OKLAHOMA PYS 2024-2027

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OVERVIEW

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

OPTIONS FOR SUBMITTING A STATE PLAN

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

- the Adult program (Title I of WIOA),
- the Dislocated Worker program (Title I),
- the Youth program (Title I),
- the Adult Education and Family Literacy Act program (Title II), and
- the Wagner-Peyser Act Employment Service program (authorized under the Wagner-Peyser Act, as amended by title III),
- the Vocational Rehabilitation program (authorized under Title I of the Rehabilitation Act of 1973, as amended by Title IV).

Alternatively, a State may submit a Combined State Plan that meets the requirements described in this document and outlines a four-year strategy for WIOA's core programs plus one or more of the Combined State Plan partner programs. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. If included, Combined State Plan partner programs are subject to the "common planning elements" (Sections II-IV of this document) where specified, as well as the program-specific requirements for that program where such planning requirements exist separately for the program. The Combined State Plan partner programs are—

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (20 U.S.C. 2301 et seq.)
- Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.)
- Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
- Trade Adjustment Assistance for Workers programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
- Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.)
- Unemployment Insurance programs (programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
- Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Employment and training activities carried out by the Department of Housing and Urban Development
- Community Services Block Grant (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) [1]

[1] States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried out by the Department of Housing and Urban Development that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

HOW STATE PLAN REQUIREMENTS ARE ORGANIZED

The major content areas of the Unified or Combined State Plan include strategic and operational planning elements. WIOA separates the strategic and operational elements to facilitate cross-program strategic planning.

- The **Strategic Planning Elements** section includes analyses of the State's economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State's workforce development system and alignment strategies for workforce development programs to support economic growth.
- The **Operational Planning Elements** section identifies the State's efforts to support the State's strategic vision and goals as identified in the Strategic Planning Elements section. This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support

ongoing program development and coordination. Operational planning elements include:

- State Strategy Implementation,
- State Operating Systems and Policies,
- Assurances,
- Program-Specific Requirements for the Core Programs, and
- Program-Specific Requirements for the Combined State Plan partner programs. (These requirements are available in a separate supplemental document, Supplement to the Workforce Innovation and Opportunity Act (WIOA) Unified and Combined State Plan Requirements. The Departments are not seeking comments on these particular requirements).

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.[2] States must develop strategies that look beyond strategies for the general population and develop approaches that also address the needs of target populations. Use of links to external websites and documents is permitted within the State Plan narrative submission, if such links remain active and adhere to Section 508 accessibility requirements.

Paperwork Reduction Act: The Paperwork Reduction Act of 1995 (PRA) provides that an agency may not conduct, and no person is required to respond to, a collection of information unless it displays a valid OMB control number. Public reporting burden for this information collection is estimated to be 86 hours per state; including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Responding to this collection is required to obtain or retain the Federal grant benefit. In addition, responses to this information collection are public, and the agencies offer no assurances of confidentiality. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor, Office of Workforce Investment, and reference OMB control number 1205-0522. Note: Please do not return the completed plan to this address.

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

I. WIOA STATE PLAN TYPE AND EXECUTIVE SUMMARY

A. WIOA STATE PLAN TYPE

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

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

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

This is a combined plan

COMBINED PLAN PARTNER PROGRAM(S)

Indicate which Combined Plan partner program(s) the state is electing to include in the plan.

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (20 U.S.C. 2301 et seq.)

No

Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.)

No

Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))

No

Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))

No

Trade Adjustment Assistance for Workers programs (activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))

No

Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.)

Yes

Unemployment Insurance programs (programs authorized under State unemployment compensation laws in accordance with applicable Federal law)

No

Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))

No

Employment and training activities carried out by the Department of Housing and Urban Development

No

Community Services Block Grant (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))

No

B. PLAN INTRODUCTION OR EXECUTIVE SUMMARY

The Unified or Combined State Plan may include an introduction or executive summary. This element is optional.

Oklahoma is pleased to present this Combined Strategic Four-Year State Workforce Development Plan for the Workforce Innovation and Opportunity Act, administered by the Oklahoma Employment Security Commission. The Plan discusses the State's vision, goals, and strategies for carrying out the WIOA programs administered by OESC, as well as those administered by core partners (Oklahoma Department of Rehabilitation Services and Oklahoma Department of Career and Technology Education). Under the leadership of the Governor and the Governor's Council for Workforce and Economic Development (OK State Board), OESC has established a foundational framework that assembles the various workforce entities together as a delivery system. This supply chain model aligns all similarly missioned initiatives and organizations that touch WIOA efforts across the State and local levels. The State's strategic vision is to align resources, education, training, and job opportunities so that outcomes are pursued collectively to build Oklahoma's workforce. Under this new workforce system, the State is positioned to meet the six (6) 'success factors for effective workforce development owner' of Governor Stitt's Workforce Transformation Task Force Report published in April of 2023: 1) **Authority**; 2) **Accountability**; 3) **Coordination**; 4) **Information**; 5) **Agility**; 6) **Durability**.

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II. STRATEGIC ELEMENTS

The Unified or Combined State Plan must include a Strategic Planning Elements section that analyzes the State's current economic environment and identifies the State's overall vision for its workforce development system. The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs to support economic growth. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. Where requirements identify the term "populations", these must include individuals with barriers to employment as defined at WIOA Section 3. This includes displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals. Additional populations include veterans, unemployed workers, and youth, and others that the State may identify.

A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

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

1. ECONOMIC AND WORKFORCE ANALYSIS

A. ECONOMIC ANALYSIS

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

I. EXISTING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

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

II. EMERGING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

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

III. EMPLOYERS' EMPLOYMENT NEEDS

With regard to the industry sectors and occupations identified in (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

Existing Demand Industry Sectors and Occupations

Overall industry employment in Oklahoma is projected to grow by 10.42% between 2020 and 2030. The Goods Producing portion of the economy will be powering the overall leap forward by gaining 14.36% - only Construction is projected to increase at a below average pace of 9.34%. Per the forecast most employees will continue to be employed by one of the many industries in the giant Services-Providing sector which will grow by 10.43%. Within its ranks however there is remarkable diversity in expected outcomes from Information's unexpected (+15.1%) surge to employ more than 20,000 Oklahomans to the relatively stable conditions in Financial Activities (+1.64). Cutbacks in federal and state government employment are expected to reduce overall public sector payrolls even with the gains coming from local entities.

At the occupational level the growth is expected to be faster in the fields where some kind of university degree is required – jobs that require an Associate's, Bachelor's, Master's, Professional, and Doctoral should all be growing faster than the overall state economy. However, there is also considerable demand for workers who have non-degree Postsecondary Awards. Occupations that typically need only High School graduates or individuals with only "Some College" are projected to be growing quite a bit slower than everything else.

	2022 Average Employment	2022 Average Annual Earnings	Employment LQ
NAICS 3329 Other fabricated metal product manufacturing - Fed Govt	1,634	67,581	39.24
NAICS 4869 Other pipeline transportation	1,275	$156,838	14.47
NAICS 2111 Oil and gas extraction	11,965	159,860	9.8
NAICS 4862 Pipeline transportation of natural gas	2,248	118,726	6.58
NAICS 2131 Support activities for mining	16,315	84,665	5.75
NAICS 1122 Hog and pig farming	1,636	49,110	5.21
NAICS 3334 Ventilation, heating, air-conditioning, and commercial refrigeration equipment manufacturing	6,429	58,148	4.18
NAICS 3324 Boiler, tank, and shipping container manufacturing	4,094	76,039	4.11
NAICS 3274 Lime and gypsum product manufacturing	607	68,555	3.62
NAICS 3262 Rubber product manufacturing	4,931	70,199	3.39
NAICS 9281 National security and international affairs	21,590	79,377	3.38

NAICS 3331 Agriculture, construction, and mining machinery manufacturing	7,493	72,907	3.27
NAICS 4245 Farm product raw material merchant wholesalers	1,960	39,219	2.59
NAICS 3312 Steel product manufacturing from purchased steel	1,567	73,056	2.58
NAICS 6211 Offices of physicians - Fed Govt	693	91,330	2.56
NAICS 3221 Pulp, paper, and paperboard mills	2,385	80,124	2.49
NAICS 3111 Animal food manufacturing	1,851	64,187	2.39
NAICS 3352 Household appliance manufacturing	1,785	47,029	2.37
NAICS 3271 Clay product and refractory manufacturing	926	53,039	2.35
NAICS 3364 Aerospace product and parts manufacturing	11,690	96,525	2.16
NAICS 3253 Pesticide, fertilizer, and other agricultural chemical manufacturing	870	114,517	2.14
NAICS 3116 Animal slaughtering and processing	11,834	49,125	2.06

Emerging Demand Industry Sectors and Occupations

This section will provide both data and analysis of key industries and occupations in Oklahoma using official labor market statistics from the OESC, the BLS, and the Census Bureau.

- Industries with a Heavy Concentration in the State

- Occupations with a Heavy Concentration in the State
- Statewide Long-Term Industry Projections, 2020 – 2030
- Statewide Long-Term Occupational Projections, 2020-2030

It is well understood that some industries are more heavily concentrated in some geographic areas than in others as individual firms have realized advantages in being close to competitors, customers, supply chain sources, etc. Knowing this policy makers can profit by understanding the long-standing (and perhaps even the emerging) economic geography of their state and sub-state regions. Using location quotients we can identify those industries and occupation that already exist and are thriving within our state.

Utilizing 4-digit NAICS codes we have identified industries with at least 500 employees within the private and federal government sectors that have a relative employment concentration that is at least twice that of the nation.

Next is a table showing similar employment concentration data but from an occupational perspective. Here we are illustrating occupations that have LQs of at least 3.0 and at least 100 employees:

Occupational Title	Employment	Annual Average Wage	Employment LQ
Gambling Surveillance Officers and Gambling Investigators	1,700	31,310	14.94
Rotary Drill Operators, Oil and Gas	1,770	56,380	13.37
Gambling Cage Workers	1,310	25,740	10.27
Gambling Change Persons and Booth Cashiers	1,870	26,400	9.16
Explosives Workers, Ordnance Handling Experts, and Blasters	420	50,890	8.18
Roustabouts, Oil and Gas	3,370	44,660	7.94
Service Unit Operators, Oil and Gas	2,730	56,330	6.92
Petroleum Engineers	1,470	144,160	6.62
Agricultural Engineers	110	62,890	6.56
Petroleum Pump System Operators, Refinery Operators, and Gaugers	2,050	83,850	6.01
Helpers--Extraction Workers	420	50,350	5.60
Gambling Managers	270	66,670	5.15
Maintenance Workers, Machinery	3,500	57,840	5.14
Wind Turbine Service Technicians	540	53,870	5.03
Aircraft Mechanics and Service Technicians	6,090	75,590	4.18
Geological Technicians, Except Hydrologic Technicians	400	73,300	4.05
Derrick Operators, Oil and Gas	470	54,200	3.94
Wellhead Pumpers	580	59,810	3.68
Coin, Vending, and Amusement Machine Servicers and Repairers	1,400	31,190	3.62
Agricultural Inspectors	540	42,820	3.56
Health Information Technologists and Medical Registrars	1,340	49,340	3.49
First-Line Supervisors of Gambling Services Workers	830	44,000	3.49
Rock Splitters, Quarry	140	30,640	3.30
New Accounts Clerks	1,610	37,320	3.28
Gas Plant Operators	480	70,670	3.09

Oklahoma Long-Term Industry Employment Projections, 2020 - 2030

Industry Title	Employment		Employment Change	
	2020	2030	Numeric	Percent
Total Employment[1]	**1,802,040**	**1,876,530**	**74,490**	**4.13**
Goods Producing	**287,030**	**294,530**	**7,500**	**2.61**
Natural Resources and Mining	69,010	72,680	3,680	5.33
Construction	80,300	86,950	6,650	8.28
Manufacturing	137,730	134,900	-2,830	-2.05
Services Providing	**1,418,310**	**1,481,150**	**62,850**	**4.43**
Trade, Transportation, and Utilities	299,860	300,830	960	0.32
Information	19,860	18,810	-1,060	-5.31
Financial Activities	79,110	80,760	1,650	2.09
Professional and Business Services	191,260	202,010	10,750	5.62
Education and Health Services	392,010	421,090	29,090	7.42
Leisure and Hospitality	193,920	213,070	19,150	9.88
Other Services (except Government)	71,680	72,520	840	1.17
Government	170,610	172,070	1,460	0.86
Total Self-Employed [2]	**96,700**	**100,850**	**4,150**	**4.29**
Agriculture[3]	**16,000**	**16,770**	**780**	**4.85**
Mining	**53,010**	**55,910**	**2,900**	**5.47**
Oil and Gas Extraction	18,000	17,120	-880	-4.88
Mining (except Oil and Gas)	2,320	2,490	170	7.52
Support Activities for Mining	32,700	36,300	3,610	11.03
Utilities	**10,740**	**11,030**	**290**	**2.66**
Construction	**80,300**	**86,950**	**6,650**	**8.28**
Construction of Buildings	13,070	13,530	460	3.54
Heavy and Civil Engineering Construction	19,100	21,820	2,710	14.2
Specialty Trade Contractors	48,130	51,600	3,470	7.21
Manufacturing	**137,730**	**134,900**	**-2,830**	**-2.05**
Food Manufacturing	15,410	15,270	-150	-0.95
Beverage and Tobacco Product Manufacturing	2,670	2,790	120	4.46
Textile Mills	120	100	-20	-17.5
Textile Product Mills	570	490	-80	-13.25
Apparel Manufacturing	510	340	-170	-32.48
Leather and Allied Product Manufacturing	140	130	-10	-9.93
Wood Product Manufacturing	1,800	1,620	-170	-9.53
Paper Manufacturing	3,210	3,380	170	5.27
Printing and Related Support Activities	2,280	1,830	-450	-19.69
Petroleum and Coal Products Manufacturing	2,560	2,650	90	3.55

Chemical Manufacturing	3,560	3,730	170	4.84
Plastics and Rubber Products Manufacturing	10,010	9,570	-450	-4.46
Nonmetallic Mineral Product Manufacturing	7,130	6,710	-420	-5.89
Primary Metal Manufacturing	3,840	3,780	-60	-1.61
Fabricated Metal Product Manufacturing	23,410	22,810	-600	-2.57
Machinery Manufacturing	27,040	25,580	-1,470	-5.42
Computer and Electronic Product Manufacturing	4,210	3,760	-460	-10.85
Electrical Equipment, Appliance, and Component Manufacturing	3,470	3,590	120	3.55
Transportation Equipment Manufacturing	20,360	21,440	1,070	5.27
Furniture and Related Product Manufacturing	2,150	2,100	-60	-2.56
Miscellaneous Manufacturing	3,280	3,250	-30	-0.88
Wholesale Trade	**57,740**	**56,870**	**-870**	**-1.5**
Merchant Wholesalers, Durable Goods	29,130	28,360	-770	-2.2
Merchant Wholesalers, Nondurable Goods	21,340	20,870	-470	-2.2
Wholesale Electronic Markets and Agents and Brokers	7,280	7,640	370	5.03
Retail Trade	**178,100**	**175,950**	**-2,150**	**-1.21**
Motor Vehicle and Parts Dealers	26,070	25,580	-490	-1.89
Furniture and Home Furnishings Stores	4,800	4,750	-50	-1
Electronics and Appliance Stores	5,120	4,510	-610	-11.83
Building Material and Garden Equipment and Supplies Dealers	17,580	18,160	580	3.29
Food and Beverage Stores	22,230	22,000	-240	-1.07
Health and Personal Care Stores	11,400	11,640	250	2.16
Gasoline Stations	17,660	18,230	570	3.24
Clothing and Clothing Accessories Stores	11,130	10,580	-540	-4.87
Sporting Goods, Hobby, Book, and Music Stores	6,500	5,920	-570	-8.84
General Merchandise Stores	42,420	41,480	-940	-2.22
Miscellaneous Store Retailers	10,920	10,510	-410	-3.71
Nonstore Retailers	2,290	2,590	300	13.1
Transportation and Warehousing	**53,290**	**56,980**	**3,700**	**6.94**
Air Transportation	1,270	1,500	230	17.74
Rail Transportation[4]	*	*	*	*
Truck Transportation	20,600	21,350	760	3.68
Transit and Ground Passenger Transportation	1020	1070	50	4.6
Pipeline Transportation	2,910	3,100	190	6.68
Scenic and Sightseeing Transportation	*	*	*	*
Support Activities for Transportation	6,550	6,910	360	5.51
Couriers and Messengers	5,180	5,270	90	1.82
Warehousing and Storage	13,480	15,490	2,010	14.91
Information	**19,860**	**18,810**	**-1,060**	**-5.31**
Publishing Industries (except Internet)	4,310	4,070	-240	-5.54
Motion Picture and Sound Recording Industries	2,040	2,140	90	4.6

Finance and Insurance	**57,880**	**58,620**	**740**	**1.28**
Monetary Authorities Central Bank	*	*	*	*
Credit Intermediation and Related Activities	32,020	32,240	220	0.69
Securities, Commodity Contracts, and Other Financial Investments and Related Activities	4,530	4,690	160	3.62
Insurance Carriers and Related Activities	21,250	21,600	350	1.63
Funds, Trusts, and Other Financial Vehicles	*	*	*	*
Real Estate and Rental and Leasing	**21,230**	**22,140**	**910**	**4.3**
Real Estate	12,230	12,980	750	6.12
Rental and Leasing Services	8,830	8,980	150	1.74
Lessors of Nonfinancial Intangible Assets (except Copyrighted Works)	170	180	10	5.29
Professional, Scientific, and Technical Services	**72,780**	**79,010**	**6,230**	**8.57**
Management of Companies and Enterprises	**19,140**	**20,150**	**1,010**	**5.28**
Administrative and Support and Waste Management and Remediation Services	**99,350**	**102,850**	**3,500**	**3.52**
Administrative and Support Services	95,620	98,820	3,210	3.35
Waste Management and Remediation Service	3,730	4,030	300	7.94
Educational Services	**162,480**	**166,360**	**3,880**	**2.39**
Health Care and Social Assistance	**229,530**	**254,730**	**25,210**	**10.98**
Ambulatory Health Care Services	74,940	87,800	12,860	17.16
Hospitals	85,480	89,230	3,750	4.39
Nursing and Residential Care Facilities	33,820	35,550	1,730	5.12
Social Assistance	35,280	42,150	6,870	19.46
Arts, Entertainment, and Recreation	**38,760**	**42,350**	**3,590**	**9.26**
Performing Arts, Spectator Sports, and Related Industries	2,980	3,130	160	5.28
Museums, Historical Sites, and Similar Institution	1,300	1,710	420	32.28
Amusement, Gambling, and Recreation Industries[5]	34,490	37,500	3,020	8.74
Accommodation and Food Services	**155,160**	**170,720**	**15,560**	**10.03**
Accommodation, including Casino Hotels, Hotels and Motels [5]	15,390	15,450	60	0.38
Food Services and Drinking Places	139,770	155,280	15,510	11.09
Other Services (except Government)	**71,680**	**72,520**	**840**	**1.17**
Repair and Maintenance	15,020	15,440	420	2.8
Personal and Laundry Services	12,560	13,010	450	3.54
Religious, Grantmaking, Civic, Professional, and Similar Organizations	42,920	43,000	90	0.2
Private Households	1,180	1,060	-110	-9.68
Government	**170,610**	**172,070**	**1,460**	**0.86**
Total Federal Government Employment	49,160	47,900	-1,270	-2.57
Federal Government, Excluding Post Office	42,330	42,340	10	0.03
Postal Service	6,840	5,560	-1,280	-18.7
State Government, Excluding Education and Hospitals	**34,200**	**31,080**	**-3,120**	**-9.13**
Local Government, Excluding Casinos, Casino Hotels, Education and Hospitals[5]	**87,250**	**93,090**	**5,850**	**6.7**

Employers' Employment Needs

While in many respects the current labor market environment within Oklahoma is ideal for individuals seeking new work opportunities (for example the near historic ratio of open jobs compared to unemployed) state leaders are not unaware of the remaining workforce challenges

faced by many Oklahomans – including those faced by potential employers. With this in mind, Oklahoma will focus our reemployment efforts in the following ways:

1. Geographic parts of the state with have an above intensity of unemployment as measured by Areas of Substantial Unemployment, excess unemployment, and by higher rates of unemployment as seen via the Jenks optimization method.

2. Understanding that some areas with a more intense unemployment conditions have smaller populations, the state (if it is to find overall economic success) must not loose focus on higher population areas and especially the large number of unemployed and underemployed who reside in small pockets within our largest counties.

3. Lastly, Oklahoma will continue efforts to reconnect job losers (regardless of their geographic location) to the labor market especially those who are more likely to exhaust UI or not be reemployed in their prior industry or occupation. Specifically, the state will identify industries and occupations that are expected to and/or actively showing job declines and will provide additional reemployment services to those who are at higher risks of involuntary layoffs or prolonged unemployment.

B. WORKFORCE ANALYSIS

The Unified or Combined State Plan must include an analysis of the current workforce in the State and within various state regions. Provide key analytical conclusions in aggregate as well as disaggregated among populations to identify potential disparities in employment and educational attainment and understand labor force conditions for items (i)-(iii) below. Populations analyzed must include individuals with barriers to employment described in the first paragraph of Section II. Analysis must include—

I. EMPLOYMENT AND UNEMPLOYMENT

Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State.

II. LABOR MARKET TRENDS

Provide an analysis of key labor market trends, including across existing industries and occupations.

III. EDUCATION AND SKILL LEVELS OF THE WORKFORCE

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

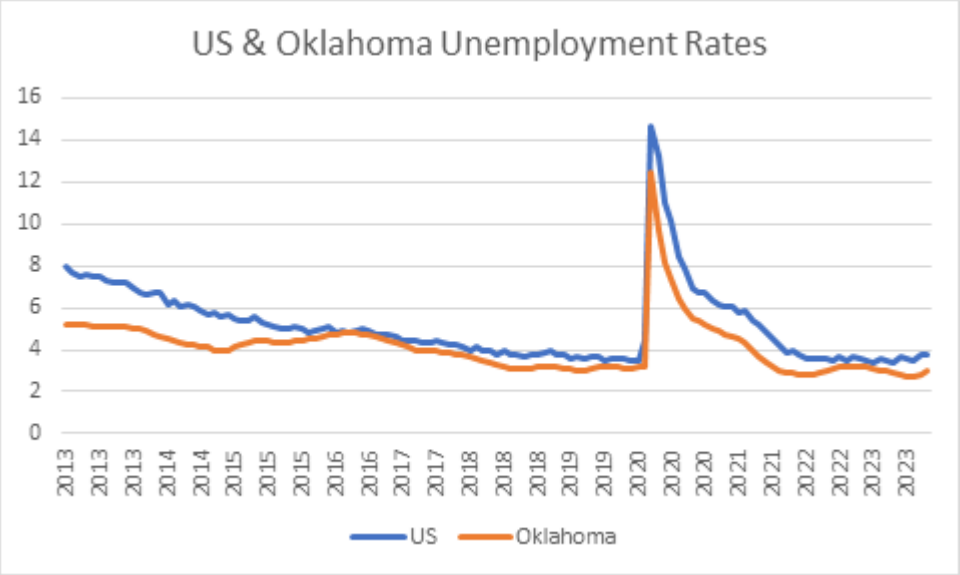
Employment and Unemployment

At the time of this writing, there are many labor market indicators suggesting a rather robust economy. Even a simple rundown of the statistics is impressive:

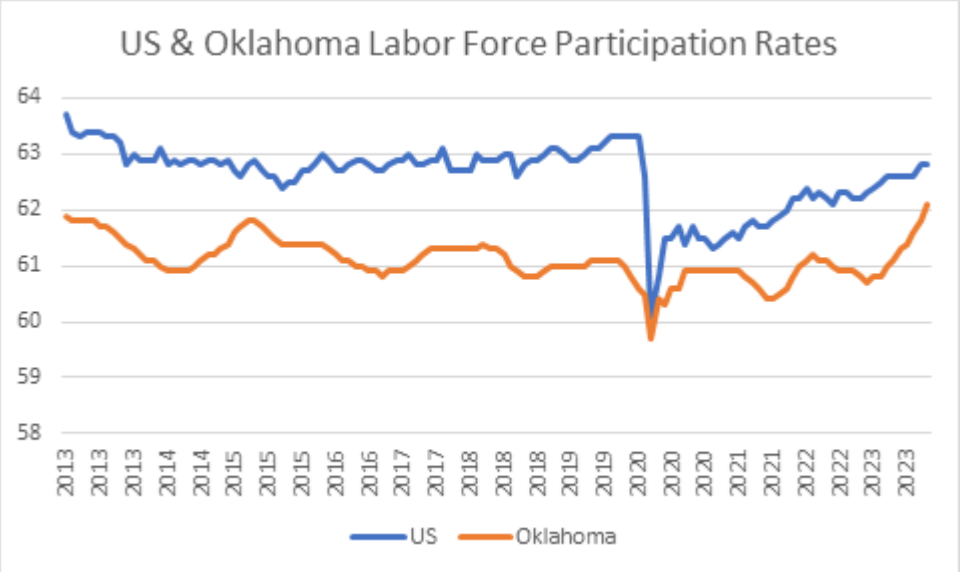
- Earlier this calendar year the state saw its lowest unemployment rate in the current BLS LAUS time series (back to 1976);
- In the household and establishment surveys our estimated employment is at historic highs;
- The state's employment-to-population ratio and our labor force participation rates have surged in recent months and are now at levels not seen in more than a decade;
- Claims for unemployment insurance are very low;
- There remain about two open jobs for every unemployed person in the state;
- The growth in private sector hourly wage rates is about twice the rate of consumer inflation.

