Service (or Re-employment Services staff in the dislocated worker center), who makes sure they are enrolled in AJC and spend time guiding their search.

Persons who are interested in training or who staff feel could benefit from training, discuss their basic options with a Workforce Development Specialist. The result for a person entering at any level could be scheduling into an orientation (one or two are held each day), intake, assessment, and workshops. Although staff from any partner can participate on the *Welcome Team*, seamless service delivery for job-seeker and business customers is integrated into the One-Stop Career Center System so that employers and job seekers are not aware who provides any of the services.

All intake and eligibility determination as well as TABE testing for WIA is conducted by the One-Stop's Intake Unit which is located at both Centers. These customers transition into what the State Plan refers to as the *Skills and Career Development Team.* One-Stop Career Center staff facilitates the service delivery and help the customer navigate the Workforce delivery system.

Skill and Career Development Team

Core Services

Wagner-Peyser funds Employment Service staff to work with job seekers by helping them with applications, résumés and job referrals. Some job seekers are referred for further assessment and based on need and eligibility, may receive intensive and/or training services under various programs that are part of the "mandated" One-Stop System.

As part of the plan development process, the MOU partners held strategic meetings. The partners intend to set up a regular communication protocol between each other. This would

clarify the duties of staff under each partner. Meetings would be moved around, so that staff are given an opportunity to visit other partners' physical sites. Each partner will designate a point of contact for referrals, and personalized referral protocols will be facilitated for new staff. More cross-training of staff, including periodic updates, will be used to help staff understand basic eligibilities for each program, with the long-term goal of empowering line staff to co-enroll between programs, as currently occurs between the WIA Dislocated Worker Program and the Trade Adjustment Assistance Program.

Summary of the mandated partner programs:

WIA Adult Program is delivered at the Comprehensive One-Stop at Rio Nuevo. This program provides training for low income adults, many of whom lack basic skills and soft skills. Most of the training prepares people for entry level positions.

WIA Dislocated Worker Program and *DES Trade Adjustment Act* for workers impacted by business closures and layoffs. The WIA Dislocated Worker program is housed at the Kino Comprehensive One-Stop. Staff there provides case management for dislocated workers, including those enrolled in TAA (for workers impacted by foreign competition). TAA provides training funds for TAA eligible workers; WIA funds other dislocated workers' training. Training is provided at all levels, including advanced degrees.

Adult Education is delivered by Pima Community College at several locations, including each of the two Comprehensive One-Stops.

Tucson Indian Center provides workforce services for Native Americans who do not reside on a reservation.

DES Veterans' Programs and *Veterans' Workforce Investment Program* - Veterans have a priority of service throughout the One-Stop System. DES Veterans staff is located at various sites in the One-Stop System. Training funds, in addition to that available from other sources, is available for Veterans through the Veterans' Workforce Investment Program, which is sited at the Kino Veterans' One-Stop Center.

DES Rehabilitation Services Administration for disabled customers is located at DES sites and helps disabled workers connect with employers, including training and adaptive devices.

HUD Employment and Training (for homeless Job Seekers) is located at the Sullivan Jackson Employment Center and is part of the local continuum of care for the homeless population.

Senior Community Services Employment Program for low-income mature workers will be operated though PPEP effective December 1.

Fred Acosta Tucson Job Corps, *WIA Low-income Youth Program*, and *Carl Perkins Career and Technical Education Programs* serve disadvantaged youth throughout the community.

Intensive Services

- ✓ Individual Employment Plan (IEP);
- ✓ Case Management;
- ✓ Structured Job Search;
- ✓ Career Planning;
- ✓ Research on Training Options;
- ✓ Pre-Employment Workshops;
- ✓ Group Counseling; and
- ✓ Short-Term Pre-Vocational Services such as Adult Basic Education, English as a Second Language, Basic Computer Literacy, Interviewing Skills, Soft Skills Career exploration.

Training Services

- ✓ On-the-Job Training;
- ✓ Skill Upgrading and Retraining;
- ✓ Customized Training;
- ✓ Registered Apprenticeship Programs;
- ✓ Layoff Aversion training; and
- ✓ Work Experience for youth.

Business Services Team

A business owner will be able to contact the One-Stop and learn about adult workers in the pipeline and their level of training and what type of incumbent or net-new job training programs exist with community colleges or other partners. The One-Stop System offers a variety of services to assist employers:

Assistance in posting jobs in Arizona's Job Connection (AJC);

Recruitment Services;

Job Fairs;

Testing and screening of job applicants;

Rapid Response for business layoffs and closures;

Layoff Aversion Planning Assistance;

Industry Sector convening and support;

Skill gap analysis and coordination of partners to address skill gaps;

Customized Training Programs; and

Information Tax Credit Programs.

The *Business Services Team* helps employers find the talent they need; obtains feedback from employers about short term and long term training and hiring needs; and works with training institutions to develop training offerings that fill skills gaps.

The traditional workforce system works to help employers find employees through a variety of methods that begin with outreach to employers to identify their needs and post them in AJC. Large group activities such as job fairs, and small group activities such as job clubs, help both job seekers assess opportunity and candidates.

Employers can use these group activities to evaluate the quality of candidates for openings. Job seekers can use them to make personal connections and get a sense of what employers are seeking.

Employers can use the One-Stop System resources to have applicants assessed, and One-Stops will provide space for interviews. One-on-one job development with job seekers helps employers narrow the pool of candidates. One-on-one interactions with both job seekers and employers can help employers leverage potential state and federal tax credits, such as those through the Enterprise Zone or the federal Work Opportunities Tax Credit.

Surveys conducted by the *Business Services Team* help the workforce system gauge industry specific long term hiring needs and skills gaps. Surveys can lead to focus groups from specific industries and different companies who participate, often agree they face similar skills shortages. The *Business Services Team* then links the focus group with a training institution to develop training that meets the industry's needs. These become part of a Sector Strategy. Pima County's WIB has identified six sectors and *Business Services Team* representatives have been assigned to each.

The *Business Services Team* Manager is routinely contacted by Tucson Regional Economic Opportunities (TREO) to discuss questions presented by businesses interested in

locating in Pima County. TREO is the local economic development umbrella agency that markets the area to companies. The *Team's* Manager is contacted by the Arizona Commerce Authority regarding employer events and employer queries.

Business Services Team members belong to a variety of business organizations such as the Arizona Association of Economic Developers, the Society for Human Resource Managers (SHRM) and several Chambers of Commerce. They attend meetings, represent the One-Stop System, and help conduct job fairs for these organizations.

The *Business Services Team* has some natural areas of expertise that need to be coordinated. Some employers have existing relationships with agencies and their staff, and that is one of the strengths that partners bring to the One-Stop System. Some partner staff, such as Veterans, Dislocated Workers, and Rehabilitation Services staff has an expertise in the special situations of the job seekers they bring to employers.

Employers are given choices when they post jobs. They can set up a job fair or job club at any partner's location, they can have candidates assessed, they can ask that candidates be funneled through one representative, or they can just post the job and see who gets referred.

Tucson Indian Center, Employment Services, and Rehabilitation Services host large job fairs, while WIA Title IB staff and Job Corps use small industry specific job clubs, job networks to connect employers to prospective employees.

Functional expertise within the partnership helps simplify the coordination. For example, the WIA Title IB staff is usually contacted by TREO and ACA regarding prospective employer needs. Arizona Job Connection employer outreach is generally done by Employment Services staff. Surveys are traditionally conducted by the WIA Title IB staff, and they have been assigned to work with the six industry sectors defined by the Workforce Investment Board.

Feedback from the sectors helps drive the development of new training that can involve several partners, such as WIA, Job Corps, and Carl Perkins Career and Technical Education. It can also generate the development of industry specific contextualized adult education or the limited English proficiency program through WIA and the Adult Education System.

While routine electronic communication is one of the best methods of facilitating this coordination of team members from various partners, there is an opportunity to establish more face-to-face meetings between team members from various partners.

Within the workforce system the mandated partners are measured by their success in serving workers. About 25 years ago, the Arizona Department of Commerce introduced the workforce development system to the concept of "industry clusters," which were groups of related industries in a region with similar supply, marketing, and workforce needs. In the 1990s the Department of Labor asked workforce programs to connect to educational institutions and economic development agencies. It is in that larger context that the development of meaningful workforce initiatives that can benefit all subgroups and target populations can be created.

The Arizona Commerce Authority has developed a "Sector Strategy" approach for the statewide workforce system. In Pima County, a good example of the potential of a synergistic approach that incorporates integrated cross-program strategies that meet the needs of specific populations and sub-populations as well as the workforce needs of employers in a sector at the regional level is the logistics program.

The Department of Labor offered a grant program in which it asked local areas to work with community colleges to development training programs that would significantly impact economic development in their area. Taking the lead, the workforce programs in Pima, Cochise, Santa Cruz and Yuma Counties learned that the rapidly changing transportation area was creating a discipline with the simple name of "Logistics." They found a group of companies working in the industry called Southern Arizona Logistics Education Organization (SALEO), which was very interested in seeing the development of training in the emerging science of using information technology and advanced communications to more efficiently move goods and services. Economic development agencies in the four counties, which have a common east-west rail and freeway system, and several north-south routes from Mexico, saw the value of a trained logistics workforce. Together, SALEO, workforce and economic development were able to work with the three community colleges in the area to create logistics curriculum that was recognized by industry and was portable between the three colleges (Arizona Western College in Yuma, Cochise Community College, and Pima Community College). They then developed a bachelor's degree program with the University of Arizona.

The Logistics curriculum was designed to be stackable, with short-term training certifications adding to an associates degree and then on up to a bachelor's degree. This means that this career track is within the reach of anyone who can attend college. And a contextualized

remedial education class was developed to help people whose functional scores tested below the qualifications needed to get into the program.

The Logistics program was developed with new and old collaborations, since the workforce programs in the four counties had worked together for 25 years on various programs. Pima County's workforce program will continue to collaborate on more projects with the other three border counties. Besides logistics, the four counties share border issues such as security, a limited English speaking population, abundant sunshine to nurture a renewable resource industry and attract retirees, and one of the largest aerospace/defense industry regions in the nation.

Investments

Public investment in the workforce system is made by the federal government, the State of Arizona, and Pima County; these investments target the populations that the normal market place does not easily serve, and employers who are in growth sectors that generate decent paying jobs. Because of the multi-faceted nature of these investments, there are many owners of the system.

The Workforce Investment Board oversees Workforce Investment Act youth, adult, dislocated worker funds that flow through the County operated Comprehensive One-Stops and Affiliate One-Stops. These funds help low income youth and dropouts, low-income job seekers, and dislocated workers.

Re-Employment Services funds flow through DES and to both DES Affiliate One-Stops and the Comprehensive One-Stop. They are targeted at dislocated workers who have a probability of being unemployed for a long time. Trade Adjustment Assistance also flows through DES. Mostly training funds, TAA dollars serve persons dislocated from work because of foreign competition.

Wagner-Peyser funds flow though the State Employment Service at DES operated Affiliate One-Stops and at the two Comprehensive One-Stops. Funds are used to connect job seekers and employers in an electronic marketplace.

- Veterans' funds come through the state DES and a separate grant comes through Pima County. Veterans have a Priority of Service in any One-Stop.

- Funds for the Disabled flow through DES and are delivered at sites with staff that have the skills needed to work the population.

- Adult Education funds flow through Pima Community College.
- Carl Perkins Career Education funds for youth flows though the college and various school districts.
- The Tucson Indian Center, receives funds to assist Native Americans who do not live on reservations.
- PPEP receives funds for Migrant and Seasonal Farm Workers.

State Funds

State job training grants are available to employers who are in growing industries and will generate jobs that pay above the local median wage.

Pima County provides the space for a GED program, an Adult Education Center, a Comprehensive One-Stop and two Affiliate One-Stops - one for the homeless and one for Veterans.

The County invests in a grant writer, who leverages local resources into new programs and initiatives.

County invests in summer youth and remedial education for youth and uses its library system to help job seekers.

Risk Factors

The ability of the One-Stop System to function can be impacted by changing emphases by policy makers, requirements of legislation, and/or restrictions set up by funders. While it is expected that federal revenues for this system will decline as the economy improves, the adjustment could be made by eliminating one or more programs rather than, across the board cuts.

D. Planning Development

WIA section 118 requires that each Local Board, in partnership with the appropriate chief elected officials, develops and submits a comprehensive five-year Plan to the Governor which identifies and describes certain policies, procedures and local activities that are carried out in the local area, and that is consistent with the state Plan.

Describe the involvement of the Chief Local Elected Official (CLEO), the Local Workforce Investment Board (LWIB) and the stakeholders in the development of the Plan.

The Pima County Board of Supervisors adopted an Economic Development Plan in 2012. As part of the development of that plan, it turned to its Workforce Investment Board for input. That plan includes discussions of the Aerospace Sector, Biotechnology, and Renewable Resources, all of which the WIB adopted as Target Sectors and have integrated into this Five Year Integrated Workforce Plan. The County Economic Development Plan also noted the efforts of the One-Stop System as a critical part of the community's economic fabric.

Much of the on-going work of the Workforce Investment Board and its Planning Committee has provided input into the new five year Plan. Each meeting focuses on a critical workforce industry and topic, and these have been noted in the Plan under discussions regarding the WIB's targeted sectors.

Part of the Plan process included working sessions to gain input from partners, community providers, and businesses.

Describe the process used to make the Plan available to the public, as well as key stakeholders, and the outcome resulting from review of public comments.

The draft was published Nov. 8. A Legal Notice using Pima County's current notice method provided a 30 day comment period with contact information. The Plan was placed on the website with contact information.

Describe measures taken to include or address all comments received within the review period.

All comments will be considered by the WIB's Executive Committee before Plan finalization.

- **APPENDIX 1 -** Provide a copy of the published notice (a screen print is acceptable for internet publication).
- **APPENDIX 2 -** Provide a copy of the distribution list used for notification of key stakeholders.
- **APPENDIX 3 -** Provide a copy of all comments received as result of the public notice.

Identify the local self-sufficiency standards approved by the Local Workforce Investment Board (LWIB) for employed adults and dislocated workers as a percentage of the Lower Living Standard Income Level (LLSIL). Describe how the LWIB ensures the self-sufficiency level is reflective of the current labor market information.

The Pima County Workforce Investment Board, through its Planning Committee, periodically reviews the labor market and wage scales and balances those against the amount of funds available for investment from WIA. The WIB reviewed and then established the self-sufficiency level at 130% of the Lower Living Standard Income Level (LLSIL) eight years ago.

This level will be maintained at the present, but the WIB reserves the right to review and adjust this level when it determines there may be a need in the community. The WIB also reserves the right to adjust the level to assist employers in a specific industry sector, if that sector makes a compelling argument for an adjustment that will benefit workers while improving the productivity of companies in the sector.

D.1. Service Access Sites

Provide the number and location (including address) of each of the following access sites including how the respective locations were selected:

Comprehensive One-Stop Centers
Kino Service Center – serves dislocated workers.
2797 E. Ajo Way
Tucson, AZ 85713
520-243-6700
Existing site

Rio Nuevo Service Center - serves unemployed adults and youth.
340 N. Commerce Park Loop
Tucson, AZ 85745
520-798-0500
Existing site

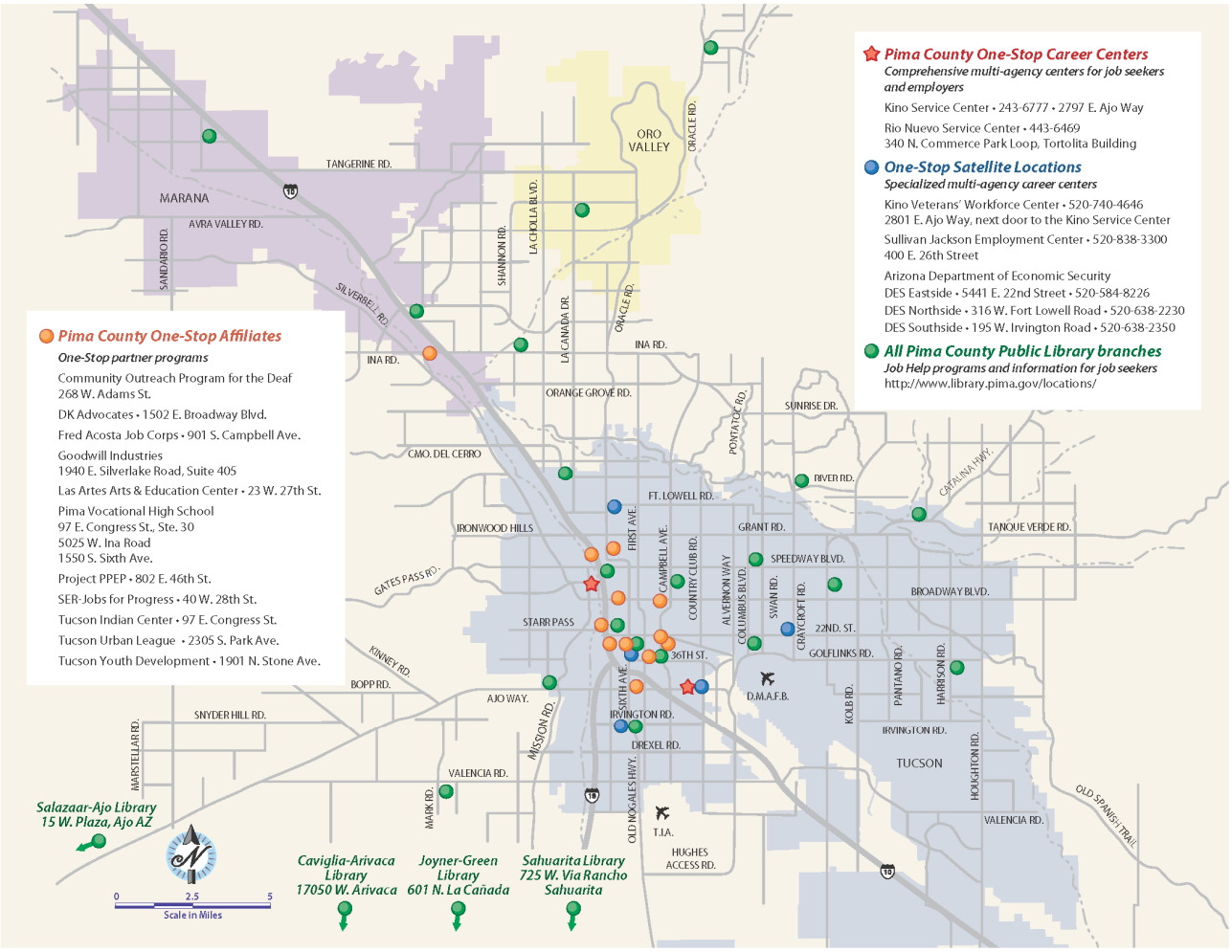
Affiliate Sites (all existing sites)
Arizona Department of Economic Security (DES)
DES East
5441 E. 22nd Street
Tucson, AZ 85711
520-584-8226

DES North
316 W. Fort Lowell Road
Tucson, AZ 85705
520-638-2230

DES South
195 W. Irvington Road
Tucson, AZ 85714
520-638-2350

Sullivan Jackson Employment Center
400 E. 26th Street
Tucson, AZ 85713
Built by Pima County to provide services to homeless job seekers

Kino Veterans' Workforce Center
2801 E. Ajo Way
Tucson, AZ 85713
Located next to the Kino One-Stop Center and this space was dedicated by Pima County to Veteran job seekers last year.



Other Access Points

All public library branches, Job Corps, Tucson Indian Center, Project PPEP, Tucson Urban League, Goodwill Industries, Service Employment & Redevelopment (SER) - Jobs for Progress, Tucson Youth Development, Community Outreach Program for the Deaf, and DK Advocates, Inc.

How does the Local Workforce Investment Board evaluate the needs of the community in determining that the locations and partner services meet the needs of job seekers and the employer community?

Pima County WIB's is incredibly assertive in creating new venues to serve workers. In 2011, the WIB dedicated its November WIB meeting to Veterans. The 60+ members and staff in attendance were so inspired that they worked with the Pima County Board of Supervisors to

create the first Veterans' Workforce One-Stop in the United States. The result was a rent-free building contiguous to a Comprehensive One-Stop.

About the same time, the WIB spun off the PEERS program, which some of its members had created to serve the job seeking needs of business executives and other highly skilled professionals.

Eight years ago the County constructed the Sullivan Jackson Employment Center to help homeless job seekers. The Center is composed of HUD funded employment programs that are part of the local continuum of care developed by the Tucson Planning Council for the Homeless.

Perhaps the most difficult challenge for the WIB is service to rural residents. While most of Pima County's residents live in the 500 square mile urban area surrounding Tucson, some live in the other 8,700 square miles. The WIB reached back to the area's frontier roots and created "circuit-rider" staff that moves through the small communities on a regular schedule.

The WIB recognizes that the capital outlay necessary to create a new One-Stop is beyond the scope of current WIA resources, but believes that the many community based organizations in the community who have a traditional (or emerging) attachment to workforce programs are potential satellite and Affiliate sites.

The WIB conducts a Request for Proposals (RFPs) for Adult and Dislocated Worker service providers as well as for Youth services. These RFPs are open to the community and invite respondents to make a case as to why their site(s) should be a location. An RFP is issued at least once every five years, and often is issued after three years.

The WIB and One-Stop System will continue to strengthen its relationship with the 27-branch library system to help workforce services throughout the county. Starting in 2009, library staff that provide job seeking workshops began taking Employability Skills Workshops at the One-Stop, so that the curriculum was consistent. During the 2013 calendar year, the One-Stop and Library have experimented by placing a Workforce Development Specialist twice a week at a high traffic library.

How is it decided if additional services or partners are needed and how they will be incorporated into the existing access site structure?

Interested partners approach the One-Stop and present a reason to provide services at or through the One-Stop. For example, Pima Community Access Program wanted to help identify

persons dislocated from employment during the great recession who might be in need of assistance with their health care. As a result, they are now stationed at the Kino One-Stop, and plan to provide services at the Rio Nuevo One-Stop during the rollout of the Affordable Care Act.

Describe how the Local Workforce Area will ensure that each site complies with the state chartering and certification policies.

One-Stop administrative staff will develop and use a checklist based on state policies, review each site, and prepare a report for the WIB to review.

Describe emergency procedures to ensure the safety of individuals working and using the sites.

Pima County has a safety team for each building that meets at least once a quarter with Pima County Risk Management. This is the team that is responsible for implementation of emergency procedures. These procedures are written and the team reviews procedures and incidents as well as new issues when it meets with Risk Management. Risk Management conducts periodic walk-though assessments of buildings and makes recommendations.

Outline a marketing strategy for creating awareness of services provided and connecting with all job seekers and employers in the Local Workforce Area and steps to be taken to align with the state plan outreach strategies.

Pima County supports the outreach system by providing One-Stop information and linkage at 27 libraries, and assigns a specialist from the County's Communication's Office to work with the WIB and One-Stop. The Communications Office Specialist coordinates the preparation of the WIB's Annual Plan, releases press releases concerning WIB meetings, Youth Career Expos, and other events, and prepares special articles. The press covers several WIB meetings a year, depending on industries discussed at the meeting. The press visits One-Stop sites several times a month to gain insight on issues facing workers, such as cutoffs in unemployment, the impact of the Affordable Care Act, and announcements of new companies coming into the community.

Because of limited resources, Pima County focuses its outreach on specific populations. For example, each spring it conducts outreach to youth and often interviews and assesses 4-5,000 youth interested in training and educational opportunities.

If an employer does a sudden layoff, the Rapid Response unit makes a special effort to identify and contact affected employees, including the placement of ads in newspapers and public service announcements.

If an industry group indicates a skills gap, the *Business Services Team* reaches out to employers in that industry sector to determine the scope of the gap. Based on the assessment of needs, the One-Stop System may work with local training institutions to identify training gaps, and/or it may conduct internal and external outreach to identify potential employees.

Outreach to employers is conducted through membership and participation in local Chambers of Commerce, organizations such as the Society of Human Resource Executives, and the Arizona Association of Economic Developers, as well as through trade groups working in the sectors targeted by the WIB.

The Comprehensive One-Stops conduct weekly Job Connection Workshops as an outreach tool to connect employers to potential employees. These workshops ask one or two employers to come and meet with a small group of potential applicants. Many of the partner programs host large, job fairs on a periodic basis. All partners participate in these events.

E. Administrative Structure

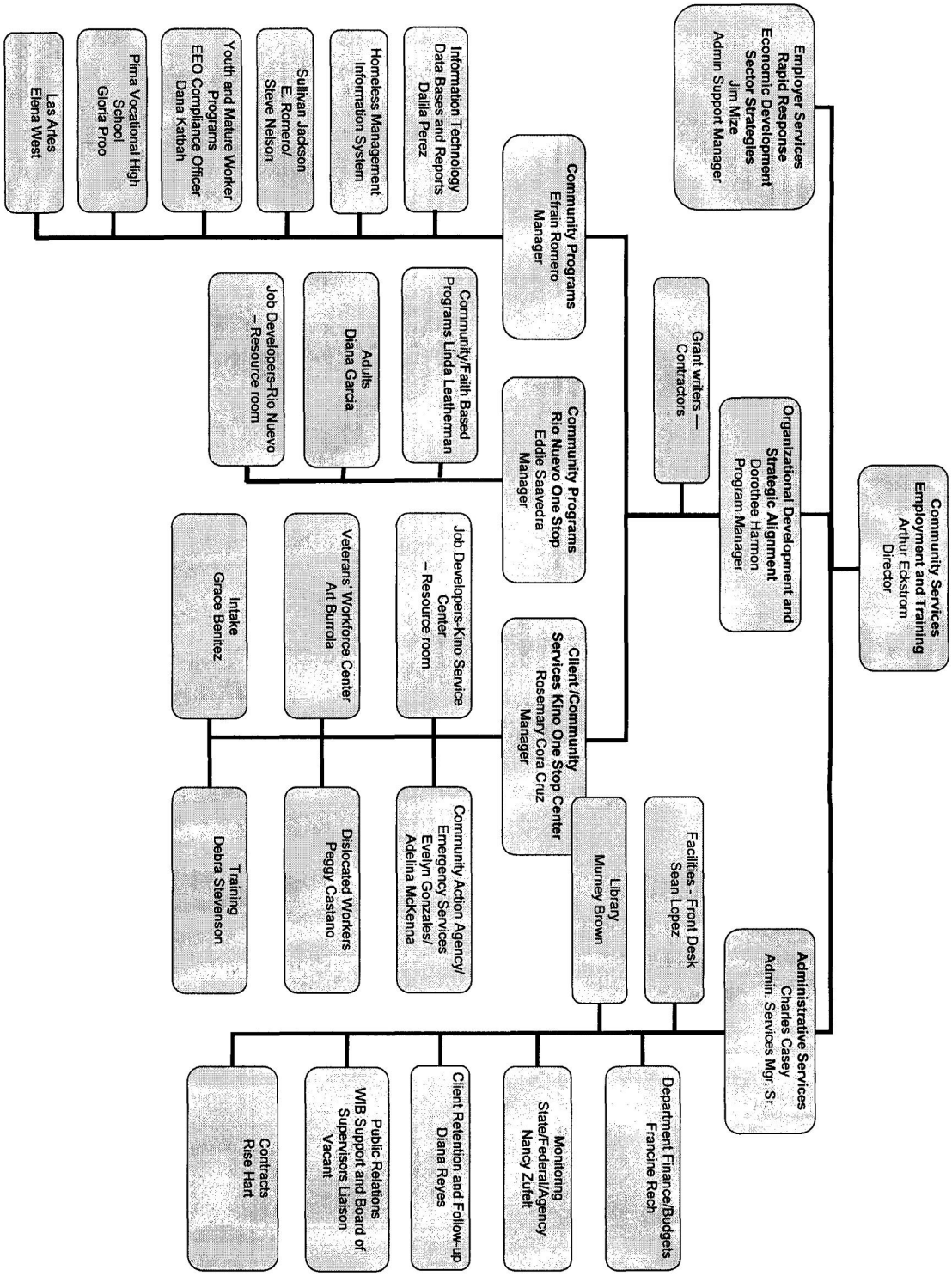
E.1 Leadership Structure

Indicate who the One-Stop Operator is and describe how they were selected - competitively bid or a consortium of three or more partners. If a consortium – identify the partners.

The One-Stop Operator is Pima County Community Services Employment and Training. The Operator was created under the Job Training Partnership Act and grandfathered into WIA under action taken by the Pima County Workforce Investment Board and approved by the Pima County Board of Supervisors as part of the plan approval process.

AGENCY	MANDATED PROGRAM	Contact Person	Title
Arizona Department of Economic Security	Employment Service, Trade Adjustment Assistance, NAFTA Transitional Adjustment Assistance, Veterans' Employment and Training Programs, Unemployment Insurance	Peggy Feenan	Deputy Program Administrator
Fred Acosta Job Corps/ResCare	Job Corps	Carld Rosborough	Center Director
Pima Community College	Carl Perkins and Adult Education	Dr. Johnson Bia	President, Desert Vista Campus
Pima County	Workforce Investment Act, Housing and Urban Development Employment and Training	Hank Atha	Deputy County Administrator
Portable, Practical Educational Preparation, Inc. (PPEP)	Migrant Seasonal Farm Workers	Kari Hogan	Executive Director
Arizona Rehabilitation Services Administration	Rehabilitation Services	Sharon Mikrut	Region II Program Manager
Tucson Indian Center	Native American Programs	Jacob Bernal	Executive Director

APPENDIX 4 - Provide an organizational chart that delineates the relationship between the agencies involved in the workforce development system, including the Chief Elected Official, administrative entity, fiscal entity, One-Stop Operator and the required One-Stop partner programs and lines of authority.


Community Services
Employment and Training
Arthur Eckstrom
Director
Employer Services
Rapid Response
Economic Development
Sector Strategies
Jim Mize
Admin Support Manager
Organizational Development and
Strategic Alignment
Dorothee Harmon
Program Manager
Administrative Services
Charles Casey
Admin. Services Mgr. Sr.
Grant writers —
Contractors
Facilities - Front Desk
Sean Lopez
Library
Murney Brown
Department Finance/Budgets
Francine Rech
Monitoring
State/Federal/Agency
Nancy Zufelt
Client Retention and Follow-up
Diana Reyes
Public Relations
WIB Support and Board of
Supervisors Liaison
Vacant
Contracts
Rise Hart
Community Programs
Efrain Romero
Manager
Information Technology
Data Bases and Reports
Dalila Perez
Homeless Management
Information System
Sullivan Jackson
E. Romero/
Steve Nelson
Youth and Mature Worker
Programs
EEO Compliance Officer
Dana Katbah
Pima Vocational High
School
Gloria Proo
Las Artes
Elena West
Community Programs
Rio Nuevo One Stop
Eddie Saavedra
Manager
Community/Faith Based
Programs Linda Leatherman
Adults
Diana Garcia
Job Developers-Rio Nuevo
– Resource room
Client /Community
Services Kino One Stop Center
Rosemary Cora Cruz
Manager
Job Developers-Kino Service
Center
– Resource room
Veterans' Workforce Center
Art Burrola
Intake
Grace Benitez
Community Action Agency/
Emergency Services
Evelyn Gonzales/
Adelina McKenna
Dislocated Workers
Peggy Castano
Training
Debra Stevenson

Describe the Local Workforce Investment Board structure and its relationship with the Chief Elected Official(s).

The Chair of the Pima County Board of Supervisors is the Chief Local Elected Official (CLEO). All appointments to the Workforce Investment Board (WIB) are made by the Board of Supervisors. The Clerk of the Board maintains a list of seats by designation (such as private sector, mandated partner, or apprentice program) and who is selected for each seat and their term.

The CLEO allows the WIB to elect its own Chair, and set its own by-laws. The WIB has six standing committees (Executive, Planning, Performance, Youth Council, Board Development, and Faith-Based). Chairs for the WIB and each committee are elected to two year terms. The WIB Chair may appoint ad hoc committees as needed.

The Chair of the Board of Supervisors attends and speaks at the WIB's annual meeting. The WIB prepares an Annual Report for the Board of Supervisors and community. The WIB is called upon to advise the Board of Supervisors on specific initiatives. For example, the WIB was asked to review and make recommendations to/from the Workforce perspective on the County's plan for Bond priorities.

Describe the role of the Chief Elected Official in the governance and implementation of WIA in the local area.

As grant recipient, the Pima County Board of Supervisors ratifies all contracts for Workforce Investment Act funds and authorizes the chair to sign those contracts. The Chair and Board also review and approve the Workforce Plan.

Identify the entity responsible for the administrative functions in the delivery of WIA services.

The Chair of the Board of Supervisors delegates the administration of WIA to the County Administrator, who has placed it in the Community and Economic Development Division. Within that division, the Community Services Employment and Training (CSET) Department is the administrative entity that has direct responsibility for support of the Workforce Investment Board and oversight of the Workforce Investment Act program.

Identify the entity responsible for the disbursal of grant funds, as determined by the Chief Elected Official.

Community Services Employment and Training initiates the process to pay WIA bills. Central Finance actually issues the checks, and the Grants Finance Division of Finance provides an accounting of funds spent and requests reimbursement from the Department of Economic Security.

E.2 Youth Council

Describe the Local Workforce Area Youth Council, its membership, meeting schedules, purpose, and relationship to the Local Workforce Investment Board.

The Youth Council meets monthly and is a standing committee of the WIB. It normally meets on the 2nd Tuesday of each month. The Council prepares input for the five year plan, coordinates (along with the performance committee) the release of Request for Proposal's for youth services, and conducts youth expos for targeted sectors.

The purpose of the Youth Council is to increase long term career opportunities for youth. The Youth Council's Chair is the 4th Vice-Chair of the WIB and sits on the Executive Committee. Membership in the Council:

Agency	Contact Person	Title
Pima County Superintendent of Schools	Vaughn Croft	Chair, Youth Council
Arizona Department of Corrections	Deborah Dixon	Project Manager, Training
Communities In School Arizona	Johanna Duffek	
Excel Mechanical, Inc.	James Zarling	President
FCC Tucson	Tonia Smith	
Fred Acosta Job Corps	Steve Ramirez	Business Community Liaison
Fred Acosta Job Corps	Joe Romero	
Goodwill Industries of Southern Arizona	Liz Gulick	Vice President
Metropolitan Education Commission	Fran Embrey-Senechal	Youth Coordinator
Pima Community College	Deborah Gaddy	Dean of Adult Education
Pima Community College AmeriCorps	Mary Ann Phininzy	Program Coordinator, Family Literacy Project
Pima Community College AmeriCorps	Alma Boulet	Student
Pima Community College AmeriCorps	Nicole Gleason	Student
Pima Community College AmeriCorps	Rocio Aguilar	Student
Pima County Juvenile Court Division	Jack Forrester	Probation Officer
Pima County Las Artes Art and Education	Michael Gates	Case Manager

Portable, Practical Educational Preparation, Inc. (PPEP)	JJ Federico	
Service Employment & Redevelopment (SER), Jobs for Progress	Eric Dorame	
Sullivan Jackson Employment Center	Efrain Romero	Manager
Tucson City Council Office, Ward 1	Diana Rhoades	Council Aide for Regina Romero, Vice Mayor
Tucson Urban League (TUL), Inc.	Daphanie Conner	Employment & Training Facilitator
Tucson Urban League (TUL), Inc.	Deborah Embry	President & CEO
Tucson Youth Development	Bill Marquez	Program Manager
United Way of Tucson and Southern Az	Amanda Kucich	Senior Director, Youth Development

Describe how the Local Workforce Area Youth Council will provide guidance and oversight to ensure the needs of youth are being met.

The Youth Council has embarked upon a long term campaign to enhance the WIB's Sector Strategy. Every six months the Youth Council holds a sector expo for 150-200 youth who have shown an interest in occupations in that sector. 15-20 employers come and meet with youth in small groups. Employers are asked to talk about the how and why they got into the field. The first, in the fall of 2012, was on Health Care. The second in the spring of 2013 was on Aerospace and was held at the Airport. The third, in the fall of 2013 was on biotechnology and held at the University of Arizona's Bio-5 program. In the spring of 2014 a Logistics one will be held at the Port of Tucson's intermodal transfer site.

Describe the role of the Youth Council in the procurement of youth services.

The Youth Council reviews community needs and WIB priorities and prepares questions for the RFP. It then works with the Performance Committee and Planning Committee on the design of the RFP. Youth Council members sit on a committee that reviews and ranks RFPs.

E.3 Procurement

Describe the competitive and non-competitive process used to award grants and contracts for activities under WIA Title IB, including how potential bidders are made aware of the availability of grants and contracts. Include the process to procure training services that are made as exceptions to the ITA process.

The Pima County Procurement Director has delegated authority to Pima County Community Services Employment and Training to conduct procurement processes on behalf of the Workforce Investment Board and Pima County.

Non-competitive contracts are awarded to Pima College and other government agencies through an Intergovernmental Agreement (IGA) when it is determined that it is in the best interests of the County to do so.

Other than IGAs, there are two types of contracts - fee for service vendor contracts and cost reimbursement comprehensive service contracts. Some vendor contracts are procured by the County's Procurement Department. These are procurements for items used by clients such as work tools and work boots.

Fee For Service – Contracts used for:	**Cost Reimbursement – Contracts used for:**
Workshops	One-Stop Staff
Basic Education	Job Development
Youth Skills Training	Case Management
Work Experience	Special Projects
Behavioral Counseling	

Potential service providers and vendors learn about solicitations conducted by WIB and One-Stop from the County websites (though the WIB, One-Stop and Procurement pages) and in local newspapers.

Procurements have specified timelines, and proposals are reviewed by WIB members who make funding recommendations to the Pima County Board of Supervisors. The Workforce Investment Board's (WIB) Planning Committee, with the assistance of the One-Stop staff, recommends priorities for solicitation of One-Stop services.

On-the-Job Training contracting is subcontracted on a competitive basis to one or more agencies that operate on a cost reimbursement basis. The subcontractor writes OJT contracts with employers, places clients into positions, monitors progress, and reimburses the employer.

Customized training is developed on an as needed basis with existing training vendors who have been procured through appropriate processes. The WIB has not operated other types of training that are exceptions to the ITA process.

Describe criteria used for awarding grants for youth activities, including criteria used to identify effective or ineffective youth activities and providers of such activities.

Typical evaluation factors are:

- Cost
- Quality, appropriateness of proposed services
- Applicant's capacity to provide services, including for special populations
- Past performance

Some typical evaluation questions:

- How will you contribute to the responsiveness of a demand-driven workforce system?
- What qualifies you to work with local demand/growth industry sectors?
- How will you contribute to workforce participation by populations that are under-represented in the workforce and/or have barriers to employment?
- What qualifies you to work with the target group/s?
- What is your strategy to connect members of your target population to opportunities in demand industries?
- How will you contribute to the performance and accountability of the local workforce system?
- Cost
- Capacity

Describe the procedures established for providers of youth or training services to appeal a denial of eligibility, a termination of eligibility or other action by the Local Workforce Board or One-Stop Operator.

An interested party may file a protest regarding an alleged violation of the proposal review process that resulted in discrimination or unfair consideration. Protests must be filed according to the procedure established by the Department under Pima County Procurement Code Title 11.20.010.

E.4 Communication

Describe how the Local Workforce Area will communicate performance results to stakeholders.

The One-Stop prepares a monthly dashboard style statistical report of WIA Youth, Adult and Dislocated Worker activity. This report is reviewed by the Performance Committee, which presents it to the Workforce Investment Board. It shows enrollments, number in training, exits and placements, average hourly wage at placement by sector, as well as other statistics, for year-to-date services provided and the previous year to date.

In addition, WIA "performance measures" results are presented to the WIB quarterly. All reports are reviewed by the WIB's Performance Committee before they are released to the full WIB.

Describe how the Local Workforce Area will communicate financial information and service information to stakeholders.

WIA Title IB financial and service information is summarized in the WIB's annual report. The WIB has never received financial information from other partners.

Describe the communication protocol and how the Local Workforce Board, local elected officials, partners and all staff are informed on a regular basis regarding activities, performance outcomes, and budgets with at least one joint meeting held annually between the Chief Elected Officials and the local board.

The Chair of the Board of Supervisors attends and presents at the WIB's annual meeting, and also prepares a statement for the annual report that is presented to the Board of Supervisors. The WIB's Annual Report, which reports on WIA Title IB outcomes and expenses, is developed by the WIB's Planning Committee.

WIA Title IB activity and outcome information is presented at each WIB meeting by the WIB's Performance Committee.

Describe in detail how the local board will resolve conflicts that may arise (but not limited to) between the following:

- Board Members: It is expected that, as part of the process, not all Board members will be in complete agreement with all items brought up for discussion. Pursuant to Open Meeting laws the WIB requires that action items be noticed in advance, and the chair routinely allows adequate discussion on all items. Meetings are only conducted when a quorum has been established so all votes are binding on the membership.

- Service Delivery Partners/Consortium Partners: "If disputes arise related to the terms of this MOU, the parties agree to first attempt to come to agreement among themselves. If dispute resolution fails, the parties agree that a decision of the Governor's Council on Workforce Policy Executive Committee will be final. When

state and federal laws and regulations are applicable, the grieving parties agree to the decision of the state or federal agency with jurisdiction over the dispute." (from the MOU)

Dispute Resolution Process

It is expected that the One-Stop partners will function by consensus. In instances where consensus cannot be reached at the lowest level and the functioning of the One-Stop System is impaired, those One-Stop partners who are parties to the dispute shall submit to the following dispute resolution (complaint) procedures:

- If the partners are unable to resolve a dispute to the satisfaction of the members who are parties to the dispute, the complaint shall be submitted in writing to the local MOU Committee within 15 days of the initial dispute.

- The local MOU Committee shall evaluate the merits of the dispute and may attempt to resolve the dispute through mediation. However, in all cases, the MOU Committee shall prepare a response to the complaint within 30 days.

- "If any party to the dispute is not satisfied with the decision of the MOU Committee, the dispute shall be referred to a three-person hearing panel, chosen by the Executive Committee of the WIB, for resolution. The panel shall be requested to make a determination within 30 days. The decision of the panel shall be final and binding on all parties to the dispute." (from the MOU).

F. Equal Opportunity and Affirmative Action

Describe how each access site will ensure compliance with the State's Methods of Administration.

A One-Stop program applicant, participant, or other person that believes he or she has not been treated equally or has been hurt by a decision that was wrong, may file a complaint using the following procedure.

FILING PROCEDURE

1. A complaint against a County employee may be made verbally to that employee's supervisor.
2. The supervisor will attempt to resolve the issue with the employee and the person making the complaint.
3. If, within 5 working days, no resolution has been reached by the supervisor, the person may submit a written complaint to the Program Manager who supervises that supervisor. The written complaint should include: The name, address, phone number and signature of the person making the complaint. A clear and concise statement of facts, including dates, and leading up to the decision that is the subject of the complaint. What specific resolution is the complainant requesting?

Complaints should be submitted to:

Program Manager
Kino One-Stop Center
2797 E. Ajo Way
Tucson, AZ 85713

Program Manager
Rio Nuevo One-Stop Center
340 N. Commerce Park Loop
Tucson, AZ 85745

Grievances and complaints involving a contracted agency of Pima County must be filed according to that agency's grievance procedures.

RESOLUTION

1. The Program Manager will attempt to reach a resolution with the person making the complaint, the supervisor, and involved staff. Within 10 working days of receiving the complaint, the Program Manager will issue a decision in writing.
2. Grievances involving a contracted agency of Pima County must show an attempt at resolution through that agency's internal procedures. If resolution is not obtained at the agency level, the individual may appeal to the Director of the Pima County Community Services, Employment and Training Department.

APPEAL

1. The person making the complaint has 10 working days from the date of the Program Manager's or contracted agency's decision to file a written appeal with the Department Director. The appeal should include all of the information that was in the initial complaint and also describe the attempts at resolution with relevant dates. The appeal should be submitted to:

   Arthur Eckstrom, Director
   Pima County Community Services, Employment & Training Department
   2797 E. Ajo Way
   Tucson, AZ 85713

2. The Department Director then has thirty (30) working days to schedule and hold a hearing.
3. The person making the complaint shall be notified in writing of the date, time and place of a formal hearing, including the opportunity to present evidence.

4. The hearing officer may be the Department Director or a designee other than the Program Manager who first reviewed the written complaint. The hearing officer will issue a determination within ten (10) working days after the hearing.
5. An appeal may be made to the funding agency, if applicable.

   WIA Administrator, Department of Economic Security
   P.O. Box 6123, Site Code 920-Z
   Phoenix, AZ 85005

The request for review shall be filed within twenty (20) days from the date on which the complainant should have received a decision. The Arizona Department of Economic Security, WIA Administration shall issue a decision within thirty (30) days.

Any and all of the mandated time frames for processing complaints after they have been filed may be waived, when necessary, by written consent of all affected parties.

Complaints of discrimination on the grounds of race, color, national origin, age, sex, religion, political affirmation of belief, shall be sent directly to:

Directorate of Civil Rights, U.S. Department of Labor
200 Constitution Ave. N.W.
Washington, D.C. 20210

Any and all of the mandated time frames for processing complaints after they have been filed may be waived, when necessary, by written consent of all affected parties.

The Local Office
Dana Katbah
Local Area EO Officer
Pima County One-Stop
340 N. Commerce Park Loop
Tucson, AZ 85745
Phone: (520) 798-0500
Fax: (520) 798-0599
dkatbah@pima.gov
TTY/TTD: (520) 624-3235

State of Arizona
Lynn A. Nedella
State WIA EO Officer
Employment Administration
Department of Economic Security
1789 West Jefferson, Site Code 920Z
Phoenix, AZ 85007
Phone: (602) 542-3957
Fax: (602) 542-2491
TTY/TDD: 7-1-1
Email: WIAStateEOOfficer@azdes.gov

Civil Rights Center
Naomi M. Barry-Perez
Director
Civil Rights Center (CRC)
U.S. Department of Labor
200 Constitution Avenue NW
Room N-4123
Washington, DC 20210
Phone: (202) 693-6502
Fax: (202) 693-6505
TTY: (202) 693-6516

G. Evaluation and Market Analysis

An assessment of the current situation and projected trends of the Local Workforce Area's economy, industries and occupations, including major economic regions and industrial and occupational sectors.

Pima County has slightly over 1,000,000 people living in an area a little larger than the state of Massachusetts (9,240 square miles). Most of the population lives in the Metropolitan Tucson area, which includes Tucson, South Tucson, Marana, and Oro Valley. Population centers close to the metro area include Vail, Catalina, Sahuarita, and Green Valley. Some people live in distant communities such as Arivaca and Ajo.

Pima County's 2012 Economic Development Plan discussed several employment centers in the urban area. The center of Tucson houses government, the University of Arizona and part of Pima Community College and features a revitalized downtown with small start up business activity. The southern aviation corridor is anchored by Davis Monthan Air Force Base, the airport, and Raytheon and includes Pima College's Aviation Center. The Tucson Tech Corridor

near Vail in the Southeast, is anchored by the Port of Tucson and the University of Arizona's Tech Park which features a range of innovation from corporate incubation to IBM. The I-10 corridor through Marana and Oro Valley includes companies such as Sargent Controls and Roche.

Economic development efforts have evolved since the County's early emphasis on the five C's: Climate, Copper, Cotton, Cattle, and Citrus. Of these five, climate continues to be a major economic driver, as the warmth and dryness draws people tired of the cold. Many new arrivals are retirees, which manifests itself with in census data with higher numbers of older persons (and workers) than the national average. This has helped drive a strong **Health Sciences Sector**.

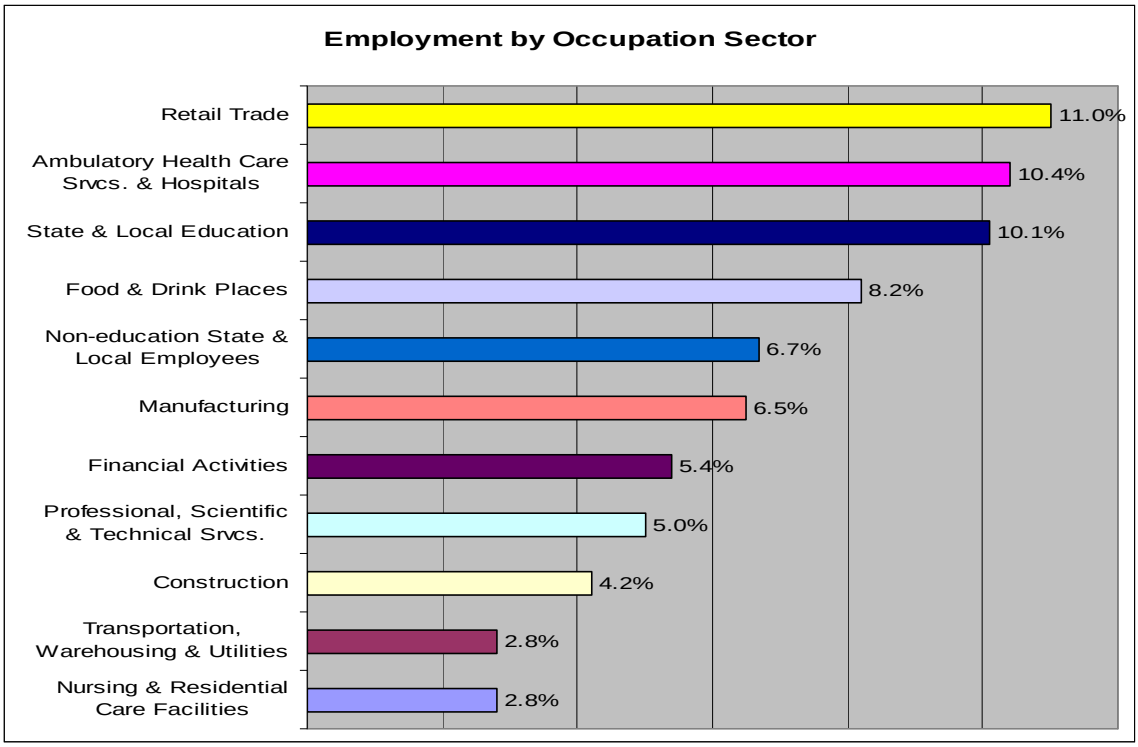
Pima County's clear skies attracted a strong and dynamic **Aerospace Sector**. Aided in part by a vibrant Optics Industry, this sector continues to grow and now includes developments in the Unmanned Aerial Vehicle segment of the industry.

The Port of Tucson capitalizes on Tucson's unique crossroads location of east-west, north-south transportation corridors. The need to efficiently move goods and services throughout the region, nation, and across the border into Mexico has created a dynamic **Logistics Sector**.

Climate generates abundant sunshine, which drives a growing solar industry. The University of Arizona's Tech Park has worked with solar companies interested in Research and Development of products. The arid climate has created a wealth of knowledge and business expertise in water conservation and management. These same clear skies that help define a growing solar industry when coupled with outdoor recreation create the **Natural and Renewable Resource Sector**.

Historically, wages in Pima County have been lower than the national average, and the unemployment rate has generally been lower. While Pima County has participated in the economic recovery, unemployment is still stubbornly high, and wages still trail the national average. And while the next five years should see growth in employment, the next recession will probably occur some time in this time frame.

Here is where workers earn their paychecks today:



The following chart from American Community Survey 2011 data, illustrates for some broad sectors, where paychecks are generated. About 1 out of 10 are from self-employment and 1 out of 5 are from government.

Category	Workers Total	Private W & S	Self Emp Inc	Nonprofit	Gov	Self Emp Not Inc
Total ages 16+	406,691	62.2%	3.3%	7.9%	19.4%	7.2%
Construction	25,822	72.2%	9.0%	0.8%	3.3%	14.7%
Manufacturing	29,917	93.2%	2.8%	1.1%	2.4%	0.5%
Transport, Warehouse, Utilities	14,937	63.7%	1.8%	2.6%	28.7%	3.6%
Information	6,458	79.8%	0.6%	2.1%	7.6%	9.8%
Education, Health, and Social Services	104,096	40.3%	1.9%	18.9%	35.8%	3.1%

An assessment of the workforce skills and knowledge individuals need to find current and future employment in the local area, particularly those skills and knowledge identified by employers as necessary for economic growth in the Local Workforce Area.