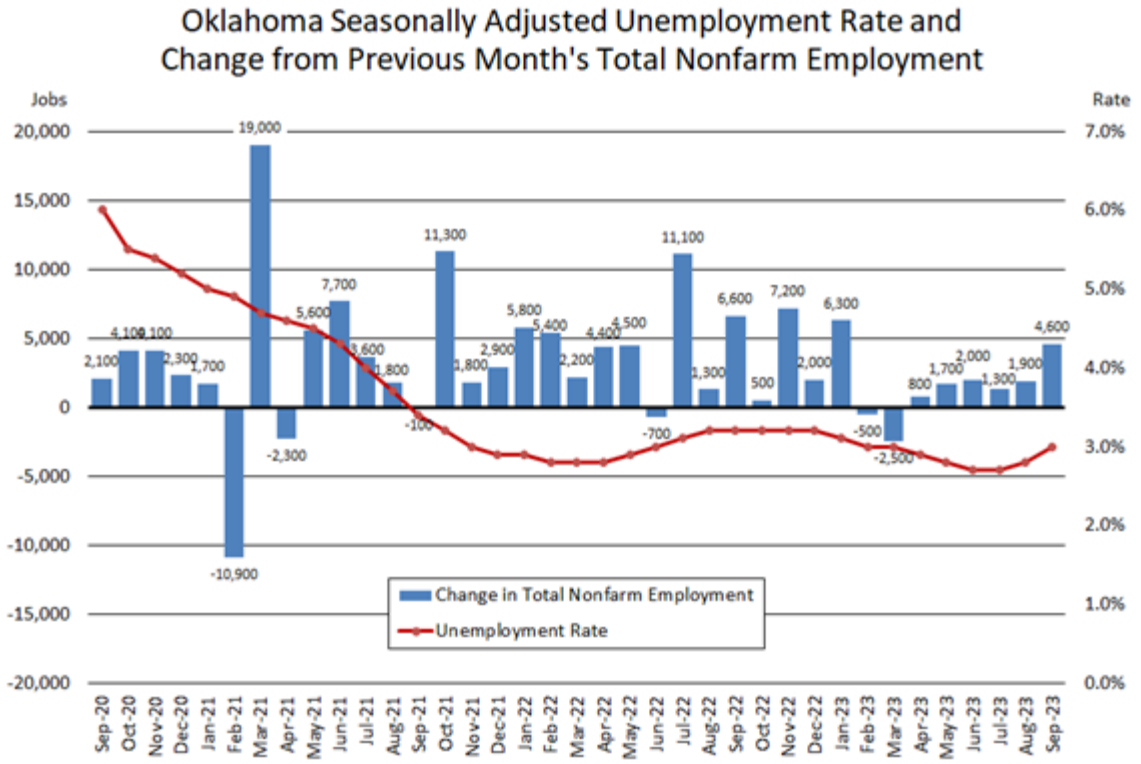
Recent reports show higher rates of growth in our Goods-Producing sector (Oil & Gas, Construction, and Manufacturing) than in the far larger Private Service-Providing sector. This is to some degree a function of our current position in the economic cycle but our short-term and long-term industry and occupational projections give a fuller perspective on where job opportunities might be expected.

In the last few months, Oklahoma has seen an increase in our unemployment rate, but we are still below the national average. This unemployment rate increase was coupled with increases in employment as well as people entering the labor force.



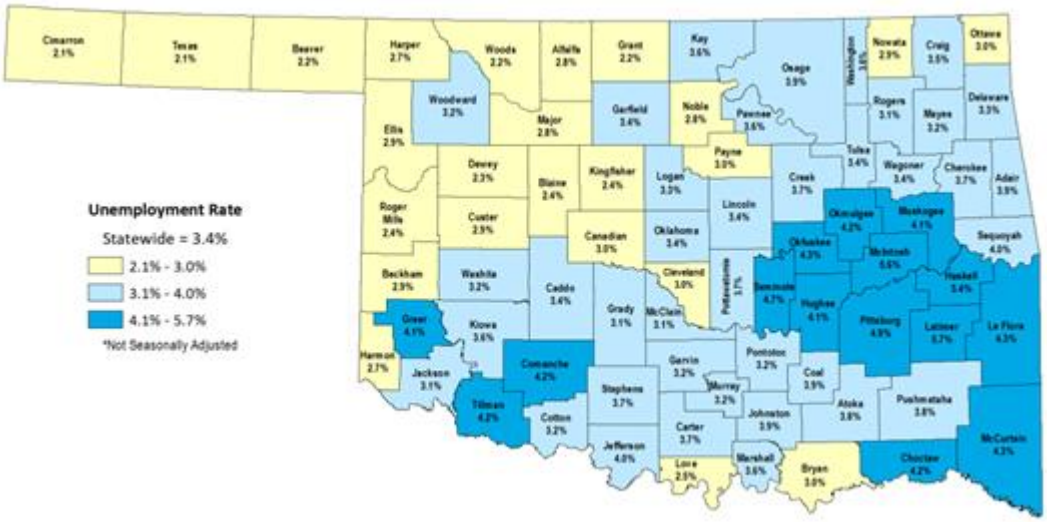
These increases in the unemployment and labor force participation rates are best illustrated in graphical form.

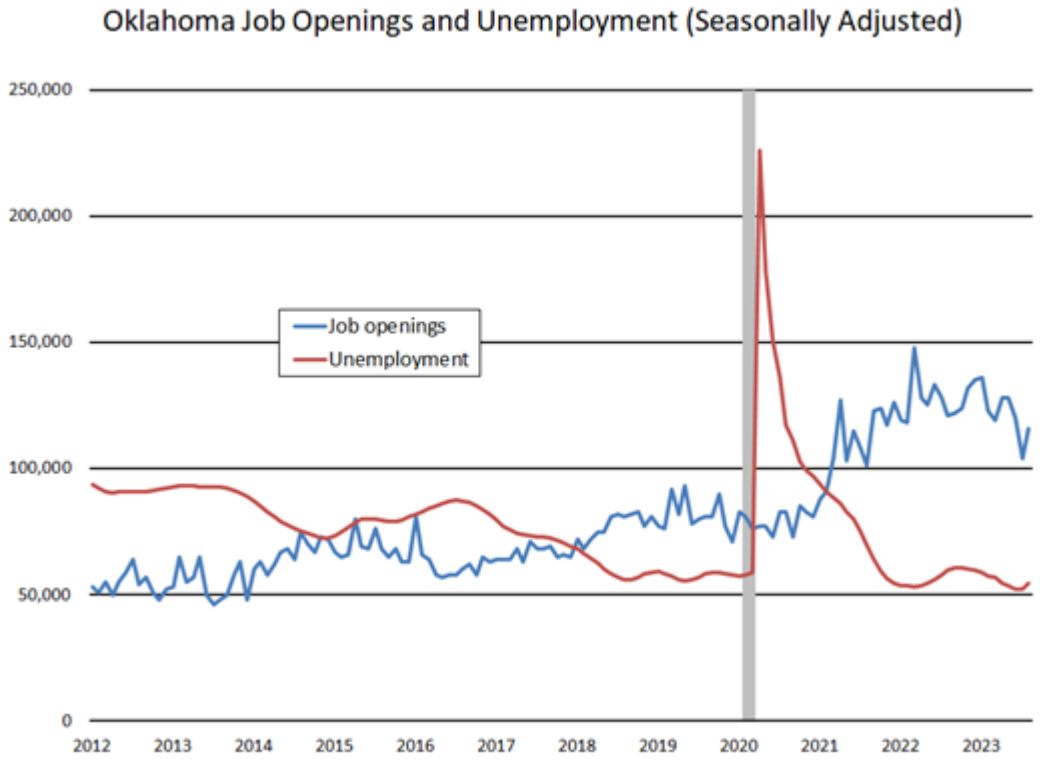


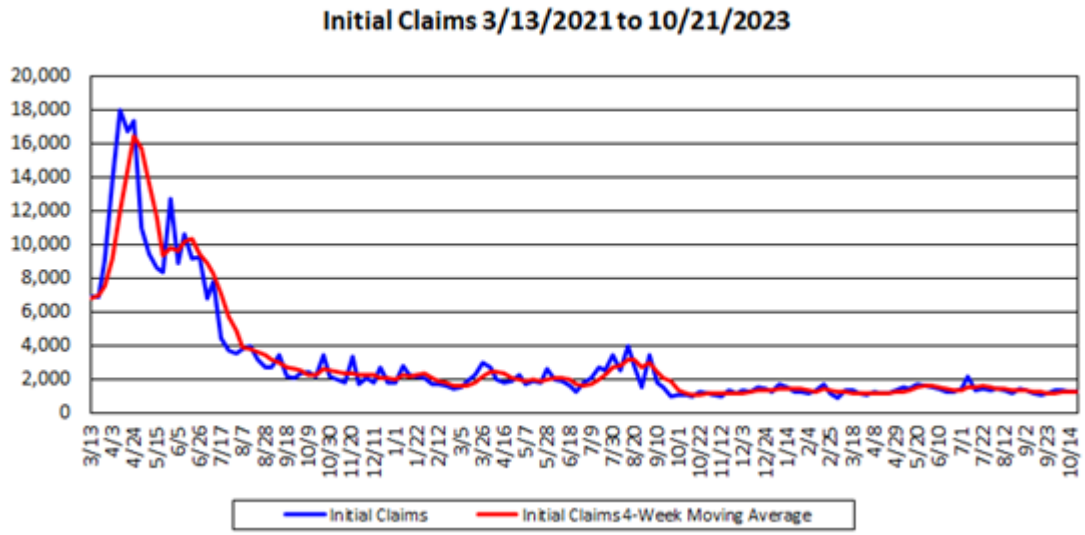


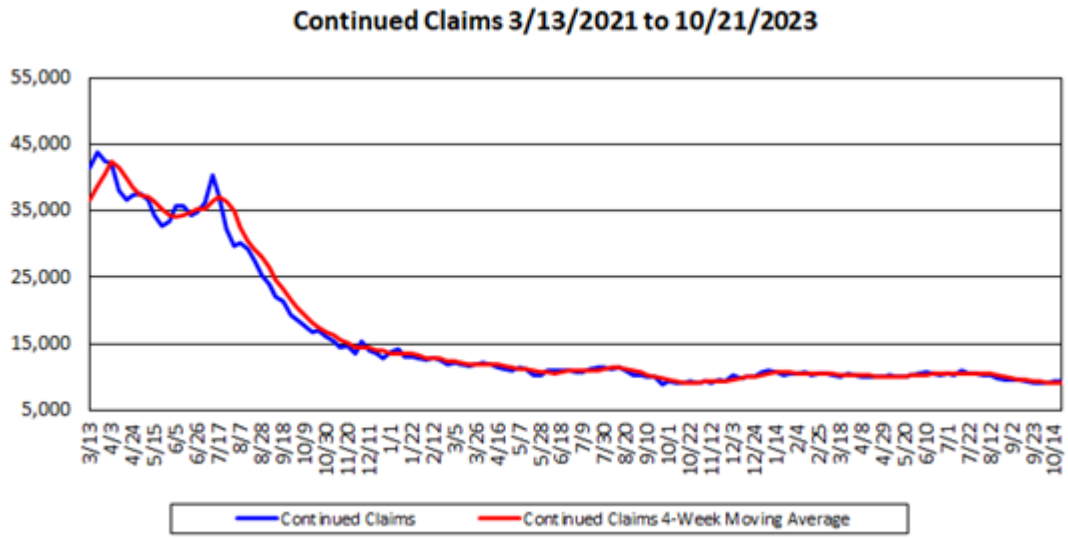
Unemployment Rates By County:
Oklahoma's unemployment rates by county continue to hover mostly below 4.0%.

The largest population centers; Oklahoma, Tulsa, Cleveland, Canadian, and Rogers Counties all have unemployment rates at or below 3.4% as of September 2023. Many rural counties in western Oklahoma and the panhandle have unemployment rates approaching 2.0%.




Oklahoma Job Openings and Unemployment (Seasonally Adjusted)
250,000
200,000
150,000
100,000
50,000
0
Job openings
Unemployment
2012
2013
2014
2015
2016
2017
2018
2019
2020
2021
2022
2023


Initial Claims 3/13/2021 to 10/21/2023
20,000
18,000
16,000
14,000
12,000
10,000
8,000
6,000
4,000
2,000
0
3/13
4/3
4/24
5/15
6/5
6/26
7/17
8/7
8/28
9/18
10/9
10/30
11/20
12/11
1/1
1/22
2/12
3/5
3/26
4/16
5/7
5/28
6/18
7/9
7/30
8/20
9/10
10/1
10/22
11/12
12/3
12/24
1/14
2/4
2/25
3/18
4/8
4/29
5/20
6/10
7/1
7/22
8/12
9/2
9/23
10/14
Initial Claims
Initial Claims 4-Week Moving Average



Veterans - In 2022 the employment situation for veterans in Oklahoma relative to the nation was not dissimilar from the larger population. Our unemployment rate for veterans was lower (2.1% vs 2.8%) but so was our labor force participation rate (42.5% vs 47.9%). There are an estimated 117,000 Oklahoma veterans in our state labor force.

Low Income - The labor force participation rate for individuals between 20 to 64 years is 74.9% in Oklahoma (2019 ACS 1 Year Estimates, Table ID S2301). For those at or above the poverty level, the labor force participation rate is 81.6%. The labor force population rate is much lower for individuals below the poverty level at 45.7%. Additionally, the 2019 unemployment rate for individuals below the poverty level was 16.0%, and the population at or above the poverty level was significantly lower at 2.9%. Together, the unemployment rate for 20-64 year old's was 4.0% in 2019.

Individuals with Disabilities - The civilian noninstitutionalized population (18-64 years old) in Oklahoma is approximately 2.3 million. Approximately 324,602 out of the 2.3 million are individuals with disabilities (2019 ACS 1-Year Estimates, Table ID B18120). The labor force includes both employed and unemployed individuals, and 43.4% of individuals with disabilities are in the labor force. 39.6% were employed, and 3.8% are unemployed.

Out of the employed individuals, 42,088 were individuals with a hearing difficulty, 34,701 were individuals with a vision difficulty, 37,614 were individuals with a cognitive difficulty, 41,794 were individuals with an ambulatory difficulty, 9,097 were individuals with a self-care difficulty, and 20,295 were individuals with an independent living difficulty. Out of the unemployed individuals, 2,108 were individuals with a hearing difficulty, 2,538 were individuals with a vision difficulty, 6,957 were individuals with cognitive difficulty, 3,745 were individuals with an ambulatory difficulty, 795 were individuals with a self-care difficulty, 3,673 were individuals with an independent living difficulty.

Race and Ethnicity - The labor force participation rates and unemployment rates for race and ethnicity in 2019 for Oklahoma are provided in the table below (2019 ACS 1 Year Estimates, Table ID S2301, 16 years and older).

Race and Hispanic or Latino Origin *Hispanic ethnicity with any race had a labor force participation rate of 70.1% and an unemployment rate of 4.5%.*	2019 OK Labor Force Participation Rate	2019 OK Unemployment Rate
White alone	60.5%	3.8%
Black or African American alone	60.2%	7.9%
American Indian and Alaska Native alone	59.8%	6.3%
Asian alone	65.1%	2.1%
Native Hawaiian and Other Pacific Islander alone	Not Available	Not Available
Some other race alone	70.9%	3.3%
Two or more races	64.0%	6.3%
Hispanic or Latino origin (of any race)	70.1%	4.5%
White alone, not Hispanic or Latino	59.6%	3.7%
2019 ACS 1 Year Estimates, Table ID S2301, 16 years and older		

The highest labor force participation rate based on race (people of any race may be of any ethnic origin) was some other race alone at 70.9%. Conversely, American Indian and Alaska Native alone had the lowest labor force participation rate at 59.8%. Black or African American alone had the highest unemployment rate at 7.9% while Asian alone had the lowest unemployment rate at 2.1% in Oklahoma.

Labor Market Trends

Next, we transition to looking at the industry and occupational projections produced by the OESC's Economic Research & Analysis division in partnership with the federal DOL. These data products are produced every-other year in accordance with national standards. They provide labor market participants with an informed guide of how current trends may play out over the next decade. When coupled with the employment concentration data presented above they give a comprehensive picture of our key industries and occupations.

Here is a look at the long-term occupational outlook for employment for occupations in Oklahoma by where employment stood in 2020 versus what it is projected to be by 2030.

Oklahoma Long-Term Occupational Outlook, 2020 - 2030

Occupation Title	Code	Employment 2020	Employment 2030	Employment Change Number	Employment Change Percent	Average Annual Openings
Total, All Occupations	**00-0000**	**1,721,170**	**1,900,560**	**179,390**	**10.4**	**215,380**
Management Occupations	**11-0000**	**98,950**	**111,000**	**12,050**	**12.2**	**9,520**
Top Executives	**11-1000**	**30,410**	**33,410**	**3,000**	**9.9**	**2,850**
Chief Executives	11-1011	4,280	4,040	-240	-5.7	260
General and Operations Managers	11-1021	25,170	28,370	3,200	12.7	2,520
Legislators	11-1031	960	1,000	40	4.2	80
Advertising, Marketing, Promotions, Public Relations, and Sales Managers	**11-2000**	**4,780**	**5,260**	**480**	**10.1**	**470**
Advertising and Promotions Managers	11-2011	160	160	-10	-3.7	10
Marketing Managers	11-2021	1,370	1,550	180	12.7	140
Sales Managers	11-2022	2,400	2,650	250	10.2	230
Public Relations and Fundraising Managers	11-2030	840	910	70	8.1	80
Operations Specialties Managers	**11-3000**	**22,140**	**25,320**	**3,180**	**14.4**	**2,080**
Administrative Services and Facilities Managers	11-3010	6,390	7,160	770	12.1	610
Computer and Information Systems Managers	11-3021	3,770	4,180	410	10.8	330
Financial Managers	11-3031	6,270	7,660	1,390	22.1	630
Industrial Production Managers	11-3051	1,720	1,970	250	14.6	150
Purchasing Managers	11-3061	530	580	50	9.1	50
Transportation, Storage, and Distribution Managers	11-3071	1,280	1,370	90	7.3	110
Compensation and Benefits Managers	11-3111	240	250	10	2.9	20
Human Resources Managers	11-3121	1,530	1,680	160	10.1	140
Training and Development Managers	11-3131	410	470	60	14	50
Other Management Occupations	**11-9000**	**41,630**	**47,010**	**5,390**	**12.9**	**4,130**
Farmers, Ranchers, and Other Agricultural Managers	11-9013	6,110	6,390	280	4.6	630
Construction Managers	11-9021	3,960	4,600	640	16.1	370
Education Administrators, Preschool and Childcare Center/Program	11-9031	970	990	30	2.8	70

Education Administrators, Elementary and Secondary School	11-9032	3,230	3,460	230	7	260
Education Administrators, Postsecondary	11-9033	1,840	1,950	110	6	150
Education Administrators, All Other	11-9039	460	490	30	6.7	40
Architectural and Engineering Managers	11-9041	2,210	2,460	250	11.1	180
Food Service Managers	11-9051	4,220	4,960	750	17.8	580
Gaming Managers	11-9071	280	370	90	31.3	30
Lodging Managers	11-9081	460	540	80	17.6	60
Medical and Health Services Managers	11-9011	7,400	9,850	2,450	33.1	900
Natural Sciences Managers	11-9121	310	320	20	6.2	20
Postmasters and Mail Superintendents	11-9131	240	250	10	4.7	20
Property, Real Estate, and Community Association Managers	11-9141	4,410	4,570	160	3.7	360
Social and Community Service Managers	11-9151	1,610	1,720	110	6.9	150
Emergency Management Directors	11-9161	270	280	10	5.2	20
Funeral Home Managers	11-9171	240	230	-10	-5	20
Personal Service Managers; Entertainment & Recreation Managers, Except Gambling; and Managers, All Other	11-9198	3,430	3,590	160	4.8	270
Business and Financial Operations Occupations	**13-0000**	**93,600**	**100,490**	**6,890**	**7.4**	**8,970**
Business Operations Specialists	**13-1000**	**62,970**	**66,820**	**3,840**	**6.1**	**6,000**
Buyers and Purchasing Agents	13-1020	5,160	5,030	-130	-2.6	490
Claims Adjusters, Examiners, and Investigators	13-1031	4,400	3,390	-1,000	-22.8	190
Compliance Officers	13-1041	4,870	5,150	270	5.6	420
Cost Estimators	13-1051	2,190	2,280	100	4.4	210
Human Resources Specialists	13-1071	7,690	8,550	870	11.3	850
Labor Relations Specialists	13-1075	1,880	1,680	-200	-10.7	150
Logisticians	13-1081	3,430	4,080	650	18.8	390
Management Analysts	13-1111	6,770	7,750	990	14.6	750
Meeting, Convention, and Event Planners	13-1121	1,430	1,610	170	11.9	170
Fundraisers	13-1131	1,230	1,340	110	9.2	130
Compensation, Benefits, and Job Analysis Specialists	13-1141	1,060	1,150	90	8.7	110
Training and Development Specialists	13-1151	4,480	5,030	550	12.3	490

Market Research Analysts and Marketing Specialists	13-1161	5,380	6,720	1,340	24.9	720
Project Management Specialists and Business Operations Specialists, All Other	13-1198	12,860	12,930	70	0.5	940
Financial Specialists	**13-2000**	**30,630**	**33,670**	**3,040**	**9.9**	**2,970**
Accountants and Auditors	13-2011	15,970	17,780	1,810	11.4	1,650
Property Appraisers and Assessors	13-2020	1,070	1,110	40	3.8	90
Budget Analysts	13-2031	600	580	-10	-2	40
Credit Analysts	13-2041	920	950	20	2.4	80
Personal Financial Advisors	13-2052	1,550	1,660	110	6.9	130
Insurance Underwriters	13-2053	780	600	-180	-23.4	30
Financial Examiners	13-2061	550	700	150	26.8	60
Credit Counselors	13-2071	430	520	80	18.7	40
Loan Officers	13-2072	4,280	5,030	760	17.7	430
Tax Examiners and Collectors, and Revenue Agents	13-2081	380	350	-30	-8.1	30
Tax Preparers	13-2082	1,210	1,290	80	6.5	150
Financial and Investment Analysts, Financial Risk Specialists, and Financial Specialists, All Other	13-2098	2,880	3,100	220	7.6	250
Computer and Mathematical Occupations	**15-0000**	**36,470**	**41,600**	**5,120**	**14.1**	**3,250**
Computer Occupations	**15-1200**	**34,450**	**39,050**	**4,600**	**13.3**	**3,050**
Computer Systems Analysts	15-1211	3,550	3,900	350	9.8	290
Computer Network Support Specialists	15-1231	2,430	2,680	250	10.2	210
Computer User Support Specialists	15-1232	6,470	7,070	600	9.3	550
Computer Network Architects	15-1241	1,380	1,500	120	8.7	100
Network and Computer Systems Administrators	15-1244	2,620	2,880	260	10	200
Database Administrators and Architects	15-1245	2,620	2,850	230	8.8	220
Computer Programmers	15-1251	1,100	1,000	-100	-9.3	60
Software Developers and Software Quality Assurance Analysts and Testers	15-1256	9,320	11,560	2,240	24	980
Web Developers and Digital Interface Designers	15-1257	990	1,080	90	9.4	80
Computer Occupations, All Other	15-1299	2,730	2,940	200	7.5	230
Mathematical Science Occupations	**15-2000**	**2,020**	**2,550**	**530**	**26.1**	**210**
Operations Research Analysts	15-2031	690	880	190	27.3	70
Statisticians	15-2041	310	390	80	26.2	30

Data Scientists and Mathematical Science Occupations, All Other	15-2098	960	1,220	260	27.4	100
Architecture and Engineering Occupations	**17-0000**	**28,250**	**31,860**	**3,600**	**12.8**	**2,550**
Architects, Surveyors, and Cartographers	**17-1000**	**1,730**	**1,920**	**190**	**10.8**	**160**
Architects, Except Landscape and Naval	17-1011	800	870	70	9.2	70
Surveyors	17-1022	580	660	90	14.7	60
Engineers	**17-2000**	**18,240**	**20,920**	**2,680**	**14.7**	**1,500**
Aerospace Engineers	17-2011	1,670	1,820	150	9.3	110
Chemical Engineers	17-2041	290	350	60	22.1	20
Civil Engineers	17-2051	2,030	2,310	290	14.1	180
Computer Hardware Engineers	17-2061	290	300	10	2.1	20
Electrical Engineers	17-2071	1,740	2,020	280	16.2	150
Electronics Engineers, Except Computer	17-2072	1,890	2,020	130	6.7	140
Environmental Engineers	17-2081	680	740	60	8.5	60
Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	17-2111	710	840	130	17.8	60
Industrial Engineers	17-2112	2,000	2,490	490	24.3	190
Materials Engineers	17-2131	280	320	40	15.5	20
Mechanical Engineers	17-2141	1,990	2,370	380	19.3	170
Petroleum Engineers	17-2171	1,780	2,270	480	27.1	180
Engineers, All Other	17-2199	2,550	2,700	150	5.7	180
Drafters, Engineering Technicians, and Mapping Technicians	**17-3000**	**8,290**	**9,020**	**740**	**8.9**	**900**
Architectural and Civil Drafters	17-3011	1,320	1,370	50	3.8	130
Electrical and Electronics Drafters	17-3012	350	410	60	15.9	40
Mechanical Drafters	17-3013	800	850	50	6.4	80
Aerospace Engineering and Operations Technicians	17-3021	170	210	40	22.5	20
Civil Engineering Technicians	17-3022	400	430	30	8.2	40
Electrical and Electronics Engineering Technicians	17-3023	1,360	1,470	110	8.2	140
Electro-Mechanical Technicians	17-3024	70	90	20	23.9	10
Environmental Engineering Technicians	17-3025	550	540	0	-0.2	50
Industrial Engineering Technicians	17-3026	680	710	30	3.8	70
Mechanical Engineering Technicians	17-3027	340	420	90	25.4	40
Surveying and Mapping Technicians	17-3031	870	990	120	13.8	130

Calibration and Engineering Technologists and Technicians, Except Drafters, All Other	17-3098	1,330	1,480	150	11.2	140
Life, Physical, and Social Science Occupations	**19-0000**	**11,270**	**12,450**	**1,180**	**10.5**	**1,230**
Life Scientists	**19-1000**	**2,070**	**2,200**	**130**	**6.1**	**190**
Food Scientists and Technologists	19-1012	80	90	10	12.7	10
Soil and Plant Scientists	19-1013	100	100	0	-4	10
Biochemists and Biophysicists	19-1021	90	110	20	17.8	10
Microbiologists	19-1022	150	180	30	23.3	20
Biological Scientists, All Other	19-1029	480	460	-20	-4.6	40
Conservation Scientists	19-1031	290	290	10	1.7	30
Epidemiologists	19-1041	90	110	20	19.3	10
Medical Scientists, Except Epidemiologists	19-1042	560	640	80	14.6	50
Physical Scientists	**19-2000**	**2,160**	**2,530**	**370**	**17.4**	**250**
Atmospheric and Space Scientists	19-2021	180	180	0	0.6	20
Chemists	19-2031	360	420	60	16.9	40
Environmental Scientists and Specialists, Including Health	19-2041	570	620	50	8	60
Geoscientists, Except Hydrologists and Geographers	19-2042	830	1,090	260	31.1	120
Physical Scientists, All Other	19-2099	110	110	0	1.9	10
Social Scientists and Related Workers	**19-3000**	**2,060**	**2,160**	**100**	**5.1**	**160**
Clinical, Counseling, and School Psychologists	19-3031	570	630	60	9.6	50
Psychologists, All Other	19-3039	390	390	0	-0.8	30
Urban and Regional Planners	19-3051	250	270	20	8.4	20
Social Scientists and Related Workers, All Other	19-3099	210	190	-10	-6.8	20
Life, Physical, and Social Science Technicians	**19-4000**	**3,640**	**4,060**	**420**	**11.6**	**500**
Agricultural and Food Science Technicians	19-4010	220	220	0	1.4	30
Biological Technicians	19-4021	610	610	10	1	80
Chemical Technicians	19-4031	660	770	110	16.9	90
Environmental Science and Protection Technicians, Including Health	19-4042	330	370	50	14.8	50
Geological and Hydrologic Technicians	19-4045	720	920	200	27.8	120
Social Science Research Assistants	19-4061	210	220	20	9.3	30
Forest and Conservation Technicians	19-4071	110	110	-10	-5.3	10
Forensic Science Technicians	19-4092	210	210	0	0.5	30

Life, Physical, and Social Science Technicians, All Other	19-4099	580	620	40	6.7	80
Occupational Health and Safety Specialists and Technicians	**19-5000**	**1,340**	**1,500**	**160**	**11.6**	**120**
Occupational Health and Safety Specialists	19-5011	1,230	1,370	140	11.1	110
Occupational Health and Safety Technicians	19-5012	110	130	20	17.4	10
Community and Social Service Occupations	**21-0000**	**29,340**	**31,370**	**2,030**	**6.9**	**3,080**
Counselors, Social Workers, and Other Community and Social Service Specialists	**21-1000**	**27,430**	**29,470**	**2,030**	**7.4**	**2,880**
Educational, Guidance, School, and Vocational Counselors	21-1012	3,790	4,140	350	9.2	400
Marriage and Family Therapists	21-1013	740	850	100	13.7	80
Rehabilitation Counselors	21-1015	1,860	1,940	70	4	180
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	21-1018	4,200	5,230	1,030	24.6	540
Child, Family, and School Social Workers	21-1021	6,580	6,140	-440	-6.7	540
Healthcare Social Workers	21-1022	2,430	2,770	350	14.4	270
Mental Health and Substance Abuse Social Workers	21-1023	1,360	1,530	170	12.7	150
Social Workers, All Other	21-1029	520	480	-40	-7.4	40
Health Educators	21-1091	1,070	1,170	100	9.6	130
Probation Officers and Correctional Treatment Specialists	21-1092	1,080	1,000	-80	-7.1	80
Social and Human Service Assistants	21-1093	2,050	2,230	180	8.6	270
Community Health Workers	21-1094	740	860	120	15.6	90
Religious Workers	**21-2000**	**1,910**	**1,910**	**0**	**-0.2**	**200**
Clergy	21-2011	1,120	1,150	30	2.4	120
Directors, Religious Activities and Education	21-2021	580	560	-20	-3.5	60
Religious Workers, All Other	21-2099	210	200	-10	-4.7	30
Legal Occupations	**23-0000**	**14,190**	**16,070**	**1,880**	**13.2**	**1,160**
Lawyers, Judges, and Related Workers	**23-1000**	**9,750**	**10,830**	**1,080**	**11.1**	**590**
Lawyers	23-1011	8,550	9,780	1,230	14.3	550
Judicial Law Clerks	23-1012	80	70	-10	-9.1	0
Administrative Law Judges, Adjudicators, and Hearing Officers	23-1021	130	120	-20	-12.7	0
Arbitrators, Mediators, and Conciliators	23-1022	60	60	10	8.9	0

Judges, Magistrate Judges, and Magistrates	23-1023	930	800	-120	-13.3	30
Legal Support Workers	**23-2000**	**4,450**	**5,240**	**800**	**17.9**	**580**
Paralegals and Legal Assistants	23-2011	2,800	3,360	560	19.8	380
Title Examiners, Abstractors, and Searchers	23-2093	1,440	1,690	260	17.9	180
Legal Support Workers, All Other	23-2099	210	190	-20	-8.3	20
Education, Training, and Library Occupations	**25-0000**	**96,230**	**104,280**	**8,050**	**8.4**	**9,420**
Postsecondary Teachers	**25-1000**	**14,790**	**16,670**	**1,880**	**12.7**	**1,630**
Business Teachers, Postsecondary	25-1011	770	800	30	4.3	80
Mathematical Science Teachers, Postsecondary	25-1022	500	540	40	7.4	50
Engineering Teachers, Postsecondary	25-1032	260	290	40	14	30
Chemistry Teachers, Postsecondary	25-1052	190	200	10	6.3	20
Physics Teachers, Postsecondary	25-1054	70	80	0	5.4	10
Area, Ethnic, and Cultural Studies Teachers, Postsecondary	25-1062	70	70	0	4.6	10
Economics Teachers, Postsecondary	25-1063	60	60	0	6.7	10
Political Science Teachers, Postsecondary	25-1065	100	100	10	6.1	10
Psychology Teachers, Postsecondary	25-1066	310	330	30	8.1	30
Sociology Teachers, Postsecondary	25-1067	90	90	10	7	10
Social Sciences Teachers, Postsecondary, All Other	25-1069	90	90	10	9.4	10
Health Specialties Teachers, Postsecondary	25-1071	4,660	5,650	990	21.2	570
Nursing Instructors and Teachers, Postsecondary	25-1072	600	740	150	24.5	80
Education Teachers, Postsecondary	25-1081	430	450	30	5.8	40
Art, Drama, and Music Teachers, Postsecondary	25-1121	880	940	60	6.9	90
Communications Teachers, Postsecondary	25-1122	250	270	20	8.1	30
English Language and Literature Teachers, Postsecondary	25-1123	570	620	40	7.3	60
Foreign Language and Literature Teachers, Postsecondary	25-1124	80	80	0	5.3	10

History Teachers, Postsecondary	25-1125	220	240	20	8.3	20
Philosophy and Religion Teachers, Postsecondary	25-1126	180	190	10	8	20
Recreation and Fitness Studies Teachers, Postsecondary	25-1193	200	210	10	5.5	20
Vocational Education Teachers, Postsecondary	25-1194	2,070	2,310	240	11.7	220
Postsecondary Teachers, All Other	25-1199	1,050	1,090	40	4	100
Preschool, Primary, Secondary, and Special Education School Teachers	**25-2000**	**50,830**	**54,520**	**3,690**	**7.3**	**4,310**
Preschool Teachers, Except Special Education	25-2011	7,030	7,700	670	9.5	800
Kindergarten Teachers, Except Special Education	25-2012	1,720	1,840	130	7.3	190
Elementary School Teachers, Except Special Education	25-2021	16,130	17,210	1,080	6.7	1,290
Middle School Teachers, Except Special and Career/Technical Education	25-2022	7,280	7,770	490	6.8	580
Career/Technical Education Teachers, Middle School	25-2023	160	170	10	6.4	10
Secondary School Teachers, Except Special and Career/Technical Education	25-2031	13,060	13,990	930	7.1	1,000
Career/Technical Education Teachers, Secondary School	25-2032	830	890	60	7.2	60
Special Education Teachers, Preschool	25-2051	100	110	10	9	10
Special Education Teachers, Kindergarten and Elementary School	25-2052	1,910	2,040	130	6.9	160
Special Education Teachers, Middle School	25-2057	860	920	60	6.7	70
Special Education Teachers, Secondary School	25-2058	1,700	1,820	120	6.8	140
Special Education Teachers, All Other	25-2059	60	70	10	8.3	0
Other Teachers and Instructors	**25-3000**	**10,840**	**12,140**	**1,290**	**11.9**	**1,430**
Adult Basic and Secondary Education and Literacy Teachers and Instructors	25-3011	520	520	0	0.4	60
Self-Enrichment Education Teachers	25-3021	2,690	3,150	460	17.1	380
Substitute Teachers, Short-Term	25-3031	4,870	5,440	570	11.8	640

Teachers and Instructors, All Other, Except Substitute Teachers	25-3097	2,770	3,030	260	9.3	350
Librarians, Curators, and Archivists	**25-4000**	**3,340**	**3,520**	**170**	**5.2**	**390**
Archivists	25-4011	120	130	10	4.9	20
Curators	25-4012	140	170	30	20.3	20
Museum Technicians and Conservators	25-4013	200	230	30	17.1	30
Librarians and Media Collections Specialists	25-4022	1,960	2,090	130	6.8	200
Library Technicians	25-4031	920	890	-30	-3.2	130
Other Education, Training, and Library Occupations	**25-9000**	**16,420**	**17,440**	**1,020**	**6.2**	**1,660**
Instructional Coordinators	25-9031	2,250	2,370	120	5.2	230
Teaching Assistants, Except Postsecondary	25-9045	12,830	13,690	860	6.7	1,300
Education, Training, and Library Workers, All Other	25-9099	930	930	0	-0.1	90
Arts, Design, Entertainment, Sports, and Media Occupations	**27-0000**	**22,400**	**24,820**	**2,420**	**10.8**	**2,640**
Art and Design Workers	**27-1000**	**6,900**	**7,100**	**200**	**3**	**670**
Art Directors	27-1011	410	460	40	10.4	50
Craft Artists	27-1012	330	360	30	9.9	40
Fine Artists, Including Painters, Sculptors, and Illustrators	27-1013	100	110	10	14.7	10
Multimedia Artists and Animators	27-1014	310	350	40	12.9	40
Commercial and Industrial Designers	27-1021	130	140	10	7.6	10
Floral Designers	27-1023	520	350	-180	-33.8	20
Graphic Designers	27-1024	2,090	2,200	120	5.7	210
Interior Designers	27-1025	730	740	10	1.8	70
Merchandise Displayers and Window Trimmers	27-1026	1,990	2,070	80	4.1	190
Entertainers and Performers, Sports and Related Workers	**27-2000**	**5,320**	**6,480**	**1,160**	**21.8**	**860**
Actors	27-2011	60	70	10	25.5	10
Producers and Directors	27-2012	710	790	90	12.2	70
Athletes and Sports Competitors	27-2021	310	400	100	31.4	60
Coaches and Scouts	27-2022	2,810	3,550	740	26.3	510
Choreographers	27-2032	160	200	40	26.9	30
Music Directors and Composers	27-2041	280	310	20	8.5	40
Musicians and Singers	27-2042	690	750	60	8.9	90
Miscellaneous Entertainers and Performers, Sports and Related Workers	27-2090	100	130	30	25.7	10

Media and Communication Workers	**27-3000**	**7,470**	**8,070**	**600**	**8.1**	**790**
Radio and Television Announcers	27-3011	370	400	30	8.2	40
News Analysts, Reporters, and Journalists	27-3023	550	610	60	10.4	70
Public Relations Specialists	27-3031	2,780	2,960	180	6.4	280
Editors	27-3041	960	1,030	70	6.8	100
Technical Writers	27-3042	790	880	90	11.6	80
Writers and Authors	27-3043	1,270	1,350	70	5.7	130
Interpreters and Translators	27-3091	660	770	110	16.2	80
Media and Communication Equipment Workers	**27-4000**	**2,710**	**3,170**	**450**	**16.7**	**320**
Audio and Video Equipment Technicians	27-4011	670	810	140	21.1	90
Broadcast Technicians	27-4012	210	230	10	6.5	20
Sound Engineering Technicians	27-4014	100	110	10	8.9	10
Photographers	27-4021	980	1,150	170	16.8	110
Camera Operators, Television, Video, and Motion Picture	27-4031	440	520	80	17.5	50
Film and Video Editors	27-4032	230	270	40	19.1	30
Lighting Technicians and Media and Communication Equipment Workers, All Other	27-4098	80	80	0	2.6	10
Healthcare Practitioners and Technical Occupations	**29-0000**	**117,430**	**134,530**	**17,100**	**14.6**	**8,840**
Health Diagnosing and Treating Practitioners	**29-1000**	**71,480**	**82,300**	**10,820**	**15.1**	**4,740**
Chiropractors	29-1011	650	770	120	19	30
Dentists, General	29-1021	1,480	1,720	240	16.2	70
Dentists, All Other Specialists	29-1029	70	60	-10	-8.7	0
Dietitians and Nutritionists	29-1031	880	990	110	12.6	70
Optometrists	29-1041	820	960	150	18	40
Pharmacists	29-1051	4,030	4,270	240	5.9	180
Physician Assistants	29-1071	1,650	2,230	590	35.6	160
Podiatrists	29-1081	60	60	10	10.5	10
Occupational Therapists	29-1122	930	1,130	200	21.8	80
Physical Therapists	29-1123	2,320	2,890	570	24.4	160
Radiation Therapists	29-1124	340	390	60	16.6	30
Recreational Therapists	29-1125	180	190	10	5.6	20
Respiratory Therapists	29-1126	2,060	2,600	540	26.4	160
Speech-Language Pathologists	29-1127	1,680	2,230	550	32.8	170
Exercise Physiologists	29-1128	390	440	50	13.6	30
Therapists, All Other	29-1129	70	70	10	12.3	10
Veterinarians	29-1131	1,360	1,650	290	21.7	80
Registered Nurses	29-1141	39,290	43,960	4,680	11.9	2,630
Nurse Anesthetists	29-1151	370	460	90	23.7	30
Nurse Practitioners	29-1171	2,150	3,170	1,020	47.6	240
Audiologists	29-1181	80	100	20	24.7	10

Anesthesiologists	29-1211	500	540	40	8.9	20
Family Medicine Physicians	29-1215	1,930	2,150	220	11.5	80
General Internal Medicine Physicians	29-1216	510	530	30	5.4	20
Obstetricians and Gynecologists	29-1218	130	140	10	5.4	10
Pediatricians, General	29-1221	120	120	0	2.5	0
Psychiatrists	29-1223	200	220	30	12.6	10
Physicians, All Other; and Ophthalmologists, Except Pediatric	29-1228	3,550	3,850	300	8.3	130
Surgeons, Except Ophthalmologists	29-1248	450	470	20	4	10
Dental Hygienists	29-1292	2,750	3,330	580	21.2	240
Acupuncturists and Healthcare Diagnosing or Treating Practitioners, All Other	29-1298	390	440	50	12.5	30
Health Technologists and Technicians	**29-2000**	**43,380**	**49,290**	**5,910**	**13.6**	**3,870**
Clinical Laboratory Technologists and Technicians	29-2010	4,890	5,670	780	15.9	410
Cardiovascular Technologists and Technicians	29-2031	870	970	100	11	80
Diagnostic Medical Sonographers	29-2032	1,110	1,360	240	22	110
Nuclear Medicine Technologists	29-2033	240	260	30	10.5	20
Radiologic Technologists	29-2034	3,320	3,700	380	11.5	290
Magnetic Resonance Imaging Technologists	29-2035	630	680	60	9.1	50
Emergency Medical Technicians and Paramedics	29-2040	3,420	3,940	520	15.2	290
Dietetic Technicians	29-2051	270	280	10	3.3	20
Pharmacy Technicians	29-2052	5,100	5,860	760	15	460
Psychiatric Technicians	29-2053	1,260	1,450	190	15.2	110
Surgical Technologists	29-2055	2,200	2,470	260	11.9	190
Veterinary Technologists and Technicians	29-2056	950	1,130	190	19.5	90
Ophthalmic Medical Technicians	29-2057	340	420	90	25.4	30
Licensed Practical and Licensed Vocational Nurses	29-2061	13,700	15,370	1,670	12.2	1,260
Opticians, Dispensing	29-2081	780	930	160	20.5	80
Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians, All Other	29-2098	4,190	4,650	470	11.1	360
Other Healthcare Practitioners and Technical Occupations	**29-9000**	**2,580**	**2,940**	**360**	**14.1**	**230**
Athletic Trainers	29-9091	250	340	90	36	30

Health Information Technologists, Medical Registrars, Surgical Assistants, & Healthcare Practitioners, AO	29-9098	2,310	2,580	270	11.7	200
Healthcare Support Occupations	**31-0000**	**66,880**	**79,960**	**13,080**	**19.6**	**10,170**
Home Health and Personal Care Aides; and Nursing Assistants, Orderlies, and Psychiatric Aides	**31-1100**	**43,460**	**51,100**	**7,640**	**17.6**	**6,470**
Home Health and Personal Care Aides	31-1120	20,740	26,510	5,770	27.8	3,430
Nursing Assistants	31-1131	21,660	23,400	1,740	8	2,890
Occupational Therapy and Physical Therapist Assistants and Aides	**31-2000**	**2,890**	**4,060**	**1,170**	**40.5**	**530**
Occupational Therapy Assistants	31-2011	650	930	270	42.1	120
Occupational Therapy Aides	31-2012	70	80	10	14.3	10
Physical Therapist Assistants	31-2021	1,490	2,120	630	42.2	280
Physical Therapist Aides	31-2022	680	930	260	37.8	120
Other Healthcare Support Occupations	**31-9000**	**20,530**	**24,810**	**4,280**	**20.8**	**3,170**
Dental Assistants	31-9091	4,070	4,860	790	19.3	600
Medical Assistants	31-9092	9,320	11,550	2,230	23.9	1,430
Medical Equipment Preparers	31-9093	690	780	80	12.2	100
Medical Transcriptionists	31-9094	630	740	110	16.8	110
Pharmacy Aides	31-9095	880	820	-60	-6.5	100
Veterinary Assistants and Laboratory Animal Caretakers	31-9096	1,680	2,040	370	22	330
Phlebotomists	31-9097	1,960	2,500	550	27.9	310
Protective Service Occupations	**33-0000**	**38,160**	**41,750**	**3,590**	**9.4**	**4,560**
Supervisors of Protective Service Workers	**33-1000**	**5,560**	**6,010**	**460**	**8.3**	**460**
First-Line Supervisors of Correctional Officers	33-1011	560	510	-60	-10	40
First-Line Supervisors of Police and Detectives	33-1012	2,690	2,870	190	6.9	190
First-Line Supervisors of Fire Fighting and Prevention Workers	33-1021	1,210	1,310	90	7.8	90
Miscellaneous First-Line Supervisors, Protective Service Workers	33-1090	1,100	1,330	240	21.6	140
Fire Fighting and Prevention Workers	**33-2000**	**4,250**	**4,610**	**370**	**8.7**	**370**
Firefighters	33-2011	3,990	4,350	350	8.9	340
Law Enforcement Workers	**33-3000**	**13,650**	**13,620**	**-30**	**-0.2**	**1,110**

Correctional Officers and Jailers	33-3012	4,760	4,480	-280	-6	400
Detectives and Criminal Investigators	33-3021	990	900	-90	-8.9	60
Fish and Game Wardens	33-3031	200	170	-30	-15.6	20
Police and Sheriff's Patrol Officers	33-3051	7,610	7,990	390	5.1	630
Other Protective Service Workers	**33-9000**	**14,710**	**17,510**	**2,790**	**19**	**2,630**
Animal Control Workers	33-9011	290	310	30	9.5	30
Gaming Surveillance Officers and Gaming Investigators	33-9031	1,430	1,850	420	29.4	260
Security Guards	33-9032	10,230	12,100	1,870	18.2	1,640
Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	33-9092	1,050	1,440	390	37.3	350
Transportation Security Screeners	33-9093	280	250	-30	-9.6	20
School Bus Monitors and Protective Service Workers, All Other	33-9098	980	1,030	50	4.7	250
Food Preparation and Serving Related Occupations	**35-0000**	**155,720**	**192,440**	**36,720**	**23.6**	**33,760**
Supervisors of Food Preparation and Serving Workers	**35-1000**	**14,980**	**18,840**	**3,870**	**25.8**	**2,850**
Chefs and Head Cooks	35-1011	640	850	210	33	120
First-Line Supervisors of Food Preparation and Serving Workers	35-1012	14,330	17,990	3,650	25.5	2,730
Cooks and Food Preparation Workers	**35-2000**	**55,090**	**67,590**	**12,500**	**22.7**	**10,350**
Cooks, Fast Food	35-2011	13,590	13,780	190	1.4	2,000
Cooks, Institution and Cafeteria	35-2012	10,900	11,600	690	6.4	1,690
Cooks, Restaurant	35-2014	18,080	27,870	9,790	54.1	4,300
Cooks, Short Order	35-2015	3,600	4,130	530	14.8	610
Food Preparation Workers	35-2021	8,630	9,880	1,250	14.4	1,700
Food and Beverage Serving Workers	**35-3000**	**73,900**	**90,740**	**16,850**	**22.8**	**17,680**
Bartenders	35-3011	8,030	10,710	2,680	33.3	1,830
Fast Food and Counter Workers	35-3023	38,720	46,290	7,570	19.6	9,370
Waiters and Waitresses	35-3031	25,780	32,140	6,360	24.7	6,220
Food Servers, Nonrestaurant	35-3041	1,370	1,600	240	17.3	260
Other Food Preparation and Serving Related Workers	**35-9000**	**11,750**	**15,270**	**3,520**	**29.9**	**2,890**
Dining Room and Cafeteria Attendants and Bartender Helpers	35-9011	3,780	5,060	1,280	33.9	890