Pima County's One-Stop System vision is "connecting qualified workers with quality jobs." The significance of that vision is that Tucson's ability to attract quality jobs depends in part on the availability of a labor pool of qualified workers.

Despite high unemployment in the region, southern Arizona aerospace/defense and other high-tech industries suffer shortages of skilled workers in information technology, engineering and technical-management occupations. For example, in 2010 employers submitted H1-B visa applications for 71 engineering jobs, 97 computer positions and 15 engineering or high-tech management positions. In workforce needs surveys conducted by Pima County for the past three years, 27 companies identified engineers among their five hardest-to-fill jobs, and 25 listed IT occupations such as software engineers and security analysts. In many cases, when demand is met, it is done through external employee recruitment. Greater focus must go toward developing highly skilled, homegrown talent.

Pima County is home to the University of Arizona (UA), a top 20 U.S. public research university; Pima Community College - the nation's eighth largest; a branch of Northern Arizona University; and 40+ proprietary post-secondary schools.

An estimated 70,000 individuals work in high-tech occupations, one third of these being engineering/engineering technicians. Notwithstanding these assets, overall educational attainment rates lag the nation, indicating uneven access to the region's educational opportunities.

The region has a higher concentration of population with less than a high school diploma and a smaller share with a Bachelor's Degree, compared to both Arizona and the U.S. Statewide. Arizona ranks 35th in the nation on percentage of working-age adults with a Bachelor's Degree, and a recent study for the Arizona Governor's P-20 council showed that educational attainment is much lower among those entering the workforce than those about to retire. (National Center for Higher Education Management Systems, Feasibility and Demand Study for the State of Arizona, Governor's P-20 Council, October, 2007.)

The aerospace/defense biotechnology, logistics, information technology and emerging technology sectors rely upon a pipeline of professionals educated in Science, Technology, Engineering and Math (STEM). Not only is the traditional academic pathway in STEM unable to

supply enough graduates to meet the needs, but those who do graduate are disproportionately non-Hispanic, white students. Hispanics, who make up about one third of the entire Arizona population and the bulk of projected population growth, account for only 8.9% of all Bachelor's Degrees attained.

The disparity is even more pronounced in the STEM fields. The result is a vicious cycle in which the high-skill/high-wage jobs are filled by educated in-migrants, while local workers in technician-level jobs are unable to move forward in their careers because they lack sufficient skills and education. This current workforce, including dislocated workers and Veterans with technical backgrounds, represent an untapped potential talent pool. Career-ladder development and non-traditional delivery of education is needed to allow current workers to move up into high-technology occupations, diminishing the need to import outside talent to address unmet demand.

The need for employees who can interface with computerized devices will continue to grow in many occupations as rapidly changing technology creates real or perceived skills gaps. A current trend that is visible to many consumers in stores is the moving of Point of Sale from a central location to a roving salesclerk carrying a tablet. The push for accessible, standardized health information has the created the need for re-training many front line health care workers. Computational and higher level math skills are also increasing in demand, as well as the ability to retrieve analyze, and interpret data generated through computer software platforms.

Pima County is fortunate to have many very highly-skilled workers but also sees a growing population of adult job seekers with very low reading, writing and math levels. An analysis of 2,964 local One-Stop customers between the ages of 18 and including 55 – who were served at the Rio Nuevo and Kino One-Stop Centers from July 1, 2010 through October 11, 2011, and who were assessed using the TABE (Test of Adult Basic Education) – yielded these statistics:

- 45% or 1,333 scored less than a 9th grade level in total battery (this is the combination of all scores in language, spelling, math and reading) scoring.
- 13% or 391 of these clients assessed below the 5th grade level in total battery scoring.
- 32% of the total population was assessed as being between the 5th grade and 9th grade for total battery scores and receive a recommendation to attend Adult Basic Education or remedial education classes.
- In Math, 51% were assessed below the 9th grade level, which removes them from the pool for technical, well-paying jobs.

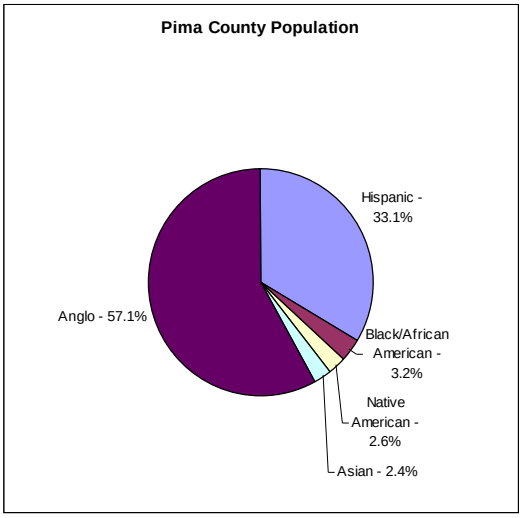
It should be noted that many of these low-scoring job seekers had a high school diploma or GED. According to the Arizona Department of Education, 107,188 Pima County residents do not have high school a diploma or GED. Of the 3,103 GED/Adult Basic Education students served by Pima College Adult Education last fiscal year, 93% were under the 9th grade level and 68% were under the 6th grade level.

Tutoring and remedial education is the key for these people to access the occupational training they need to increase their earning power and it is the key for the local economy to maintain its competitiveness in the global economy. In Pima County, the ability to read, write, and speak in Spanish as well as English can be a positive attribute for job seekers, however the ability to read, write and speak in English is often critical.

Recognizing the critical impact of education on earnings and worker productivity, the WIB made education levels the topic of its Annual Meeting in December 2011. The WIB, through its RFP process, addresses education shortages by including remedial education funds for WIA Adult and Dislocated Workers. These are in addition to any funds and programs operated by Adult Education. WIB funded basic education programs are intensive (24-30 hours per week). Some classes are contextualized to address job seekers who target occupations in a specific sector.

A description of the characteristics and employment-related needs of the Local Workforce Area's population, and diverse sub-populations, including those from racial, ethnic, linguistic groups, older persons, and individuals with disabilities.

Pima County's rich cultural heritage is illustrated by the distribution of its population:



Unemployment Rate

8.5%	White Only
13.1%	Hispanic
7.8%	Black
18%	Native American
7.7%	Asian

Residents of Pima County need increased access to education and training and the support to help them complete training. While lower earnings and educational levels are across the board, an examination of income by race and ethnicity shows that minorities need access to opportunities that can help them increase earning power.

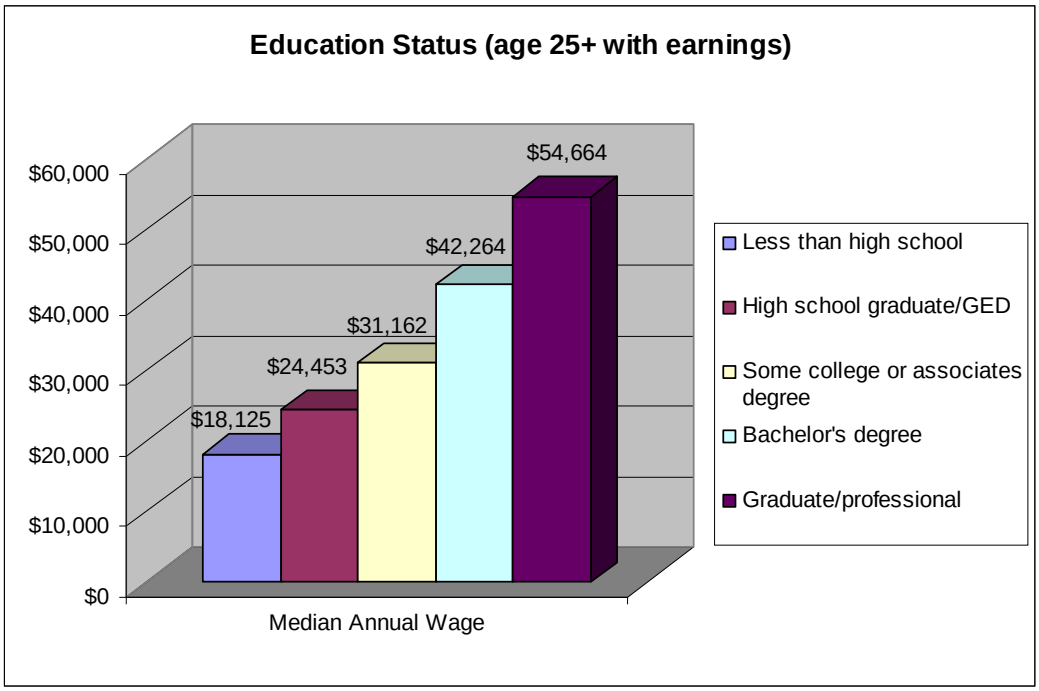
Pima County Mean Income (ACS 2007-11 5 year estimate)

$32,919	White Only
$15,052	Hispanic
$18,807	Black
$12,997	Native American
$27,711	Asian

The education levels of these population groups show the challenges faced by those trying to improve their living standard:

Unemployed	**Education status (age 25 to 64)**
18.3%	Less than High school
11.6%	High school grad/GED
7.6%	Some college or associates degree
4.3%	Bachelor's degree or higher

The following figures indicate that the simplest method for increasing earnings is Education: (ACS 2007-11)



Young people are particularly challenged as they enter a weak labor market. They have the traditional issue of not having experience, and find that employers are not creating as many new openings. In addition, some of the jobs that they would normally obtain are kept by an aging population that continues to work. 7.7% (almost one out of 12 persons) in Pima County are ages 16-20. Twice as many (15.4%) are 65 and over.

Older workers may continue to work though choice. Some, however, find the need to generate additional income because pension plans payouts are altered, 401(k) and savings are negatively impacted by macro-economic forces and policies, rising health care costs, and elder care costs. Those that reenter after just a few years find they lack skills required by new technologies.

Unemployment Rate	**Age**
34.3%	16 - 19
16.1%	20 - 24
9.2%	25 - 44
6.5%	45 - 54
8.6%	55 - 64
8.4%	65 - 74
3.8%	75+

As a border community with a rich Hispanic heritage, and a destination for refugees from many countries, Pima County has a large Limited English Proficient population. On the other hand, it has a large bilingual population, which enables its to work with businesses from Mexico and other nations further south.

Special issues are faced by person with disabilities, who have a 20% unemployment rate.

Based on the assessments above, an analysis of the skill and education gaps for all individuals within the Local Workforce Area, particularly for those individuals targeted by the programs included in the Local Workforce Area's Business Plan.

One of the first priorities for employers is to find people who understand the need to be punctual, communicate with supervisor and team members, and dress appropriately. Appropriate use of communication tools is also a growing need, as these tools become both more personalized and more pervasive.

Employers have identified a variety of skill set gaps in today's workforce such as problem solving, listening skills, and lack of teamwork. The most critical skill gap is found in the hard working person who lacks basic education skills, a high school diploma and/or is Limited English proficient. Lack of basic skills makes it all the more difficult for these people to overcome new gaps created by innovation and rapidly changing technology. Innovation will continue to create additional skill gaps in the medical, manufacturing and production industries as well as information technology and communications.

The One-Stop often trains and places people into positions that are one of the first rungs of a career ladder. A traditional example is nursing, where a person can be trained to be a Certified Nursing Assistant, and then with additional education and experience progress through Patient Care Technician, Licensed Practical Nurse and Registered Nurse. In construction trades, a person can start as a laborer, move to a more specialized helper position, then enter an apprenticeship program, and finally become a journeyman. In each case the ladder is several years in length, with wages doubling or tripling by the end.

Individuals employed in true declining occupations, like telephone operators, often have skills that can be transferred to emerging occupations within the company or even within the industry. Other declining occupations, like locksmiths and pest control specialists, may represent changes in the industry as people leave companies to become sole proprietors or are placed on

commission rather than salary. In a growing area, the demand for these services continues to grow.

The system works to help potentially any job seeker or employer. Employment Service provides all job seekers with assistance and helps to triage those needing more assistance. In particular, all persons applying for Unemployment Insurance are required to register with the State Employment Services. The Re-employment function identifies those dislocated workers with the greatest change of long-term unemployment and focuses additional services on them. WIA's Rapid Response identifies workers being dislocated as a result of layoffs and business closures. The WIA Dislocated Worker program is housed at the Kino Comprehensive One-Stop. Staff there provides case management for dislocated workers, including those enrolled in Trade Adjustment Assistance (for workers impacted by foreign competition). TAA provides training funds for TAA eligible workers; WIA funds other dislocated workers' training. Training is provided at all levels, including advanced degrees.

The WIA Adult program is delivered at the Rio Nuevo Comprehensive One-Stop. This program provides training for low income adults, many of whom lack basic skills and soft skills. Most of the training prepares people for entry level positions. Some of these people are enrolled into GED and Limited English Proficiency programs. Adult Education is delivered by Pima Community College at several locations, including each of the two Comprehensive One-Stops.

Tucson Indian Center provides basic education and training services for Native Americans who do not reside on a reservation. Veterans have a priority of service throughout the One-Stop System. DES Veterans' staff is located at various sites in the One-Stop System. Training funds, in addition to that available from other sources, is available for Veterans through the Veterans' Workforce Investment Program, which is sited at the Kino Veterans' One-Stop Center.

Rehabilitation Services Administration for disabled customers is located at DES sites and helps disabled workers connect with employers, including training and adaptive devices.

HUD Employment and Training (for homeless Job Seekers) is located at the Sullivan Jackson Employment Center and is part of the local Continuum of Care for the homeless population. This program has an intensive job search model for homeless clients once there housing situation is stabilized.

The Senior Community Services Employment Program for low-income mature workers (55 and over) will be operated though PPEP effective December 1.

The Fred Acosta Tucson Job Corps, WIA Low-income Youth Program, and Carl Perkins Career and Technical Education Programs serve disadvantaged youth throughout the community. WIA youth funds are allocated to five local agencies for service delivery, while Carl Perkins funds are part of the secondary education/post-secondary continuum for youth pursuing occupational goals.

An analysis of the challenges associated with the Local Workforce Area's population attaining the education, skills, and training needed to obtain employment.

Many people face significant barriers to obtaining a job, or advancing up the career ladder. In the One-Stop System, Career and Technical staff at various partners develop Individual Employment Plans to identify these barriers and develop strategies to overcome them. Lack of education and or job skills are some of the most visible barriers, but often there are reasons why even these cannot be easily addressed. Each situation is different, but some of the more common include the following:

Child Care

Elder Care

Transportation

Housing

Legal Issues

Health Issues

While it is possible that a person needs training, and even with help from a partner program to pay for the training, the person may not have a support system in place to enable them to complete the training. Persons who enter training as adults also need to learn or relearn study skills, which is no always easy when study time has to compete with time needed to take care of children.

A discussion of the ability of Local Workforce Area Workforce programs to meet the skill needs of employers in the state and close any skill gaps.

Soft Skills are, and always will be, targeted by every partner in the One-Stop System with every client who receives a service beyond self-help. An adult taking an Employability Skills class at the State Employment Service, One-Stop WIA, or the Tucson Indian Center, is reminded of the importance of being on time, of working well with others, and listening and following directions. Youth applying for WIA youth programs, Goodwill's Good Future's Program, Job Corps, and locally funded programs are introduced to these critical soft skill concepts. Some curricula are designed to reinforce soft skills elements. For example, the Sullivan Jackson Employment Center for the homeless will not let you into class if you are late or if you are not dressed for success.

Pima County's One-Stop System will continue its crusade to increase the earning power of struggling workers by investing in basic education. Job Corps allocates part of its resources to GED instruction for youth. WIA youth dollars are targeted at alternative education and support to help keep struggling youth in school, and dropouts are sponsored at Las Artes as they seek a GED or enrolled in PPEP's YouthBuild, where they learn a trade while getting a GED. Pima College's Adult Education Program has, since the beginning of WIA, placed a teacher three hours a day, four days a week at the Kino Service Center in the mornings, and another three hours a day in the afternoon.

Trade Adjustment Assistance eligible workers who can't pass the test to enter training are co-enrolled with the WIA Dislocated Worker, which funds them with remedial education until they are ready for training that TAA will fund. At times this training is done in a cohort with other participants who are targeting the same training. This contextualized approach is used at the Lindsey Center, which is funded on a per client basis from more than six different sources. Students at the Lindsey Center treat the instruction like a job, going six hours a day. On site Literacy Connects tutoring provides individualized instruction to help them over rough spots.

The One-Stop System will always try to respond to specific basic skills needs to help employers find qualified candidates. For example, several years ago the Electrical Apprentice Program found that only one out of 20 otherwise qualified applicants did not have the required math skills to get in the program. One-Stop created a special math class that allowed groups of applicants to move from applicant into the Apprenticeship Program.

The One-Stop System will aggressively continue to build on its long tradition of working with employers and employer groups. Under CETA the Skills Center development customized training for arriving employers such as National Semiconductor. Under JTPA the One-Stop System worked with the State and local economic development agencies to prepare people for targeted industry clusters.

Under WIA, the One-Stop System has worked with the other three border counties (Cochise, Santa Cruz, and Yuma), and their community colleges to develop unified curriculum in logistics and green industries. These and other targeted sectors benefit from a focus on skills gaps in entry level positions and more advanced positions through the development of stackable curriculum offerings that allow workers to train for a credential, take a related job, then return to school for the next stage of learning.

Describe the criteria to be used by the Local Board, under 20 CFR 663.600, to determine whether funds allocated to a local area for adult employment and training activities under WIA sections 133(b)(2)(A) or (3) are limited, and the process by which any priority will be applied by the One-Stop Operator.

Steps to determine whether funds are limited:

- Year to date and on-going caseloads and expenditures are analyzed, and projections through the end of the year are made based on caseloads and training obligations.
- If a determination is made that funds are limited then steps are taken to curtail costs going forward and the WIB is asked to proclaim that funds are limited. (Note: Funds are limited at the time of this writing).
- The One-Stop Director will then issue a directive that the priority of service system is in place. This system follows WIA regulations and is applied weekly by a review committee to persons applying for training.

What changes are anticipated in the regional economy and local workforce that will have workforce development implications?

Any discussion of our economy and employment projections has to consider macro trends. For example, the first baby-boomers turned 65 in 2011. The retirement of this cohort means increased demand for health and leisure services (and increased demand for workers in

those industries), and creates "turnover" job openings in all industries beyond those generated from economic growth.

Recent technological shifts have brought our country back to being a net exporter, rather than importer of energy. One result is stable energy costs, which help make manufacturing more attractive. In particular, basic plastics will be available for local manufacturing, and "3-D" manufacturing can be cost-effective and manageable even in small scale situations. The traditional assembly line worker will be replaced by robots, and human workers will be needed to design, fix, calibrate and retool the robots.

Workers are becoming increasingly independent. Currently, one out of ten work for themselves. Lack of defined benefit pension plans, and the recent healthcare legislation that allows all workers to obtain healthcare on their own is transitioning the traditional employer-employee relationship to more contract work situations. Workers may become more like independent contractors, similar to many situations in the construction industry. And many workers could chose to set up their own businesses, a movement that is supported by the University of Arizona's Tech Park and by several organizations in downtown Tucson which is seeing a resurgence sparked by the streetcar.

Employers increasingly use "Staffing Solution" agencies to hire workers either on a temporary basis or to try them out. This trend may increase the number of job changes for segments of the population. On the one hand it makes it more difficult for the difficult to employ to find and keep steady employment. On the other hand, it allows higher skilled, aggressive workers more opportunities to pause and add a skill.

Pima County is part of the "Sun Corridor," that extends from Prescott and Phoenix to the border. Recognition of this area as a megalopolis will provide economic development benefits. In addition, Pima County is part of Innovation Frontier Arizona, a consortium of the four border Counties (Cochise, Pima, Santa Cruz, and Yuma counties) that helps focus workforce, education and economic development efforts on needs generated by the aerospace, logistics, and renewable resources and border areas. Bordering Mexico, Pima County is part of the north-south trade route. It also has natural intersection points with east-west trade, being a day's drive from Los Angeles. Border security is a potential employment growth area, and the connection between aerospace and border security makes Pima County a good staging area for UAV security, as well as a prime location for UAV research and development.

What industries are growing? Declining?

Industry Sector	Employment		Number	Percent		Annual Growth Rate (percent)	
	2010	2020	2010-2020	2010	2020	2000-2010	2010-2020
Total(1)	**143,068.2**	**163,537.1**	**20,468.9**	**100.0**	**100.0**	**-0.2**	***1.3***
Nonagriculture wage and salary(2)	**130,435.6**	**150,176.8**	**19,741.2**	**91.2**	**91.8**	**-0.2**	***1.4***
Goods-producing, excluding agriculture	**17,705.5**	**19,496.8**	**1,791.3**	**12.4**	**112.9**	**-3.2**	***1.0***
Mining	655.9	680.7	24.8	0.5	0.4	2.3	*0.4*
Construction	5,525.6	7,365.1	1,839.5	3.9	4.5	-2.0	*2.9*
Manufacturing	11,524.0	11,450.9	-73.1	8.1	7.0	-4.0	*-0.1*
Services-providing	**112,730.1**	**130,680.1**	**17,950.0**	**78.8**	**79.9**	**0.4**	***1.5***
Utilities	55,108.0	516.1	-35.7	0.4	0.3	-0.9	*-0.7*
Wholesale trade	5,456.1	6,200.2	744.1	3.8	3.8	-0.8	*1.3*
Retail trade	14,413.7	16,182.2	1,768.5	10.1	9.9	-0.6	*1.2*
Trans & warehousing	4,183.3	5,036.2	852.9	2.9	3.1	-0.5	*1.9*
Information	2,710.9	2,851.2	140.3	1.9	1.7	-2.9	*0.5*
Financial activities	7,630.2	8,410.6	780.4	5.3	5.1	-0.1	*1.0*
Prof & business services	16,688.0	20,497.0	3,809.0	11.7	12.5	0.0	*2.1*
Edu Services	3,149.6	3,968.8	819.2	2.2	2.4	2.8	*2.3*
Health care & social services	16,414.5	22,053.9	5,639.4	11.5	13.5	2.6	*3.0*
Leisure & Hospitality	13,019.6	14,362.3	1,342.7	9.1	8.8	0.9	*1.0*
Other services	6,031.3	6,850.7	819.4	4.2	4.2	0.2	*1.3*
Federal government	2,968.0	2,596.0	-372.0	2.1	1.6	0.4	*-1.3*
State & local government	19,513.1	21,154.8	1,641.7	13.6	12.9	0.9	*0.8*
Agriculture, forestry, fishing & hunting (3)	**2,135.5**	**2,005.3**	**-130.2**	**1.5**	**1.2**	**-1.1**	***-0.6***
Agriculture wage & salary	1,282.1	1,236.1	-46.0	0.9	0.8	-0.5	*-0.4*
Agriculture self-employed & unpaid family workers	853.4	769.3	-84.1	0.6	0.5	-2.0	*-1.0*
Nonagriculture self-employed & unpaid family workers (4,5)	**8,943.8**	**9,720.6**	**776.8**	**6.3**	**5.9**	**-0.4**	***0.8***
Secondary wage & salary jobs in agriculture & private household industries	**111.6**	**112.7**	**1.1**	**0.1**	**0.1**	**-2.4**	***0.1***
Secondary jobs as a self-employed or unpaid family worker (4,6)	**1,441.7**	**1,521.7**	**80.0**	**1**	**0.9**	**-3.0**	***0.5***

Bureau of Labor Statistics

While the Pima County One-Stop System will look at statistical tables such as the ones above, the true assessment of what is declining comes from monitoring local Rapid Response activity, which provides a wealth of information regarding industries, sub-industries and occupations.

WIB meetings are actually the first level of review. Most WIB meetings feature either a panel or a presenter who discuss a particular industry and its workforce needs.

Activities such as the Employer Network, where one or two employers with related needs are invited in to meet a small group of clients assessed as meeting those needs helps the One-Stop System gain feedback as to skills in demand. The WIA business outreach team and the Employment Service business counselors provide feedback from both job seeker and employers. This feedback has enabled Pima County and Southern Arizona to respond to needs for Logistics personnel, Health Information technicians, and machinists.

Identify existing and/or emerging industry sectors in which the local area will focus its workforce efforts. Identify those that are statewide chosen sectors as outlined in the State Plan and, using the most current Labor Market Information provide the percent of jobs that exist in each sector in the local area and the number that are projected to exist in the next five years, identify the level of educational attainment needed for the sectors selected and the recognized credentials that can be expected to be attained.

In its State plan, Arizona established the foundation for a Sector Strategy that targets industries that:

Grow in output and employment throughout the economic cycle;
Create high-wage jobs;
Provide a competitive advantage for Arizona and U.S. companies;
Generate significant exports and encourage capital in-flows;
Have strong supply chains and robust multiplier effects;
Generate research and development funding; and,
Generate greater tax revenues that support public services.

Based on these desired impacts, the Arizona Commerce Authority has targeted five industries, divided in two categories:

Advanced Industries

Aerospace and Defense

Semiconductor

Nascent Industries

Bioscience

Optics

Renewable Energy

Here are basic guidelines the state set for how to initiate a Sector Strategy:

1. Target a specific industry.
2. Involve a champion to act as a strategic partner who has deep knowledge of the targeted industry and its companies.
3. Provide programs to improve career opportunities in that industry.
4. Promote systematic change that benefits employers, high and low wage workers.

Twice in the last three years a staff person from the State's Research Administration unit has presented labor market research and research methods to the WIB's Planning Committee. This Committee reviews targeted industries from a workforce and economic development perspective to determine what local needs and emphases should be. The result is a list that changes over time. For example, Finance was a targeted industry until two or three years ago, and even though it represents a significant portion of the local industry picture, the WIB felt it better to focus on other industries.

The WIB reviewed sectors in the Tucson Regional Employment Opportunities (TREO) blueprint. TREO is the local economic development organization charged with attracting businesses to the County. These sectors are Aerospace, BioTechnology, Solar Energy, and Logistics. The WIB provided input into Pima County's Economic Development plan, and the City of Tucson of Tucson's Plan Tucson and reviewed the goals of each. WIB meetings are forums for presentations or panel discussions of the workforce needs of various sectors.