Dishwashers	35-9021	3,990	4,980	990	24.8	810
Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	35-9031	3,870	5,090	1,220	31.5	1,160
Food Preparation and Serving Related Workers, All Other	35-9099	120	150	30	20.7	30
Building and Grounds Cleaning and Maintenance Occupations	**37-0000**	**51,230**	**57,800**	**6,570**	**12.8**	**7,710**
Supervisors of Building and Grounds Cleaning and Maintenance Workers	**37-1000**	**4,750**	**5,170**	**420**	**8.9**	**580**
First-Line Supervisors of Housekeeping and Janitorial Workers	37-1011	2,770	3,050	280	10.2	350
First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	37-1012	1,980	2,120	140	7.1	230
Building Cleaning and Pest Control Workers	**37-2000**	**34,110**	**38,800**	**4,690**	**13.8**	**5,300**
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	37-2011	19,050	21,130	2,080	10.9	2,870
Maids and Housekeeping Cleaners	37-2012	13,720	16,120	2,400	17.5	2,210
Building Cleaning Workers, All Other	37-2019	210	230	20	11.4	30
Pest Control Workers	37-2021	1,140	1,320	190	16.3	180
Grounds Maintenance Workers	**37-3000**	**12,370**	**13,830**	**1,460**	**11.8**	**1,830**
Landscaping and Groundskeeping Workers	37-3011	10,950	12,250	1,300	11.8	1,620
Tree Trimmers and Pruners	37-3013	1,010	1,130	120	11.8	150
Personal Care and Service Occupations	**39-0000**	**39,170**	**47,020**	**7,850**	**20**	**6,820**
Supervisors of Personal Care and Service Workers	**39-1000**	**2,820**	**3,580**	**770**	**27.2**	**420**
First-Line Supervisors of Gambling Services Workers	39-1013	970	1,300	330	34.2	150
First-Line Supervisors of Personal Service & Entertainment and Recreation Workers, Exc Gambling Services	39-1098	1,850	2,280	430	23.5	260
Animal Care and Service Workers	**39-2000**	**4,090**	**5,020**	**920**	**22.5**	**740**
Animal Trainers	39-2011	620	720	100	16.9	90
Nonfarm Animal Caretakers	39-2021	3,480	4,300	820	23.5	660
Entertainment Attendants and Related Workers	**39-3000**	**5,220**	**7,070**	**1,850**	**35.4**	**1,330**
Gaming Dealers	39-3011	1,930	2,640	710	36.6	400

Gaming and Sports Book Writers and Runners	39-3012	210	290	80	36.5	40
Gaming Service Workers, All Other	39-3019	50	70	20	31.4	10
Ushers, Lobby Attendants, and Ticket Takers	39-3031	990	1,320	330	33.6	300
Amusement and Recreation Attendants	39-3091	1,810	2,430	620	34.4	510
Locker Room, Coatroom, and Dressing Room Attendants	39-3093	150	200	50	35.2	40
Funeral Service Workers	**39-4000**	**980**	**920**	**-60**	**-6**	**110**
Embalmers	39-4011	110	100	-10	-8.9	10
Funeral Attendants	39-4021	580	550	-30	-5.5	70
Morticians, Undertakers, and Funeral Directors	39-4031	290	270	-20	-5.9	30
Personal Appearance Workers	**39-5000**	**6,810**	**7,910**	**1,100**	**16.2**	**900**
Hairdressers, Hairstylists, and Cosmetologists	39-5012	5,810	6,690	880	15.2	770
Skincare Specialists	39-5094	380	480	100	26.1	60
Baggage Porters, Bellhops, and Concierges	**39-6000**	**1,150**	**1,480**	**320**	**27.9**	**200**
Baggage Porters and Bellhops	39-6011	470	630	170	36.3	90
Concierges	39-6012	690	840	150	22.2	110
Tour and Travel Guides	**39-7000**	**310**	**400**	**100**	**31.2**	**70**
Tour and Travel Guides	39-7010	310	400	100	31.2	70
Other Personal Care and Service Workers	**39-9000**	**17,790**	**20,640**	**2,850**	**16**	**3,050**
Childcare Workers	39-9011	9,350	9,910	560	6	1,380
Fitness Trainers and Aerobics Instructors	39-9031	4,170	5,890	1,730	41.4	940
Recreation Workers	39-9032	2,800	3,210	410	14.4	500
Residential Advisors	39-9041	1,010	1,090	80	7.9	160
Crematory Operators and Personal Care and Service Workers, All Other	39-9098	460	540	80	17.4	70
Sales and Related Occupations	**41-0000**	**167,820**	**174,650**	**6,830**	**4.1**	**23,240**
Supervisors of Sales Workers	**41-1000**	**25,550**	**25,690**	**150**	**0.6**	**2,610**
First-Line Supervisors of Retail Sales Workers	41-1011	20,300	20,430	130	0.6	2,140
First-Line Supervisors of Non-Retail Sales Workers	41-1012	5,240	5,260	20	0.4	470
Retail Sales Workers	**41-2000**	**94,990**	**99,010**	**4,020**	**4.2**	**15,450**
Cashiers	41-2011	40,680	39,050	-1,630	-4	7,050
Gaming Change Persons and Booth Cashiers	41-2012	1,620	2,110	480	29.8	390
Counter and Rental Clerks	41-2021	2,680	3,100	420	15.5	370
Parts Salespersons	41-2022	3,670	4,080	410	11.1	500
Retail Salespersons	41-2031	46,340	50,670	4,340	9.4	7,150

Sales Representatives, Services	**41-3000**	**18,190**	**18,830**	**640**	**3.5**	**1,970**
Advertising Sales Agents	41-3011	800	830	30	3.5	100
Insurance Sales Agents	41-3021	6,040	4,820	-1,210	-20.1	360
Securities, Commodities, and Financial Services Sales Agents	41-3031	2,290	2,510	220	9.6	230
Travel Agents	41-3041	250	270	20	7.2	30
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	41-3091	8,820	10,410	1,580	17.9	1,240
Sales Representatives, Wholesale and Manufacturing	**41-4000**	**15,140**	**16,350**	**1,210**	**8**	**1,650**
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	41-4011	5,770	6,350	570	10	650
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	41-4012	9,370	10,010	640	6.8	1,010
Other Sales and Related Workers	**41-9000**	**13,950**	**14,770**	**820**	**5.9**	**1,560**
Demonstrators and Product Promoters	41-9011	330	350	20	6.8	60
Real Estate Brokers	41-9021	1,550	1,610	60	3.7	140
Real Estate Sales Agents	41-9022	7,520	7,850	330	4.4	690
Sales Engineers	41-9031	380	440	70	17.6	50
Telemarketers	41-9041	1,220	1,350	130	10.5	200
Office and Administrative Support Occupations	**43-0000**	**229,790**	**234,370**	**4,580**	**2**	**25,730**
Supervisors of Office and Administrative Support Workers	**43-1000**	**20,290**	**20,950**	**660**	**3.2**	**2,090**
First-Line Supervisors of Office and Administrative Support Workers	43-1011	20,290	20,950	660	3.2	2,090
Communications Equipment Operators	**43-2000**	**770**	**660**	**-110**	**-14.3**	**70**
Switchboard Operators, Including Answering Service	43-2011	720	620	-100	-14.1	60
Financial Clerks	**43-3000**	**44,610**	**45,230**	**620**	**1.4**	**4,840**
Bill and Account Collectors	43-3011	2,940	3,150	200	6.9	350
Billing and Posting Clerks	43-3021	6,700	6,910	210	3.2	720
Bookkeeping, Accounting, and Auditing Clerks	43-3031	23,140	23,240	100	0.4	2,550
Gaming Cage Workers	43-3041	1,140	1,550	410	35.7	180
Payroll and Timekeeping Clerks	43-3051	2,370	2,130	-230	-9.8	210
Procurement Clerks	43-3061	1,010	940	-70	-6.7	80

Tellers	43-3071	7,200	7,180	-20	-0.3	740
Financial Clerks, All Other	43-3099	110	130	20	16.1	10
Information and Record Clerks	**43-4000**	**64,350**	**70,250**	**5,910**	**9.2**	**8,740**
Brokerage Clerks	43-4011	260	240	-20	-9.1	30
Court, Municipal, and License Clerks	43-4031	3,250	3,640	390	12.1	380
Credit Authorizers, Checkers, and Clerks	43-4041	380	410	30	6.5	40
Customer Service Representatives	43-4051	31,980	36,340	4,360	13.6	4,730
Eligibility Interviewers, Government Programs	43-4061	440	450	10	3	40
File Clerks	43-4071	1,650	1,490	-160	-9.8	170
Hotel, Motel, and Resort Desk Clerks	43-4081	2,490	3,200	710	28.5	540
Interviewers, Except Eligibility and Loan	43-4111	2,650	2,550	-100	-3.8	310
Library Assistants, Clerical	43-4121	1,530	1,490	-40	-2.6	230
Loan Interviewers and Clerks	43-4131	3,820	4,380	550	14.5	410
New Accounts Clerks	43-4141	1,580	1,570	-10	-0.9	150
Order Clerks	43-4151	1,420	1,220	-210	-14.6	120
Human Resources Assistants, Except Payroll and Timekeeping	43-4161	850	820	-20	-2.6	80
Receptionists and Information Clerks	43-4171	9,430	9,790	360	3.8	1,240
Information and Record Clerks, All Other	43-4199	1,920	1,940	20	1.1	210
Material Recording, Scheduling, Dispatching, and Distributing Workers	**43-5000**	**27,880**	**28,660**	**780**	**2.8**	**2,660**
Cargo and Freight Agents	43-5011	570	600	30	6	60
Couriers and Messengers	43-5021	1,970	1,810	-160	-8.1	170
Police, Fire, and Ambulance Dispatchers	43-5031	1,790	1,930	140	7.9	180
Dispatchers, Except Police, Fire, and Ambulance	43-5032	2,190	2,310	120	5.5	220
Meter Readers, Utilities	43-5041	390	370	-20	-5.8	30
Postal Service Clerks	43-5051	1,030	1,070	50	4.7	90
Postal Service Mail Carriers	43-5052	3,940	4,130	190	4.8	300
Postal Service Mail Sorters, Processors, and Processing Machine Operators	43-5053	730	730	-10	-0.7	60
Production, Planning, and Expediting Clerks	43-5061	6,420	7,100	670	10.5	750
Shipping, Receiving, and Traffic Clerks	43-5071	8,280	7,980	-300	-3.6	750

Weighers, Measurers, Checkers, and Samplers, Recordkeeping	43-5111	570	620	50	9.1	60
Secretaries and Administrative Assistants	**43-6000**	**42,460**	**40,690**	**-1,780**	**-4.2**	**4,260**
Executive Secretaries and Executive Administrative Assistants	43-6011	7,980	6,440	-1,540	-19.3	620
Legal Secretaries	43-6012	1,280	1,110	-170	-13.3	110
Medical Secretaries	43-6013	9,620	11,420	1,800	18.7	1,300
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	43-6014	23,580	21,720	-1,860	-7.9	2,230
Other Office and Administrative Support Workers	**43-9000**	**29,440**	**27,940**	**-1,500**	**-5.1**	**3,070**
Data Entry Keyers	43-9021	1,870	1,490	-380	-20.4	140
Desktop Publishers	43-9031	140	140	0	-2.8	20
Insurance Claims and Policy Processing Clerks	43-9041	1,850	1,400	-450	-24.5	110
Mail Clerks and Mail Machine Operators, Except Postal Service	43-9051	1,140	1,100	-40	-3.3	120
Office Clerks, General	43-9061	22,620	22,030	-590	-2.6	2,480
Office Machine Operators, Except Computer	43-9071	470	400	-70	-15	40
Proofreaders and Copy Markers	43-9081	80	90	10	9.9	10
Statistical Assistants	43-9111	160	170	10	7	20
Office and Administrative Support Workers, All Other	43-9199	1,040	1,090	50	4.6	120
Farming, Fishing, and Forestry Occupations	**45-0000**	**8,060**	**8,670**	**610**	**7.5**	**1,360**
Supervisors of Farming, Fishing, and Forestry Workers	**45-1000**	**450**	**460**	**10**	**2.2**	**70**
First-Line Supervisors of Farming, Fishing, and Forestry Workers	45-1011	450	460	10	2.2	70
Agricultural Workers	**45-2000**	**7,280**	**7,850**	**570**	**7.8**	**1,240**
Agricultural Inspectors	45-2011	380	370	-10	-2.6	60
Animal Breeders	45-2021	80	110	30	36.7	20
Graders and Sorters, Agricultural Products	45-2041	350	320	-40	-10.2	50
Agricultural Equipment Operators	45-2091	580	620	40	7.6	100
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	45-2092	2,610	2,420	-190	-7.3	370
Farmworkers, Farm, Ranch, and Aquacultural Animals	45-2093	3,210	3,930	720	22.3	630

Agricultural Workers, All Other	45-2099	70	80	10	20.6	10
Forest, Conservation, and Logging Workers	**45-4000**	**300**	**330**	**30**	**8.6**	**50**
Logging Equipment Operators	45-4022	190	220	30	14.2	30
Construction and Extraction Occupations	**47-0000**	**91,370**	**101,900**	**10,530**	**11.5**	**10,770**
Supervisors of Construction and Extraction Workers	**47-1000**	**11,710**	**13,290**	**1,570**	**13.4**	**1,320**
First-Line Supervisors of Construction Trades and Extraction Workers	47-1011	11,710	13,290	1,570	13.4	1,320
Construction Trades Workers	**47-2000**	**58,060**	**63,320**	**5,260**	**9.1**	**6,420**
Boilermakers	47-2011	90	100	10	10.5	10
Brickmasons and Blockmasons	47-2021	490	460	-30	-5.1	40
Stonemasons	47-2022	250	250	0	-0.4	20
Carpenters	47-2031	7,230	7,660	440	6	730
Carpet Installers	47-2041	340	340	-10	-2.3	30
Tile and Marble Setters	47-2044	310	350	40	12.9	30
Cement Masons and Concrete Finishers	47-2051	2,790	2,890	100	3.5	270
Construction Laborers	47-2061	11,480	13,200	1,720	15	1,370
Paving, Surfacing, and Tamping Equipment Operators	47-2071	1,240	1,420	180	14.2	160
Operating Engineers and Other Construction Equipment Operators	47-2073	6,820	7,560	740	10.8	830
Drywall and Ceiling Tile Installers	47-2081	430	450	20	5.6	40
Electricians	47-2111	8,010	8,830	820	10.3	940
Glaziers	47-2121	240	250	10	5.8	30
Insulation Workers, Floor, Ceiling, and Wall	47-2131	410	430	20	5.4	40
Insulation Workers, Mechanical	47-2132	440	460	20	5.5	40
Painters, Construction and Maintenance	47-2141	2,980	3,110	130	4.5	270
Paperhangers	47-2142	120	120	0	1.7	10
Pipelayers	47-2151	860	940	80	9.7	100
Plumbers, Pipefitters, and Steamfitters	47-2152	6,420	7,100	680	10.7	750
Roofers	47-2181	1,100	1,150	50	4.6	110
Sheet Metal Workers	47-2211	3,760	3,750	-10	-0.3	340
Structural Iron and Steel Workers	47-2221	1,450	1,600	150	10.3	170
Helpers, Construction Trades	**47-3000**	**3,430**	**3,600**	**170**	**4.9**	**430**
Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters	47-3011	250	240	-10	-3.6	30
Helpers--Electricians	47-3013	1,140	1,180	30	2.8	140

Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters	47-3015	1,130	1,220	90	7.7	150
Other Construction and Related Workers	**47-4000**	**8,600**	**9,300**	**700**	**8.1**	**1,040**
Construction and Building Inspectors	47-4011	2,340	2,510	170	7.2	300
Elevator Installers and Repairers	47-4021	250	270	10	5.5	30
Fence Erectors	47-4031	330	350	20	5.2	40
Hazardous Materials Removal Workers	47-4041	510	520	10	2	60
Highway Maintenance Workers	47-4051	3,260	3,530	270	8.4	370
Rail-Track Laying and Maintenance Equipment Operators	47-4061	260	280	20	9	30
Septic Tank Servicers and Sewer Pipe Cleaners	47-4071	980	1,080	100	9.9	130
Miscellaneous Construction and Related Workers	47-4090	680	770	90	13.5	90
Extraction Workers	**47-5000**	**9,560**	**12,400**	**2,840**	**29.7**	**1,570**
Derrick Operators, Oil and Gas	47-5011	480	640	160	32.5	80
Rotary Drill Operators, Oil and Gas	47-5012	1,890	2,540	650	34.2	330
Service Unit Operators, Oil, Gas, and Mining	47-5013	2,120	2,750	630	29.5	350
Excavating and Loading Machine and Dragline Operators, Surface Mining	47-5022	500	540	40	8.7	60
Rock Splitters, Quarry	47-5051	70	70	10	12.3	10
Roustabouts, Oil and Gas	47-5071	3,170	4,360	1,190	37.7	560
Helpers--Extraction Workers	47-5081	270	380	100	37.6	50
Earth Drillers, Except Oil and Gas; and Explosives Workers, Ordnance Handling Experts, and Blasters	47-5097	740	740	0	0.4	90
Underground Mining Machine Operators and Extraction Workers, All Other	47-5098	190	230	40	21.7	30
Installation, Maintenance, and Repair Occupations	**49-0000**	**81,090**	**90,360**	**9,270**	**11.4**	**8,980**
Supervisors of Installation, Maintenance, and Repair Workers	**49-1000**	**7,350**	**8,230**	**880**	**12**	**780**
First-Line Supervisors of Mechanics, Installers, and Repairers	49-1011	7,350	8,230	880	12	780
Electrical and Electronic Equipment Mechanics, Installers, and Repairers	**49-2000**	**7,960**	**9,000**	**1,050**	**13.2**	**930**

Computer, Automated Teller, and Office Machine Repairers	49-2011	1,270	1,410	140	11.1	160
Radio, Cellular, and Tower Equipment Installers and Repairers	49-2021	250	310	60	23	40
Telecommunications Equipment Installers and Repairers, Except Line Installers	49-2022	1,950	2,340	390	19.8	280
Avionics Technicians	49-2091	660	690	30	5	50
Electric Motor, Power Tool, and Related Repairers	49-2092	390	450	60	16.3	50
Electrical and Electronics Repairers, Commercial and Industrial Equipment	49-2094	1,160	1,220	60	5.1	100
Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	49-2095	560	640	80	14.2	50
Security and Fire Alarm Systems Installers	49-2098	1,400	1,620	220	15.8	170
Vehicle and Mobile Equipment Mechanics, Installers, and Repairers	**49-3000**	**24,870**	**26,730**	**1,860**	**7.5**	**2,640**
Aircraft Mechanics and Service Technicians	49-3011	4,440	4,580	140	3.2	380
Automotive Body and Related Repairers	49-3021	2,050	2,180	130	6.3	210
Automotive Glass Installers and Repairers	49-3022	110	120	10	8.4	10
Automotive Service Technicians and Mechanics	49-3023	8,430	8,750	310	3.7	870
Bus and Truck Mechanics and Diesel Engine Specialists	49-3031	3,710	4,080	370	10	390
Farm Equipment Mechanics and Service Technicians	49-3041	540	620	80	14.7	60
Mobile Heavy Equipment Mechanics, Except Engines	49-3042	2,150	2,560	400	18.7	270
Rail Car Repairers	49-3043	210	210	0	1.4	20
Motorboat Mechanics and Service Technicians	49-3051	210	250	40	19.2	30
Motorcycle Mechanics	49-3052	190	210	30	14.4	30
Outdoor Power Equipment and Other Small Engine Mechanics	49-3053	620	700	80	13.6	80
Recreational Vehicle Service Technicians	49-3092	310	390	80	26.1	50
Tire Repairers and Changers	49-3093	1,920	2,090	180	9.2	250
Other Installation, Maintenance, and Repair Occupations	**49-9000**	**40,910**	**46,400**	**5,490**	**13.4**	**4,640**

Control and Valve Installers and Repairers, Except Mechanical Door	49-9012	1,390	1,650	260	18.7	150
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	49-9021	4,620	4,910	300	6.5	480
Home Appliance Repairers	49-9031	460	490	40	7.6	50
Industrial Machinery Mechanics	49-9041	4,270	5,400	1,130	26.5	520
Maintenance Workers, Machinery	49-9043	4,260	5,050	790	18.5	490
Millwrights	49-9044	210	250	50	21.6	20
Electrical Power-Line Installers and Repairers	49-9051	1,890	2,200	310	16.3	210
Telecommunications Line Installers and Repairers	49-9052	1,370	1,620	250	18.6	180
Medical Equipment Repairers	49-9062	500	570	70	14.3	60
Musical Instrument Repairers and Tuners	49-9063	170	170	0	-1.2	20
Precision Instrument and Equipment Repairers, All Other	49-9069	150	140	-10	-9.3	10
Maintenance and Repair Workers, General	49-9071	16,340	17,850	1,520	9.3	1,750
Wind Turbine Service Technicians	49-9081	230	470	240	106.2	60
Coin, Vending, and Amusement Machine Servicers and Repairers	49-9091	930	1,100	180	18.8	140
Locksmiths and Safe Repairers	49-9094	110	110	0	-3.5	10
Manufactured Building and Mobile Home Installers	49-9095	100	60	-30	-34.7	10
Riggers	49-9096	250	290	40	15.8	30
Signal and Track Switch Repairers	49-9097	140	150	10	5	20
Helpers--Installation, Maintenance, and Repair Workers	49-9098	1,620	1,810	190	11.9	240
Installation, Maintenance, and Repair Workers, All Other	49-9099	1,170	1,250	70	6.3	130
Production Occupations	**51-0000**	**105,080**	**113,130**	**8,040**	**7.7**	**12,580**
Supervisors of Production Workers	**51-1000**	**9,000**	**10,130**	**1,120**	**12.5**	**1,040**
First-Line Supervisors of Production and Operating Workers	51-1011	9,000	10,130	1,120	12.5	1,040
Assemblers and Fabricators	**51-2000**	**17,880**	**18,160**	**280**	**1.6**	**1,970**
Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	51-2011	590	550	-40	-7.3	60

Coil Winders, Tapers, and Finishers	51-2021	290	300	10	3.5	30
Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	51-2028	2,970	3,410	440	14.7	380
Engine and Other Machine Assemblers	51-2031	860	840	-20	-2	90
Structural Metal Fabricators and Fitters	51-2041	1,140	1,060	-80	-7	110
Miscellaneous Assemblers and Fabricators	51-2090	11,730	11,670	-50	-0.5	1,280
Food Processing Workers	**51-3000**	**8,290**	**8,580**	**290**	**3.5**	**1,070**
Bakers	51-3011	1,730	1,970	250	14.3	270
Butchers and Meat Cutters	51-3021	1,270	1,260	0	-0.2	150
Meat, Poultry, and Fish Cutters and Trimmers	51-3022	1,430	1,430	0	0.1	160
Slaughterers and Meat Packers	51-3023	1,130	1,140	20	1.6	130
Food Batchmakers	51-3092	1,290	1,290	0	0.2	160
Food Cooking Machine Operators and Tenders	51-3093	690	680	0	-0.4	120
Metal Workers and Plastic Workers	**51-4000**	**25,360**	**29,300**	**3,950**	**15.6**	**3,210**
Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic	51-4021	740	810	70	8.9	80
Forging Machine Setters, Operators, and Tenders, Metal and Plastic	51-4022	280	280	0	-0.7	30
Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	51-4023	230	250	20	6.9	30
Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	51-4031	1,860	2,000	150	8	210
Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	51-4032	100	90	-10	-9.8	10
Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic	51-4033	1,220	1,320	110	8.6	150
Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic	51-4034	570	650	80	14.9	70
Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic	51-4035	140	140	0	-2.9	10
Machinists	51-4041	3,760	4,440	680	18.1	480

Metal-Refining Furnace Operators and Tenders	51-4051	110	130	30	26.4	10
Foundry Mold and Coremakers	51-4071	320	350	30	9.2	40
Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	51-4072	1,370	1,450	80	6.1	150
Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	51-4081	2,190	2,630	440	20	290
Tool and Die Makers	51-4111	320	340	30	8.9	40
Welders, Cutters, Solderers, and Brazers	51-4121	10,340	12,500	2,160	20.9	1,420
Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	51-4122	360	410	50	13.5	50
Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic	51-4191	400	390	-10	-2.7	40
Layout Workers, Metal and Plastic	51-4192	80	110	30	31	10
Plating and Coating Machine Setters, Operators, and Tenders, Metal and Plastic	51-4193	550	580	30	5.7	60
Metal Workers and Plastic Workers, All Other	51-4199	160	140	-20	-12	10
Printing Workers	**51-5100**	**1,830**	**1,870**	**30**	**1.9**	**210**
Prepress Technicians and Workers	51-5111	140	150	10	5.6	20
Printing Press Operators	51-5112	1,460	1,510	40	2.9	160
Print Binding and Finishing Workers	51-5113	230	210	-20	-7.1	20
Textile, Apparel, and Furnishings Workers	**51-6000**	**4,810**	**4,860**	**50**	**1.1**	**610**
Laundry and Dry-Cleaning Workers	51-6011	3,000	3,150	150	5	420
Pressers, Textile, Garment, and Related Materials	51-6021	390	320	-70	-18.2	30
Sewing Machine Operators	51-6031	730	670	-70	-9.4	70
Tailors, Dressmakers, and Custom Sewers	51-6052	110	100	-10	-9.9	10
Extruding and Forming Machine Setters, Operators, and Tenders, Synthetic and Glass Fibers	51-6091	90	110	10	15.1	10
Upholsterers	51-6093	190	200	10	5.8	20
Textile, Apparel, and Furnishings Workers, All Other	51-6099	210	230	20	10.6	30
Woodworkers	**51-7000**	**2,460**	**2,460**	**0**	**-0.2**	**240**

Cabinetmakers and Bench Carpenters	51-7011	1,650	1,660	10	0.6	160
Furniture Finishers	51-7021	110	110	0	-2.7	20
Sawing Machine Setters, Operators, and Tenders, Wood	51-7041	280	260	-20	-7.3	30
Woodworking Machine Setters, Operators, and Tenders, Except Sawing	51-7042	220	200	-20	-8.3	20
Plant and System Operators	**51-8000**	**5,570**	**6,440**	**870**	**15.6**	**670**
Power Plant Operators	51-8013	300	300	0	0	30
Stationary Engineers and Boiler Operators	51-8021	280	320	40	14.1	40
Water and Wastewater Treatment Plant and System Operators	51-8031	2,210	2,200	-10	-0.3	200
Chemical Plant and System Operators	51-8091	130	140	10	5.5	10
Gas Plant Operators	51-8092	530	600	80	14.8	70
Petroleum Pump System Operators, Refinery Operators, and Gaugers	51-8093	2,010	2,750	740	36.9	310
Plant and System Operators, All Other	51-8099	80	90	10	15.2	10
Other Production Occupations	**51-9000**	**29,890**	**31,340**	**1,440**	**4.8**	**3,570**
Chemical Equipment Operators and Tenders	51-9011	830	830	0	0.5	80
Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	51-9012	430	440	10	2.3	50
Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders	51-9021	510	560	40	8.2	60
Grinding and Polishing Workers, Hand	51-9022	310	280	-30	-9.7	30
Mixing and Blending Machine Setters, Operators, and Tenders	51-9023	1,260	1,350	90	7.1	150
Cutters and Trimmers, Hand	51-9031	100	70	-30	-32	10
Cutting and Slicing Machine Setters, Operators, and Tenders	51-9032	620	660	40	6.1	80
Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders	51-9041	810	860	60	7	90
Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders	51-9051	300	330	30	9.8	30
Inspectors, Testers, Sorters, Samplers, and Weighers	51-9061	7,020	6,550	-480	-6.8	750

Jewelers and Precious Stone and Metal Workers	51-9071	340	360	20	5.7	40
Dental Laboratory Technicians	51-9081	310	380	70	23	50
Medical Appliance Technicians	51-9082	90	110	20	19.1	10
Ophthalmic Laboratory Technicians	51-9083	210	250	40	17.5	30
Packaging and Filling Machine Operators and Tenders	51-9111	2,420	2,530	110	4.3	280
Painting, Coating, and Decorating Workers	51-9123	90	110	20	21.1	10
Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	51-9124	2,550	3,030	480	18.6	330
Photographic Process Workers and Processing Machine Operators	51-9151	80	70	-10	-11.4	10
Computer Numerically Controlled Tool Operators	51-9161	3,760	4,080	320	8.5	460
Computer Numerically Controlled Tool Programmers	51-9162	380	520	140	36.7	60
Adhesive Bonding Machine Operators and Tenders	51-9191	180	210	30	14.9	30
Cleaning, Washing, and Metal Pickling Equipment Operators and Tenders	51-9192	470	510	40	7.4	60
Molders, Shapers, and Casters, Except Metal and Plastic	51-9195	510	620	110	22	70
Paper Goods Machine Setters, Operators, and Tenders	51-9196	1,010	1,040	30	2.7	120
Helpers--Production Workers	51-9198	2,400	2,400	10	0.2	340
Production Workers, All Other	51-9199	1,180	1,270	90	7.4	140
Transportation and Material Moving Occupations	**53-0000**	**138,670**	**150,070**	**11,400**	**8.2**	**19,040**
Supervisors of Transportation and Material Moving Workers	**53-1000**	**6,890**	**7,290**	**400**	**5.8**	**790**
Aircraft Cargo Handling Supervisors	53-1041	60	60	10	10.3	10
FirstLine Supervisors of Transportation & Material Moving Workers, Exc Aircraft Cargo Handling Supervisor	53-1047	6,840	7,230	390	5.7	780
Air Transportation Workers	**53-2000**	**1,040**	**1,120**	**80**	**7.3**	**120**
Airline Pilots, Copilots, and Flight Engineers	53-2011	270	260	-10	-3.4	30
Commercial Pilots	53-2012	340	400	60	17.8	50
Air Traffic Controllers	53-2021	380	400	20	3.9	40
Motor Vehicle Operators	**53-3000**	**51,540**	**56,650**	**5,110**	**9.9**	**6,480**
Ambulance Drivers and Attendants, Except Emergency Medical Technicians	53-3011	200	250	50	24	30

Driver/Sales Workers	53-3031	5,690	6,700	1,010	17.8	780
Heavy and Tractor-Trailer Truck Drivers	53-3032	27,090	29,320	2,230	8.2	3,290
Light Truck or Delivery Services Drivers	53-3033	11,020	11,600	580	5.3	1,290
Bus Drivers, Transit and Intercity	53-3052	750	840	90	12.4	100
Passenger Vehicle Drivers, Except Bus Drivers, Transit and Intercity	53-3058	6,210	7,290	1,070	17.3	890
Motor Vehicle Operators, All Other	53-3099	590	670	70	12.1	110
Rail Transportation Workers	**53-4000**	**920**	**940**	**20**	**1.8**	**80**
Locomotive Engineers	53-4011	400	420	20	4.3	40
Rail Yard Engineers, Dinkey Operators, and Hostlers	53-4013	160	160	0	-0.6	20
Other Transportation Workers	**53-6000**	**3,430**	**3,760**	**330**	**9.7**	**510**
Parking Lot Attendants	53-6021	760	860	100	13.6	130
Automotive and Watercraft Service Attendants	53-6031	1,580	1,700	120	7.9	230
Traffic Technicians	53-6041	50	60	0	3.8	10
Transportation Inspectors	53-6051	690	750	50	7.8	80
Aircraft Service Attendants and Transportation Workers, All Other	53-6098	280	330	50	16.9	50
Material Moving Workers	**53-7000**	**74,800**	**80,250**	**5,450**	**7.3**	**11,050**
Conveyor Operators and Tenders	53-7011	480	510	30	5.4	60
Crane and Tower Operators	53-7021	670	740	70	10.6	80
Industrial Truck and Tractor Operators	53-7051	7,390	7,750	360	4.9	850
Cleaners of Vehicles and Equipment	53-7061	4,460	4,890	430	9.7	690
Laborers and Freight, Stock, and Material Movers, Hand	53-7062	30,570	32,010	1,440	4.7	4,240
Machine Feeders and Offbearers	53-7063	330	380	60	16.8	50
Packers and Packagers, Hand	53-7064	3,610	3,530	-80	-2.2	480
Stockers and Order Fillers	53-7065	22,700	25,080	2,380	10.5	3,930
Gas Compressor and Gas Pumping Station Operators	53-7071	250	250	10	3.7	30
Pump Operators, Except Wellhead Pumpers	53-7072	740	840	110	14.6	100
Wellhead Pumpers	53-7073	1,020	1,450	430	41.7	180
Refuse and Recyclable Material Collectors	53-7081	2,140	2,320	180	8.4	310
Tank Car, Truck, and Ship Loaders	53-7121	250	270	20	8.5	30

Education and Skill Levels of the Workforce

Educational attainment employment data from the Current Population Survey includes the population aged 25 and above (2022 CPS via BLS). The 2022 Labor force participation rates increased based on level of educational attainment:

- less than high school graduate was 48.1%,
- high school graduate (includes equivalency), no college was 55.4%,
- some college or associate's degree was 61.6%,
- and bachelor's degree or higher was 72.8%.

Similarly, the unemployment rates decreased based on level of educational attainment: less than high school graduate was 6.5%, high school graduate (includes equivalency) was 4.0%, some college or associate's degree was 3.1%, and bachelor's degree or higher was 1.4%.

C. COMPARISON OF ECONOMIC AND WORKFORCE ANALYTICAL CONCLUSION. DESCRIBE AREAS OF OPPORTUNITY FOR MEETING HIRING, EDUCATION, AND SKILLS NEEDS IDENTIFIED IN THE ECONOMY COMPARED TO THE ASSETS AVAILABLE IN THE LABOR FORCE IN THE STATE.

Oklahoma is always looking at opportunities to align the hiring, education, and skill needs of its workforce.

Oklahoma collaborates with its WIOA partners as well as entities in economic development to partner for job fairs, employer outreach, and other events.

Oklahoma has 27 workforce centers that work diligently with chambers of commerce, industry associations and other entities to create events aligned with business needs focused on local hiring.

Oklahoma targets its labor force through postings on social media, broadcast television, radio, and newspapers to inform them of events that match their skills with available employment opportunities.

Each of Oklahoma's six workforce boards are tasked with developing local plans that are tailored to the data for their regions of the state. Those plans are focused on finding the job-seekers and connecting them with local employers.

Business service teams at those boards are in constant contact with employers evaluating their hiring needs as well as what skills their workforce might be lacking. Any shortages in skills are aligned with training programs offered through WIOA services or if more intensive partnerships with local CareerTech campuses to ensure those needs are being met.

2. WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ACTIVITIES ANALYSIS

The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in (a)(1)(B)(iii) above, and the employment needs of employers, as identified in (a)(1)(A)(iii) above. This must include an analysis of—

A. THE STATE'S WORKFORCE DEVELOPMENT ACTIVITIES

Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required [6] and optional one-stop delivery system partners.[7]

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

[7] Workforce development activities may include a wide variety of programs and partners, including educational institutions, faith- and community-based organizations, and human services.

B. THE STRENGTHS AND WEAKNESSES OF WORKFORCE DEVELOPMENT ACTIVITIES

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

C. STATE WORKFORCE DEVELOPMENT CAPACITY

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

The State's Workforce Development Activities:

In prior years, Oklahoma has focused efforts on credential attainment as the top priority to address the education and skill needs of Oklahoma's employers and workforce. The state relied on Five Industry Clusters (Aerospace and Defense, Agriculture and Biosciences, Energy, Information and Financial Services, and Transportation and Distribution) and "growth and demand occupations" within these Clusters to guide the alignment of workforce and state economic development priorities. In addition, the State rallied around the goals of building stronger partnerships and coalitions, strengthening strategies, and building a strong state infrastructure as ways to move forward. While noble and helpful, this wasn't creating the type of workforce-driven system that was getting expected results in an expedited fashion. In the spring of 2023, Governor Kevin Stitt created the Workforce Transformation Taskforce comprised of ten (10) individuals from both the private and public sectors to evaluate the current state of the workforce system in Oklahoma and make recommendations on strengths and challenges. These members were chosen based on subject matter expertise in areas that are integral to the creation and development of a new system for administering workforce initiatives. In their report, published on April 15, 2023, the Taskforce determined that as a participant in the system described it, "everyone in state government does workforce development, but no one owns it." This sentiment succinctly summarizes the central finding of the Task Force, and its recommendations focus on addressing this core deficiency.

The Task Force recommended the creation of a single state entity responsible for Oklahoma's workforce development strategy. This workforce development "owner" should be a public-private partnership pursuing a results-oriented approach and serving as a trusted central point of coordination and collaboration across the many stakeholders involved in workforce development in the state. The entity described in this report should work to ensure the state's workforce development efforts are aligned with the dual goals of economic development and individual empowerment.

On August 10, 2023 Executive Order 2023-21(EO) was filed with the Oklahoma Secretary of State moving the responsibility and authority to administer the WIOA Title I programs to the Oklahoma Employment Security Commission with the goal to "maximize our economic effectiveness, save taxpayer dollars, and assure that Oklahoma continues to be competitive with other states and countries." Furthermore, the EO highlighted that "Oklahoma has the talent, employers, and conditions necessary to be a top performer in workforce development nationally" and the workforce system must give the citizens "what they deserve" which is a "coordinated workforce system that enables job seekers to find careers and employers to staff needed talent."

While there are many changes taking place in Oklahoma as a result of the Taskforce Report and the Executive Order, both identified above, the state maintains a robust circle of partners. In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs Program, Senior Community Service Employment Program, Temporary Assistance for Needy Families (TANF), Trade Adjustment Assistance programs, Unemployment Compensation, and YouthBuild. There are a variety of other faith and community-based organizations that provide services and partner with the American Job Center staff on a regular basis.

The state continues to focus efforts on credential attainment as a top priority to address the education and skill needs of Oklahoma's employers and workforce. These efforts were coordinated under the Governor's broader workforce development initiative, Oklahoma Works, as well as through the implementation of the Workforce Innovation and Opportunity Act. During the previous WIOA State Plan years, Oklahoma spent time building stronger partnerships and coalitions, strengthening strategies, and building a strong state infrastructure on which to seek continuous improvement. Under the new Governor's administration, Oklahoma hopes to renew support for a state educational attainment goal and refocus efforts to achieve targeted improvements in the number of Oklahomans with postsecondary certificates and credentials of value.

The initiative's full array of workforce partners must align their efforts and take active roles in ensuring resources are used in ways that maximize, strengthen, and support the education-to-workforce pipeline for all Oklahomans.

The Strength and Weaknesses of the State's Workforce Development Activities:

Oklahoma has many strengths. We have a fantastic workforce, many people within the workforce system with tremendous expertise and experience, along with many dynamic industries across all the state's 77 counties.

As wonderful as those things are there are still challenges within the state's workforce development system. Historically, weaknesses have included – high school graduation requirements, 300,000+ Oklahomans without high school diplomas, disparate historical strategy or vision across the workforce system stakeholders, fragmented agencies with competing priorities, siloed points of view in policy-making, and fragmented oversight groups with no absolute authority.

Fortunately, the recent changes put into place by the Governor's Office, the beginning work of the Oklahoma Workforce Commission, plus the renewed commitment and on-going collaboration of the Core Partner agencies, Oklahoma is on its way to tackling these challenges.

State Workforce Development Capacity:

A broad and diverse network of stakeholders is involved in overseeing and executing an array of different components that comprise the "workforce delivery system." We must align these components such that they work together most optimally, to best serve Oklahomans. Stakeholders:

- Oklahoma Employment Security Commission (OESC)
- Oklahoma Department of Career and Technology Education (CareerTech)

- Oklahoma Department of Rehabilitation Services (DRS)
- Oklahoma State Department of Education (OSDE)
- Oklahoma Department of Human Services (OHS/OKDHS)
- Oklahoma Department of Commerce (Commerce)
- Oklahoma Department of Corrections (ODOC)
- Oklahoma State Regents for Higher Education (OSRHE)
- Governor
- Lt. Governor
- Governor's Council for Workforce and Economic Development
- Oklahoma Workforce Commission (OWC)
- State Chamber of Oklahoma
- Local workforce development boards
- Local community organizations
- Local elected officials
- U.S. Department of Labor

B. STATE STRATEGIC VISION AND GOALS

The Unified or Combined State Plan must include the State's strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—

1. VISION

Describe the State's strategic vision for its workforce development system.

2. GOALS

Describe the goals for achieving this vision based on the analysis in (a) above of the State's economic conditions, workforce, and workforce development activities. This must include—

(A) Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment[8] and other populations.[9]

(B) Goals for meeting the skilled workforce needs of employers.

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

Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals.

[9] Veterans, unemployed workers, and youth and any other populations identified by the State.

3. PERFORMANCE GOALS

Using the tables provided within each Core Program section, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

4. ASSESSMENT

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

Vision:

The Oklahoma Workforce Transformation Task Force has reviewed the challenges in workforce development, published them in a report, and found that, as a participant in the system described it, “everyone in state government does workforce development, but no one owns it.” This sentiment succinctly summarizes the Task Force's central finding, and its recommendations focus on addressing this core deficiency.

The Task Force recommends the creation of a single state entity (a.k.a. the Oklahoma Workforce Commission) responsible for Oklahoma’s workforce development strategy. This workforce development “owner/commission” should be a public-private partnership pursuing a results-oriented approach and serving as a trusted central point of coordination and collaboration across the many stakeholders involved in workforce development in the state. The entity described in this report should work to ensure the state’s workforce development efforts are aligned with the dual goals of **economic development** and **individual empowerment**, in other words, Oklahoma’s overarching vision is to meet the needs of employers through a skilled workforce ensuring economic growth and self-sufficiency for individuals facing barriers to employment as defined in WIOA and focused on:

- Having public oversight and a public oversight board that can receive public funds and provide accountability to the taxpayers.
- Using public funds with public accountability and having the ability to accept private funds.
- Centering around a private sector vision and direction, driven by innovation with the membership of the Workforce Commission comprised of business leaders.
- Building a strong public-private partnership.
- Establishing an Implementation Office that is agile and focused on the vision, consistently measuring success, and modeled after Oklahoma Energy Resources Board.
- Focusing on the entire workforce ecosystem in a coordinated and holistic manner.

- Becoming more data-driven, using independent and objective data to drive workforce transformation.
- Investing in innovation and leveraging funds to drive outcomes.
- Assisting employers with "workforce needs plans" quickly and collaboratively.
- Establishing performance-based funding measures for investments.
- Providing information and recommendations to policymakers.
- Delivering a strategic annual report on "targeted workforce outcomes" including reports to policymakers on expenditures and progress.
- Coordinating and "braiding" WIOA funds to drive the state's workforce strategy.
- Realigning the Oklahoma Employment Security Commission (OESC) and Oklahoma Office of Workforce Development (OOWD) into the new entity. *Note: On August 10, 2023 Executive Order 2023-21(EO) was filed with the Oklahoma Secretary of State moving the responsibility and authority to administer the WIOA Title I programs to the Oklahoma Employment Security Commission with the goal to "maximize our economic effectiveness, save taxpayer dollars, and assure that Oklahoma continues to be competitive with other states and countries."*

Goals:

Oklahoma's evaluation of the state workforce system revealed the need for a top-down educational initiative detailing the intention, purpose, and financial stewardship of WIOA dollars. "Every dollar of WIOA funding spent on administrative functions is a dollar not invested in citizen development and employment."

Preparing an educated and skilled workforce and meeting employers' skilled workforce needs go hand in hand. Oklahoma will achieve innovation and efficiency through alignment, collaboration, and education. All entities are working together to drive collective and meaningful outcomes. In addition, coordinated service delivery processes will be worked on at the agency administrative levels and continue through the frontline management of program referrals.

Performance accountability and fiscal responsibility also go hand in hand. Today, federal dollars come to the state administrator, and administration expenses are removed. The state then sub-awards to locals who take another admin percentage off the top. Every dollar of WIOA funding spent on admin functions is a dollar not invested in citizen development and employment. The collective amount of overhead taken off the top of WIOA funds nationwide would be staggering if totaled. The system needs to push states to coordinate service partners more closely based on what those entities exist and are already funded to provide. This would mean more hands involved in planning and executing but fewer hands needing funding to participate.

Another part of the state's goals centers around local areas operating from a place of strategic alignment, not competition. All of us serve the same customers, the citizens of Oklahoma. Keeping our minds focused on Oklahoma's workforce delivery system as a supply chain, measuring its success against the outcomes the system is meant to deliver, and its ability to respond to and address challenges is the ultimate pathway to a successful state. With this in mind, we hope to achieve in the long run:

- Increased labor force participation rates;

- Decreased unemployment rates;
- Growth of private businesses;
- Successful economic development, including the retention and growth of existing businesses and the establishment of new businesses;
- Improved educational awareness and exposure to workforce opportunities; and
- Robust opportunities for diverse career pathways for all Oklahomans – disabled, veterans, justice-involved, parents, etc. – to pursue gainful employment.

Performance Goals:

See the following Program Year (PY) expected performance goals for the identified programs:

Employment 2nd Quarter After Exit:

- Title I Adult – PY24, 72.1% | PY25, 72.1%
- Title I Dislocated Worker – PY24, 75.2% | PY25, 75.2%
- Title I Youth – PY24, 76.5% | PY25, 76.5%
- Title II Adult Education and Family Literacy – PY24, 37% | PY25, 38%
- Title III Wagner Peyser – PY24, 59.5% | PY25, 59.5%
- Title IV Vocational Rehabilitation Program - PY24, 51% | PY25, 51.5%

Employment 4th Quarter After Exit:

- Title I Adult – PY24, 72.9% | PY25, 74.3%
- Title I Dislocated Worker – PY24, 73% | PY25, 75.2%
- Title I Youth – PY24, 79% | PY25, 79.2%
- Title II Adult Education and Family Literacy – PY24, 39% | PY25, 40%
- Title III Wagner Peyser – PY24, 60.2% | PY25, 60.7%
- Title IV Vocational Rehabilitation Program - PY24, 42% | PY25, 44%

Median Earnings 2nd Quarter After Exit:

- Title I Adult – PY24, $7,677 | PY25, $7,677
- Title I Dislocated Worker – PY24, $10,363 | PY25, $10,363
- Title I Youth – PY24, $5,619 | PY25, $5,619
- Title II Adult Education and Family Literacy – PY24, $4,200 | PY25, $4,300
- Title III Wagner Peyser – PY24, $6,840 | PY25, $6,840
- Title IV Vocational Rehabilitation Program - PY24, $4,900 | PY25, $5,000

Credential Attainment:

- Title I Adult – PY24, 70.5% | PY25, 70.5%

- Title I Dislocated Worker – PY24, 78.3% | PY25, 78.3%
- Title I Youth – PY24, 59.5% | PY25, 59.5%
- Title II Adult Education and Family Literacy – PY24, 28% | PY25, 30%
- Title III Wagner Peyser – Not Applicable
- Title IV Vocational Rehabilitation Program - PY24, 41% | PY25, 42%

Measurable Skills Gains:

- Title I Adult – PY24, 69.2% | PY25, 69.2%
- Title I Dislocated Worker – PY24, 66.4% | PY25, 66.4%
- Title I Youth – PY24, 72.8% | PY25, 72.8%
- Title II Adult Education and Family Literacy – PY24, 42% | PY25, 42%
- Title III Wagner Peyser – Not Applicable
- Title IV Vocational Rehabilitation Program - PY24, 71.6% | PY25, 72%

Effectiveness in Serving Employers:

- Not Applicable

Assessment:

The Oklahoma Workforce Transformation Taskforce began reviewing the state of the workforce development system in the fall of 2022 and subsequently released a report on April 15, 2023. The purpose of the Task Force was to design a new workforce delivery system in Oklahoma and guide the state's transition from the current system to the new system. A new system can maximize economic effectiveness, save taxpayer dollars, maximize funding through better coordination with key stakeholders, be more responsive to the needs of employers, and ensure that Oklahoma continues to be competitive through utilizing best workforce development practices.

Chad Warmington, Taskforce member and President and CEO of the State Chamber of Oklahoma, and Chad Mariska, Oklahoma Secretary of Commerce made these statements: "Oklahoma is not unique in the staggering workforce challenges it is facing…" and "Despite the significant challenge ahead of us, we are confident Oklahoma will succeed in this effort. Our work as a Task Force and the work completed by others in recent years have revealed that Oklahoma is ready to meet the moment. Stakeholders are aligned around the need for improved efficiency and coordination and are ready to engage. The recommendations in this report were designed in the mold of national best practices, after carefully considering the strengths and weaknesses of other analogous efforts."