Two years ago the Pima County Workforce Investment Board adopted six sectors to target for growth: Aerospace and Defense, Health and Bioscience, Emerging Technology, Infrastructure, Logistics, and Natural and Renewable Resources. In some cases, the selected target sectors are neither the largest, and they may not be the fastest growing. However, it is the hope of local economic developers and workforce developers that they can be nurtured to produce decent paying jobs at a variety of levels.

In some cases a champion has already emerged. For example, the Southern Arizona Logistics Education Organization (SALEO) has a mature Sector Strategy in part because "champions" from the Logistics industry have emerged during the last four years. A more recent strategy (18 months old) involving manufacturing/machinist companies in the Aerospace sector has found a champion, in the recently organized Machinist Industry Sector Engagement Group (MISEG). What these champions have told us is that it is important for someone (such as the One-Stop) to provide the support and reminders to have meetings, but most importantly that the support team be able to push for and document progress, and that the sector sees that progress is being made. The industry sector champions have also indicated that they need and want an intermediary to facilitate and coordinate relationships between K-12 education institutions, primarily high schools and Joint Technical Education Districts, post secondary education institutions, including community colleges and universities and other economic and workforce development partners.

While companies in a sector must deal with considerations other than workforce, such as changing markets, strengthening supply chains, and emerging technologies, part of the Sector Strategy must focus on the supply of skilled workers.

From the Workforce perspective, feedback from Pima County's existing sectors provides some of the critical features needed for a Sector Strategy Plan to be successful:

- The strategy must insure that a pipeline of competent and qualified instructors is available;
- The Strategy must be prepared to offer incumbent workers (and those being dislocated) additional training when the economy goes into recession;
- The strategy must incorporate soft skills training into worker preparation;
- The strategy must teach to recognized industry credentials, and not necessarily to educational institution generated credentials;
- The credentials should be stackable, that is building blocks that a worker can add;
- The building blocks should stack to further credentials; and
- The community must also recognize that the needs of the industry, companies, and workers are constantly changing. This is one reason why the WIB uses its meetings as a forum to hear from various sectors.

Aerospace and Defense (also a state sector)

The nation's fifth largest aerospace-defense industry sector accounts for 50,000 jobs in southern Arizona, many of which are in Pima County. This includes a concentration of the highest paid jobs, with military bases, defense contractors, and supporting manufacturers.

In its advisory capacity to the Board of Supervisors, the WIB provided input to Pima County's Economic Development Plan. Part of this noted the long term strength of Pima County's Aerospace Industry, and the need to work with local planners to improve transportation access to the major aerospace hub, which will make it even more fertile ground for expansion and attraction. As was mentioned earlier, our clear skies seem to be a natural fit for this sector, and nurturing can provide large scale and supplier production and maintenance positions at all levels, from entry level to research and development.

In terms of employment, the sector is anchored by Raytheon Missile Systems and Davis-Monthan Air Force Base. The depth and breadth of this sector is illustrated by the rich product offerings of companies such as Sargent Controls, Bombardier, B/E Aerospace, Honeywell Aerospace, Universal Avionics Solutions, Ascent Aviation Services, Abrams Airborne Manufacturing, Inc., and Marana Aerospace Solutions, as well as smaller vital manufactures and suppliers.

Several WIB meetings in the past few years have featured discussion of this sector:

October 2010 *Manufacturing Industry* - Moderator: Tom Hinman.
Panelists: Ballistic Fabrication, David Christensen & CAID, Laurie Vance.

October 2011 *Manufacturing for the Future* – Raytheon, Steve Larson.

February 2012 *Aerospace Industry Trends* – Applied Economics, Sarah Murley.

April 2013 *Aerospace, Defense, Manufacturing, & Machining Industry Machinists'* Focus Group: So Az Technology Council, Alex Rodriguez; Abrams Airborne, Pam Summers; and Hi-Tech Machining/Engineering, Jeremy Schalk.

NAICS TITLES	2010 Jobs	2015 Jobs	Percent Change 2010-15	2010 Earnings per Worker
Aerospace Product & Parts Mfg.	12,448	13,502	8%	$121,630
Architectural, Engineering & Related Svcs.	5,602	6,658	19%	$67,364
Semiconductor & Other Electronic Component Manufacturing	1,302	1,307	0%	$92,066
Other Fabricated Metal Product Mfg.	412	403	-2%	$69,322
Machine Shops; Turned Product; & Screw, Nut, & Bolt Manufacturing	601	625	4%	$44,795
Architectural & Structural Metals Mfg.	1,069	1,190	11%	$49,899
Coating, Engraving, Heat Treating, & Allied Activities	60	36	-40%	$33,406
NAICS TITLES	**2010 Jobs**	**2015 Jobs**	**Percent Change 2010-15**	**2010 Earnings per Worker**
Navigational, Measuring, Electromedical, & Control Instruments Mfg.	1,120	1,156	3%	$73,592
Scientific Research & Development Svcs.	2,947	3,292	12%	$84,494
Other Professional, Scientific, & Technical Services	7,140	8,065	13%	$31,691
Investigation & Security Services	2,362	2,769	17%	$17,913
NAICS TITLES	**2009 Estab-lishments**	**Percent Change 2004-09**	**Percent of 2004 that grew**	**Percent of 2009 Establishments Created Since 2004**
Manufacturing Architectural, Engineering, & Related Services	40	60%	16%	38%
Semiconductor & Other Electronic Component Manufacturing	1,234	46%	13%	32%
Other Fabricated Metal Product Mfg.	63	3%	16%	3%
Aerospace Product & Parts Mfg.	27			
Machine Shops; Turned Product; & Screw, Nut, & Bolt Manufacturing	83	0%	11%	0%
Architectural & Structural Metals Mfg.	105	4%	19%	4%
Coating, Engraving, Heat Treating, & Allied Activities	47	18%	17%	15%
Navigational, Measuring, Electromedical, & Control Instruments Manufacturing	91	27%	11%	21%
Scientific Research & Development Svcs.	322	34%	19%	25%
Other Professional, Scientific, & Technical Services	1,161	60%	14%	38%
Investigation & Security Services	3,173	74%	10%	43%

The One-Stop System partnered with employers to provide career advancement training for 66 engineering and information technology workers.

A possible new frontier is the emerging Unmanned Aerial Vehicle industry. The area's and the University's strong tradition in astronomy positions it to be a participant in the growing private sector space industry, some of which is now being developed in neighboring New Mexico.

Aerospace is also a state sector and is targeted by Tucson Regional Economic Opportunities (TREO) in its economic development blue print for the area.

Emerging Technologies

This sector encompasses entrepreneurship research and development, innovation, technology transfer and commercialization. These activities create primary jobs and drive competitiveness.

Pima County has 1,200 High Tech Companies, ranging from established Fortune 500 companies to small start-ups, some of them resulting from technology transfer activities from the University of Arizona. The area has had a number of locally grown companies, including Burr-Brown, Ventana Medical. Today, the University of Arizona's Tech Park features an incubator that houses start-ups as well as IBM. Last year, the University of Arizona opened a Biotech Park that will ultimately foster additional innovation. In August 2013, Entrepreneur Magazine, recognized Tucson as one of five cities in the United States that have laid the foundation for small companies to find the investors and operational footing they need to grow big.

The WIB looked at one of the more significant challenges - information and data security as part of its review of this sector.

May, 2010 *Information Systems Security Issues* Moderator: Paul Roughton

Panelists: Nextrio, Cristie Street; University of Phoenix, Lee Wilfert; and UniSource Energy Corporation, Chris Rima.

NAICS TITLES	2010 Jobs	2015 Jobs	Percent Change 2010-15	2010 Earnings per Worker
Specialized Design Services	1,248	1,469	18%	$29,064
Computer & Peripheral Equipment Manufacturing	155	32	-79%	$90,410
Manufacturing & Reproducing Magnetic & Optical Media	94	66	-30%	$41,714
TOTAL:	1,497	1,567		$161,188

NAICS TITLES	2009 Establishments	Percent Change 2004-09	Percent of 2004 that Grew	Percent of 2009 Establishments Created Since 2004
Specialized Design Services	782	96%	11%	49%
Computer & Peripheral Equipment Manufacturing	24	33%	6%	25%
Manufacturing & Reproducing Magnetic & Optical Media	21	17%	17%	14%
TOTAL:	827			

Tech Launch Arizona, Arizona Center for Innovation and groups like Startup Tucson, Gangplank Tucson and the Arizona Technology Council all have added to the development of a foundation for a startup ecosystem in Downtown Tucson. This is enabling budding tech entrepreneurs to find like-minded peers at a growing number of shared workspace sites like Spoke6, Gangplank Tucson, Xerocraft and Coworking Connect Beta.

This has been stimulated by the development of the streetcar (which will begin operations in 2014), and crowd-funding possibilities. The WIB looked at downtown development initiatives.

In related efforts, Pima County WIB and One-Stop:

- Continued to explore new opportunities through its four-county southern Arizona workforce partnership - Innovation Frontier Arizona (IFA).
- Partnered with the University of Arizona's Office of University Research Parks to link training resources with innovation.
- Trained seven entrepreneurs through the Microbusiness Advancement Center.

Logistics

The region's strategic location along the U.S.-Mexico border and key trade routes accounts for the prominence of transportation and logistics, with career opportunities in purchasing, expediting, distribution, fleet management, import/export, inventory management, supply-chain management and warehousing. Major employers include Union Pacific Railroad, American Airlines, SunTran, UPS, Off-Shore Group, Valencia International, Biagi, ABF Freight and others.

Pima County worked with the other three border Counties on a three year grant focused on logistics. The project:

- Established a regional logistics education program.
- Created new certificates in Hazardous Materials, Forklift, Commercial Truck Driving, and Food Safety.
- Created an Associates of Applied Science Degree in Logistics and Supply-Chain Management at three colleges.
- Facilitated the development of a Bachelor of Applied Sciences degree in Logistics/Supply Chain from Northern Arizona University and added a Logistics concentration to the Bachelors of Applied Sciences in Supervision from the University of Arizona.
- Resulted in more than 600 credentials being awarded – a dramatic increase in the industry's talent pipeline.

WIB Meeting Presentations:

March 2011 *Automobile Repair Industry* Moderator: Jim Zarling
Panelists: Sun Tran, Jeff Rock; MPG, Patrick Lopez; and Integrity Automotive, Don Meeker

September 2011 *Logistics/Supply Chain Career Opportunities* Moderator: Noreen Nelson
Panelists: Ocean Freight, Curt Pedersen; Rail, Al Altuna; Trucking/Multi-Modal, Hector Valenzuela; and Air Cargo, Mark Gutierrez

June 2013 *SALEO* Moderator: Evelyn Wright
Panelists: Mike Valencia, Alex Raptis, Hector Valenzuela and Stefan Baumann

Health Science:

Health care and bioscience are large and vibrant industries that provide a significant number of high-paying jobs in Southern Arizona ranging from traditional health occupations, state of the art health information systems, and cutting edge biotechnology businesses.

NAICS TITLES	2010 Jobs	2015 Jobs	Percent Change 2010-15	2010 Earnings per Worker
Medical Equipment & Supplies Manufacturing	739	616	-17%	$57,273
Health & Personal Care Stores	3,314	3,724	12%	$35,263
Drugs & Druggists' Sundries Merchant Wholesalers	193	184	-5%	$64,630
Offices Of Physicians	11,254	12,453	11%	$85,809
Offices Of Dentists	2,768	3,094	12%	$60,538
Offices Of Other Health Practitioners	4,127	5,058	23%	$42,592
Outpatient Care Centers	3,506	4,794	37%	$59,481
Medical & Diagnostic Laboratories	555	684	23%	$60,240
Home Health Care Services	5,006	6,735	35%	$25,825
Other Ambulatory Health Care Services	1,083	1,271	17%	$49,059
General Medical & Surgical Hospitals	15,210	16,629	9%	$56,605
Psychiatric & Substance Abuse Hospitals	625	811	30%	$52,011

NAICS TITLES	2010 Jobs	2015 Jobs	Percent Change 2010-15	2010 Earnings per Worker
Specialty (Except Psychiatric & Substance Abuse) Hospitals	480	471	-2%	$54,470
Nursing Care Facilities	2,871	2,992	4%	$37,559
Residential Mental Retardation, Mental Health & Substance Abuse Facilities	3,053	3,650	20%	$25,764
Community Care Facilities For The Elderly	3,766	4,450	18%	$25,292
Other Residential Care Facilities	703	424	-40%	$32,213

NAICS TITLES	2009 Establishments	Percent Change 2004-09	Percent of 2004 that Grew	Percent of 2009 Establishments Created Since 2004
Medical Equipment & Supplies Manufacturing	110	20%	12%	16%
Health & Personal Care Stores	500	38%	9%	27%
Drugs & Druggists' Sundries Merchant Wholesalers	32	88%	6%	47%
Offices Of Physicians	1,623	28%	14%	22%
Offices Of Dentists	497	25%	16%	20%
Offices Of Other Health Practitioners	1,114	47%	13%	32%
Outpatient Care Centers	83	-1%	15%	-1%
Medical & Diagnostic Laboratories	65	38%	9%	28%
Home Health Care Services	71	51%	11%	34%
Other Ambulatory Health Care Services	55	77%	26%	44%
General Medical & Surgical Hospitals	32	19%	30%	16%
Psychiatric & Substance Abuse Hospitals	14	-7%	7%	-7%
Specialty (Except Psychiatric & Substance Abuse) Hospitals	27	17%	13%	15%
Nursing Care Facilities	156	11%	6%	10%
Residential Mental Retardation, Mental Health & Substance Abuse Facilities	11	120%	0%	55%
Community Care Facilities For The Elderly	62	148%	4%	60%
Other Residential Care Facilities	76	33%	12%	25%

- Pima County One-Stop and Pima Community College are collaborating on a Health Professions Opportunities Grant to help low-income individuals attain high-paying jobs in the health-care industry.
- Career-ladder training is offered in nursing, medical assisting, paramedicine, health information technology, and behavioral health.
- At year two of the grant, more than 400 individuals have entered health-care training, well ahead of our targets.
- Employers are offered health-care apprenticeships, on-the-job training and recruitment services.
- 100 incumbent workers have completed specialized workforce training in Health Information Technology.
- A new Behavioral Health career pathway was launched in partnership with Tucson Indian Center, UA Healthcare and Community Partnership of Southern Arizona.
- For fifteen years Pima County has sponsored youth as they transition from high school to Tucson Medical Center. Managed by Tucson Youth Development and called the LEAP program, it helps youth obtain a CNA in a matter of months. TMC follows up with tuition reimbursement for training in higher level occupations and several early graduates are now Registered Nurses.

WIB Meeting Presentations:

January 2011 *Healthcare Industry* Moderator: Alan Storm
Panelists: Hospital Council of So Az, Stephanie Healy; HealthTrio, Beverly Price; and Catalina In-Home Services, Judy Clinco
Healthcare Reform Bill – United Health Group, Barton Davis

January 2012 *Domestic Animal Care Industry* Moderator: Beverly Price
Panelists: Valley Animal Hospital-Deb Amiga & Cortaro Equine Hospital-Larry Shamis

April 2012 *BIO5 Presentation* – BIO5 Institute, Uwe Hilgert

March 2013 *Health Care Reform 2013/Beyond* – Regier Carr & Monroe, Nicole Simpson and Crest Insurance Group, Jay Heydt

May 2013 *Health Care Issues* – Compass Cooperative Health Network, Jean Tkachyk

October 2013 *Biotech Industry* Panel – Accelerate Diagnostics Inc./ARBICO Organics/ Azbil Biovigilant, Inc./BIO5 Institute

Employers: Bioscience, part of the local sector, is also a state sector and is targeted by TREO in its economic development blueprint.

Natural and Renewable Resources

This sector focuses on the creation of "green" jobs, facilities and systems that help reduce or eliminate reliance on nonreplaceable energy sources.

The critical feature of this sector is the "Solar Zone" at the University of Arizona Tech Park. This Zone is designed to allow companies to conduct research for new photovoltaic and other sun powered systems under the area's 311 days of sun each year. The Zone attracts both proven energy suppliers such as Tucson Electric Power and Duke Energy, to smaller companies such as Amonix, E-On and REhnu. Other companies in this sector include Sion Power, Schletter, EDG, Green Arizona Petroleum, and Western Technologies.

A number of years ago local building codes were adjusted to require stub outs for solar installations in new buildings, easing the decision to install solar hot water and/or electric generation panels at the time of new construction.

The Workforce Investment Board has had several presentations from the solar "green" industry in the last several years, and the One-Stop System has responded by obtaining several grants to help meet the skills needs that were identified.

WIB Meeting Presentations:

August 2012 *Climate Change Opportunities* – Office of Conservation/Community Development City of Tucson, Leslie Ethen.
Sun Corridor – University of Arizona, Janice Cervelli

Several years ago the One-Stop System worked with the International Brotherwood of Electrical Workers to introduce a solar module into its apprenticeship program. This module, which has since become part of the local's curriculum has helped make many local apprentices and journeymen more competitive. At the same time One-Stop worked with Pima Community College to develop several new offerings.

Pima County has engaged 66 local employers in training such as Hybrid Automotive Technologies; Smart Grid Management; Home Energy Auditing Weatherization; Energy Efficient HVAC; and Rainwater Harvesting and Solar Hot Water Systems Certifications.

Renewable Resources is a state sector and also part of TREO's economic development blueprint.

Infrastructure

The foundations of a safe, clean, and connected community include occupations in construction, extracting natural resources, communication and utilities. Major employers include Tucson Electric Power, Southwest Gas, Century Link, Granite Construction, and Ashton.

- A Construction Worker Training Grant funded rapid rollout of training or retraining assistance for 225 unemployed or under-employed adults who were previously employed in the local construction industry.
- The Arizona Sun Corridor Get Into Energy Consortium won $13.5 million statewide and the opportunity to provide a post-secondary-apprenticeship.

WIB Meeting Presentations:

November 2010 *Utilities Industry* - Moderator: Doug Jones
Panelists: Southwest Gas, Liz Russo-Clyde; Tucson Electric Power, Meredith Wilson; and Trico Electric Cooperative, Marsha Regrutto

December 2011 *Literacy* - Moderator: Dr. Nicholas Clement
Panelists: Jim Click Automotive, George Jackson; Sunrise Senior Living, Robert Kowalske; Alcoa Fastening Systems, Christina Raffler; Literacy Connects, Betty Stauffer; and International Brotherhood of Electrical Workers (IBEW), Mike Verbout

January 2013 *Perspective on Residential Properties* – Long Companies, Rosey Koberlein.
Perspective on Commercial Properties – CBRE Tucson, Ike Isaacson

Identify the resources available for training in the workforce development area, including primary and secondary education systems, colleges, adult workforce centers, private training providers, local One-Stop Centers, etc.

The WIB recognized the complexity of this system in developing its 2001 "Comprehensive Workforce Development Plan" where it started with strategies for children ages 0-5, and moved on up to adulthood, where it focused on second chance remediation and vocational training efforts.

Virtually everyone who goes through the educational system will be part of the workforce at some point in their life. From that perspective, all of the educational school districts and charter schools, pre-schools, the community college, university, private schools, and apprentice programs as well as the One-Stop System are part of the workforce solution. In its role, the One-Stop provides assistance to those who need a second chance, those who need assistance overcoming barriers, or dislocated workers who need a different career track.

G.1 Waivers

Describe how state approved waivers will be used by the Local Workforce Areas delivery of services including methods of evaluation of effectiveness of the waivers.

Pima County will use the Adult-Dislocated Worker Funds Transfer Waiver when evaluation of actual client need as evidenced by expenditure shows that the initial allocation of funds for each funding stream could be modified to better serve the local area.

Competitive Procurement for Youth Program Elements: Pima County conducts youth procurement activities on a routine basis. However, the County reserves the right to request this waiver in case the amount of funding is substantially reduced to a point where proposers are unable to provide cost-effective proposals; or where proposers are unable to demonstrate through experience or adequate knowledge of the performance measures, the ability to help the WIB meet performance measures (such as the new Numeracy Literacy Measure).

Pima County will use the Customized Training-Employer Contribution waiver which reduces the percent of training costs smaller employers are expected to pay. The effectiveness of this waiver will be independently reviewed and evaluated based on wage increases of participants.

Initial Eligibility, Program Performance, and Cost Waiver for Eligible Training Providers. Pima County reserves the right to use this waiver, however, the County considers the first priority to obtain as much information as possible so that consumers can make informed decisions. The effectiveness of this waiver will be reviewed by the WIB's Performance Committee.

Pima County will use Rapid Response Funds for Incumbent Worker Training for Layoff Aversion. This will be measured by the number of workers served in this activity who successfully retain their job.

The Workforce Arizona Council is working with the Arizona Department of Economic Security, Arizona Commerce Authority, and Local Workforce Investment Areas to create a robust workforce system that will be responsive to Arizona's job seekers and businesses. The goal will be to eliminate duplication of services, leverage funds, reduce customer confusion, update processes, and create standard operating procedures and policies that will result in a high-performing workforce system in Arizona.

H. Integrated Service Delivery

Reference: Service Integration Policy; One-Stop Delivery System Policy; One-Stop Certification Policy; Adult and Dislocated Worker Policy.

The Workforce Arizona Council policy will require three (3) Functional Teams in Comprehensive One-Stop Centers:

1. ***Welcome Team*** that greets and directs customers, conducts a triage assessment, collects registration information, and refers internally or externally for assistance. (Entry, Resource Room)
2. ***Skills and Career Development Team*** that does skills analysis, facilitates assessment and testing, identifies support needs, provides career guidance, arranges for soft skills training, and refers to program specific occupational training. (Resource Room, Case Management, Pre-Employment Training)
3. ***Business Services Team*** that provide services to job ready customers and to employers including job clubs, facilitating on-the-job training arrangements, job development, business development, job matching and customized recruitment efforts.

H.1 Workforce Area Program Alignment

Describe the nature of the business conducted in the One-Stop Centers and include the Local Workforce Investment Board's vision, mission and core values. This portion of the Local Area Business Plan must describe the LWIB's strategic vision for the LWIA's economy and overarching goals for the LWIA's workforce system. This vision should provide the strategic direction for the LWIA workforce system and guide investments in workforce preparation, skill development, education and training, and major initiatives supporting the State Integrated Workforce Plan.

The Local Area Business Plan also must specifically address the LWIB's vision for aligning efforts among workforce development partners to achieve accessible, seamless, integrated, and comprehensive service, and how programs and activities described in the plan will support the LWIA's economic development needs and the employment and training needs of all working-age youth and adults in the service delivery area.

Describe how subject matter experts for each funding source will be identified.

As part of its concept paper, the WIB created a "MOU partner team" to be staffed by leaders and experts from the various funding streams. This team will also lend its expertise to other committees working on the plan. These "subject matter experts" (SME) are persons with exceptional expert knowledge about what it takes to manage a specific program. For example, managers and supervisors are considered SMEs since they possess knowledge and expertise based on years of work history and experience. Management staff can understand and implement best practices. Internal processes in each partner program ensure that program eligibility,

management information documentation and service delivery is provided in compliance with Federal, State and Local regulations, and as SMEs bring this knowledge to the MOU Partner Team.

Each partner is part of the Workforce Investment Board and the partnership is guided by the WIB's vision "Quality Jobs, Qualified Workers." This vision guides the partnership by allowing each partner to bring expertise in developing investments for the community's workforce system, and guides each partner in constantly improving how programs under their legal mandate can better serve employers and workers by following the basic goals articulated by the WIB including:

- Assisting people in obtaining jobs in strategic local industries;
- Supporting employers in finding and hiring qualified employees; and
- Engaging underrepresented labor pools by removing barriers to employment.

Since each partner is responsible for the operation of one or more programs, there is a desire to find the most efficient and effective methods possible to bring limited resources to help employers and workers, and use the limited resources to attract additional resources.

Describe how training and capacity building will enhance service delivery.

Changes in service delivery to incorporate the Welcome Functional Team, Skill/Career Development Functional Team and Business Services Functional Team into the One-Stop System necessitates some adjustments to training, however, the competencies required for these roles will develop over time through an incremental process.

The core staff position in the Pima County One-Stop is the Workforce Development Specialist. This position description contains assignments for career development/case management with job seekers, business services for employers and workshop instruction. Specialized training is provided for each of these teams, for example AJC user training for case management, economic briefings for business services specialists, and adult learning theory for workshop instructors. Core competencies for all WDS include knowledge of community and economic resources; labor market trends; and techniques of résumé writing, job search and interviewing techniques and familiarity with laws, rules and regulations affecting employment programs. The WDS must also demonstrate skill in counseling, client advocacy, assessment,

research, and networking ability to maximize and leverage opportunities and resources in the community. Team leads provide a significant amount of one-to-one and small group coaching to nurture these skills and guide their application to each team's specific mission.

Individual Level Training: Individual level capacity building and training will focus on the development of staff to build and enhance existing knowledge and skills. It will also allow for staff to engage in the "process of learning and adapting to change" and learn to perform their newly assigned roles and improve customer service.

Organizational Level Training: Capacity building on an organizational and institutional level will involve creating new guiding principles and updating existing processes with the involvement of all partners. The simplest and most effective method of organizational cross-training and capacity building that Comprehensive One-Stop has developed is the monthly "All Team Meeting." During this meeting all staff involved in service delivery review new issues, policies, and procedures, as well as presentation from various resources. All team training topics are determined by the management team, often as an outgrowth of continuous improvement processes and staff and customer feedback. Examples of recent training topics include: Mental Health First Aid (by Community Partnership of Southern Arizona), College Financial Aid 101 (by Pima Community College), Community Action Agency Updates, Adult Literacy Services (by Literacy Connects), and Affordable Care Act and Health-e-Arizona PLUS (by Pima Community Access Program). There is an active question and answer and discussion among all members. In addition, each major funding team meets once a month to review how policies and procedures impact their funding.