"Seizing this opportunity" requires a paradigm change in how our state's workforce development system is structured and operates. Still, that change is well within our reach, and well underway with the recommendations outlined in this report. The consequences of failing to take bold action in the face of this national challenge are stark."

C. STATE STRATEGY

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

1. DESCRIBE THE STRATEGIES THE STATE WILL IMPLEMENT, INCLUDING INDUSTRY OR SECTOR PARTNERSHIPS RELATED TO IN-DEMAND INDUSTRY SECTORS AND OCCUPATIONS AND CAREER PATHWAYS, AS REQUIRED BY WIOA SECTION 101(D)(3)(B), (D). "CAREER PATHWAY" IS DEFINED AT WIOA SECTION 3(7) AND INCLUDES REGISTERED APPRENTICESHIP. "IN-DEMAND INDUSTRY SECTOR OR OCCUPATION" IS DEFINED AT WIOA SECTION 3(23)

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ALIGN THE CORE PROGRAMS, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE TO THE STATE TO ACHIEVE FULLY INTEGRATED CUSTOMER SERVICES CONSISTENT WITH THE STRATEGIC VISION AND GOALS DESCRIBED ABOVE. ALSO DESCRIBE STRATEGIES TO STRENGTHEN WORKFORCE DEVELOPMENT ACTIVITIES IN REGARD TO WEAKNESSES IDENTIFIED IN SECTION II(A)(2)

A successful state workforce development system is the key to a strong and growing economy and empowers individuals to achieve their full potential. To be successful, Oklahoma must address both goals concurrently and in coordination with many stakeholders through results-driven and data-centered strategies.

The Oklahoma Employment Security Commission supports the development and growth of sector partnerships by providing funding opportunities for local areas, regional planning areas, and intermediary partners to establish, strengthen, and expand sector partnerships and identify partnerships for career pathways development. Businesses are best positioned to solve the problems of the industry collectively and collaboratively.

Designed to align multiple employers from the same industry and in a shared labor market region, who work with education, workforce development, economic development, and community organizations to address the workforce and other competitiveness needs of the targeted industry. An organization with industry expertise, capacity, and credibility among partners is chosen to play a convener role. While employers do not typically convene partnerships, their leadership and engagement are critical for developing strategies that respond to the industry's workforce needs.

OESC administers the federal Workforce Innovation and Opportunity Act (WIOA) Adult, Dislocated Worker, and Youth programs. WIOA envisions business-driven strategies tailored to meet the needs of regional economies. The law emphasizes the need for partnerships and strategies that align workforce development, education, and economic development programs with regional needs. Sector partnership strategies, or impact partnerships, are among the activities required to meet WIOA objectives.

IPGs and IPG activities: **1)** Improve the quality and labor market relevance of workforce investment, education, and economic development efforts to provide America's workers with the skills and credentials necessary to secure and advance in employment with family-sustaining wages and to provide America's employers with the skilled workers the employers

need to succeed in a global economy. (WIOA Sec. 2(3)); **2)** Increase the prosperity of workers and employers in the United States, the economic growth of communities, regions, and states, and the global competitiveness of the United States. (WIOA Sec. 2(5)); **3)** Provide workforce investment activities, through statewide and local workforce development systems, that increase the employment, retention, and earnings of participants, and increase attainment of recognized postsecondary credentials by participants, and as a result, improve the quality of the workforce, reduce welfare dependency, increase economic self-sufficiency, meet the skill requirements of employers, and enhance the productivity and competitiveness of the nation. (WIOA Sec. 2(6))

Goals for this work include:

- Promote and fill high-demand occupations in the health care, construction, skilled trades, or manufacturing sectors, including any Critical Occupations or relevant jobs along pathways to Critical Occupations.
- Building lasting, collaborative relationships between business, education, workforce development, economic development, and government and community organizations.
- Better serving employers, job seekers and students, including disadvantaged populations (e.g., veterans, justice involved, long-term unemployed, low-income, homeless, etc.).
- Expanding Registered Apprenticeship programs and other work-based learning opportunities such as internships, on-the-job training (OJT), job shadowing, and externships.
- Leveraging resources and funding to support the long-term sustainability of industry-driven sector partnerships and strategies for closing workforce gaps.
- Increasing education and credential attainment among the state's workforces.
- Increasing capacity among local and regional organizations to carry out sector partnerships.
- Aligning local, regional, and state priorities, plans, and initiatives to the needs of regional economies.
- Understanding workforce demands related to career pathways and work-based learning opportunities.

Authority

Utilizing funds reserved for statewide activities states may, implement innovative programs and strategies designed to meet the needs of all employers (including small employers) in the state, which programs and strategies may include incumbent worker training programs, customized training, sectoral and industry cluster strategies and implementation of industry or sector partnerships, career pathway programs, microenterprise and entrepreneurial training and support programs, utilization of effective business intermediaries, layoff aversion strategies, activities to improve linkages between the one-stop delivery system in the state and all employers (including small employers) in the state, and other business services and strategies that better engage employers in workforce investment activities and make the workforce

development system more relevant to the needs of the state and local businesses, consistent with the objectives of this title. (WIOA Sec. 134(a)(3)(A)(i))

Intermediary & Convenors

To serve as an intermediary organization or a convenor, they must define the boundaries of the identified region in which work will be focused. Intermediaries can include industry associations, economic development organizations, chambers of commerce, industry working groups, task forces, or other similar organizations formally representing the interests of employers or closely related stakeholders in the industry cluster or sector.

Workforce Development Boards

The Workforce Innovation and Opportunity Act of 2014 (WIOA) emphasizes the important role of sector strategies in a dynamic regional workforce development plan. Within WIOA, regional coordination and planning requirements include the necessity of a regional plan that supports the "development and implementation of sector initiatives for in-demand industry sectors or occupations in the regions." Oklahoma's six local workforce boards can act as the convener, bringing together stakeholders, industry leaders, and facilitating the strategic process to meet the ongoing and changing needs of employers within a specific sector, relative to their region.

Education and Career Pathways

Career Pathways are created by an industry-driven sector partnership and fulfilled by education providers. The term career pathway means a combination of rigorous and high-quality education, training, and other services that create a seamless transition from K12, Postsecondary, to Career. A quality career pathway must be system-led involving input from K12, Career Technology Education, Higher Education, and industry for the purpose of building clear road maps for employment or career progression. Career Pathways help to ensure that workers are trained in the skills employers say they require and provide opportunities for workers to advance in the industry. This creates more satisfied employees and healthier industries, which improves regional economies. This process must involve all stakeholders with the goal of creating opportunities to explore pathways with intention. Goals for this work include:

- Prioritize support and resources for demand industries and career paths.
- Provide technical assistance to partners working to develop and implement sector partnerships and strategies for increasing credential attainment.
- Promote credentials of value, growth, and demand occupations, critical occupations in Oklahoma's Industry Clusters and industry-driven solutions for closing the states skills gaps.
- Develop and implement local and regional strategies to assist Oklahomans in entering critical occupations and closing skills gaps. Targeted populations include WIOA-defined specials populations, including ex-offenders, veterans, homes adults, long-term, unemployed, individuals with disabilities and at-risk youth.
- Blend and leverage resources and funding to support eh long-term sustainability of sector partnerships and strategies for increasing credential attainment.

Business Services

The Oklahoma Employment Security Commission, which administers WIOA title I, is revamping business services. In addition to providing additional resources to local areas to hire fulltime board staff dedicated to business services activities, required core services are being established to ensure consistency in services regardless of where a business is in the state. Data informed business services strategies include: Sector Strategies, Incumbent Worker Training, Competency-Based Hiring Strategies, Layoff Aversion Strategies, and Real-Time LMI Data Reports.

Federal Partnership Opportunities:

Oklahoma's workforce system continues to review details and prioritize partnerships in response to recent federal legislation since COVID-19. Oklahoma is excited about the future and becoming a Top Ten State. Oklahoma will evaluate opportunities and partnerships to leverage federal funds combined with the workforce development system to increase measurable outcomes.

In September of 2023, **OESC and the Oklahoma Department of Transportation partnered** for a hiring event designed to match job-seekers with training opportunities and employment. Before the event, ODOT offered free OSHA-10 and Forklift Driving Certification the week of the event. More than a dozen people participated in the first set of training. A second training was held after the hiring event with almost 30 additional people. More than 200 job-seekers attended the main event and reported a wonderful experience. This event provided a template for the future. Partnering with state agencies provides OESC with additional leverage in working with job seekers and connecting them with available training and employment opportunities.

Oklahoma's NEVI Plan:

The Oklahoma Department of Transportation and the Oklahoma Secretary of Energy & Environment have partnered on the Oklahoma National Electric Vehicle Infrastructure (NEVI) Plan.

The NEVI Formula Program, funded by the Infrastructure Investment and Jobs Act (IIJA), is a $5 billion program that plans to make historic investments in electric vehicle (EV) charging infrastructure across the country. The goal of this program is to establish a network of 500,000 EV chargers by 2030 along federally designated alternative fuel corridors (AFC) in the United States (U.S.) and ensure a convenient, reliable, affordable and equitable charging experience for all users. To achieve this national goal, each state is required to develop an EV Infrastructure Deployment Plan (Plan) that describes how NEVI Formula Program funds will be used in conformity with guidance from the Federal Highway Administration (FHWA).

The Oklahoma NEVI plan was approved by FHWA on September 14th, 2022, began in April 2022, and was led by the Oklahoma Department of Transportation (ODOT) and Oklahoma Secretary of Energy and Environment (OSEE), in coordination with state agencies, local Metropolitan Planning Organizations (MPOs), Regional Transportation Planning Organizations (RTPOs), Clean Cities Coalitions, utilities and public stakeholders, and committees per FHWA's recommended stakeholder groups from their 90-day guidance. The Plan presented in this document represents ODOT and OSEE's commitment to increasing access to EV charging infrastructure across the state.

Oklahoma NEVI Plan Goals: ODOT's goals for the NEVI Plan, in accordance with FHWA guidance, focuses on building out FHWA designated AFCs, then expanding to regional and local routes of significance, equity-based destination charging, and freight charging locations. ODOT's NEVI Plan goals are also in alignment with ODOT's stated goals and the Governor's goals. **Goal #1:**

Develop an Electric Vehicle Charging Plan that puts Oklahoma in the Top 10 for Electric Vehicle Performance Measures in the United States. **Goal #2:** Develop and Implement Statewide Policies that Encourage the Responsible Development of Oklahoma's Natural Resources. **Goal #3:** Comprehensive Charging Plan. **Goal #4:** Data Gathering and Evaluation. **Goal #5:** Program Implementation and Administration. **Goal #6:** Develop and sustain Oklahoma's Workforce. **Goal #7:** Access to EV Charging Stations.

Tech Hubs Designations:

Oklahoma is participating in the Tech Hubs Program which aims to strengthen U.S. economic and national security with investments in regions across the country with assets and resources with the potential to become globally competitive in the technologies and industries of the future.

Oklahoma will benefit from two Tech Hubs, one in Tulsa developing autonomous systems applications and another serving southern Oklahoma to develop and enhance semi-conductor supply chain infrastructure.

The Tulsa Hub for Equitable & Trustworthy Autonomy (THETA), led by Tulsa Innovation Labs, aims to become a global leader in developing and commercializing autonomous systems for use cases ranging from agriculture and pipeline inspections to regional transportation. Leveraging strong university-based research institutes in unmanned systems and cyber technologies, the Skyway Range flight corridor testing facility and existing capital investments, THETA will develop and innovate autonomous systems applications while increasing their security and integrity. In doing so, THETA seeks to strengthen national and economic security while connecting small manufacturers across the region with opportunities in the autonomous systems supply chain. Meanwhile, several counties from the Southern Workforce Board are part of a consortium led by Southern Methodist University (SMU) in Dallas.

The Texoma Semiconductor seeks to unify existing and planned semiconductor supply chain infrastructure by enhancing regional collaboration and uplifting underserved communities through workforce expansion.

Leveraging its central location and robust transportation network, this Tech Hub offers a semiconductor manufacturing model that geographically consolidates the semiconductor manufacturing supply chain from bare wafers to products. By deploying a geographically distributed "fablet" model—building targeted, accessible labs for electronic design, semiconductor manufacturing, packaging, and testing— the Texoma Semiconductor Tech Hub will foster a consolidated semiconductor innovation ecosystem with supply chain resilience.

The Tech Hubs program brings together diverse public, private, and academic partners into collaborative consortia focused on driving inclusive regional growth. With their existing innovation assets as a foundation, these Tech Hubs will build the workforce of the future; enable businesses to start and scale; and deploy and deliver critical and emerging technologies.

III. OPERATIONAL PLANNING ELEMENTS

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

A. STATE STRATEGY IMPLEMENTATION

The Unified or Combined State Plan must include–

1. STATE BOARD FUNCTIONS

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

Core Program Activities: Oklahoma has established a work group of stakeholders in the Workforce Development system called the System Oversight Subcommittee to create solutions to barriers and hurdles that were preventing the success of the system. The Oklahoma Works System Oversight Subcommittee is composed of Oklahoma workforce development system partners, led and established by the Governor's Council for Workforce and Economic Development Workforce Systems Oversight Committee.

A member of the GCWED is the leader of the System Oversight Subcommittee. System partners include: the Oklahoma Department of Career and Technology Education—Adult Basic Education, the Department of Rehabilitation Services - Vocational Rehabilitation, the Department of Human Services, the Oklahoma Employment Security Commission--Wagner-Peyser, the State Regents for Higher Education, and Title I programs representing Adults, Dislocated Workers and Youth. It is hoped that other entities, such as the Department of Corrections, Department of Commerce, and the Departments of Health and Mental Health will be added to establish a more comprehensive approach to creating solutions.

This subcommittee was designed to carry out the strategic mission of GCWED and reports to the Workforce System Oversight Committee of that body. The committee identifies, reviews, and writes policies and processes that align, build, and improve the workforce development system to fully implement the objectives outlined in WIOA, as well as contribute to Oklahoma's overall economic well-being. They meet regularly to identify program-specific barriers and create solutions.

The monitoring process includes a review of financial contributions and processes, engagement of the one-stop partners in the system, and other factors that improve workforce development collaboration and customer focus. This subcommittee assists local areas with challenges including the development of Memorandums of Understanding at a state and local level addressing service delivery and resource sharing, the creation of processes to address cost and resource sharing, and establishing pilots to engage voluntary involvement of State Agency Directors and Chief Financial State Agency Officers. The WIOA also requires local planning regions to write unified plans. The sub-committee wrote draft guidance for these plans which included input from all the agencies involved. The benefits are 1) A more effective, consistent, user-friendly, customer-focused, high-quality service delivery approach for Oklahoma citizens and businesses; 2) Efficiencies for workforce programs and staff; 3) Alignment among education, workforce, and economic development; 4) Accountability for services and results; 4) A maximization of all workforce development resources; 5) A true competitive advantage for Oklahoma's economic development efforts; and 6) A pipeline for Oklahoma of appropriately skilled and credentialed workers ready to meet the employment needs of Oklahoma employers.

Alignment with Activities Outside the Plan:

The Governor's Council for Workforce and Economic Development (GCWED), with input from state workforce partners, local areas, and business leader members, adopted a strategic plan for

achieving WIOA implementation and strategy alignment with the Governor's vision. Included in the plan are four objectives and sub-strategies aligned to the Governor's workforce committee plan. **Objective 1:** Expand Oklahoma's workforce to satisfy industry and economic development goals through career exposure, exploration, and pathways for high school students; expansion of adult basic education and high school equivalency programs and services; and reanalyzing barriers to employment to innovate service delivery. **Objective 2:** Upskill Oklahoma's workforce through Registered Apprenticeship and other work-based learning opportunities; and increasing the number of Oklahomans with post-secondary credentials, certifications, and/or degrees. **Objective 3:** Offer workforce solutions to Oklahoma's businesses by engaging them in program design and service delivery, developing responsive recruiting strategies and tools, expanding sector partnerships, and innovating in the area of incumbent worker training. **Objective 4:** Build Oklahoma's workforce system capacity through innovation, funding, and data sharing.

To achieve the ambitious goals that have been set by the Governor's Cabinet, workforce partners must align their efforts and take active roles in ensuring resources are used in ways that maximize, strengthen, and support the education-to-workforce pipeline for all Oklahomans. Underpinning all Oklahoma Works efforts are the five Industry Clusters (Aerospace and Defense, Agriculture and Biosciences, Energy, Information and Financial Services, and Transportation and Distribution), and 100 Critical Occupations within these ecosystems (growth and demand occupations). These foundational pieces are utilized by state and local economic development and tie partner initiatives together in an aligned, cohesive direction.

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

The Governor's Council for Workforce and Economic Development (GCWED), the WIOA State Board, is tasked with using data to inform policy, track progress and measure success toward federal, WIOA measures, and state metrics identified through the strategic planning process. The GCWED Strategic Plan assists partners with aligning education and training programs to meet the talent demands of Oklahoma employers. This alignment aids in the development of a comprehensive workforce development system within each region that: Creates user-friendly, customer-focused service delivery models that transcend agency programs and silos; Provides consistent, high-quality services to employers and job seekers; Ensures services to employers and job seekers are consistent while encouraging local and regional adaptation; and Creates stellar customer focus, program alignment, and partner collaboration.

Each region's certified system is the "network of mandatory and optional partners, programs, centers and service providers that collectively address the community's workforce development needs. To create this workforce development system, partners must look at where their particular agency and its services fit into the larger vision and commit to jointly producing the tools and processes needed to implement a workforce system that serves two ends: skilled and credentialed talent available to fill open positions helping communities grow and prosper.

Coordination, Alignment and Provision of Services to Individuals:

Oklahoma believes the coordination, alignment, and provision of services will further enhance the customer experience. To promote seamless service delivery, key stakeholders such as the

State Administration, Workforce Development Boards (WDB), Oklahoma Works Centers, and other Core Partners will collaborate to develop an integrated approach to providing quality, customer-driven, value-added services. As a state, we realize the importance of nurturing a partnership with the core programs defined in WIOA and business, common performance measures, and data-driven outcomes encourage joint responsibility for success. This partnership allows all stakeholders to have input and buy-in and effectively organizes staff and facilities in a manner that further streamlines customer service delivery, and capitalizes on the strengths of staff, location, and technology. These efforts will reduce duplication, save diminishing resources, increase customer satisfaction, and better develop our valued service delivery professionals.

Staff provide access to services based on the customers' assessed needs. Whether customers access services at a comprehensive center, an affiliated site, a network of eligible one-stop partners, or a specialized center as described in WIOA § 678.300, they will be provided information on the availability of career services, training services, program services, and activities offered and/or provided.

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

Another requirement in the consortium agreement is the designation and certification of a one-stop operator through a competitive process developed and executed by the Local WDB. A one-stop operator that has been competitively procured will ensure that all one-stop partner services are coordinated and provided per federal, state, and local policies.

Oklahoma recognizes the need to provide a variety of career and training services depending on an assessed need. **Basic career services** consist of providing information on available services in the one-stop center, initial assessments, eligibility determinations, career planning, access to the career resource room for computer assistance and self-service options, resume preparation assistance, labor exchange services, labor market information, referrals to other system programs, demand occupation lists, eligible training provider lists, available supportive services, meaningful assistance for unemployment assistance claimants, and financial aid assistance. **Individualized career services** consist of customized assistance and specialized assessment of their skills knowledge and abilities to assist in career planning; diagnostic testing and other assessment tools, in-depth interviewing and evaluation; development of the individual employment plan; training services which may include short-term pre-vocational services, on-the-job training opportunities, internships and work experiences, English language

acquisition; financial literacy services and out-of-area job search and relocation assistance. In some cases, individuals enter training services with payment being determined based on need. **Follow-up services** must be made available as determined appropriate by the Local WDB, for a minimum of 12 months following the first day of employment, to adults or dislocated workers who are placed in unsubsidized employment. The need for **Training services** outlined in WIOA sec. 134(c)(3)(D) is assessed individually and based on available funding and Oklahoma is focused on and encourages a "braided funding" strategy to meet the needs of its Citizens.

Priority of services to veterans and other eligible persons will continue to be Oklahoma's priority while also remaining committed to serving the individuals listed in the WIOA legislation such as persons with disabilities, unemployment insurance recipients, long-term unemployed, dislocated workers, low-income individuals, limited English proficiency individuals, and youth.

2. IMPLEMENTATION OF STATE STRATEGY

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

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

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

Oklahoma has established a workgroup called the System Oversight Subcommittee (SOS) to align efforts, avoid duplication, and create solutions to system-wide barriers or challenges. The workgroup identifies and develops policies and processes that align, build, and improve the workforce development system. This ensures it can fully implement the objectives outlined in WIOA and contribute to Oklahoma's overall economic well-being. The SOS comprises workforce development system partners, including a member representing each of the core programs who meet regularly, adding additional stakeholders as needed to ensure consistent, customer-focused, high-quality service delivery for Oklahoma's citizens and businesses.

Another contribution of the SOS includes assisting local areas with challenges such as the development of Memorandums of Understanding (MOU) at a state and local level addressing service delivery and resource sharing, the creation of processes to address cost and resource sharing, and establishing pilots to engage voluntary involvement of State Agency Directors and Chief Financial State Agency Officers. The WIOA also requires local planning regions to write unified plans. The sub-committee wrote draft guidance for these plans, which included input from all the agencies involved, including the core partner agencies. The benefits have been consistency and alignment, efficiencies for workforce programs and staff, alignment among education, workforce, and economic development, and accountability for services and results.

Oklahoma will continue to align the core partners and programs alongside other key workforce system stakeholders through the following additional activities:

Research and Evaluation - Oklahoma recognizes the weaknesses it has faced in the past regarding access to and the possession of data critical for the success of the workforce system. We are committed to identifying and acting on opportunities to systematize data sharing among

partners in the workforce system, coordinate resources expended on data research and evaluations, and expand tools available at both the state and local levels to include dashboards and other modern technologies. The main objective of these efforts is to strengthen the aligned efforts of the core, required, and additional workforce system partners for more effective outcomes.

Career Pathways - Working with educational institutions and Adult Basic Education, Oklahoma exposes adult learners to viable career pathways leveraging resources to provide opportunities leading to a certificate, degree, or credential.

Education and Industry Partnerships - Engaging businesses in developing education and training and exposing educators at various levels to the operations and needs of the industry provides students of all ages with more exposure to demand industries and occupations. Also, funding opportunities should be provided to support establishing, strengthening, and expanding sector partnerships, including local and regional coordination and sector strategies, and identifying partnerships for additional career pathway development. Sector partnerships focus on increasing education attainment, expanding registered apprenticeship programs, and filling occupations on the critical occupations list(s).

Individual Career and Academic Plan (ICAP) - The Individual Career and Academic Plan (ICAP) equips students with the tools needed to create a meaningful exploration of college, training, and career opportunities. ICAPs incorporate labor market data specific to Oklahoma and provide a tangible accomplishment with the flexibilities appropriate to students' changing passions, aptitudes, interests, and growth.

Business Services Expansion - An emphasized focus on providing businesses in the state with the workforce they need is a priority. Core partners convene to strategize around recruitment, retention, and support of employers to deliver business services as a unified workforce development system and disrupt employers' siloed perceptions about partnering with state agencies.

B. ALIGNMENT WITH ACTIVITIES OUTSIDE THE PLAN

Describe how the activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

The Governor's Council for Workforce and Economic Development (GCWED), with input from state workforce core partners, local areas, and business leader members, previously adopted a strategic plan for achieving WIOA implementation and strategy alignment. Many of the objectives align with the work outlined in the report of the Workforce Transformation Taskforce published on April 15, 2023. Included in the plan are four objectives:

Objective 1: Expand Oklahoma's workforce to satisfy industry and economic development goals.

- Support career exposure, exploration, and pathways for high school students.
- Increase targeted programs for special populations.
- Analyze barriers to employment for Oklahomans.

- Expand adult basic education and high school equivalency services/programs.

Objective 2: Upskill Oklahoma's workforce.

- Expand Registered Apprenticeships and other work-based learning opportunities.
- Strengthen education's focus on career readiness.
- Increase high school equivalency attainment.
- Increase the percentage of Oklahomans with postsecondary credentials/degrees.

Objective 3: Offer workforce solutions to Oklahoma's businesses.

- Engage businesses in program design and service delivery.
- Develop and provide responsive recruiting tools.
- Launch incumbent worker training.
- Develop strategic Business Services plans.
- Launch skills-based hiring pilot.
- Expand sector partnerships.

Objective 4: Build Oklahoma's workforce system capacity.

- Drive innovation.
- Diversify funding.
- Expand data assets and usage.

To continue achieving and further expanding such ambitious goals, workforce stakeholders, including the core partner agencies and programs, will align their efforts and take active roles in ensuring resources are used to maximize, strengthen, and support the education-to-workforce pipeline. Oklahoma has just begun its work under Executive Order 2023-21 filed with the Oklahoma Secretary of State on August 10, 2023, moving the responsibility and authority to administer the WIOA Title I programs to the Oklahoma Employment Security Commission (OESC) to "maximize our economic effectiveness, save taxpayer dollars, and assure that Oklahoma continues to be competitive with other states and countries." Furthermore, the EO highlighted that "Oklahoma has the talent, employers, and conditions necessary to be a top performer in workforce development nationally" and the workforce system must give the citizens "what they deserve" which is a "coordinated workforce system that enables job seekers to find careers and employers to staff needed talent." The three agencies representing the Core Partners, the Local Workforce Development Boards (LWDB), and other required and optional one-stop delivery system partners are engaged in education and training activities at the state and local levels. They are continuing the work of previous state plan years and include building stronger partnerships and coalitions, reviewing and revamping strategies, strengthening state infrastructure, and staying focused on continuous improvement and shared outcomes.

Through the GCWED and the newly formed Oklahoma Workforce Commission, the state is re-aligning education and training activities at the state/system level. Currently, the System Oversight Subcommittee workgroup, the working arm of the GCWED, is tasked with developing the system-wide framework and policy documents that will comply with WIOA legislation and Federal regulations and are tasked with compliance review of the system. To further support

the oversight of an efficient and equitable workforce development system, the core, required, and additional workforce system partners under the guidance of the Governor's Council and the newly formed Oklahoma Workforce Commission will identify and act on opportunities to systematize the sharing of data among partners in the workforce system, coordinate resources expended on data research and evaluations, and expand tools at both the state and local levels to include dashboards and other modern technologies.

This re-alignment is developing a comprehensive workforce development system that: Creates user-friendly, customer-focused service delivery models that transcend agency programs and silos; Provides consistent, high-quality services to employers and job seekers; Encourages partners to look at where they fit in the bigger vision; Innovates through locally-led projects; Supports statewide partnership and selection of bigger-picture initiatives that involve everyone; Work together to create a skilled and credentialed talent supply chain to help employers grow and prosper; and Serve businesses with an integrated approach across all partner agencies.

One last place where alignment benefits the objectives is the regional grouping of the LWDBs. These regions are a network of mandatory and optional partners, programs, centers, and service providers collectively addressing the community's workforce development needs. Partners jointly produce the tools and processes needed to implement a workforce system. These tools and processes evaluate how well partners work together to create a skilled and credentialed talent supply chain to help employers grow and ensure the region is built of local players providing workforce development services and products to job seekers, trainees, and businesses.

C. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO INDIVIDUALS

Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services (e.g. transportation), to individuals, including those populations identified in section II(a)(1)(B), and individuals in remote areas. The activities described shall conform to the statutory requirements of each program.

Oklahoma promotes seamless service delivery through the coordination, alignment, and provision of services not only in metro areas but also in rural and remote areas of the state. To enhance the customer experience, key stakeholders, including all Core Partners and their associated programs, including the JVSG program and the Workforce Development Boards (WDB), collaborate to develop an integrated, quality, customer-driven approach. This approach effectively organizes staff and facilities in a manner that further streamlines customer service delivery and capitalizes on the strengths of staff, location, and technology capabilities thereby reducing duplication, saving diminishing resources, increasing customer satisfaction, and better developing our valued service delivery professionals.

Common performance measures also encourage joint responsibility across the core programs, including JVSG, and ensure success in the one-stop delivery system. Staff provide access to information and availability of career and training services based on the customers' needs regardless of location: a comprehensive center, an affiliate site, a network of eligible one-stop partners in the community, or a specialized center as described in WIOA § 678.300.

Coordination and alignment are achieved through policy: the Local Elected Official (LEO) Consortium Agreement. The policy requires each area's LEOs to enter into an agreement identifying the responsibilities of the LEOs collectively. One requirement is to agree on a

Memorandum of Understanding (MOU) developed and executed by the Local WDB. The MOU is the result of the negotiations between one-stop partners, relating to the operation of the one-stop delivery system and approved by the CLEO in the local area as described in WIOA § 678.500. The MOU covers items such as the description of services to be provided in the one-stop system; an agreement on funding costs of services and operating costs of the system including infrastructure costs; funding of shared services and operating costs for one-stop delivery system; methods for referring individuals between partners for appropriate services; and procedures ensuring customers with barriers to employment, including those with disabilities, are addressed by providing access to services, whether in person or virtual, are available through the one-stop delivery system. Alignment of services will more accurately reflect state and federal mandates, stakeholders, the public, and other interested parties on how the public workforce system is meeting the needs of business, and the workforce and contributing to economic growth. Another requirement in the consortium agreement is to agree on the designation and certification of a one-stop operator through a competitive process developed and executed by the Local WDB ensuring seamless service delivery and oversight.

Oklahoma's core partners and the JVSG, as a combined partner program, deliver career and training services through the one-stop system. This includes DVOPs providing Individualized Career Services. All core programs maintain priority of service to Veterans and other eligible persons, a commitment to serve other priority populations defined by WIOA such as persons with disabilities, unemployment insurance recipients, long-term unemployed, dislocated workers, low-income individuals, those with limited English proficiency, and youth including a focus on serving individuals in remote areas through technology and on-the-go response units.

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

The next level of career services is Individualized where customers have access to customized assistance and specialized assessment of their skills knowledge and abilities to assist in career planning; diagnostic testing and other assessment tools, in-depth interviewing and evaluation; development of the individual employment plan; training services which may include short-term pre-vocational services, on-the-job training opportunities, internships and work experiences, English language acquisition; financial literacy services and out-of-area job search and relocation assistance. DVOP specialists provide individualized career services to eligible veterans and eligible spouses experiencing significant barriers to employment, as well as other additional populations authorized by the Secretary, with an emphasis on assisting veterans who are economically or educationally disadvantaged. Veterans facing these barriers include veterans experiencing homelessness and vocational rehabilitation clients.

The last level of career services, Follow-up, must be made available as determined by the Local WDB, for a minimum of 12 months following the first day of employment to adults or dislocated workers who are placed in unsubsidized employment.

D. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO EMPLOYERS

Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.

Under the leadership of the Governor and the Governor's Council (State Workforce Board), the Core Partners are expanding their focus on employer services to cultivate engagement and productive relationships among business leaders in the private sector, Oklahoma's education and training systems, and other workforce partners. These strong relationships will facilitate essential knowledge sharing and encourage the alignment of statewide and regional business and industry needs with the skills taught throughout Oklahoma's education system.

OESC leads a convening of monthly partnership meetings attended by the core partners, including DRS, Career Tech-Adult Education and Literacy, local workforce boards, and OESC, which represents Wagner-Peyser, JVSG, and Title I Adult, Dislocated Worker, and Youth. Meeting topics include business services as part of the One-Stop system. Partners evaluate service to employers and create roadmaps for service delivery to reduce duplicative efforts across providers.

One of the local board's roles is to coordinate workforce investment activities with economic development strategies through regional planning. Board representatives include all required system partners as well as employers that are representative of the local areas' economic drivers. Workforce Boards are employer-driven and service delivery strategies are determined by employers needs and implemented by the partnership.

Oversight of the system falls upon the Governor's Council whose mission is to assist the Governor in the development, recommendation, and implementation of policies and programs within the workforce system. The Governor's Council operates per the functions contained in WIOA to oversee Oklahoma's Workforce Development System. The purpose of the Governor's Council is to:

- Guide the development of a comprehensive and coordinated workforce development system for the state and monitor its operation; and
- Review and make recommendations that will align the workforce system, including education, with the state's economic development goals to create integrated workforce and economic development systems that will provide Oklahoma with a competitive advantage in a global economy.

Members of the Governor's Council representing organizations, agencies, or other entities are individuals with optimum policymaking authority within their organizations, agencies, or entities. To provide the Governor with a wide-range perspective on workforce policy issues, the members of the Governor's Council represent diverse regions of Oklahoma, including urban, rural, and suburban areas from both the public and private sectors.

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

business-driven. Employer services offered by **Title I, II, III, and IV Programs in collaboration with the Local Workforce Development Boards** include:

- Local Employer Councils offer educational presentations for employers surrounding relevant employment needs.
- Engagement of JVSG Local Veteran Employment Coordinators in Business Service Teams and Employer Councils.
- Adult Education and Literacy Classes in One-Stop Centers
- Job Fairs are held regularly across the state connecting employers and job seekers.
- On-site recruitment events are held at the Oklahoma Works Centers statewide.
- An intuitive Labor Exchange System, OKJobmatch.com, connects employers with capable, qualified applicants. It provides staff-assisted service to expedite the filling of job openings with qualified, talented employees and features user-friendly applicant management tools.
- Rapid Response Services are provided to help affected workers move into new employment as quickly as possible.
- Labor Market Information, both timely and relevant, is provided regarding Oklahoma and the U.S. economy.
- Work Opportunity Tax Credit is offered to employers as an incentive to hire individuals from targeted groups that have traditionally faced significant barriers to employment.
- Federal Bonding provides a fidelity bond for at-risk job seekers, protecting the employer in case of any loss of money or property due to employee dishonesty.
- Assistance in applying for potential services under the Trade Adjustment Assistance program for those employers who may be experiencing downturns and otherwise qualify.
- Pre-employment assessments to measure job candidates' proficiency in typing, data entry, and Microsoft Word and Excel.
- Administration of the Title I adult, dislocated worker, and youth programs.
- Provide job fairs to veterans and their families
- Offer customized business services, including incumbent worker training, Registered Apprenticeship Program development, sector partnership development, and labor market information to employers.
- Work with local employers to understand their workforce needs and provide customized service delivery and collaborations.
- Training to meet the needs of employers including work-based learning projects and incumbent worker training.
- Full-time programs, including adult education courses, are geared to the needs of business & industry. Many result in industry certifications.

- Industry-specific training - Customized short-term training for companies that introduce a new process or product
- Training for Industry Program - Customized start-up training for wealth-generating companies
- Adult Basic Education and High School Equivalency (HSE)
- Vocational Rehabilitation and Services to the Blind and Visually Impaired staff help employers reduce turnover by matching qualified, job-ready applicants to job requirements.
- Vocational Rehabilitation provides pre-employment testing and offers job-related training for individuals we refer. On-the-job training and support services can be customized for the employee if needed.
- Provide follow-up services to ensure employees' success on the job and help with affirmative action programs by referring qualified applicants with disabilities.
- Assist employers with needed job accommodations.

E. PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS AND OTHER EDUCATION AND TRAINING PROVIDERS.

Describe how the State's Strategies will engage the State's community colleges, adult education providers, area career and technical education schools, providers on the State's eligible training provider list, and other education and training providers, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv). Include how the State's strategies will enable the State to leverage other Federal, State, and local investments to enhance access to workforce development programs at these institutions.

Education leaders and training providers are vital to the state's workforce board and the Governor's Council for Workforce & Economic Development. The Governor's Council includes the State Superintendent of Public Instruction, Chancellor of the State Regents for Higher Education (2- and 4-year institutions), and the Director of the Oklahoma Department of Career and Technology Education as participants.

The Governor's Council has developed a policy that outlines an application process following WIOA. Using the state's strategies and collaboration with our educational leaders and partners, accessible training providers and programs that meet the needs of our customers are developed and maintained across the state to ensure meaningful training opportunities. The local ETP coordinators are responsible for working with current and potential providers within their region who align with their regional workforce system's economic priorities and needs. Providers must meet the required performance and reporting standards and provide educational pathways to ensure credential attainment for eligible participants within the local area. The intent is to create as many pathways to education as possible for interested individuals.

Oklahoma's strong educational infrastructure utilizes existing assets and resources through the state's Career Tech and Higher Education systems to provide all levels of career development options. The statewide network of campuses and resources is positioned to serve as the primary educational delivery mechanism for Adult Education. The Governor's Council will continue to

develop policy and ongoing guidance introduced under the OK Works initiative focusing on adult education programs. The availability of training providers will be continually evaluated to ensure maximum training opportunities will be available throughout the State will be maintained.

Developing, aligning, and connecting the education and training pipeline with the needs of the state's regional economies by coordinating strategic priorities and plans across the education and workforce system. Oklahoma is aligning and connecting across state agencies, including 2-year, 4-year, and career and technical education institutions, as well as in the local areas among state agencies and businesses and from the local areas to the state level. The State's priorities include:

- **Career Pathways:** Improving Oklahomans' exposure to Career Pathways and career options, along with the education and training required for entry into and advancement within a career is necessary to increase the number of Oklahomans in the education-to-workforce pipeline and to maximize state and local resources aligning Career Pathways and career options with the needs of Oklahoma businesses to ensure more Oklahomans are aware of viable paths to career entry and career building, exposed to careers at an earlier age, empowered with the information needed to use valuable resources best, and workforce-ready faster.
- **Credential Attainment:** Increasing credential attainment, including postsecondary and high school equivalency certificates, and improving access to support services necessary to complete education and training.
- **Registered Apprenticeship:** Increasing and diversifying the number and types of Registered Apprenticeship Programs available in the state, including youth apprenticeship, pre-apprenticeship and traditional apprenticeship programs.

F. IMPROVING ACCESS TO POSTSECONDARY CREDENTIALS

Describe how the State's strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.

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

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

Oklahoma's Eligible Training Provider List (ETPL) is available electronically at the OKJobMatch.com website. This list is an important tool for participants seeking to earn credentials, certificates, or degrees in one of Oklahoma's targeted occupations. Oklahoma's list offers a wide range of programs, including classroom, online, and registered apprenticeships. Another important tool for participants is the Oklahoma Career Guide website. OK Career Guide is the state's computerized career information system. It is an easy online tool available for all Oklahomans to explore and guide their future. Individuals can take assessments, identify occupations, and establish education plans. It is a critical tool for middle and high school students as well as adults to access current career and labor market information.

RA programs technically turn Oklahoma employers into training providers. While prioritizing education and training resources to support placement into high-demand occupations, Oklahoma businesses will be able to provide the hands-on training to build the skilled workforce they need to succeed. Oklahoma is focusing on an expansion of RA programs in the state, which will focus on creating and expanding RA opportunities.

Through Oklahoma's New Skills for Youth grant efforts, outcomes from the Career Readiness Initiative aligned K-12 career pathways and programs with the high-skill, high-demand needs of business and industry to better prepare students for success in college, technical/STEM careers, and the 21st-century world of work. This work has helped the state ensure that career pathways efforts are a part of every in-school youth's education experience.

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

G. COORDINATING WITH ECONOMIC DEVELOPMENT STRATEGIES

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

Coordinating with Economic Development Strategies

Oklahoma works closely with its core workforce partners: OESC, CareerTech, and DRS to leverage the state's workforce development system with the state's key economic development strategies.

All core workforce partners conduct employer outreach to measure the needs of the business community in making sure the system is aligned to produce desired results.

The Oklahoma Department of Commerce as well as other economic development entities sit on the Governor's Council for Workforce and Economic Development, our state's workforce board, and have a say in key workforce decisions.

While Oklahoma is now seeing record low unemployment, we know many of these needs have not gone away. Employers are struggling to fill key occupations, while the pandemic has caused disruptions to supply chains and other key parts of the economy.

Oklahoma is focused on maximizing its labor-force participation rate to get as many Oklahomans who want to participate in the labor-force working as possible. While the pandemic has caused serious disruptions, Oklahoma remains undeterred in leveraging its workforce system to maximize the number of people who can participate and ensure equitable access across the state for all Oklahomans.

Our partnerships through economic development are designed to help job-seekers find employment in high wage in-demand positions.

Focusing on Local Economic Development

Local economic development and workforce development are intricately linked, each influencing the other in a continuous cycle of growth. Successful strategies in one area can amplify outcomes in the other, creating a relationship that fosters prosperity within a community. Here's how those strategies align in Oklahoma:

1. **Identifying Target Industries**: Local economic development strategies often begin with identifying industries that have the potential for growth within the region. Workforce development can align by focusing on training programs tailored to the needs of these industries. By anticipating skill requirements and providing relevant training, the workforce becomes more aligned with the needs of emerging sectors, attracting businesses and fostering local job creation.

2. **Collaborative Partnerships**: Collaboration between local governments, educational institutions, businesses, and community organizations is vital for successful economic and workforce development. By working together, stakeholders can identify gaps in skills and resources, develop training programs, and create incentives for businesses to invest in the community. For example, partnerships between universities and businesses can lead to research and development initiatives that drive innovation and create high-skilled jobs.

3. **Investment in Education and Training**: Economic development strategies should prioritize investments in education and training programs that equip residents with the skills needed for current and future job opportunities. This includes vocational training, apprenticeship programs, and continuing education initiatives. By providing accessible and relevant training, local residents are empowered to participate in the workforce and contribute to the local economy.

4. **Support for Entrepreneurship**: Encouraging entrepreneurship is another key component of economic development. By providing support and resources for aspiring entrepreneurs, such as access to capital, business incubators, and mentorship programs, communities can foster the growth of small businesses and startups. This not only creates jobs but also cultivates a culture of innovation and resilience within the local economy.

5. **Infrastructure Development**: Investing in infrastructure, such as transportation networks, utilities, and broadband internet, is essential for economic growth and workforce development. Improved infrastructure not only attracts businesses to the area but also enhances the quality of life for residents and provides access to employment opportunities. Additionally, infrastructure projects create jobs in construction and related industries, stimulating economic activity.

6. **Incentives for Business Expansion and Retention**: Economic development strategies often include incentives, such as tax credits, grants, and low-interest loans, to attract

businesses to the area and encourage existing businesses to expand. Workforce development aligns with these strategies by offering training grants or subsidies to businesses that hire and train local residents. This not only helps businesses meet their workforce needs but also strengthens the local talent pool.

7. **Data-Driven Decision Making**: Effective economic and workforce development strategies are informed by data and analysis. By collecting and analyzing data on employment trends, workforce demographics, and industry growth, communities can make informed decisions about where to allocate resources and focus efforts. This allows for targeted interventions that address specific needs and maximize the impact of economic development initiatives.

By aligning economic development strategies with workforce development efforts, communities can create a virtuous cycle of growth that benefits residents, businesses, and the local economy as a whole. Through collaboration, investment, and strategic planning, communities can position themselves for long-term success and prosperity.

Partnerships with the Oklahoma Department of Commerce and Local Boards

The Oklahoma Department of Commerce partners to provide data support and economic development expertise. The Department of Commerce helps promote the resources and services available through WIOA Core Partner agencies. They also employ Rural Development Specialists (RDSs) who live and work in their assigned areas across the state. The RDSs call on companies, provide resource referrals as needed, and build relationships with companies. When companies experience difficulties, they often turn to the RDSs, who bring in a variety of resources to help solve problems.

Oklahoma also works with its six local workforce boards to identify the needs of employers as well as local economic development needs. Our boards work closely with key members of their communities to help make economic development projects a reality.

B. STATE OPERATING SYSTEMS AND POLICIES

The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in section **II Strategic Elements**. This includes—

1. THE STATE OPERATING SYSTEMS THAT WILL SUPPORT COORDINATED IMPLEMENTATION OF STATE STRATEGIES (E.G., LABOR MARKET INFORMATION SYSTEMS, DATA SYSTEMS, COMMUNICATION SYSTEMS, CASE MANAGEMENT SYSTEMS, JOB BANKS, ETC.).

Oklahoma uses OKJobMatch.com as its statewide job bank and case-management system. The system is available for job-seekers looking for work in all 77 counties, provides employers a place to search for talent and post jobs, and coordinates case management for programs operated by OESC (Title III & Title I) under WIOA. Another component of OKJobMatch.com

used by the local areas is FiscalLink, a fully integrated fiscal management module that aids with tracking of training and career service costs per participant as well as producing reports.

Adult Education and Family Literacy at the Oklahoma Department of Career & Technical Education (ODCTE) currently utilizes LACES (Literacy, Adult and Community Education System) by Genius, a developer of data management systems for the public and nonprofit sectors. LACES is an online student data management software with the capability of generating daily reports. Engineered for providers of literacy, Adult Education and Family Literacy (AEFL), and

correctional education programs. LACES allows case managers to easily set baselines, track program progress, student goals, and deliver results and streamline data reporting to state and federal agencies.

The Oklahoma Department of Rehabilitation Services (OKDRS) is utilizing the AWARE case management system by Alliance Enterprises. Alliance Enterprises, Inc. maintains the case management system used by more than 35 Vocational Rehabilitation state agencies throughout the country. In addition to serving as a tool for managing services for vocational rehabilitation programs under Title IV of the WIOA, it also produces reports to meet the reporting requirements of the U.S. Department of Education, Rehabilitation Services Administration.

2. THE STATE POLICIES THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES (FOR EXAMPLE. CO-ENROLLMENT POLICIES AND UNIVERSAL INTAKE PROCESSES WHERE APPROPRIATE). IN ADDITION, PROVIDE THE STATE'S GUIDELINES FOR STATE-ADMINISTERED ONE-STOP PARTNER PROGRAMS' CONTRIBUTIONS TO A ONE-STOP DELIVERY SYSTEM AND ANY ADDITIONAL GUIDANCE FOR ONE-STOP PARTNER CONTRIBUTIONS.

All Oklahoma Works workforce system policies will support the alignment of service delivery. Policy development and process is a collaborative approach, utilizing Core Partner agency staff, local Workforce Development Board staff, and other workforce development stakeholders including subject matter experts who give feedback, help draft, and ultimately revise system policy. Committees from the Governor's Council for Workforce and Economic Development have the opportunity to review and approve all policies upon release. The Council ratifies all committee-approved policies. Guidance for partner program contributions to the one-stop delivery system is established at the local level and guided by the **Memorandum of Understanding Guidance and MOU Toolkit Infrastructure Funding Agreements (IFAs) and the State Funding Mechanism (SFM)**, under the Workforce Innovation and Opportunity Act of 2014 (WIOA). Further guidance is offered in a memo covering **Infrastructure Cost Sharing**.

Consistent state-level partner meetings of executive-level core partner leadership including their designated subject matter experts and local Workforce Development Board Directors ensure that there is a process for feedback and alignment on not only state-wide projects but additional policies and processes. Current policies that support the implementation of state strategies are as follows:

Performance Incentive Awards for Local Workforce Boards: To outline the criteria for awarding incentives to Local Workforce Development Boards for Program Year performance.

WIOA Case Management and Common Exit: To develop and implement procedures for the operation of the Period of Participation, Categories of Enrollment, Categories of Exits, Services, Career Services and Training Service Costs under WIOA and to clarify various aspects of the operational parameters and specifications of these categories.

Sub-grantee Risk Assessment: To establish a system of accountability to ensure an optimum return on federal funds invested in programs and activities administered by local workforce development areas (LWDAs).

Access for All Star Accessibility Framework Phase I – Initial Assessment: To guide the initial implementation of the Access for All Star Accessibility Framework for the review of certified comprehensive and affiliate Oklahoma Works American Job Centers.

Special Issue and Investigative Monitoring: To communicate and implement the process for Special Issue/Investigative monitoring for recipients of federally-funded programs and grants administered by the Oklahoma Office of Workforce Development.

Selective Service Registration: To guide selective service registration requirements for potential participants in WIOA Title I programs.

Fraud and Incident Reporting: To guide expectations and requirements for immediately reporting information and complaints involving criminal fraud, waste, abuse, or other criminal activity per TEGL 2-12 and 20 CFR 683.620.

Sanctions and Resolution Process: To communicate and implement the sanctions and resolution processes for sub-recipients of federal and state grants administered by OESC.

Business Services To guide the local workforce development boards and core partners for the provision of Business Engagement and Business Services.

Adult and Dislocated Worker 40% Minimum Training Expenditure Rate: To guide the State's required 40% minimum training expenditure rate of the Title I Adult and Dislocated Worker funds.

Incumbent Worker Training Services: To guide local workforce development boards (LWDBs) regarding participant eligibility for Incumbent Worker Training (IWT) and employer eligibility for IWT reimbursement.

Use of Grant Funds to Pay for the Cost of Meals, Food, Coffee or Other Refreshments: To guide the Local Workforce Development Boards on the provision of utilizing Federal funding to provide meals for external customers and employees.

Poverty Guidelines & LLSIL: To communicate the updated poverty guidelines released by the United States Department of Health and Human Services that may be used to calculate income levels to determine eligibility for participation in various state and federally-funded programs and to prioritize services. This policy is updated annually as new federal guidelines are released.