Business and Community Level Training: Capacity building at this level involves clarifying the roles that various partners have and developing common messages so that community stakeholders and businesses understand how to utilize the public workforce system and do not get confused. The One-Stop Management Team members provide presentations and workshops on a regular basis. Recent examples include City of Tucson Mayor and Council, Pima Community College Adult Education Career and College Readiness in-service training, Pima County Public Library Annual Employment Resources Networking Breakfast, Compass Affordable Housing Staff and Resident Resource Workshop, and the Southern Arizona Green for All Coalition.

Describe how the Site Manager will be determined for each Comprehensive One-Stop Center and the roles and responsibilities of the Site Manager.

The Site Manager is a Community Services Manager. This is a classification under Pima County that is filled in an open and competitive situation. A description is available at www.pima.gov/hr/jobs/1575.pdf.

The Site Manager is responsible for day to day operations of the center. This includes coordination of staffing plans across programs that provides coverage for all three functional teams, as well as the flexibility to meet the needs created by both planned and unplanned time off. The site managers must insure that all staff adhere to policies of procedures and that both clients and staff respect the rules of conduct. The manager must communicate new policies and changes to policies and procedures and insure that people are not confused by policy directives from one partner that affect only that partner are issued.

In addition, the site manager has programmatic responsibility for specific areas that reflect the individual's experiences and strengths. At the current time the Rio Nuevo site manager is responsible for WIA Adult Programs, Literacy/Adult Education Services for job seekers and the HHS Health Profession Opportunities Grant - Pathways to Healthcare Programs. The Kino Service Center Manager is responsible for System Intake, the Dislocated Worker Program, Community Services Block Grant, and the Emergency Services Network.

Other Responsibilities include:

- Coordinate cross-training of staff within the center;
- Develop partnerships to maximize new services available to customers;
- Ensure compliance with State and Federal laws and regulations;
- Provide guidance and instruction to Department Heads and Managers that report to him/her;
- Develop and implement plans, programs, policies and procedures to increase operational efficiency and resolve problems;
- Evaluate One-Stop effectiveness and recommend opportunities for improvement; and
- Oversee internal monitoring and review of functions to ensure exceptional customer service.

Provide information on staff job titles and roles and responsibilities.

Outside the roles of supervision, management and administration, the County's One-Stop has two job titles for the One-Stop: Workforce Development Specialist (WDS) and Program Support Specialist (PSS). A job description is available at www.pima.gov/hr/jobs/1722.pdf.

A Workforce Development Specialist works with clients who have been determined eligible for and referred for service under one or more funding streams. The WDS refers the clients to jobs, coordinates referrals to support services, guides the client through the process of applying for training, and removes barriers to training and job placement. Some WDS' provide workshops, some are involved in orientation sessions and help with meet and greet/triage activities. The distinction between a case manager and the Workforce Development Specialist is that the WDS does not determine eligibility for clients, but rather receives referrals of clients for whom eligibility and assessment has been determined by a centralized intake team.

Intake staff is considered Program Support Specialists. In addition to intake and assessment, PSS' help support staff working with non-enrolled clients and assists core level staff. The PSS meets and greets, performs support tasks for core and intensive services, determines eligibility for non-WIA programs as well and helps with follow-up on clients.

Describe the local approach to ensuring cross-training exists as needed for functionally aligned services including staff development and capacity building to ensure staff working with customers have the skills and knowledge needed to provide exemplary customer service.

During the course of a year, staff members attend statewide training sessions, and local seminars and workshops. While the One-Stop has 75-hour, multiple module training programs that new staff go through, the best method of on-going training is individual and small-group coaching, plus the monthly "All Team Meeting." It is at this meeting that new programs and guidelines are communicated, issues are raised, and questions are answered. Each month one or more different community groups present information about their programs, which expands the staff's understanding of resources available in the community.

Management finds workforce relevant presenters that provide knowledge to all parts of the team which are attended by Welcome Team staff, Business Services Team representatives, and Career Development Staff (Workforce Development Specialists). These efforts help improve

customer serve from staff and the system, and help staff at different levels and different sites deliver a uniform message to job seekers and employers.

Moving forward, there is an opportunity to obtain feedback from each partner's referral point of contact about the need for on-going and future training topics. In doing so, management will continue to be guided by some overall principles for cross-training:

- Developing a conceptual framework and educating partner staff of the organizations' mission and goals;
- Providing a structured process to deliver consistent staff development training;
- Involving partners in sharing training development;
- Assessing preexisting capacities of operator and partner staff and identifying what areas require additional training; and
- Monitoring feedback of training and setting up systems for improvement.

Describe reward and recognition strategies for staff and partners.

Employee recognition is a tool that reinforces the actions and behaviors management encourages. Managers and supervisors at the One-Stop use a variety of methods to reward and recognize staff and partners performance.

WIA and partner staff members have annual performance evaluations as well as regular progress feedback from unit supervisors and managers. Supervisors work with MIS staff to monitor monthly performance data for each case tracker. WIA and partner staff are congratulated or praised as a group or individually on how well they are doing and are thanked for a "good effort" in group meetings. Managers and supervisors send out E-mails congratulating staff on "a job well done." Informal events such as quarterly pot luck staff luncheons and socials are used to boost morale and celebrate the One-Stop team. Partner managers are notified of exemplary performance of their staff. The annual Workforce Investment Board Annual Recognition and Meeting event provides an opportunity to honor the One-Stop Employee of the Year and recognize partners that demonstrate a strong commitment to collaboration.

Pima County One-Stop has a strong track record of promoting from within. Consistent exemplary performance and demonstrated skills and knowledge of the public workforce system are significant factors in evaluating internal candidates for promotional opportunities.

Provide the staffing plan for each center along with functional alignment roles and responsibilities and protocols.

Pima County Community Services Employment and Training (CSET), the One-Stop Operator and WIA Title IB partner, operates two Comprehensive One-Stop Centers, two Affiliate Centers, a GED program, a Charter School, a Literacy Center, the Emergency Services Network, and the Community Action Agency in nine (9) locations. In addition, Pima County operates the library system, of which all 27 branches offer some basic job seeker help, and 17 offer workshops for job seekers as well as homework help and other literacy programs. The other major partner, Employment Services (including DVOP, TAA, Vets) operates three Affiliate Centers, and Job Corps, Tucson Indian Center and PPEP operate program under separate WIA funding streams. Rehabilitation Services operates three Affiliate Centers. Pima Community College operates the Adult Education Program and represents Career and Technical Education. In addition, the workforce system interacts with Tucson Regional Economic Opportunities (TREO), the City of Tucson's Economic Development Office, and many local private schools, apprenticeships, high schools, and JTED.

CSET also subcontracts with almost 100 local agencies. CSET receives funds that originate from four federal agencies - Education, Health and Human Services, Housing and Urban Development and Labor, as well as the State Department of Education, the Arizona Community Action Association, and Pima County Government. A schematic organizational chart for the system may be found at the following link:

http://webcms.pima.gov/UserFiles/Servers/Server_6/File/Community/CSET/OneStopPresentation.pdf

Because of the complexity of the system, the discussion of staffing plans will focus on workforce operations in the two Comprehensive One-Stop Centers. The CSET Director has three functional managers: Business Services, Operations, which includes the staff working with customers enrolled in WIA and other training programs, and Administration, which includes the

front desk staff. Each Comprehensive One-Stop Center has a Community Services Manager who answers to the Operations Manager.

Both Centers have the full range of workforce services. Centers are open from 8am to 5pm, Monday through Friday and are accessible to all populations. Both Centers have staff available for Veterans services, as well as Employment Services staff and WIA Title IB staff. The Kino Center has Re-employment Services staff available.

Part of the *Welcome Team*, front desk staff at both Centers, answer to one supervisor, who periodically moves them from one site to another. Front desk staff begin the process by asking each of the 5,000 persons who enters each month, to fill out a simple intake that allows self-triage into one of four categories: Emergency assistance (17% of respondents), self-help information services (17%), employment assistance (33%) and training (33%). Those seeking self-help and employment assistance are referred to the resource area. The former are visited by a resource area staffer who gets them settled in and makes sure the center can meet their needs.

Employment seekers can begin searching for work on-line, and then are visited by a staff person, usually from the Employment Service (or Re-Employment Services staff in the dislocated worker center), who makes sure they are enrolled in AJC and spend time guiding their search.

Persons who are interested in training or who staff feel could benefit from training discuss their basic options with a Workforce Development Specialist. The result for a person entering at any level could be scheduling into an orientation (one or two are held each day), intake, assessment, and workshops.

All intake and eligibility determination as well as TABE testing for WIA is conducted by the One-Stop's Intake Unit which is located at both Centers. These customers transition into what the State Plan refers to as the *Skills and Career Development Team.* Persons are referred from intake to Workforce Development Specialists. Dislocated workers are referred to the Kino staff, adults to Rio site. (In addition, homeless job seekers are referred to the Sullivan Employment Center, and Veterans interested in training to the Kino Veterans' Workforce Center.) Workforce Development Specialists help people who are enrolled in intensive and training services. Each center has a Workforce Supervisor who coordinates assignments and monitors productivity. Part of this coordination is rotating WDSs though the *Welcome Team*.

Job seekers may be referred to workshops by the *Welcome Team*, "Skills and Career Development" staff from Employment Services, Veterans, Re-Employment Services, or by WIA WDSs, and through the library system. Different versions of employability skills workshops are delivered to different populations at different centers (Kino for Dislocated Workers, Rio for Adults, the Kinos' Workforce Center for Veterans, and the Sullivan Jackson Employment Center for homeless job seekers). The instructors form a Workshop Team under the Workshop Supervisor, who develops the program's curriculum bank and ensures consistent quality and delivery of instruction. Following is the One-Stop's core menu of workshops delivered at both Comprehensive Centers:

Employability Skills (ES)

2-day workshop; 7 hours each day - Introduction to skills, applications, résumés, cover letters, practice interviewing, thank you letters, creative job search, and job retention. [*This workshop is mandatory for all clients seeking training funds*]

50+ Employability Skills: (ES 50+)

4 half-day workshop; 4 hours each day - An introduction to the One-Stop. May participate in the Job Seekers Employment Network, addresses the importance of maintaining physical & emotional health, employment issues & barriers, the reality of today's job market, volunteering, networking, information interviews, career planning through use of the SDS assessment tool, identifying job skills, applications, résumés, cover letters, thank-you letters and interviewing techniques and scripts

Computer Fundamentals for Employment Seekers (CF)

Taught in modules 4 hours each day

<u>Module #1</u> – 4 hours (taught in ½ day) – An introduction to computers for those with little or no computer experience.

<u>Module #2</u> - 12 hours (taught over 3 half-days) - Learn basics of Microsoft Word and Excel. [*Students must have some knowledge of computers*]

<u>Module #3</u> - 4 hours (taught in ½ day) - Practice online job search techniques, applications, email, attaching documents and understanding social media.

PESCO - Sage

3-hour assessment – Individual assessments are administered in a group setting to determine natural abilities and aptitudes including: general learning ability; verbal; numerical; clerical; spatial; aptitudes, etc.

Résumé Writing Lab (RWL)

4-hour workshop – A hands-on, instructor led workshop that guides participants in creating an effective résumé using computer software to type, save and print résumés. [*Basic knowledge of computer usage is the pre-requisite for this workshop]*

Financial Survival (FS)

4-hour workshop - Addresses issues surrounding the difficulties that individuals are experiencing in today's economy. This workshop is designed to give insight on how one may begin to navigate through their financial challenges

Career Exploration (CE)

12-hour workshop - Focal point is on self assessments both manual and computer-based, looking at personal career options and labor market information. [*Employability Skills Workshop is the pre-requisite for this workshop]*

Career Exploration for Veterans (CE-V)

7-hour workshop – Returning Veterans will examine transferable skills from military experiences in relation to new career choices, explored through discussion and computerized assessments, along with understanding the current labor market. [*Employability Skills Workshop is a pre-requisite for this class]*

Practice Interviewing (PI)

> 3-hour workshop - Designed to teach the job seeker how to successfully present themselves during the interview process. [*Taking the Employability Skills Workshop is strongly recommended as a pre-requisite*]

Youth Employability Skills (YES)

> 5-hour workshops held once per month, year round – [During the summer months a 6-hour session under specified circumstances]. Workshop includes introduction to skills, applications, résumés, cover letters, practice interviewing, thank you letters, dress for success, job retention, creative job search, and budgeting

A variation of the Employability Skills Workshop known as Job Help is delivered at most Pima County libraries. This course focuses on computerized résumé development and online job search tools and is delivered by library staff in either structured sessions or on a drop-in basis. An itinerant Workforce Development Specialist maintains hours at two high-traffic branches to connect Job Help participants with WIA intensive and core resources.

A weekly job club, known as Direct Connect and featuring employer networking opportunities, is conducted by the *Business Services Team*, as are job fairs. The *Business Services Team* works with staff from the *Welcome Team* and the *Skills and Career Development Team* when conducting special recruiting events.

Describe supervision of each center. Local Workforce Area One-Stop Operators will be required to present a plan of how each will address formal and functional supervision that does not violate any merit staff requirements, but provides a customer-focused service delivery methodology.

While the Comprehensive One-Stop Center's manager is responsible for the interaction of all three functional teams, the supervisor focuses on coordinating one functional team, guiding staff to fulfill the purpose of the One-Stop System, which is connecting workers to jobs. The over-riding expectation is that all staff will serve customers first and foremost, and take advantage of multiple assignments to learn more about each team's services. Supervisors are expected to make sure customer-service standards are upheld, and that staff learn through individualized coaching, team meetings, and cross-training efforts.

All Center staff in the functional area, including partner staff, are expected to take direction from the assigned supervisor. Based on our experience, the key to successful, seamless, integration at the staff level is respect between partner staff. When a partner places their staff person in the One-Stop, the staff person really has two supervisors – the employer of record and the on-site One-Stop supervisor. The staff person must account for performance and communicate absences and issues to both.

Data-sharing is another key element. The partner's One-Stop representative may handle customer information releases, co-enrollment, and staffing to support service integration. The One-Stop and employer of record both have reasonable expectations that the staff person will participate in group meetings conducted by each, so the supervisors and management of the two entities communicate meeting schedules with each other. The Supervisor must take this into consideration when scheduling staff assignments.

The Supervisor must also know who partner staff report to, and the appropriate protocol to follow if an issues arises with a partner staff member. The supervisor must also understand any funding limitations and requirements that a partner staff person is expected to adhere to.

Describe how the required teams (Welcome, Skills and Career Development, and Business Services) will be configured within each Comprehensive Center.

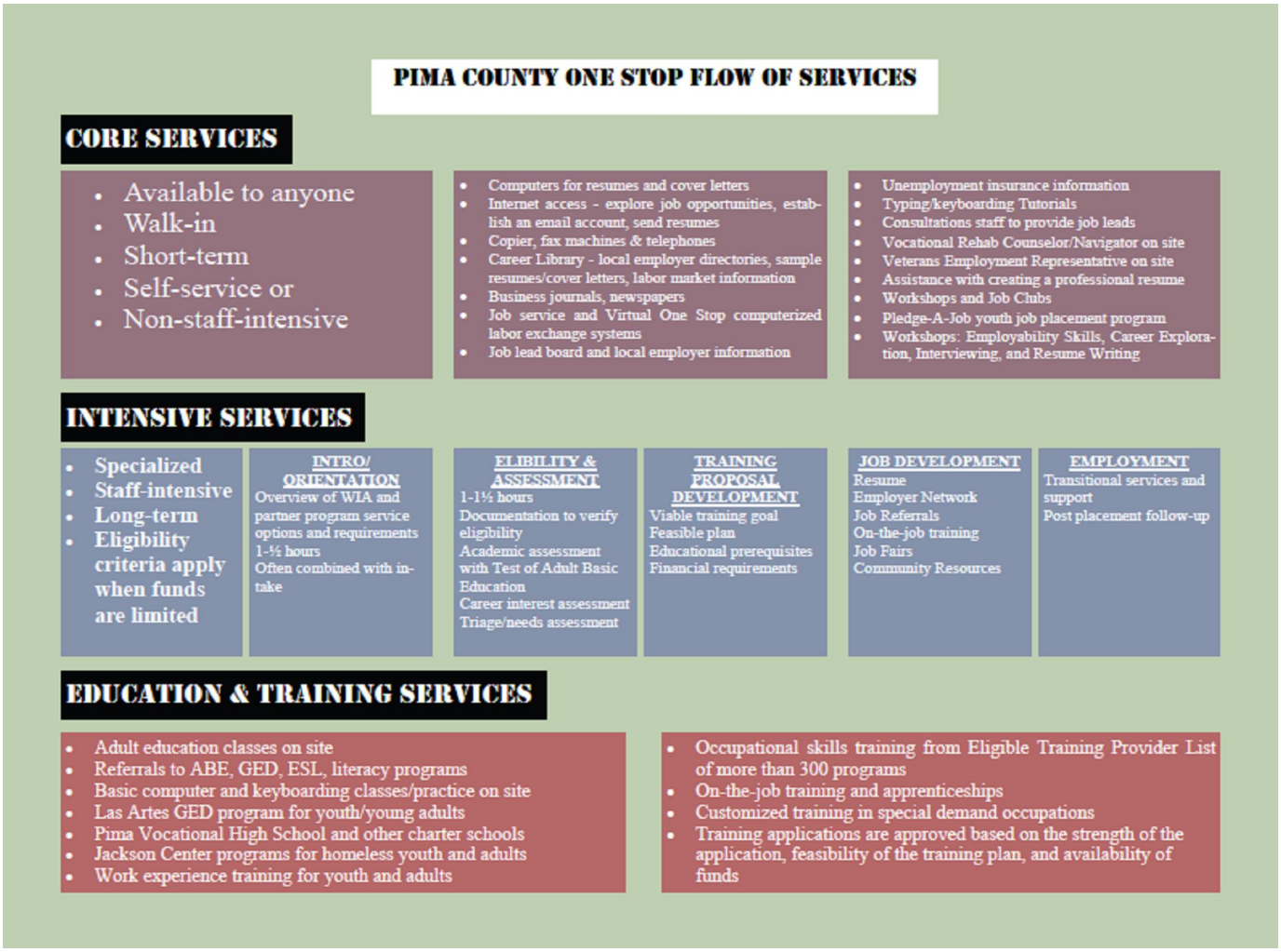
The Site Manager is responsible for all three teams, the interaction between them, as well as linkages to the other center, partners and subcontractors. Each functional team at each site has a supervisor or lead person who schedules and monitors productivity. These people make recommendations to the site manager regarding allocation of resources.

The *Welcome Team* for each Comprehensive One-Stop Center is anchored by front desk staff who are supervised from the Kino site. They are complemented by the Intake and Assessment Team, which is supervised from the Rio site and has staff at both sites. This team provides coverage of the resource room, but is complimented by Employment Service and Re-employment Service staff, as well as local Workforce Development staff, and a Public Library staff person who keeps the Resource Library up to date and provides assistance with résumés. Workforce Development Services staff, ES and Re-employment staff, and staff from the *Business Services Team* conduct an orientation to services.

The *Skills and Career Development Team* is composed of Workforce Development Specialists. The Kino site focuses on dislocated workers, and the Rio Nuevo site serves low-income adults and youth. Each team has a functional supervisor responsible for that program's operations and funding. These teams accept referrals from the Intake and Assessment unit, develop Individual Employment Plans (IEPs), refer customers to workshops, help clients research and obtain appropriate training, and help them find jobs.

There are several logical functional areas within the *Business Services Team*. Each partner has staff who help people get jobs. In addition, Employment Services staff reach out to work with employers for specific job openings. The County WIA partner dedicates several staff to reach out to sector industry groups to determine employment and training needs and help develop new programs.

Provide a customer flow chart for job seekers and employers for each comprehensive center.



Provide a plan on how the Local Workforce Area will move toward a single point of contact for a business customer and provide a tiered approach to recruitment, screening, assessment and referral that meets the needs and expectations of its business customers.

With eight (8) full-time Workforce Development Specialists from multiple agencies lead by a Pima County senior manager, the *Business Services Team* offers each business customer a single point of contact. Generally, each team member has one or more sectors upon which he or she is focused, in order to support an in-depth understanding of the labor market and training needs within that sector. A "tiered approach," is provided through coordination with the State Employment Service, which has a cadre of staff who outreach to employers and guide job orders into the system using codes that all partners can access and recognize. The initial point of contact

for any business customer may be the Arizona Job Connection (AJC). All business customers can use it, and system outreach efforts help to increase its use.

This first-tier role, as well as the roles played by other partners, is discussed in the Business Services section of this plan. For example, Tucson Indian Center and Rehabilitation Services hold specialized job fairs. Employment Services and WIA provide screening and space for interviewing. WIA Title IB staff conduct industry surveys and are assigned to specific sectors to support long term hiring and training needs.

The *Business Services Team* members recognize each other's roles, and make appropriate contacts to bring the employer to the best possible solution(s).

If applicable, describe how the Local Workforce Area will use the Rubrics process to assess and teach the soft skills employers are looking for when hiring quality talent.

A rubrics style soft skills approach was first introduced locally in the 1980s with the adoption of Work Maturity competencies for youth. Since then, this system has been refined and updated. Beyond many of the initial competency areas such as punctuality, grooming, and following directions, a greater emphasis has been placed on team work, problem solving, organizing, and critical thinking. The Employability Skills curriculum is composed of hands-on activities to allow participants to demonstrate mastery of each competency or concept before moving on to the next one. In the next phase of curriculum updates, the Team Supervisor will develop a rubric for each exercise – whether written or role-playing – to provide detailed, objective feedback to participants to help them master each concept.

Describe how job seekers, youth, and employers will be provided an orientation to the workforce system and the local access points.

A basic orientation is provided by the *Welcome Team*. The session is offered once or twice daily at both Comprehensive One-Stop Centers. The orientation supports partner service integration by explaining all of the relevant, available partner services, how to access them, and what eligibility factors may apply. This information supports a non-intrusive opportunity for customers to "self-triage." It also allows each of the One-Stop partners (mandated and non-mandated) to reach potential members of its targeted population, including for special grants and

recruitment initiatives, while simultaneously educating prospective participants about what to expect from each program and what will be expected of them. Customers who want to ask questions are invited to consult privately with a welcome team member after the session.

Describe each level of service, core/intensive/training, and the specific steps describing the activities and services available under each, who will qualify for each and how screening will occur to ensure suitability and eligibility for each. Break out services by adult, dislocated worker and youth.

All individuals who are eligible to work in the United States may be served through core services. All employers may use core services. Arizona Job Connection, a web-based system, allows anyone to access job openings. Within the local One-Stop Centers System, including Employment Service sites, Wagner-Peyser funded staff currently provides many of the job search services for clients that are just looking for employment. Basic core services are also available through library branches, 17 of which offer job seeking workshops that have been coordinated with the One-Stop System.

Persons physically accessing a comprehensive or Affiliate One-Stop or partner may use any and or all of the following resources: the information library, fax, phone, computers, copier, and may request assistance with preparing a résumé. Most of these services are also available at libraries and also at the Community Based Organizations that contract with the One-Stop.

While the following core services are available to anyone seeking employment, job seekers may be directed to a Comprehensive One-Stop for some of these:

Labor Market Information	Job Placement Assistance
Résumé Writing Assistance	Work Readiness Workshops
Orientation to One-Stop Services	Initial Needs Assessment (Welcome/Triage)
Test of Adult Basic Education (TABE)	Computerized Assessment
Introduction to Computer Classes	Direct Connect Job Club
Access to computers, fax, copier	Eligibility determination for additional services

Resource areas with experienced staff to assist employment seekers

Employers use the One-Stop System for interviewing candidates, and setting up specialized assessment. Job openings are posted on-line and physical job notices are posted at the One-Stop. The *Business Services Team* disseminates openings to staff that work directly with clients.

Computerized vocational assessments are utilized to better serve WIA customers who are unemployed or underemployed. The option of multiple assessments allows the community to target the most personalized needs of the customer and, in particular cases, the employer. These assessments can be done in general or specific groups.

New customers exploring career changes learn about their strengths, weaknesses and preferences. Each assessment is unique in identifying compatibility for the training and the career they are interested in pursuing. When the customer and Workforce Development Specialist meet, they are each better informed in discussing the customer's goals and creating a viable training or employment plan. The assessment combines qualitative review of work history, education, and current needs and circumstances with standardized assessments. The needs assessment interview is family-focused and addresses dimensions such as housing, child care, health care, behavioral health, extended family members and legal issues, in order to develop a realistic picture of the factors that will support, as well as challenge, the participant's progress. While the MECA and PESCO-Sage are currently being used, the Pima County Workforce System expects to experiment with WorkKeys thorough TAACCT grant funds awarded to Pima Community College.

The MECA assessment is beneficial for those with limited exposure to careers of interest. The Vocational Interest Assessment is given first with results using the Holland codes, plus offering sample career fields to consider. There are 25 careers to explore on the computer and with kits for hands-on exposure. Each career field has multiple areas of lessons and tests with results given at the end of each section. The customer gains a broad view of all aspects of working in a given career. There are opportunities for individual guidance during this assessment, concluding with the interpretation and dialogue during review of the summary report.

The PESCO-Sage assessment offers many options which can be fine-tuned to individual or employer needs and training goals. The Vocational Profile is interpreted individually to the customer. He/she will meet with the counselor in making the best decision on career path,

training, school, employment. This profile can be provided to the requesting employer with a brief interpretation specific to their training goal as part of a customized training component. The assessments include:

1. General Education Development (Reasoning, Math, Language).
2. Aptitude (11 areas: general learning ability, verbal ability, numerical ability, spatial perception, form perception, clerical perception, motor coordination, finger dexterity, manual dexterity, eye-hand-foot coordination, color discrimination).
3. Temperaments (11 work situation adaptabilities) .
4. Vocational Interests (12 areas linking occupations with similar interests).
5. TABE 5 & 6.
6. Local Job Opportunities linked to Training Opportunities matched to customer's Vocational Assessment Profile.
7. Job Profile (Physical Factors, Environmental Factors).

As mentioned earlier, Pima County is unusual in that it separates, where feasible, different populations into different physical centers. One Comprehensive One-Stop Center targets Dislocated Workers, while another targets low-income adults. One Affiliate Center assists Veterans, and anther helps homeless job seekers. A satellite contractor provides ESL to limited English (including refugee) populations. Another satellite contractor provides assistance to deaf job seekers. A satellite center provides intensive, contextualized basic education to persons attempting to qualify for training.

This systemic approach allows the WIA to bring WIA and other funds, including funds attracted by partners and subcontractors, to the populations that need them in a more effective manner. Workshops offered to dislocated workers who have a strong attachment to the labor force will have different areas of emphasis than workshop provided to adults who have shown an erratic work history. Homeless job seekers or those with the most erratic work histories are required to take a highly structured, rigorous workshop that incorporates basic soft skills.

Intake is done by a centralized unit and referrals made to the Workforce Development Specialist (WDS) who develops an Individual Employment Plan (IEP) with the customer based on their immediate needs and employment goal. Employment goals are developed in consultation with the One-Stop's extensive labor-market resources, including:

1. A full-time librarian/researcher;
2. An Employer Services Team focused on cultivating relationships in strategic industry sectors, economic development organizations, and trade associations; and

3. State and national online labor exchange and career exploration systems.

Transferable skills and skill gaps, career advancement pathways, sustainable income needs, interests, and aptitudes all factor into the career goal and target wage. A realistic plan may include interim, as well as long-term, employment objectives.

The WDS guides the customer towards their employment goal through the use of the following intensive service tools:

Comprehensive and Specialized Assessments	Career Counseling
Identification of Employment Barriers	Workshops
Supportive Services	Basic Education
English as a Second Language	Basic Computer Skills
Referrals to partners and subcontractors	Job Development

Training services are provided to customers that have completed one or more intensive level services and have been unable to obtain and/or retain employment that leads to self-sufficiency. The training plan is based upon the skills needed to achieve the employment goal. Pima County One-Stop has an efficient infrastructure for connecting job seekers with training and a rich array of options, including high-demand occupations. Participants are required to research at least three alternative institutions and conduct three informational interviews with people working in their target occupation. They must also complete a budget showing how they can sustain themselves through training and furnish evidence that there is sufficient labor-market demand to offer an adequate return on training investments. A training packet consisting of a budget worksheet, customer request for training, information interviews, work search log, academic planning sheet, and Eligible Training Providers List (ETPL) is given to the customer to complete and return. A training plan is assembled and submitted for approval. Training may include, but is not limited to:

- Occupational skills
- Skills upgrade
- Customized training
- On-the-job training
- Work experience

While the WDS and other system staff provide the customer with information about occupations in demand, costs, requirements and employment expectations for occupations, the client is expected to research information themselves in order to convince the WDS that the training is a good investment.

In cases where WIA may be used in conjunction with other funding sources, a team approach is taken to guiding the participant. For example, a DES Re-employment staff person is stationed at the Kino One-Stop with the Rapid Response Coordinator and WIA Dislocated Worker Workforce Development Specialist. The Re-Employment Counselor may initiate the process that leads to training plan preparation that may be TAA eligible. The training plan is reviewed by a committee and the Re-Employment staff or TAA coordinator is included in this review process. If the plan is approved, a determination is made as to the amount to be paid by WIA Dislocated Worker Funds and by TAA funds for training, training related supplies, and supportive services. The decision about funding amounts considers what is allowable under each funding source, the amount of funds available under each fund source, as well as training and support caps allowed by each.

Include a comprehensive menu of partner services available as described in the One-Stop Certification Process Policy.

Matrix being revised by the MOU committee.

H.2 Business Services

Describe the role and responsibilities of the Business Services Team representatives in the Local Workforce Area. Include active local business partnerships and how collaborations between the Local Workforce Area and Employment Service staff will be synthesized to coordinate business and employer services.

The *Business Services Team* helps employers develop and find the talent they need; obtains feedback from employers about short term and long term training and hiring needs; and works with education and training institutions to develop training offerings that fill skills gaps.

The traditional workforce system works to help employers find employees through a variety of methods that begin with outreach to employers to identify their needs and post them in Arizona's Job Connection. Large group activities such as job fairs, and small group activities such as job clubs, help both job seekers assess opportunity and candidates.

Employers can use these group activities to evaluate the quality of candidates for openings. Job seekers can use them to make personal connections and get a sense of what employers are seeking.

Employers can use One-Stop System resources to have applicants assessed, and One-Stops will provide space for interviews. One-on-one job development with job seekers helps employers narrow the pool of candidates. One-on-one interactions with both job seekers and employers can help employers leverage potential state and federal tax credits, such as those through the Enterprise Zone or the federal Work Opportunities Tax Credit.

Surveys conducted by the *Business Services Team* help the workforce system gauge industry specific long term hiring needs and skills gaps. Surveys can lead to focus groups from specific industries and different companies who participate often agree they face similar skills shortages. The *Business Services Team* then facilitates the engagement of the focus group with education and/or training institutions to adapt current training offerings or develop new training offerings that meet the industry's needs. These become part of a Sector Strategy. Pima County's WIB has identified six sectors and *Business Services Team* representatives have been assigned to each. The following link provides access to an example of an ad hoc study that was carried out to assess local need for skilled machinists:
http://webcms.pima.gov/UserFiles/Servers/Server_6/File/Community/CSET/Final%20Summary-%20Machinist%20interviews.pdf

The *Business Services Team* Manager is routinely contacted by Tucson Regional Economic Opportunities (TREO) and regional chambers of commerce to discuss questions presented by businesses interested in locating in Pima County. TREO is the local economic development umbrella agency that markets the area to companies. The *Team's* Manager is contacted by the Arizona Commerce Authority regarding employer events and employer queries.

Business Services Team members belong to a variety of business organizations such as the Arizona Association of Economic Developers, the Society for Human Resource Managers (SHRM) and several Chambers of Commerce. They attend meetings, represent the One-Stop System, and help conduct job fairs for these organizations.

Describe how the Local Workforce Area will coordinate efforts of the multiple programs included in the plan to meet the needs of business customers of the One-Stop System in an

integrated fashion, such as hiring plans, training needs, skill development, or other identified needs. The Local Business Plan should also describe how the Local Workforce Area will use program funds to expand the participation of business in the local/regional workforce investment system.

The *Business Services Team* has some natural areas of expertise that need to be coordinated. Some employers have existing relationships with agencies and their staff, and that is one of the strengths that partners bring to the One-Stop System. Some partner staff, such as Veterans, Dislocated Workers, and Rehabilitation Services staff have an expertise in the special situations of the job seekers they bring to employers.

Employers are given choices when they post jobs. They can set up a job fair or job club at any partner's location, they can have candidates assessed, they can ask that candidates be funneled through one representative, or they can just post the job and see who gets referred.

Tucson Indian Center, Employment Services, and Rehabilitation Services host large job fairs, while WIA Title IB staff and Job Corps use small industry specific job clubs, and job networks to connect employers to prospective employees.

Functional expertise within the partnership helps simplify the coordination. For example, the WIA Title IB staff is usually contacted by TREO and ACA regarding prospective employer needs. Arizona Job Connection employer outreach is generally done by Employment Services staff. Surveys are traditionally conducted by the WIA Title IB staff, and they have been assigned to work with the six industry sectors defined by the Workforce Investment Board.

Feedback from the sectors helps drive the development of new training that can involve several partners, such as WIA, Job Corps, and Carl Perkins Career and Technical Education. It can also generate the development of industry specific contextualized adult education or the limited English proficiency program through WIA and the Adult Education System.

While routine electronic communication is one of the best methods of facilitating this coordination of team members from various partners, there is an opportunity to establish more face-to-face meetings between team members from various partners.

When employers see funds being used effectively to their benefit by a coordinated system, they tend to consider using the workforce system again. In order to be effective, program funds must always see progress, and must believe that the end result will enhance their bottom line. Some employers who have a long-term vision can become more involved through the youth council, by joining the WIB, or becoming a champion of a sector.

Describe how the Local Workforce Area will utilize On-The-Job Training (OJT) to engage businesses in WIA training and hiring of participants.

The Pima County One-Stop System places between 40 and 50 WIA Adults and Dislocated Workers in OJT positions each year, 15-20 Veterans, a few Homeless clients, a few WIA Older Youth, and participants from other programs that may have OJT funds available, such as Refugee or Older Worker Programs.

In the 1990s, Pima County received a special "OJT Broker" grant from the Department of Labor, and has used the model established under that grant. When the County conducts a Request for Proposals for WIA, it includes specific criteria for an "OJT Broker." The successful contractor then works as a "Broker" between businesses and Workforce staff to help employers fill positions with candidates from program rosters. The "Broker" can generally write and execute contracts faster than the County can, and also reimburse employers faster. This makes the program more appealing to employers.

H.3 Training Services (Adult and Dislocated Workers)

Describe local Individual Training Account (ITA) policy, including the current threshold for each ITA. Include procedures to ensure, the exceptions to the use of ITAs, if any, are justified.

The client and case manager prepare a training plan. Each week, a committee reviews all training plans prepared in the past week. Priority of Service Guidelines may be used to select plans for funding when training funds are limited. If approved, an ITA voucher is generated. If rejected, the client may appeal or redo the training plan. ITAs currently have a $3,000 cap.

Other training policies are as follows:

1. Clients whose files have been negatively terminated will not be eligible for training for one year from date of negative closure.

2. Clients who have received WIA training within the last 2 years will not be considered for additional training.

3. Training will not be provided to out-of-state residents. Training for Arizona residents living outside of Pima County will depend on availability of funds and coordination/co-funding with resident's home county.

4. All clients are to submit copies of transcripts for any previous training. They need to show at least a 2.2 grade average previously before funding can be approved.

5. Only in-state portion of tuition costs will be paid for clients determined to be non-residents by training provider, e.g. University of Arizona and Pima Community College.

6. Workforce Investment Act (WIA) training plans must be completed within **two years**. Any exceptions must be justified with ability to benefit factors (Pima College pre-requisites, limited to one semester).

7. WIA will not pay for training expenses incurred prior to WIA application. WIA will consider continuation of semester based programs such as those at Pima Community College and the University of Arizona for the upcoming semester if the plan meets all other criteria.

8. Training provider and program must appear on the Arizona Eligible Training Provider List (ETPL).

9. WIA will not pay for pre-requisite coursework for programs such as nursing, dental hygiene, radiology, and respiratory. WIA may assist with funding for the final two years after client has been admitted into the program, if they are eligible for WIA funding.

10. As per WIA Final Rules (Section 663.320); Pell Grants will be used to pay for tuition before any WIA funding can be applied to tuition costs. The same is true for any other available funding such as VWIP or TAA.

11. Employer tuition reimbursements must be applied to training costs. WIA funds may be used for co-funding or supportive services and client may be recommended for an Unemployment Insurance Waiver.

12. Clients may be denied training assistance based on insufficient means of financial support during training. Clients must demonstrate a visible means of basic support before a WIA training request is approved.

13. Clients claiming homeless status will be referred to the Sullivan Jackson Employment Center or other appropriate agency for housing resolution, and training will not be considered until housing situation is stabilized as verified by Sullivan Jackson Employment Center or other appropriate agency.

14. Training beyond the Master's level will not be considered. Master level training will only be considered to complete a few courses or certifications to achieve the Degree and only as training relates to direct re-employment, e.g. lacking certification required by industry or employer or documented unsuccessful job search.

15. Incumbent workers, depending upon funding availability, must demonstrate ability to complete training within two years while maintaining current employment (they do not have to attend full time as long as they can finish certification or degree within two years).

16. Only classes required for completion of degree or certificate will be funded by WIA.

17. Only books and supplies required for approved coursework will be funded.

18. Clients must be able to attend training full-time as defined by the training institution, unless a part-time or approved reduced schedule would allow completion of program within WIA guidelines. Example: classes are not offered or only a limited are needed to complete the program.

19. Clients must demonstrate satisfactory progress as verified by the training providers. For providers using an alphanumeric grading system, client must maintain a 2.2 grade point average to continue in WIA sponsored training (progress reports and/or transcripts will be reviewed). Clients who fall below 2.2 GPA will be put on academic probation by WIA WDS.

20. WIA will not fund repeat classes, books or test fees due to failure, incomplete or withdrawal.

21. Clients must maintain monthly contact with Workforce Development Specialist, in-person, via telephone or e-mail (and must be documented in case notes) or they will not be approved for the next semester or continuation in the program.

22. WIA will not pay for attendance penalties, e.g., cosmetology, barbering schools and CTD.

23. Training must be <u>feasible</u>; meaning that client barriers (such as issues with transportation, childcare, legal issues, health issues, etc.) must be taken care of before training can be funded.

Exceptions may be requested by the training committee and must be accompanied by a written justification and approved by a Program Manager.

Over the years, the One-Stop has worked with industry and training institutions to develop special “exception” training programs. In the past, several apprenticeship programs have been established for classroom training in Solar Installer, Hybrid Mechanic, Histology Technician, Machinist, Electronic Technician, and Hospital Based Nursing.

If the demand is consistent, then the curriculum that is developed is submitted to the Eligible Training Provider List by the training institution.

Describe the process for determining an approved level of Individual Training Accounts costs and the levels established by the local workforce board.

Changes to the level are recommended by program staff who develop a proposal for the Performance Committee. This committee will review the proposal and if in agreement will take it to the Executive Committee. If approved at that level it will go to the full Board for approval.

Describe measures to leverage resources to provide increased access to training opportunities.

Pima County aggressively seeks to leverage amounts available for training by co-enrolling individuals with other funding sources. For example almost 100% of local TAA clients are co-enrolled with WIA Dislocated Worker funds. Many low-income adults are enrolled in the HHS funded Health Professions Opportunity Grant to Pima Community College, of which Pima County is a sub-grantee.

The County has obtained several H1B grants which have enabled it to develop training programs for incumbent workers in skill shortage fields that employers would otherwise have to hire people from out of the country on "H1B" visas. Other projects have been partnered with State Job Training Grants.

Partners and subcontractors have obtained grants by leveraging the One-Stop. For example, Goodwill, who houses a person from the *Business Services Team*, obtained a grant from the City of Tucson to train people in selected occupations.

The Emergency Services Network is tapped to provide utility assistance to help people who have unexpected emergencies stay in training.

Describe how the Local Workforce Area will ensure that training providers consider the availability of other sources of grants to pay for training costs such as Welfare-to-Work, State-funded Training funds, and Federal Pell Grants, so that WIA funds supplement other sources of training grants.

Partnership agreements and contracts specify the requirement that other funds be used first and this requirement is emphasized with training providers when they attend the annual training provider fair in October. As a result, training plans identify other potential sources of training funds and WDSs have participants apply for those. Each of the two Comprehensive One-Stops houses a Pima Community College (PCC) staff person who guides the client to the appropriate websites, forms and experts to complete the FAFSA for Federal Grants. WIA funds are only used to pay for tuition after all available Pell Grants have been applied. Last year the One-Stop/PCC partnership leveraged a total of $217,859 in Pell Grants – more than 45% of the total cost of customer training plans.

Describe the process for determining how training is approved or denied for each eligible participant.

Each training plan is accompanied by a checklist. The Workforce Development Specialist explains the checklist, including the need to interview three people who either work in the field or hire into the field that the participant is interested in. The client is expected to make the case that he/she is qualified to take the training, that it will be of benefit, he/she can complete it, and that he/she has the financial support needed during the training period. The WDS then completes the checklist and prepares a voucher for training. The checklist, supporting documentation and voucher are submitted to the WDS Supervisor who takes it to the training committee. When funds are limited, the team will only approve several training plans a week. Veterans' Priority of Service is given to eligible training plans submitted by Veterans and eligible spouses. A Priority of Service Guideline may also be used to weigh additional factors, such as need and work/job search history. If approved, the voucher is issued to the training institution, and the person begins training.

PIMA COUNTY ONE-STOP CAREER CENTER

CHECKLIST FOR TRAINING PLANS

Customer Name: _____ Date: _____

Workforce Development Specialist:_____

Funding Source: ☐ 1A ☐ 1W ☐ 1R ☐OY ☐YY ☐GF Other:_____

Check each item you have completed. Mark N/A next to what does not apply. All forms submitted must be complete. Do not leave any blanks.

____1. Request for Training *Yellow*

____2. IEP for Adult/Dislocated Worker or ISS for Youth *IEP Yellow/ISS White* (completed & signed)

Complete all sections of IEP or ISS. Complete Assessment section with:

____ Employability Skills

____ Career Exploration

____ PESCO - Sage

____ TABE Scores/SDS

____ Barriers shown on application, i.e. felonies, limited English, medical, substance abuse

____3. Most in Need Training Eligibility Criterion Worksheet - with number of points calculated.

____4. Case Notes – with training plan outlined including WDS justification.

____5. Customer Request for Training *Salmon* All sections MUST be completed. Do not leave any blanks – indicate if a section is not applicable. Include at least 3 potential employers.

____6. Provider/School Paperwork or Program Plan (i.e. Pima College PEP or academic planning sheet).

____ Curriculum

____ Cost(s) – tuition, registration fees, books, etc.

____ Financial Aid – award/denial letter or proof of application (PELL Grant)

____ ETPL printout of program

____ FERPA for PCC student or release of information for other schools, as required

____7. Informational Interviews – three (3) for Adult/DW or two (2) for youth. Need to show demand for jobs in the field of training. NO informational interviews from schools will be accepted.

____8. Monthly Budget Worksheet *Green* For duration of training period.

- If collecting UI, indicate when UI will be exhausted and what clients will do for support if UI is exhausted while in training.
- Provide letter of financial support, if applicable.

____9. Work Search Log *Blue* Or provide proof of employment, i.e. paycheck/wage summary/letter from employer.

____10. UI Waiver, if applicable.

____11. Letter of justification, written by client when circumstances warrant.

____12. Labor Market Information (LMI) and/or copies of job leads to demonstrate job demand.

____13. Customer Training Agreement *Ivory*

____14. W-9

Describe the grievance policy established for participants denied requested training.

A One-Stop participant who has been denied requested training may make a complaint to the Workforce Supervisor. The Supervisor will attempt to resolve the issue with the employee and the person making the complaint. If, within 5 working days, no resolution has been reached by the Supervisor, the person may submit a written complaint to the Program Manager who supervises that Supervisor.

The written complaint must include:

1. The name, address, phone number and signature of the person making the complaint.
2. A clear and concise statement of facts, including dates, leading up to the decision that is the subject of the complaint.
3. What specific resolution is the complainant requesting?

The Program Manager will attempt to reach a resolution with the person making the complaint, the supervisor, and involved staff. Within ten (10) working days of receiving the complaint, the Program Manager will issue a decision in writing.

Grievances involving a contracted agency of Pima County must show an attempt at resolution through that agency's internal procedures.

The person making the complaint has ten (10) working days from the date of the Program Manager's or contracted agency's decision to file a written appeal with the Department Director.

The appeal should include all of the information that was in the initial complaint and also describe the attempts at resolution with relevant dates.

The Department Director then has thirty (30) working days to schedule and hold a hearing.

The person making the complaint shall be notified in writing of the date, time and place of a formal hearing, including the opportunity to present evidence.

The hearing officer may be the Department Director or a designee other than the Program Manager who first reviewed the written complaint. The hearing officer will issue a determination within ten (10) working days after the hearing.

An appeal may be made to the funding agency, if applicable.

Any and all of the mandated time frames for processing after they have been filed may be waived, when necessary, by written consent of all affected parties.

H.4 Training Services (Eligible Training Providers)

Pima County One-Stop has established the following ETPL processes:

1. Accept applications for initial eligibility from certain post-secondary institutions and entities providing apprenticeship training;
2. Assist in determining initial eligibility of providers;
3. Carry out procedures prescribed by the State to assist in determining the subsequent eligibility of all providers;
4. Collect performance and cost information and any other required information related to providers;
5. Submit approved programs and information to DES;
6. Ensure dissemination of the State list and appropriate use of the State list through the local One-Stop System;
7. Consult with the DES in cases where termination of an eligible provider is contemplated because inaccurate information has been provided; and
8. Work with the DES in cases where the termination of an eligible provider is contemplated because of violations of the Workforce Investment Act.

Pima County may also:

1. Make recommendations to DES on procedures used in determining initial eligibility.
2. Increase the level of performance required by the State for local providers to maintain subsequent eligibility.
3. Require additional verifiable program-specific information from local providers to maintain subsequent eligibility.

PRELIMINARY ELIGIBILITY CRITERIA:

Pima County Workforce Investment Act Training Providers must:

1. Be accredited, licensed or certified by the proper agency overseeing the type of training of institution.
2. Be in compliance with all applicable laws and regulations.
3. Be in compliance with all state and local reporting requirements.

Proposed training must:

1. Meet the definition of training contained in the Workforce Investment Act and WIA regulations.
2. Demonstrate likelihood of resulting in employment in specified occupation.
3. Result in an industry-recognized, stackable, portable, or accredited credential, as demonstrated through the Arizona ETPL Credential Checklist or as determined by the LWIB Performance and Accountability Committee or equivalent skill-attainment outcome.
4. Be offered at a reasonable cost based on comparable programs. Cost does not need to include supportive services, such as examination fees, books, tools, and uniforms. Cost must not include fees for items that are disallowable costs for WIA funding, such as alcoholic beverages, or personal services or items not directly associated with instruction. Cost should not increase more than 5% per year.

Specified occupation must:

1. Have significant current and/or projected demand through a combination of replacement and new vacancies, and/or
2. Support a targeted sector identified by the Local Workforce Investment Board.
3. Command a sustainable average wage at the entry-level, or offer a clear advancement pathway to a livable-wage occupation.
4. Occupation offers full-time employment opportunities in the local economy that are not seasonal or commission-based.

PROCEDURES: Pima County One-Stop will assign a local ETPL administrator to carry out the following local responsibilities in receiving, reviewing and processing applications for the Eligible Training Provider List.

A. VENDOR ETPL INFORMATION INQUIRY

Send ETPL/AJC Registration information, via e-mail or U.S. Mail.

ETPL/AJC Registration E-mail/Letter

Hello _____,

Thank you for your interest in becoming a training vendor for Pima County One Stop.

First, you will need to go the Arizona Job Connection (AJC) website at: https://www.azjobconnection.gov/ders/ea/wcmrs/, create a login, password and submit required documentation. If you have questions or need assistance with creating a Login, Password, and required documentation such as licensing, insurance, certifications, etc you will need to contact Arizona Department of Economic Security (ADES), Employment Administration.

A new provider must submit the following to ADES, Employment Administration:

- Copy of Provider's current license from the appropriate Arizona licensing authority,
- Copy of Provider's Certificate of liability Insurance, showing $2 million General Liability Aggregate and naming the Arizona Department of Economic Security (ADES) as an additional insured,
- Copy of Provider's most recent audit or financial statement,
- Copy of Provider's grievance policy and procedures, and
- Copy of Provider's refund policy and procedure.

ADES, Employment Administration Contact Person:

Moriah Blomfield
ETPL Coordinator
DES - Employment Administration
Mailing Address - P. O. Box 6123, S/C-920-Z - Phoenix, AZ 85005
Physical Location - 1789 W. Jefferson, Phoenix, AZ 85007
Office: (602) 542-6325
E-Mail: MBlomfield@azdes.gov

Secondly, complete the Credential Checklist. The Training Program Credential Checklist can be found at the following link: https://www.azdes.gov/InternetFiles/InternetProgrammaticForms/doc/WIA-1031AFORFF.doc.

The completed checklist form may be e-mailed to rise.hart@pima.gov or sent via U.S. mail to ETPL Local Administrator, 2797 E. Ajo Way, 3rd Floor, Tucson, AZ 85713.

Thirdly register with Pima County as a Vendor in order to receive payments. Go to the Pima County Vendor Registration, Vendor Self Service Portal (VSS): https://vendor.pima.gov/webapp/VSSPROD1/Advantage. To expedite your registration, please have your company information ready prior to signing into VSS. Should you have any questions or need assistance contact Vendor Relations at (520) 740-3021 or (520) 740-8465. You will need a Commodity Codes, you can search here for your Commodity Codes Refinement Window (opens new Window) to use with your registration. Please make a note of the 4 digit number for later use in the registration process.

The new Pima County Vendor Registration and Messaging Portal include the following benefits:

* View and update current registration information

* Receive email notification of Pima County solicitations

* Receive email notification of Vendor Business Fairs and Networking Opportunities.

If you have any further questions you may call the local ETPL Administrator at 243-6777 or the State ETPL Administrator at (520) 243-6777.

B. PIMA COUNTY VENDOR

Once the TRAINING PROVIDER has been approved to ETPL they will need to register with Pima County as a "Vendor" through Pima County Procurement in order to receive payments at the following URL: https://vendor.pima.gov/webapp/VSSPROD1/Advantage.

C. PROGRAM APPLICATION REVIEW

The Pima County ETPL Administrator will review the information submitted through AJC and on the Credential Checklist.

SECTION 1: PROGRAM DESCRIPTION

1. WIA Approved
2. Local WIB Number
3. Program Name or Single Course/Class Title

a. Program Synopsis (must follow State format)
b. LWIB Demand Industry and/or Local Area Demand Labor Market (see note below)

4. Curriculum Competency Based

5. Prerequisites
6. Total Credit/ Curriculum Hours
7. Total Number of Training Weeks
8. Training Location
a. Needs to be in Pima County or see WDS manual.
9. Program Length
10. Type of Attainment
11. Type of Financial Aid Offered
12. Refund Policy

NOTE:

- Verify Program/Occupation is on the:
  - LWIB Demand Industry (obtain from WIB Coordinator-Rise Hart) and/or
  - Local Area Demand Labor Market (obtain from Case Managers, the list is updated every couple of years).
- If Licensing/ Certification, verify above requirements through certifying entity compare Program Name, Pre-requisites, Credit/Hours, Length of Training, Number Credits/Weeks, type of Licensing/Certification, etc.

SECTION 2: CREDENTIAL CHECKLIST

1. Verify program offers a credential that is either
2. Industry-recognized
3. Portable
4. Stackable
5. Accredited
6. If unable to verify any of the above, schedule review of training program by LWIB Performance and Accountability Committee. Committee may determine program offers equivalent skill attainment outcome.

SECTION 3: PROGRAM COST

1. In-State/District Tuition
2. Out-of-State/District Tuition
3. Registration Fee
4. Books (Estimated): need to be course required
5. Testing/Exam Fees
6. Graduation Fees
7. Other (Travel and miscellaneous fees, software, computers, iPads, etc.)

NOTE:

- Check accreditation (Az Private Post-Secondary, AZ State Nursing, etc) and compare program and cost. Cost can NOT be higher to Pima County, if so Deny.
- If fees/costs for Books, Testing/Exam Fees, Other, etc. appear to high or unreasonable, present to Committee, the Committee/ETPL Coordinator can have the Vendor remove the costs, and can be paid out of Support Services, on an as needed basis.

SECTION 4: CURRICULUM

1. Certification (Licensing)
2. If the proposed curriculum is currently certified (licensed) by an accrediting agency or similar national standardization program

NOTE:

Verify requirements through certifying entity and compare to Program Synopsis above.

SECTION 5: OCCUPATIONS

1. Occupations that this training program will prepare an individual to do.
2. Entry level Hourly Wage for the occupation
   a. Verify at AZ Department of Administration, Office of Employment and Population Statistics: http://www.azstats.gov/occupational-employment-statistics.aspx
   b. Click on Pima County (to the right hand column) Spreadsheet or PDF
   c. Complare to Section 4: Occupations, "Hourly Wage for occupation."

SECTION 6: PROGRAM PERFORMANCE

1. Program Performance For All Students
   a. Number Participated
   b. Number Completed
   c. Completed Percent (auto populates)
   d. Number Employed After Leaving The Program
   e. Employed Percent (auto populates)
   f. Avg Hourly Wage At Placement
2. WIA Participant Performance (not required by State)
   a. Completed
   b. Employed
   c. Employed Percent
   d. Employed > 6 Mo.
   e. Employed > 6 Mo. Percent

f. Avg Hourly Wage > 6 Mo.:
g. Attained More Skills:
h. Attained More Skills Percent:

NOTE:

- State issued Waiver for Program Performance, however expired 2/2013.
- Pima County Performance Committee – requires all Vendors to submit, see May 10, 2012 meeting minutes. Performance standards/acceptable requirements such as outcomes/percentages are not in place at this time, Committee approves on a case-by-case basis, which includes other factors such as cost of program, occupation demand, etc.

D. NOTIFICATION OF DENIAL OR APPROVAL AND REASONS FOR DENIAL

The Pima County Local ETPL Administrator will coordinate with the DES State ETPL Administrator to issue a response to each ETPL application indicating whether the provider application has been approved or denied, and, if denied, the reasons for denial and any steps the applicant may take to become eligible for approval.

I. Service Delivery To Target Populations

Reference: One-Stop Delivery System Policy; One-Stop Certification Policy, Adult and Dislocated Worker Policy.

The LWIA Business Plan must describe how all the programs described in the plan will work together to ensure that customers who need a broad range of services receive them.

I.1 Priority of Service

In the event that adult funds are determined to be limited, the Local Workforce Board must have a priority of service policy in place. The policy, at a minimum, must grant priority to individuals who are receiving public assistance or are classified as "low-income" in accordance with 20 CFR 663.600 (a). Veterans and covered entrants meeting low-income guidelines must receive Priority of Service.

Establishing a priority does not prohibit the Local Workforce Board from serving other eligible participants as well. Additional priorities may also be set for specific populations, such as individuals with significant barriers to employment. Information regarding priority of service must be outlined in the LWIA strategic plan.

Describe how the LWIA will coordinate with workforce system partners to ensure job seekers receive a broad range of services for the following target populations:

- ***unemployment insurance claimants;***
- ***long-term unemployed;***

- ***under-employed;***
- ***dislocated workers (including trade-impacted dislocated workers and displaced homemakers);***
- ***low-income individuals (including recipients of public assistance);***
- ***migrant and seasonal farmworkers;***
- ***Veterans;***
- ***individuals with limited English proficiency;***
- ***homeless individuals including Veterans;***
- ***ex-offenders;***
- ***older workers;***
- ***individuals training for nontraditional employment; and***
- ***individuals with multiple challenges to employment***

By viewing the One-Stop as a system rather than a place, Pima County is able to more effectively coordinate resources for targeted populations. For example, the county has specific centers for homeless job seekers and Veterans. The County is a collaborative partner with Goodwill Industries on a program that serves incumbent workers. It is a collaborative partner with Pima Community College on a program that transitions welfare eligible participants into health occupations. In addition, the Pima County One-Stop subcontracts adult and dislocated worker funds to community based agencies, some of which have targeted programs for the disabled, migrants and seasonal farm workers, limited English proficient.

Describe strategies and partnerships that will focus on serving individuals with disabilities.

One of the most challenging aspects of workforce development is working with people who have disabilities. While the system can make the full range of employment and training programs available to this population, service delivery is often hampered by a lack of self-disclosure. Not only are individuals with disabilities reluctant to disclose their disability or disabilities with their vocational rehabilitation counselor, but they also experience difficulty in discussing their disability or disabilities with employers.

One of the most important partnerships in the system revolves around helping identify those people who would benefit from assessment by Rehabilitation Services Administration (RSA). For example, teachers working with clients in remedial or special education classes may detect possible learning or other types of disabilities. Likewise, nonprofit organization employees may suspect that an individual they are working with has a disability. To best serve

this individual and make sure all of their barriers to employment are addressed, a referral to RSA would be appropriate.

The Pima County WIB has a representative from RSA. In recognition of the special needs of this population as well its critical role in the overall make-up of our workforce, the WIB, through its RFP process, entertains proposals from agencies working with individuals with disabilities and currently subcontracts with Dorothy Krett & Associates (DKA Inc.) and the Community Outreach Program for the Deaf.

The Comprehensive One-Stop Centers, as well as Affiliate Centers operated by DES, have assistive devices to help job seekers. Persons with disabilities are provided guidance on résumé writing, approaching businesses and interviewing tips, and grooming and hygiene. Customer service and disability sensitivity training are provided to all staff to ensure they are utilizing appropriate techniques when working with persons with disabilities. Moving forward, the One-Stop System plans to re-establish Navigator style linkages with RSA.

The opportunity for the workforce system is to find better workforce niches for individuals with disabilities, perhaps by educating employers about the abilities and skills of workers with disabilities, understanding the Americans with Disabilities Act, understanding assistive technology and reasonable accommodations, and capitalizing on emerging technology.

RSA has specialized services for individuals with disabilities. For example, RSA has a Services for the Blind, Visually Impaired and Deaf unit and they have a specific program for individuals with serious mental illness. RSA also has a Transition from School to Work program. Not only can RSA educate WIB partners about persons with disabilities, but it can also provide additional information about specific types of disabilities, assistive technology, and specialized accommodations, especially for individuals who are blind, visually impaired, deaf, or hearing-impaired.

I.2 Dislocated Workers

The purpose of WIA Title IB dislocated worker program is to provide services to individuals who have been terminated or laid off, or have received notice of termination or layoff, from employment generally due to plant closures or downsizing; and who meet the dislocated worker definition of a displaced homemaker.

Describe how the Local Workforce Area coordinates the delivery of services to eligible dislocated workers.

Pima County established a One-Stop for dislocated workers when Congress first defined the population 30 years ago. The purpose now, as it was then, was to bring the services and service providers needed to serve the dislocated worker under one roof. As the recession settled in a few years ago, the One-Stop System designated one site as the dislocated worker site. This enables staff to focus on the special needs of dislocated workers. Many of the staff who work with dislocated workers were hired from their ranks. During particularly large corporate closures, the County would hire a person from the group being laid off to help with outreach into the ranks.

State Re-Employment staff are located at the Kino Comprehensive Center, and TAA staff regularly work with WIA dislocated worker staff located at the center.

I.3 Rapid Response

Rapid Response is a required activity designed to assist workers who are facing loss of employment through a permanent closure or mass layoff, or a natural or other disaster that results in mass job dislocation to obtain re-employment as soon as possible.

Identify the Local Rapid Response Coordinators who are responsible for connecting dislocated workers to WIA Title IB resources.

Pima County has a full-time Rapid Response Coordinator, functioning under the *Business Services Team* at the Kino One-Stop location. The WIA Rapid Response Coordinator is responsible for providing pre-layoff assistance to a business' management staff, conducts on-site visit with affected employees to provide orientation of WIA services, and may establish a career center at the business. The Coordinator schedules WIA intake and assessment, workshops (including workshops at the employer location if requested), assignment of workers to a Dislocated Worker Workforce Development Specialist and co-enrollment with the Trade Adjustment Assistance program if applicable.

Identify how the Local Rapid Response Coordinators work with additional stakeholders through integrated partnerships to form Rapid Response Teams.

The Rapid Response Team consists of the WIA Rapid Response Coordinator, DES Business Services Team representative and Unemployment Division representatives. If the layoff

is due to foreign trade or competition the Trade Adjustment Assistance Coordinator is added to the response team. The Rapid Response Coordinator is the business' first contact and brings in partners as needed. Depending on the size of the layoff or closure, and/or the suddenness, additional team members may include a representation from the Emergency Services Network, Pima County Housing Center, or other appropriate service providers.

Identify the local area's Rapid Response Team and their roles and functions.

The Rapid Response Tram works with employers and employee representatives to quickly maximize public and private resources to minimize disruptions associated with job loss.

WIA Rapid Response Coordinator's duties include, but are not limited to:

- Contact employer immediately upon learning of an actual or potential layoff or company closure to explain WIA, DES and TAA (if applicable) services and arrange for an initial meeting with employer.
- Maintain confidentially of event, when employer notifies Coordinator prior to employee notification.
- Notify Rapid Response Team members (DES and TAA) of upcoming layoff events, and schedule for their assistance.
- Oversee the coordination and delivery of WIA, DES and TAA services to businesses and their affected employees.
- Conduct orientations of WIA services to laid-off workers at company site.
- Coordinate with internal WIA department staff including Intake, Training and Case Management, Grant Writer and Management, as appropriate.
- Discuss execute layoff aversion strategies, including business plan development to transfer business ownership.
- Communicate and coordinate with other community based partner agencies for additional delivery of services, if needed (i.e. sign language).
- Maintain accurate records of each layoff event.
- Continued follow-up with employer through the duration of the event.
- Report event details to State Rapid Response Coordinator, WIA Management and Workforce Investment Board.

- Conduct "How To Successfully Conduct a Layoff" training to company management, if needed.
- Set-up on company site, a Career Center, if applicable.
- Work with Union Representatives, if applicable.
- Set up Labor-Management Committees if needed.
- Set up immediate job fair with similar employers having a workforce need.

DES Business Services Specialist's duties include:

- Conduct orientations of DES Employment Services and Unemployment Insurance services to laid-off workers at company site.
- Providing information on the Shared Worker Program to businesses that are reducing workers hours.
- Answer questions of employers and affected employees regarding Employment Services, Unemployment Insurance Benefits and Shared Work Program.

TAA Coordinators duties include:

- Conducting orientations of Trade Adjustment Assistance (TAA) program.
- Answering questions of employers and affected employees regarding the TAA program.
- Coordinating with Rapid Response Coordinator in the coordination of TAA and WIA services for affected employees.

Identify your local Rapid Response policies, including the minimum threshold number of affected workers that the LWIB has approved for Rapid Response services to be provided to a company experiencing a layoff, reduction in force or closure.

Because Pima County encounters dislocations in both remote rural areas as well as the Tucson urban area, the minimum number of affected workers needed to trigger a Rapid Response is five.

Local Rapid Response Policies:

1. React within the allowed time of 48 hours to establish contact with employer and employee representatives regarding layoffs or closures.

2. Maintain confidentiality on layoff/closure events, unless employee and/or public notice has been issued.
3. Provide information and access to available services, employment and training activities.
4. Provide services to assist dislocated workers in obtaining re-employment as soon as possible.
5. Ensure that Department of Economic Security (DES) information of services such as Employment Service and Unemployment Insurance (UI), Trade Adjustment Assistance (TAA) is provided to dislocated workers by a DES representative.
6. Assist in establishing a labor management committee, worker transition committee or peer advisor group, when applicable.
7. Provide emergency assistance adapted to the particular closing, layoff or disaster.
8. Maintain accurate company records of layoff events in company files.
9. Provide assistance to the local community in developing a coordinated response and as needed obtain access to State economic development assistance, which may include the development of an application for a National Emergency Grant.
10. Identify strategies for the aversion of layoffs.
11. Create and maintain linkages with Community Base Organizations and economic development at the Federal, State and local levels.

Describe services to be provided to those affected by a mass layoff including planned strategies for incumbent worker training focusing on layoff aversion.

Services provided to workers affected by a mass layoff are the same as stated above. Rapid Response Coordinator will continue to coordinate services through the duration of the event with employer and affected employees.

In terms of layoff aversion, the Rapid Response Coordinator will work with employer to connect local hiring businesses to recruit on company site, set-up on company site job fair exclusively for affected workers and email job opportunities that affected employees may apply for.

If an employer contacts the Rapid Response Coordinator and indicates there is a possible layoff or probability that a layoff will occur, due to a lack of skills sets, certification(s) or license by incumbent workers, a letter of intent for layoff would be requested from the employer to support incumbent worker training.

Layoff aversion also entails looking at the industry and determining if there are skills or processes that can be utilized to manufacture other products. For example a defense oriented company may very well have employees with skills sets that are applicable to other products not necessarily affected by the sequestration. Keeping the business open and employees employed is

the primary goal. Helping companies determine what other business ventures would keep them open is the goal of layoff aversion.

I.4 Apprenticeship Program

Registered Apprenticeship includes on-the-job learning from an assigned mentor combined with technical training provided by apprenticeship training centers, technical schools, community colleges, and institutions employing distance and computer-based learning systems. At the end of the apprenticeship, all apprentices receive a nationally recognized credential. Some apprenticeship programs offer interim credentials as apprentices achieve important milestones during their apprenticeship.

Describe how the Local Workforce Area will coordinate efforts with the State Apprenticeship Program.

Apprenticeships are represented on the WIB and the WIB periodically hosts a panel discussing workforce issues with apprenticeship programs (the last panel was xxx). Apprenticeship programs are also part of the several sector strategies.

The One-Stop System's *Business Services Team* has a designated person to work with the State Apprenticeship Coordinator as well as local apprenticeship programs. The state coordinator is contacted when there is interest in establishing a new program, such as recently occurred in the Caregiver Industry. Industry and companies can work directly with the state coordinator, or with the local apprenticeship liaison, or both as needed.

Perhaps one of the most interesting programs under WIA was established at the request of industry with several construction companies. Creation of the Grade Checker Apprenticeship Program enabled companies to identify a skill set and then work with the One-Stop System to find individuals suitable for training.

The opportunity for the workforce system is to identify career ladders in targeted sectors, particularly ladders in new technologies, that can developed into apprenticeable trades that employers will recognize as adding value to their businesses and rewarding the workers accordingly.

Describe current and planned use of WIA Title IB funds for apprenticeship training.

WIA Title IB funds are used to support participants who enter apprenticeship training. Support often consists of the purchase of required tools for the trade. In the past WIA has funded

and may elect to do so again, books and tuition for the required 144 hours of classroom instruction a year. WIA has also funded, and may do so again, intensive remedial education to help a job seeker reach the level of basic skills required to enter an apprenticeship program.

I.5 Trade Adjustment Assistance (TAA)

The Arizona Trade Adjustment Assistance (TAA) program will provide seamless services to participants through a coordinated and functionally aligned effort between the Workforce Investment Act (WIA) and Wagner-Peyser (WP).

Describe how TAA services will be delivered. LWIAs must describe how they will ensure enrollment of TAA participants into the WIA IB Dislocated Worker Program.

Trade Adjustment Assistance, which was established by Congress in the 1970s to help decent, hardworking men and women who found themselves without paychecks when companies found it cheaper to build off-shore, is a fundamental part of Pima County's workforce strategy. Co-enrollment with TAA has been occurring in Pima County since the creation of the Dislocated Worker program in 1983.

If the Rapid Response Coordinator believes or knows that a layoff is TAA eligible, she contacts the TAA manager. The TAA manager contacts the Rapid Response Coordinator when local workers are certified TAA eligible. The Rapid Response Coordinator works with DW staff that will provide case management for the TAA participants.

Training plans are reviewed by a committee and the Re-employment staff or TAA coordinator is included in this review process on plans for persons who are TAA eligible. If the plan is approved, a determination is made as to the amount to be paid by WIA Dislocated Worker funds and by TAA funds for training, training related supplies, and supportive services. The decision as to funding amounts considers what is allowable under each funding source, the amount of funds available under each fund source, as well as training and support caps allowed by each.

The opportunity in the next few years, as with all dislocated workers, is to align worker's previous experiences with training and demand in growing industry sectors.

I.6 Re-Employment Services

Employment Services (ES) targets Unemployment Insurance (UI) claimants who are most likely to exhaust benefits before getting a job. All UI claimants who report as scheduled for

orientation to ES via the Re-Employment Services (RES) program receive the five mandatory core services:

- *Assessment of skills, interests, abilities, and supportive service needs;*
- *Registration in the Arizona Job Connection (AJC) System;*
- *Labor market information;*
- *Job search and placement assistance; and*
- *Development of an employability plan.*

Describe how Re-Employment Services will be coordinated within the operations of the One-Stop Centers.

The state assigned Re-Employment Services staff to the Kino One-Stop Center (the Center designated for dislocated workers). This allows for better coordination of dislocated workers who have the potential to be out of work for a long time. As a result of the co-location clients can easily be scheduled into Employability Skills Workshops, be given additional help with résumés, sit in on-site basic education cases, be case managed by dislocated worker staff, apply for emergency rent and utility assistance, take basic computer skills classes and be scheduled for training.

The opportunity is for the workforce system to rapidly confront potentially long-term unemployed with possible immediate work choices, and the opportunity to more readily sharpen job-seeking skills.

I.7 Migrant Seasonal Farm Workers Outreach Program (if applicable)

Employment Administration (EA) and Employment Service (ES) provides services through the One-Stop Career Center/Labor Exchange System to empower Migrant and Seasonal Farm Workers and limited English proficient (LEP) individuals in: making career and labor market decisions; achieving economic self-sufficiency; and improving their living and working conditions.

Where provided, describe how Migrant Seasonal Outreach Program services will be delivered and coordinated within the operations of the One-Stop Centers.

I.8 Senior Community Service Employment Program (SCSEP)

The Senior Community Service Employment Program (SCSEP) fosters useful part-time, work-based training opportunities (community service assignments) for unemployed low-income persons who are 55 years of age or older who have poor employment prospects.

Describe how the local workforce system will ensure integration of the Senior Community Service Employment Program (SCSEP) into the Local Workforce Area business plan.

Pima County recognizes that older workers are a growing part of the workforce. They bring special strengths, and those that become unemployed often face special challenges trying to obtain employment. The WIB made Older Workers the theme of its annual meeting in December, 2010 (WIB Annual Meetings generally draw an audience of 130.) A SCSEP worker has been housed at a Comprehensive One-Stop since the mid '90s.

Moving forward, the state has asked Pima County to administer this program, a transition that should be complete by the time this Plan is finalized, so the County will now become SCSEP partner as well as providing a site for service delivery.

SCSEP is a critical program designed to help unemployed workers 55 and over obtain some basic work experience. The eligibility includes a family income guideline which excludes people from families with an income greater than 125% of the poverty level. Recognizing that the income and age limits do not allow the workforce system to fully meet the needs of older workers, many of whom are motivated to seek full or part time work because of rising health care costs, Pima County has taken an aggressive position by allocating local funds to provide specialized workshops for workers over 50, regardless of family income. In recent years, SCSEP staff referred their potential clients to these workshops, or obtained referrals from the workshops.

Experience with the older worker population provides the *Business Services Team* with a talent pool and a unique perspective on their strengths that can help employers as they evaluate candidates for jobs.

The challenge for the workforce system is to help employers transfer the knowledge from older workers to younger workers despite very different generationally defined communication methods.

I.9 Youth Services

Each Local Workforce Investment Area (LWIA) coordinates with community partners to offer services to youth, especially youth with significant barriers to employment. In collaboration with their partners, strategies are developed by the LWIAs to provide initial intake, objective assessment, case management and individual service strategies and eligibility assessment.

Describe the strategies to be used to incorporate the required youth program elements within the design framework.

Youth Program elements consist of:

1. Tutoring, study skills training and instruction leading to the completion of secondary schooling including dropout prevention strategies;
2. Alternative secondary school services;
3. Summer employment opportunities directly linked to academic and occupational learning;
4. Paid and unpaid work experiences including internships and job shadowing;
5. Occupational skill training;
6. Leadership development opportunities;
7. Supportive services;
8. Adult mentoring for a duration of at least twelve months, that may occur during and after program participation;
9. Follow up services for not less than 12 months after the participant completes the program; and
10. Comprehensive guidance and counseling, including drug and alcohol counseling and referral to counseling as appropriate to meet the needs of the participant.

The Wild Daisy Model (Exhibit 1) is collaborative. The "petals" in the model are the ten (10) service elements (as well as others that may be available through community linkages). In the center is the young person, who is guided by a Workforce Development Specialist in choosing the appropriate petal(s).

In Pima County's model intake, assessment, service planning, participant tracking, and accountability are centralized or standardized across agencies. Partner agencies form a network offering multiple points of entry and a choice of service-delivery locations. Although agencies focus on particular populations within the County, all youth receive consistent services and access all appropriate service options by means of an Individual Service Strategy (ISS) that is completed by the Workforce Development Specialist with the participant. The ISS is a standard form and interview protocol that is completed upon enrollment of each WIA youth participant. At this time Pima County One-Stop is piloting a new "Interim Assessment Tool" that will be used to conduct ISS updates with enrolled participants who may have already completed some services and/or may be participating in ongoing services. The purpose of the ISS update is to:

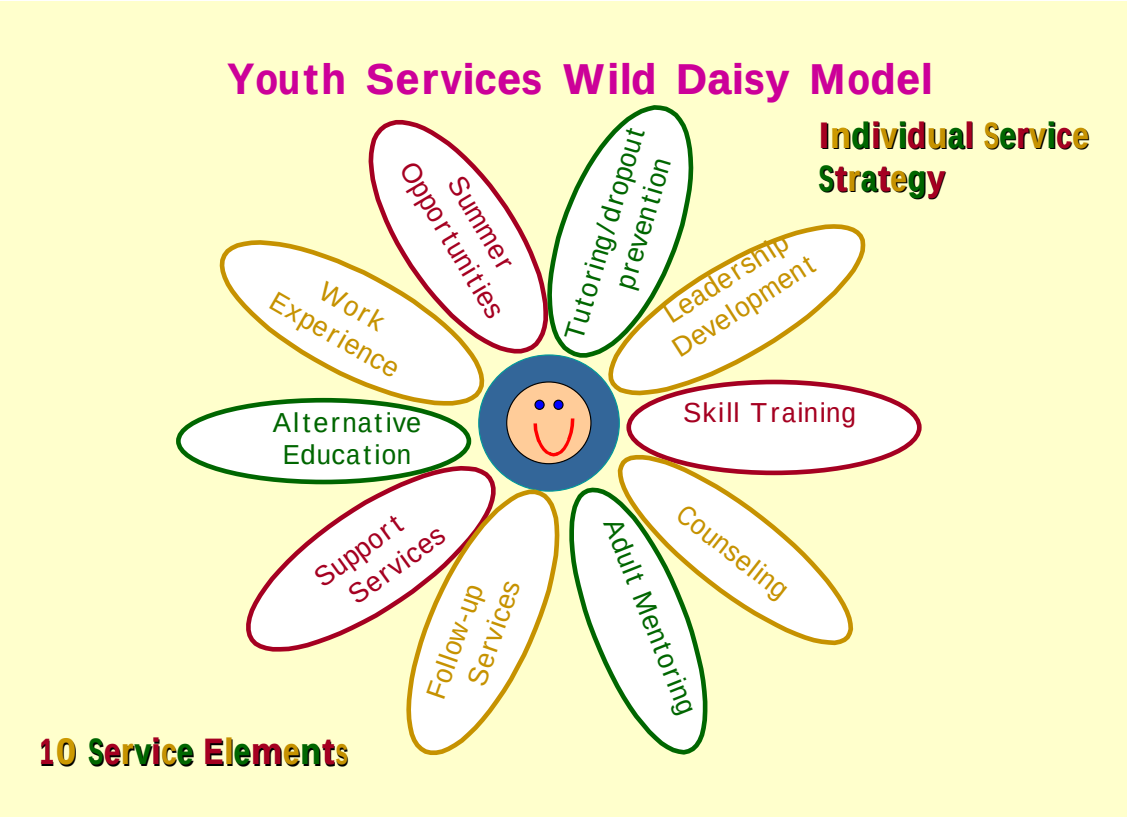
- Ensure that youth continue to receive services appropriate to individual situations.
- Consider the totality of youth's circumstances in identifying and addressing needs.
- Offer every service type that appears in the "Daisy" diagram.
- Further integrate youth services across agencies.

- Gauge progress of currently enrolled youth; reassess status.
- Encourage comprehensive services responding to multiple needs that may arise over time and require collaboration and leveraged resources.

Each agency's services – and any available funding for them – become part of a shared menu of services. Funding for the client in the middle of the daisy is driven by his/her needs, and services (the Petals) are selected as needed. Youth entering the One-Stop System have access to all of the services offered to adults as well as special services offered for young people.

Youth-serving organizations of Pima County participated in a resource-mapping exercise as part of the development of this plan. The purpose of the session was to identify opportunities for new and expanded collaborative partnerships beyond the scope of what is possible under WIA funds alone. Participants included mandated partners – such as Fred Acosta Job Corps Center – and non-mandated community-based organizations, including both WIA contractors and organizations that provide related services independently from WIA.

The resulting resource map is incorporated into this plan as the basis for expanded collaborative partnerships in which Workforce Investment Act Services are embedded in a longer, more comprehensive continuum of service delivery. Since WIA services are expected to result in unsubsidized employment or sustainable college enrollment in two years or less, many youth may benefit in a series of coordinated steps leading up to WIA enrollment during which work maturity, high-school level competency, and basic life skills, can be developed in a realistic time frame.



1. **Tutoring/Dropout Prevention –** tutoring, study skills, training and instruction, leading to the completion of secondary schooling, including drop-out prevention strategies.

The Workforce Development Specialist (WDS) connects youth to various academic opportunities at their school, community based organizations, libraries, on-line accredited educational services and tutoring vendors obtained via RFP. Youth with low test scores are referred to remedial classes as part of the summer or year-round program. Identified community resources include: Youth On Their Own (YOTO), Tucson Youth Development (TYD), Service Employment & Redevelopment (SER), Tucson Urban League (TUL), Pima County Public Library (PCPL), and Portable, Practical Educational Preparation (PPEP).

2. **Alternative Education –** alternative secondary school services.

Provide youth with requirements and information to various alternative schools within our county including charter schools such as County operated Pima Vocational High School and agency operated charter schools such as ACE Charter School. Identified community resources include: Fred Acosta Job Corps, YOTO, TYD-ACE, PCPL, PPEP, Pima County Las Artes, and Pima Vocational High School.

3.	**Summer Opportunities –** Summer employment opportunities directly linked to academic and occupational learning.	The WDS connects the youth to one of the summer employers. Summer agencies set up and monitor worksites at a variety of government, non-profit and for-profit worksites. Youth must score at least at their grade level on the TABE to be referred to a job. Those that score lower will be referred to remedial classes or to a summer program combining remedial instruction with work experience. Identified community resources include: TYD, SER, TUL, PCPL, PPEP, and Goodwill.
4.	**Work Experience –** paid and unpaid work experiences including internships and job shadowing.	The WDS will help youth obtain onsite training opportunities within the public/private business sector in order to provide opportunities leading to employment opportunities in targeted industry sectors. Identified community resources include Fred Acosta Job Corps, Lutheran Social Services Refugee Focus, Green for All, TYD, SER, TUL, PPEP, and Goodwill.
5.	**Skill Training –** occupational skills training.	Assists youth with occupational skills training through local vendors and/or accredited on-line credentialed vendors based on academic, occupational and career pathway skills assessment. Programs may be structured such as Job Corps and JTED, or enrollment into community college classes. Identified community resources include: WIA One-Stop Individual Training Accounts, Job Corps, JTED, Lutheran Social Services Refugee Focus, Green for All, TYD, SER, TUL, PCPL, PPEP, and Goodwill.
6.	**Leadership Development –** leadership development opportunities.	The WDS arranges leadership opportunities with various educational groups and local service organizations that may provide training opportunities such as United Way sponsored activities. Identified community resources include: Job Corps, Green for All, TUL, PPEP/Youthbuild, Metropolitan Education Commission, and YOTO.
7.	**Supportive Services –** support services.	Arranges for work site tools, bus passes, and appropriate worksite clothing, Refer to vendor for behavioral counseling. Works with Sullivan Jackson Employment Center and Youth On Their Own to secure housing for homeless teens. Identified community resources include: Job Corps, YOTO, Lutheran Social Services, TYD, SER, TUL, PCPL, PPEP, and Goodwill.

8.	**Adult Mentoring –** adult mentoring for a duration of at least twelve (12) months, that may occur during and after program participation.	Collaborate with local agencies that provide mentoring services, develop service learning opportunities utilizing civic and or local community engagement organizations, and monitor mentoring activities provided by teachers and worksite supervisors. Identified community resources include: YEARN collaborative (faith-based/community based partnership), Job Corps, YOTO, Lutheran Social Services, Green For All, and Goodwill.
9.	**Follow-up Services –** follow up services for not less than twelve (12) months, after the participant completes the program.	Provide 12 months of follow-up services after completion of program to include: phone contact, in person, home visits, mailed follow-up letters and various social media (text messages, email, etc.), in order to identify follow-up services needed. Services may include academic tutoring, referrals to social and non-profit community organizations.
10.	**Counseling –** comprehensive guidance and counseling, including drug and alcohol counseling.	The WDS uses behavioral counseling vendors established by a County RFP to refer youth to comprehensive mental health and counseling services.

The One-Stop partners collaborate with employers in high growth/high demand industries, training and education providers, and community-based and faith-based organizations to operate a One-Stop Youth Services network. Partners such as Vocational Rehabilitation, Employment Service, JTED, Job Corps and Pima Vocational High School Charter School also play vital roles in the network. The network offers a “no-wrong-door” access to an integrated menu of community youth service options, such as dropout retrieval programs, work experience opportunities, youth development activities, support services and training. Individualized guidance by caring adults is the glue that holds the system together.

Describe the strategy to provide initial intake, objective assessment, case management, individual service strategies and eligibility assessment of youth.

Intake and testing is provided at One-Stop, subcontractor agencies, and schools, however it is conducted under One-Stop supervision. Further assessment is conducted at One-Stop. Interested, eligible youth are referred to a WDS from the intake unit. It is the Workforce Development Specialist who prepares an Individual Service Strategy and arranges the services needed for the youth.

Describe how the Local Workforce Area will deliver comprehensive services for eligible youth, particularly youth with significant barriers to employment. The discussion must include how the Local Workforce Area coordinates youth activities, including coordination of WIA youth activities with the services provided by the Job Corps program (if applicable) in the state.

Pima County targets WIA youth that are considered neediest and most at-risk, which are defined as: out-of-school youth, high school dropouts, runaway and homeless youth, youth in foster care, court involved youth, children of incarcerated parents, parenting, migrant youth dropouts and youth who are behind in school. Pima County has challenged One-Stop staff working with youth to determine if their clients are without a high school diploma or AIMS deficient and to assist the participant in passing the AIMS (or its replacement) test or GED through tutoring programs available in the community, or return to school.

Services are provided by a multi-agency team of case managers from Job Corps, community-based organizations, Juvenile Justice, training institutions, charter schools, rehabilitation services providers, homeless youth agencies and prevention programs. The strength in this approach is that although each Case Manager and Workforce Development Specialist performs essentially the same job function, still each Case Manager is a "youth specialist" who serves and provides information about a particular youth service, such as charter school admissions, youth adjudication/juvenile court services, Job Corps. Also, each of these organizations either has staff on-site at a One-Stop location; is a One-Stop contractor; or has in place a process of (usually mutual) referrals and co-enrollments within the One-Stop System. One-Stop Youth Services staff are well-versed in community resources for youth and routinely make referrals to point persons at each community-based organization. This referral network has recently been enhanced with mutual planning between the Youth Council and the United Way's Youth Development Coalition.

Pima County conducts specific Requests for Proposals (RFPs) for vendors interested in providing basic education, tutoring or work experience and internships to youth. Case Managers refer clients to these vendors based on client need and vendor availability. Additional RFP processes identify vendors for behavioral counseling on a fee for service basis.

During the current contracting process, providers are encouraged to partner with grassroots organizations, volunteers, private sector employers and other collaborators to offer specialized experiences "bundled" with their basic education and work experience slots.

Pima County is in the process of instituting a new "Interim Assessment Tool" for youth who have already begun to access services. This tool is intended to shed light on each youth's current situation and direct staff in referring each youth to services that will be specifically tailored to their needs by leveraging partner specialties. For example a young person with a strong identified career interest and academic skill deficits might be matched with a program combining basic education and work experience with an industry career mentor in their field of interest, while another participant who is on track to graduate, but low in self-confidence might be referred to a leadership opportunity in the community.

This process will also be used to inform current and future vendor contracts and Requests for Proposals by identifying trends among youth in terms of needs, barriers, services and effective solutions.

During the planning process, stakeholders expressed the need for a clearer "road" map for youth-serving systems and referrals. As the One-Stop expands to engage new partners, Pima County will work with each partner to employ effective practices already developed with existing collaborations. These include having a clear division of labor; having points of contact assigned at each "end" of the referral pathway; clarifying information to be shared; putting protocols in place to obtain participant/parent permission to share specified information between partners; having clear communication channels; and regular meetings to coordinate services.

The Youth Council and One-Stop partners intend to sponsor more professional development opportunities for youth-serving organizations to learn about workforce programs and resources. Tools are needed both for youth service providers and for youth themselves to help navigate and select from many program options. Youth customer feedback should factor into this navigation. The Opportunity Youth Incentive Fund Project of the United Way Youth Development Coalition is aimed in part at understanding and improving ways for youth (especially those who are unemployed and not in school) to navigate between program options.

Preparing for post-secondary education. The system incorporates a wide range of assessment tools to pinpoint any basic education skills that youth may be lacking. Once

assessments are complete, youth are directed (if necessary) to One-Stop staff and partners who are contracted to provide remedial and/or basic education lessons.

Connecting academic and occupational learning. Each youth customer is required to attend the Employability Skills Course, where he/she receives an overview of employer expectations, workplace culture, interviewing skills, and so on. In addition, the One-Stop's Workforce Development Specialists coordinate internship, on-the-job training, and apprenticeship opportunities for youth, which in many cases allow young people to continue or begin an academic program while taking part in workplace or experiential learning. In addition, the system's Las Artes Program is designed to support exactly this type of dual function. It assists youth in building academic progress and earning a GED while teaching them workplace skills in a "quasi-commercial" setting.

Preparing youth for unsubsidized employment. The One-Stop offers the following for these youth: skills, interests, and aptitudes assessments; employability workshop; career exploration workshop; basic education courses; computer skills courses; GED preparation; résumé assistance; supportive services, including behavioral counseling; and one-on-one sessions with Workforce Development Specialists who provide job leads, career consultation, and assistance with Individual Employment Plan (IEP) development. Youth gain valuable training through Job Corps or in training programs offered by the community college.

Connecting youth to business. The One-Stop System *Business Services Team* connects all One-Stop customers – including youth – to local businesses. The WIB Youth Council also participates in linking young people to employers. The Youth Council and One-Stop partners supplement WIA youth services by providing career-themed youth events that raise the profile of youth employment and rely primarily on donations and volunteer time. Youth are connected directly to businesses via our Pledge-A-Job Program as well. This program invites businesses to submit their (unsubsidized) job orders to the Youth Services Team. The Team identify youth whose skills and interests match the job order and pre-screen them for employer minimum qualifications before referring them to apply for the vacancy.

At this time, Pima County One-Stop is exploring with the County Administration and other local leaders the feasibility of a high-profile marketing campaign to encourage companies to get involved in the workforce system in light of their own future talent needs. Such a campaign would build on the One-Stop's current business-customer-focused model, with a specific position designated on the *Business Services Team* to work with companies to design partnerships that leverage different One-Stop partners and programs to fit each company. Each company would have a menu of youth employment tools, ranging from formal On-The-Job Training contracts, to offering a site a subsidized work experience position or internship, to

utilizing One-Stop Recruitment Services to identify qualified young adults to apply for unsubsidized vacancies.

As part of the WIB's Sector Strategy several initiatives have helped youth transition into the workplace. A program led by Tucson Youth Development and Tucson Medical Center (TMC) has helped youth leaving high school, to enter a fast track, work based program at TMC that leads directly to a Certified Nursing Assistant credential. Graduates of this program that continue working at TMC are eligible for tuition assistance as they continue on a career track.

Last year, the One-Stop, JTED, and school districts identified twenty (20) high school seniors interested in biotechnology and sponsored a class at the University of Arizona. More recently, the One-Stop worked with machinist employers, Tucson Youth Development and JTED to link graduating seniors to both work and classes at Pima Community College. In the process the machinist's employers sat down with Pima Community College and redesigned the curriculum.

Continued efforts to integrate youth programs into the WIB's Sector strategy will open additional doors for low-income youth.

Identify the additional 5% non-economically disadvantage youth barrier, including the process and criteria to be used to determine "serious barriers to employment", and the process to track enrollment of non-economically disadvantaged youth.

Not more than 5% of youth participants receiving services through WIA youth funds will be individuals who do not meet the minimum income criteria to be considered eligible. These individuals must lack basic occupational skills. The 5% window is not currently being used, since need exceeds available funding; however, if non-economically disadvantaged youth were to be enrolled, they would be tracked manually.

Identify the process that is used to track out-of-school youth enrollments and expenditures to meet the 30% out-of-school youth minimum expenditure requirement.

The program has set a target of 50% expenditures for out-of-school youth. Contracts with providers are written reflecting these targets. One-Stop divides WIA youth funds into two streams for tracking and reporting in the financial system: In School and Out of School Youth.

Charges follow each youth, and cost allocation models for related expenditures reflect In School and Out of School Youth funding streams.

Identify the sixth youth barrier(s) for "individuals (including youth with a disability) who required additional assistance to complete an educational program, or to secure and hold "employment," as identified by the Local Workforce Board.

The sixth youth eligibility criteria is Occupationally Skills Deficient, which is defined as:

- Has never worked;
- Has had insufficient job experience and has not successfully completed skills training in the occupation in which training will be provided; or
- Is two or more grade levels below his or her age appropriate level in any category, as this could severely limit the required skills needed for most employment opportunities.

Describe in detail, strategies to identify, recruit and engage youth to comply with the Literacy and Numeracy Gains performance measure.

1. Schedule post-tests at the point of eligibility and pre-test (TABE) evaluation.
2. Recruitment is not necessary at this time; there is no lack of youth to participate in the measure.
3. Identification of youth to be included in the measure is made at the point of entry.
4. Generate systems reports identifying youth requiring a post-test.

Describe in detail how the Local Workforce Area will conduct monitoring of Youth Program providers to ensure compliance with program objectives.

On-site monitoring (program and fiscal) occurs once a year. The One-Stop uses a Quality Assurance Tool modeled after the one the state uses. Desk monitoring occurs monthly with the preparation of reports for the WIB's Performance Committee. Quality Assurance review of data in Arizona's Job Connection occurs at least once a month through the generation of error reports sent directly to case managers.

I.10 Veterans

The primary objective of the Veterans' Program is to develop and support programs that increase opportunities for Veterans to obtain employment and job training in Arizona. Eligible Veterans are entitled to receive priority services in job referrals and training as well as other employment-related services.

Describe strategies that will ensure compliance with the priority of service procedures and how Veterans will be served.

All One-Stop sites provide a preference for Veterans and their spouses. In addition Pima County obtained a Veterans' Workforce Investment Program grant and created an Affiliate One-Stop next door to the Kino One-Stop, which is dedicated to dislocated workers. This Affiliate One-Stop incorporates staff from DES' Veterans Program, WIA Dislocated Worker Program, the Veterans' Workforce Investment Program (VWIP), Old Pueblo Community Services, Rally Point and Primavera Foundation, to provide Veteran job seekers with a range of services. Employability Skills Workshops have been reengineered to help meet the needs of Veterans, with particular emphasis on translating military skills into civilian occupational skill parameters. Participants are helped through the maze of training options and funding mechanisms for training, including VRAMP, GI Bill, WIA and VWIP funds.

The opportunity for the workforce system is to match a growing number of new Veterans with the needs of employers in sectors that offer career paths with decent paying work.

Describe in detail strategies to be implemented to identify and enroll eligible Veterans in the Dislocated Worker program.

The orientation provided at Rapid Response or to job seekers entering One-Stop Centers, explains the services available to both Veterans (and eligible spouses) and dislocated workers, including Trade Adjustment Assistance. These services include the specialized Veterans' One-Stop, which houses dislocated workers staff in addition to Veterans' Workforce Investment Program, DVOP and other staff with expertise in Veteran areas. Services also include employability skills workshops geared to Veterans, and assistant to help Veterans crosswalk their military skill sets in civilian occupational definitions. Finally, having a centralized intake system enables staff, trained to perform intake for a variety of programs, easily identify Veterans who are also dislocated workers, or dislocated workers who are also Veterans.

J. Desired Outcomes

Identify who will negotiate performance measure goals on behalf of the local board.

The Director of Community Services Employment and Training.

A description of the local levels of performance negotiated with the state to be used by the Local Workforce Board for measuring the performance of the local administrative and fiscal agent (where appropriate), eligible training providers, and the local One-Stop Delivery System.

Arizona Job Connection - WIA Report for PIMA New Percentages for Program Year 2013		
PERFORMANCE ITEMS	**PROGRAM GROUP**	**NEGOTIATED**
Entered Employment Rate	Adults	74.5
	Dislocated Workers	83
	Older Youth	72.5
Retention Rate	Adults	82.5
	Dislocated Workers	86
	Older Youth	80.1
	Younger Youth	62
Average Earnings (Ad/DW) Earnings Gain (OY)	Adults	12,762
	Dislocated Workers	15,000
	Older Youth	3,645
Credential/Diploma Rate	Adults	66.5
	Dislocated Workers	71
	Older Youth	42.5
	Younger Youth	68
Skill Attainment	Younger Youth	81.5
Placement in Employment or Education	Youth (14 - 21)	62.5
Attainment of Degree or Certificate	Youth (14 - 21)	60.5

Literacy or Numeracy Gains	Youth (14 - 21)	43

Trade Adjustment Act Federal Fiscal Year (FY) 2012 Performance Goals:

Re-employment Rate 58%

Retention Rate 83.2%

Average Earnings $13,278

Wagner-Peyser 2013

Entered Employment Entered Employment Rate 55%

Employment Retention Entered Employment Rate 80%

Average Earnings $13,000

The plan should also describe any additional established indicators and system measures, beyond those required by programs' authorizing statutes.

Each month the Pima County One-Stop produces a report for the WIB's Performance Committee, which is then presented to the WIB. Data includes:

- Customer Traffic at One-Stops operated by County.
- Year to Date Enrollment, Training, and Placements for Youth, Adults and Dislocated Workers.
- Average Hourly Wage at Placement by Sector.
- On-the Job Training Enrollments Year to Date.
- Apprenticeship Enrollments Year to Date.

Describe the state approved balanced scorecard measures and how you plan to measure and track progress – include additional measures chosen by your local area that will be included on your balanced scorecard.

Pending.

Describe the state required data management system and how partners will interact to provide needed information and to get information from the system needed to manage the local workforce system.

The state required data management system is the Arizona Job Connection system which came online in February, 2012. Parts of the Pima County One-Stop System use AJC to help employers list job orders, make job referrals, record job order completion information, register

applicants into the system for Employment Service, Veterans, WIA and TAA activities; Track participants' progress; Record participant completion information and job placement information and Track one year of follow up information. AJC is used to generate performance measure reports.

Describe the role technology will play in accessing services and tracking information to enhance service delivery.

Technology plays an increasingly vital role in accessing services and tracking information. Pima County uses data to make informed decisions that will enhance service delivery on a regular basis. Technology is also used to track expenditures and allocate costs and otherwise ensure that funds are used efficiently.

Some examples of the way that technology is changing service delivery:

- GED testing will be conducted on-line in 2014.
- For the last several years, County has collected 5,000 youth applications via web for its Summer Program.
- Some types of training are offered on-line.
- Most job applications are now on-line.
- On-line résumés.
- One-Stop provides basic computer skills for applicants.

How will you measure customer satisfaction and what will you do to use the results for enhancements?

Customer Feedback Survey-DATE:

The One Stop is committed to providing quality services. Your opinion will help us continuously improve as well as recognize what's working. Please take a few minutes to answer the following questions:

I visit the One Stop Career Center:
- ☐ this is my first visit
- ☐ occasionally (1-5 times per month)
- ☐ regularly (1-5 times per week)

Today I came to the One Stop (for):
(please check all that apply)
- ☐ an appointment with my case manager
- ☐ a workshop_____
- ☐ to see a job developer
- ☐ to use the computers/resources
- ☐ to have documents faxed
- ☐ help with rent, utilities, water, etc…
- ☐ to see an employer/job club
- ☐ intake OR orientation/intro to services
- ☐ to see a Veteran representative
- ☐ help with unemployment insurance
- ☐ other_____

Today I interacted with (name of staff):
(please check all that apply)
- ☐ front desk staff_____
- ☐ a case manager_____
- ☐ a job developer_____
- ☐ an instructor_____
- ☐ rent/utility/water etc. staff_____
- ☐ other_____

How satisfied are you?
- ☐ very satisfied
- ☐ somewhat satisfied
- ☐ dissatisfied
- ☐ very dissatisfied

Suggestions/Comments:
(feel free to write on the back)

OPTIONAL:
I have been out of work for:_____
I am receiving UI benefits: ☐ Yes ☐ No
My occupation is:_____
I am a military Veteran: ☐ Yes ☐ No

I can be contacted for more information:
☐ Yes ☐ No (if yes, please continue)

Name:_____

Phone:_____

Email:_____

Thank you, please drop in suggestion box!

K. Agreements, Policies and Procedures

Reference: Local Governance Policy; One-Stop Delivery System Policy

The plan must discuss how the LWIA will align policies, operations, administrative systems, and other procedures to assure coordination and avoid duplication of workforce programs and activities outlined in WIA Section 121(b).

In accordance with State policy attached the following:

- ***Fully executed Chief Local Elected Official Agreement*** clearly identifying the administrative and fiscal entity and reflecting the responsibilities of each.
- ***Chief Local Elected Official and Local Board Partnership Agreement***
- ***Local Board and Designated Operator Agreement***
- ***Fully executed Memorandums of Understanding*** between the One-Stop Operator and each partner agency.
- ***Fully executed Resource Sharing Agreement*** outlining how services and operating costs of the local system will be funded; methodology for cost sharing and invoicing and payment processes.

Provide in detail how the Local Workforce Board and Chief Local Elected Official will ensure that One-Stop Operator Agreement will be adhered to and the institutional controls that will be implemented to ensure adherence to the Agreement with respective roles and responsibilities of each party with respect of the operation of the One-Stop System.

The Pima County WIB and Chief Local Elected Official will ensure that One-Stop Operator Agreement will be adhered to through WIB meetings and presentations to the Board of Supervisors. The Chief Elected Official signs a contract for Pima County for Workforce Investment Act Title IB funds. As a grant recipient, Pima County maintains institutional controls regarding legal obligations, performance expectations, expenditure of funds, and cost allocation.

Describe the monitoring process and oversight criteria and procedures utilized to move the workforce investment system toward the Local Workforce Area goals.

The Pima County WIB has established a Performance Committee that meets monthly and reviews performance. Each partner is responsible for their individual negotiated goals and the Pima County WIB may request additional information to ensure the goals are achieved.

Describe how the Local Workforce Area identifies areas needing improvement and any processes in place to address identified deficiencies.

The Performance Committee identifies areas needing improvement. If a deficiency is noted, a corrective action plan is requested. The plan includes an assessment of the problem, steps needed to correct it and a timeline. The plan is monitored by the Committee. On rare occasions circumstances have changed, requiring an amendment to goals. The amendment may be approved by the Performance Committee and recommended to the WIB and/or the funder.

Provide a copy or a URL link to all local operational and programmatic polices.

Under separate file.

L. Complaints and Grievances

Each local area, and direct recipient of funds under Title IB of WIA, except for Job Corps, must establish and maintain a procedure for grievances and complaints. In addition, Local Workforce Areas must provide information about the content of the grievance and complaint procedures to participants and other interested parties affected by the local Workforce Investment System, including One-Stop partners and service providers.

Copies/Notices of Equal Opportunity are posted in public areas at the One-Stop, Case Manager's offices, and subcontractor sites.

For WIA Title IB, at any time, a job seeker, applicant, participant, business customer, contractor, or service provider may file a protest for denial of eligibility or termination from the program, award/denial of a contract, denial of inclusion on the Eligible Training Provider List, the process used in awarding the contract or other actions by the Pima County WIB and /or One-Stop Career Center Operator. Customers may file a complaint if they feel that they are not being

treated professionally or not receiving any of the One-Stop services that they think they are entitled to receive. All protests must be filed in writing. One-Stop partner grievance policies are available from the partners and may be obtained by the job seeker, applicant, participant, business customer, contractor, or service provider.

Describe in detail the Local Workforce Area's process, procedures and local policy to address formal and informal complaints from job seekers and business customers.

The first level for the complaint resolution is with staff providing the services. The staff works with the customer explaining the program's eligibility, availability of funds, waiting lists, procedures, and Veterans' preference. If the customer is satisfied, the complaint is considered closed.

Second level is when the customer is not satisfied with the answers, services or information provided. The customer may file a complaint with the Supervisor or Program Manager. If the customer is satisfied, the complaint is considered closed.

Third level is when the customer is not satisfied with the answers, services or information provided. The customer may file a complaint with the One-Stop Director. If the customer is satisfied, the complaint is considered closed.

WIA applicants and/or participants may submit a complaint to the State of Arizona WIA EO. A complete record of the complaint is filled in the client's file and is available to state and federal monitors. Handicap, race, color, national origin, age, sex, religion, political affiliation or belief, discrimination complaints shall be sent directly to:

Directorate of Civil Rights
U. S. Department of Labor
200 Constitution Avenue, N.W.
Washington, D.C. 20210

With the exception of handicap discrimination, complaints will be accepted for a period of one year from the date of the alleged violation. In accordance with WIA and as per 29 CFR, Part 32, referred to therein, handicap complaints will be accepted for a period of 180 days from the date of the alleged violation.

Pima County Workforce Plan

We, the undersigned, do hereby approve and submit this Local Plan for the Workforce Investment Act (WIA) Title IB Programs for the:

_____

Local Workforce Investment Area (LWIA)

Submitted on behalf of the Local Workforce Investment Board (LWIB) and Chief Local Elected Official(s) for this Local Workforce Investment Area.

_____ _____

Signature - Chief Local Elected Official Date

_____

Name and Title

_____ _____

Signature – Chair, Local Workforce Investment Board Date

_____

Name and Title

Approved on behalf of the State of Arizona:

_____ _____

Signature – Chair, Workforce Arizona Council Date

Pima County

Operator Agreement

The Pima County Board of Supervisors designates the Pima County Workforce Investment Board to Local workforce Investment Board and the Community Services Employment and Training Department of Pima County Government to be the One-Stop operator.

It is agreed that:

The One-Stop System shall strive to provide exemplary, seamless, workforce development services to all employers and job seekers of Pima County who request assistance;

Partners will coordinate service delivery so as to complement each other's strengths;

One-Stop shall convene cross-training of partner staff in order to maximize services;

Partners will coordinate grant applications for additional funds to serve Pima County employers and job seekers;

This Agreement will remain in force until revoked by both parties.

_____	_____
Chair, Pima County Workforce Investment Board (WIB)	Director, Pima County Community Services Employment and Training (CSET)
_____	_____
Date	Date