WIOA Core Performance Measures and Performance Success: To communicate Oklahoma's guidelines under which Local Workforce Development Boards (LWDBs) must develop and implement procedures for the operation of the performance accountability system under WIOA. This guidance clarifies various aspects of the operational parameters and specifications of performance indicators.

Oklahoma Works Waiver Request Policy: To guide Oklahoma's program practitioners, workforce development boards, partner organizations, and others to clarify the state's policy and procedures on requests for WIOA flexibility waivers.

Nondiscrimination and Equal Opportunity Complaint Procedures: To guide the WIOA Section 188 Discrimination and Complaint Procedures.

Nondiscrimination and Equal Opportunity Corrective Actions and Sanctions: To inform grant recipients of the sanctions that may be imposed for violation of the nondiscrimination and equal opportunity provisions of the Workforce Innovation and Opportunity Act (WIOA), and to outline the procedures to achieve voluntary compliance via corrective action/remedy.

Rapid Response Activities and Layoff Aversion: To communicate the State Policy concerning Rapid Response and Layoff Aversion activities conducted by the State and/or Local Rapid Response Teams and to establish a basic standard of service statewide.

Assessments: To guide the assessment practices that are to be utilized by the Oklahoma Works one-stop centers in the assessments of WIOA participants.

Individual Employment Plan: To communicate Oklahoma's processes and procedures for the development of an Individualized Employment Plan (IEP) for each individual determined to be eligible for Title I Adult and Dislocated Worker programs. This policy establishes the minimum standards for procedures to be developed and adopted by each local workforce development area.

Oklahoma Works One-Stop American Job Center Certification Policy: To communicate Oklahoma's process and procedures for evaluating and certifying comprehensive and affiliate Oklahoma Works - A Proud Partner of the American Job Center Network (One-Stop) Centers.

Local Board Certification: To provide guidance and process for the Local Workforce Development Board's two-year certification process.

Regional and Local Planning Instructions: To communicate Oklahoma's instruction for the local and regional plans under the Workforce Innovation and Opportunity Act.

Oklahoma Data Validation and Source Documentation Requirements: To guide the workforce system on the State of Oklahoma's Data Validation and Source Documentation Requirements for the WIOA Title I Programs and the Wagner-Peyser Employment Services as amended by Title III.

Conflict of Interest: To guide the workforce system to ensure that WIOA Title I workforce development activities are conducted in a manner to prevent conflict of interest.

Title I Formula Programs and Job Corps Coordination: To guide to allow coordination between WIOA Title I formula fund program operators in the State's three workforce development areas where Job Corps centers are physically located.

Oklahoma Data Integrity and Secure Stewardship of Personally Identifiable Information (PII): To communicate Oklahoma's guidelines under which Local Workforce Development Boards (LWDBs) must develop and implement procedures for the oversight, monitoring, and review of participant data entered in OKJobMatch.

Supplemental Information Collection: To guide the use of supplemental information within the Oklahoma Works workforce development system for the Chief Local Elected Officials (CLEOs) and the Local Workforce Development Boards (LWDBs) in carrying out the performance accountability requirements under WIOA section 116.

Effectiveness in Serving Employers: To guide the Effectiveness in Serving Employers requirements within the Oklahoma Works workforce development system for the Chief Local Elected Officials (CLEOs) and the Local Workforce Development Boards (LWDBs) in carrying out the performance accountability requirements under WIOA section 116.

Adult and Dislocated Worker Programs: To clarify the coordination of training funds from other grant sources, including Federal Pell grants and other types of grant assistance for education and training services. Clarifications have also been made to the definition of Dislocated Worker Category I; to the Individual Employment Plan section regarding the documentation of case management activities; and to the determination of "unmet need". Finally, information has been added regarding the inability to utilize WIOA funds to pay for the cost of training for individuals who have a Federal Student Loan in default status.

Grievance and Complaint Process: To communicate Oklahoma's instructions for the grievance and complaint process under WIOA.

Worksite Agreement: To update the Worksite Agreement from WIA to WIOA; provide a standardized three-part Worksite agreement; and allow for the use of an alternative worksite time and attendance report, if applicable.

Roles and Responsibilities: To communicate the roles and responsibilities of various entities created as a result of the Workforce Innovation and Opportunity Act.

Nondiscrimination EO Policy: To communicate Oklahoma's process and procedures regarding nondiscrimination and equal opportunity procedures.

Transitional Jobs: To guide the workforce system on developing Transitional Jobs as a workforce strategy within the title I Adult and Dislocated Worker programs.

Oklahoma Works Branding: To communicate Oklahoma's common identifier, Oklahoma Works a Proud Partner of the American Job Center Network, and guide the usage of the Oklahoma Works a Proud Partner of the American Job Center Network brand as part of all external communications.

Negotiation Performance Goals: To provide Local Workforce Boards with the State of Oklahoma's Performance Negotiation process for the WIOA Title I Programs and the Wagner-Peyser Employment Services as amended by Title III.

WIOA Title I Youth Program Guidance: To communicate State youth policy and provide WIOA Title I youth formula program technical guidance on the activities associated with the implementation of WIOA.

Limited English Language Proficiency: To communicate Oklahoma's process and procedures regarding the prohibition against national origin discrimination as it affects persons with Limited English Proficiency (LEP).

Eligible Training Provider List: To identify actions that meet requirements for training providers and training program eligibility for the state-eligible training provider list, as described in WIOA Section 122 and 20 CFR part 680. WIOA and its regulations established the allowable types of training, including both work-based and classroom instruction, to ensure provider performance, job-driven training, informed customer choice, continuous improvement, and cost-effective investment of public funds.

Governor's Oversight & Monitoring Plan: To communicate the Governor's instructions for developing and implementing an Oversight and Monitoring plan for recipients of federally-funded programs and grants administered by the Oklahoma Office of Workforce Development. This issuance also details the Governor's standards for local oversight and monitoring.

Fiscal, Procurement, and Contracting Policy: To communicate the State policy concerning fiscal requirements, procurement, and contracting.

MOU Policy: To guide the local development and execution of Phase I of a Memorandum of Understanding (MOU) with all of the required partners.

Oklahoma Works One-Stop Operator Procurement Instructions: To communicate Oklahoma's guidance for the procurement and selection of the local Oklahoma Works One-Stop Operator under the Workforce Innovation and Opportunity Act.

Process for Local Area Redesignation within a Region, Consolidation, and/or Creation of a New Local Board: To guide local workforce development boards intending to redesignate within a region, consolidate, and/or become a new workforce area under WIOA.

Transfer of Formula Funds Policy: To provide staff with specific policies, procedures, and guidelines for the transfer of funds between the Title I Adult and Dislocated Worker Programs of the Workforce Innovation and Opportunity Act.

Local Elected Official (LEO) Consortium Agreement: To provide guidance relating to the LEO Consortium Agreement to ensure the necessary regulatory and operational elements are described, included, and understood.

Oklahoma Governor's Council for Workforce and Economic Development Policy Issuance Process: To provide a process whereby parties in the workforce development delivery system can have a voice in the issuances of policy and monitoring.

Process for Identification of Workforce Planning Regions: To provide guidance and process for the identification of Workforce Planning Regions in Oklahoma.

Process for Existing Local Workforce Development Area Conditional Designation: To guide to current and local workforce areas that did not meet the qualifications for initial designation.

Workforce Innovation and Opportunity Act (WIOA) Youth Program: To provide staff with guidance on the changes to expenditure requirements, eligibility, and program elements under WIOA to the Title I Youth Programs. This policy defines the criteria for the design and parameters of the Title I Youth Program with emphasis on the priority of service to out-of-school youth.

Local Area Initial Designation: To provide guidance and process for the initial designation of Workforce Development Areas in Oklahoma, along with the process for appealing designation decisions.

State Guidelines for State-Administered One-Stop Partner Programs' Contributions to a One-Stop Delivery System: provides local boards, chief elected officials, and one-stop partners with guidance on determining equitable and stable methods of funding infrastructure per WIOA Sec. 121. Also included are definitions for terms and practices commonly associated with infrastructure agreements; A description of the differences between one-stop operating costs and specific infrastructure costs; A list of the required one-stop partners with agency or entity information specific to Oklahoma; Options for allocation methodologies; The required aspects of the Infrastructure Funding Agreement; The differences between the Local Funding Mechanism (LFM) and the State Funding Mechanism (SFM) as well as the potential impacts of using either mechanism; Procedures the state will follow if one or more WDAs requires the SFM including, and; Several tools to be used by local boards, chief elected officials, and local one-stop partners while negotiating Infrastructure Funding Agreements using the LFM.

3. STATE PROGRAM AND STATE BOARD OVERVIEW

A. STATE AGENCY ORGANIZATION

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

There are four core programs in Oklahoma. The Oklahoma Employment Security Commission (OESC) serves as the Governor's grant recipient and administrative entity for Oklahoma's WIOA

Title I programs: Adult, Dislocated Worker, and Youth. They also manage various discretionary grants and National Dislocated Worker Emergency Grants. Wagner-Peyser and the JVSG program is also administered by the OESC. Vocational Rehabilitation is administered by the Oklahoma Department of Rehabilitation Services (DRS), and Adult Education and Family Literacy is administered by the Oklahoma Department of Career and Technology Education (ODCTE).

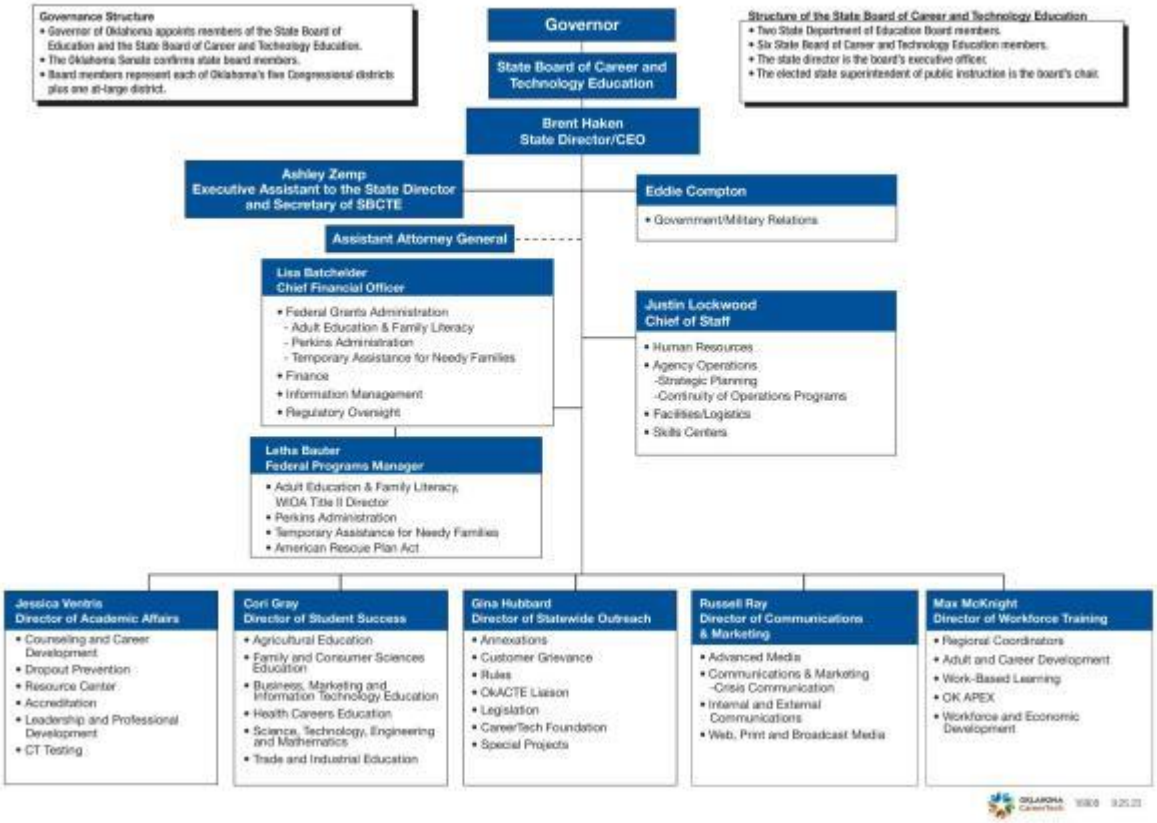
These core partners work closely together as well as with the State Workforce Development Board - referred to in Oklahoma as the Governor's Council for Workforce and Economic Development (GCWED). The GCWED advises the Governor on workforce priorities and initiatives while also overseeing workforce activities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

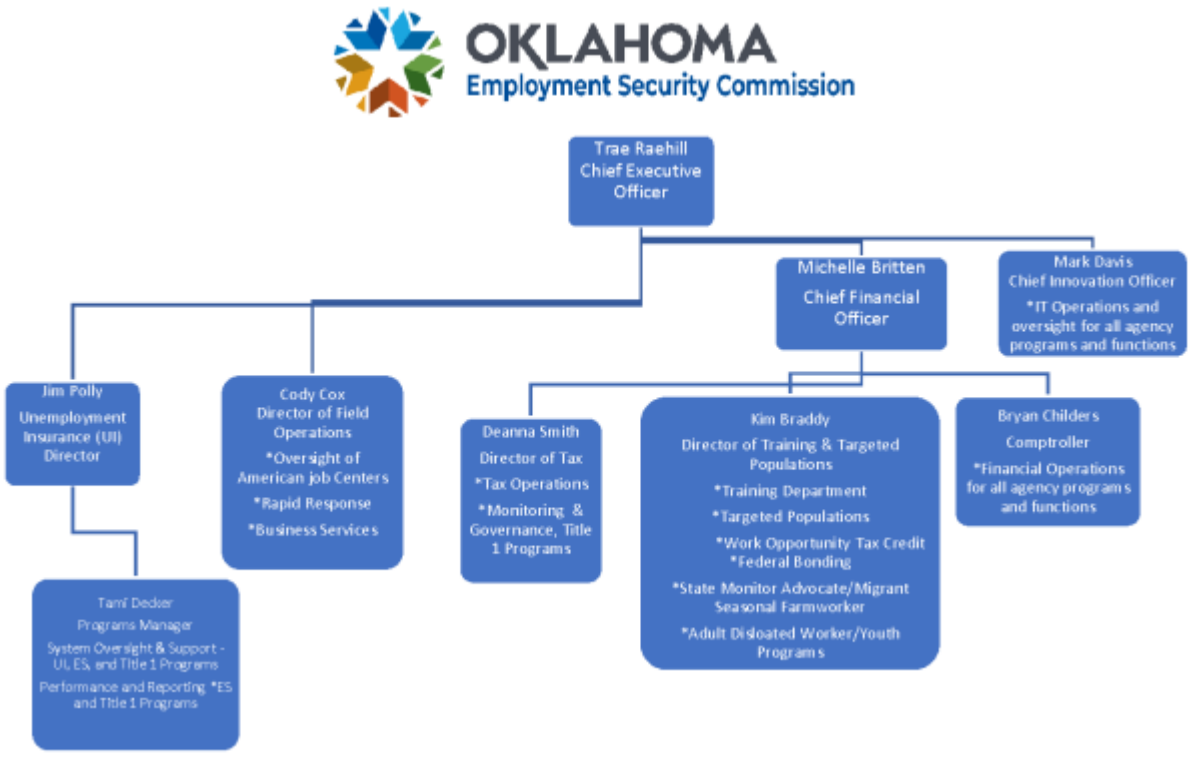
OESC provides staffing support for the Governor's Council and its committees, provides technical assistance to four planning regions and six local workforce development boards, and monitors their activities. It is responsible for workforce system planning and policy, and partner and resource development.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

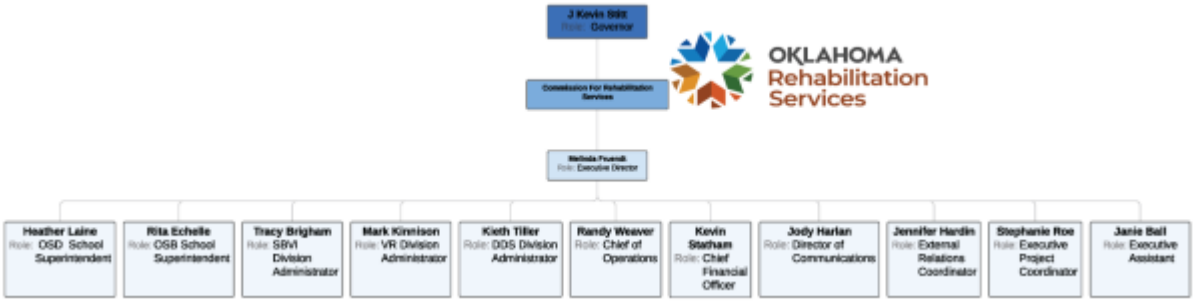
OESC is under the direction of the Governor and the Cabinet Secretary of Workforce Development. An Executive Director directs the office in the day-to-day operations.

Oklahoma's workforce development system is focused on creating the innovation needed to create and retain jobs, to raise the education and skill levels of its citizens, and to connect employers with the workforce they need. Oklahoma's ultimate goal is a comprehensive workforce development system that is fully integrated and accountable.

OKLAHOMA DEPARTMENT OF CAREER AND TECHNOLOGY EDUCATION
ORGANIZATIONAL CHART







B. STATE BOARD

Provide a description of the State Board activities that will assist State Board members and staff in carrying out State Board functions effectively. Also, provide a membership roster for the State Board consistent with 20 CFR 679.110-120, including members' organizational affiliations and position titles.

Oklahoma brings together leaders from business, government, education, and non-profit sectors to jointly develop ways to coordinate workforce development with economic development. This is done through Oklahoma's State Workforce Development Board, which is called the Governor's Council for Workforce and Economic Development (GCWED). The GCWED works to develop creative solutions that expand and improve Oklahoma's workforce, providing better jobs for workers and a skilled workforce for business and industry.

The Governor's Council serves as the statewide Workforce Innovation and Opportunity Board and includes private and public sector individuals from all areas of the state who work together to support the governor's economic and workforce development vision. It is business-led with a majority of the members coming from private sector employers with optimum policymaking or hiring authority. The Governor, under Section 101 of the Workforce Innovation and Opportunity Act, established the State Council as an advisory body to the Governor, and the body was codified by the Oklahoma Legislature in 2006 (WIA) and in 2015 (WIOA).The Governor's Council meets quarterly; however, interaction between its members occurs regularly through various committees. Initiatives that involve long-standing partnerships between private companies and public agencies are ongoing. The governor appoints private-sector representatives and establishes terms of appointment or other conditions governing appointment or membership on the council. Members are appointed for staggered terms. Members continue to serve until a replacement is appointed by the Office of the Governor. If vacancies occur during a term of office, the Office of the Governor makes new appointments for the term.

Members serving on Governor's Council committees are charged with developing and recommending initiatives to enhance and implement Oklahoma's workforce and economic development strategy. Standing committees are the Executive Committee, the Workforce System Oversight Committee, and the Healthcare Workforce Committee. There are several ad hoc committees including the Youth Program Committee and the Career Pathways Committee and other committees are developed as the need arises. Recommendations are taken to the full Council for action.

<u>Executive Committee</u>

Purpose according to the Governor's Council Bylaws: The Executive Committee shall act in place of the Governor's Council only when necessary and with subsequent full board review, action, and ratification. It shall convey to the Governor recommendations posed by the Council,

approve the direction of and develop the Strategic Plan, develop the areas for tasks required for committees as warranted, appoint committee composition (Council members and at-large community members) and co-chairs, respond to the needs of the Council and its members, conduct an annual review of the Executive Director, and make staff capacity recommendations. The Executive Committee is comprised of business members of the Council, including at minimum: the Chair, Vice-Chair, and Co-Chair (private sector representative).

Workforce System Oversight Committee

According to the Governor's Council Bylaws, the committee's purpose is to make decisions on program governance, policy, and capacity building for the Local Workforce Development Boards and partnerships. The Committee serves as an oversight board and will ensure compliance with WIOA.

Healthcare Workforce Committee

According to the Governor's Council Bylaws and Oklahoma Statute, the purpose of this program is to Inform, coordinate, and facilitate statewide efforts to ensure that a well-trained, adequately distributed, and flexible healthcare workforce is available to meet the needs of an efficient and effective healthcare system in Oklahoma.

Membership Roster

Nominations are currently being received for any vacant positions. OESC and the Board Chair are working with the Governor's Office to make appointments and stay in compliance with 20 CFR 679.110 and the membership requirements at WIOA sec. 101(b).

Name	Title	Industry
Adams, Terry	Director OK Aviation Academy	Partner
Booker, Stan	Mayor, City of Lawton	Government
Ciccone, Nico	Director Regulatory & Political Affairs	Business
Coleman, Bill Senator	State Senator	Government
Curry, Jimmy	President	Labor
Fruendt, Melinda	Executive Director, DRS	Partner
Fusselman, Christopher	Vice-President of Sales	Business
Gray, Chuck*	**President/State Board Chair**	**Business**
Bauter, Letha	State Director Title II	Partner
Hays, Dee	President & CEO	Business
Hodgen, Greg	President & CEO	Business
Kendrix, Gerrid Rep.	State Representative	Government
McCabe Stan	Managing Partner	Business
McDugle, Kevin Rep.	State Representative	Government

Name	Title	Industry
Rahill, Trae	CEO, OESC	Partner
Regan, Stephanie	Community Relations	Business
Reid, David	President	Business
Sherry, Jack	Owner/Broker	Business
Smith, Hopper	Interim Executive Director	Government
Stewart, Cliff	Training Director	Labor
Stewart, Dave	Director, MidAmerica Industrial Park	Partner
Stitt, Kevin Gov.	Governor	Government
Thomas, Jason	Human Resource Manager	Business
Thompson, Kristen Senator	State Senator	Government
Thompson, Valerie	Director	Partner
Webb, Jeanie	President	Partner
Wilcox, D. Dewayne	Business Manager	Labor

4. ASSESSMENT AND EVALUATION OF PROGRAMS AND ONE-STOP PROGRAM PARTNERS

A. ASSESSMENT OF CORE AND ONE-STOP PROGRAM PARTNER PROGRAMS.

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. Describe how other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

Under the Workforce Innovation and Opportunity Act (WIOA), core workforce programs are assessed annually based on State performance accountability measures outlined in section 116(b). These measures typically include various indicators such as employment retention rates, earnings gains, skills attainment, and credential attainment among program participants. Each state sets specific performance targets for these indicators, and the assessment compares actual outcomes against these targets to evaluate the effectiveness of the programs.

Additionally, other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan are also assessed annually. This assessment considers the quality, effectiveness, and improvement of programs at the local area or provider level. It involves evaluating factors such as service delivery models, customer satisfaction, program accessibility, and the alignment of services with local and regional planning goals.

The State assessment process involves gathering data on program performance from various sources, including participant records, surveys, and employer feedback. This data is analyzed to identify strengths, weaknesses, and areas for improvement in each program. Oklahoma works closely its local workforce development boards to ensure that assessment results inform

programmatic adjustments and resource allocation decisions to better meet the needs of job seekers, employers, and communities.

Quarterly Analysis and Negotiated Levels

The state's assessment of the core programs begins with quarterly analysis of performance measures and the state's progress toward meeting the negotiated levels. Quarterly analysis of current data, provided through the state's case management system, allows the state to monitor progress and identify areas strengths and weaknesses as early as possible. Quarterly analysis is provided to the local areas as well. Sharing this data regularly ensures local areas and the state to simultaneously review and assess current and projected performance.

Analysis of the raw data leads to assessment of the current priorities and initiatives at the local, regional, and state level. With the data collection the state is able to assess the progress of the partners and programs in meeting the state's vision and goals. Local areas and Planning regions are expected to assess their vision and goals as well adjusting their focus if necessary.

Regular monitoring of the core programs is conducted at least annually by the state. Regular monitoring also falls under the responsibilities of local workforce development boards. Monitoring conducted by the core programs of their locally delivered services will ensure alignment of services, coordination of partner services and advancement toward meeting and exceeding the negotiated performance measures. Completion of the annual performance narratives brings the program assessments together, summarizing the workforce system assessment throughout each program year.

Assessing Local and Regional Goals

Oklahoma Works plays a crucial role in meeting local and regional planning goals by aligning its efforts with the economic development strategies and workforce needs of specific areas. Here's how we ensure those goals are met:

1. **Labor Market Analysis**: analyze local and regional labor markets to identify current and emerging industries, occupations in demand, skills gaps, and demographic trends. This information helps stakeholders understand the economic landscape and make informed decisions about workforce priorities.

2. **Collaborative Planning**: These plans often incorporate input from various stakeholders and reflect the unique strengths and challenges of the local economy.

3. **Targeted Training Programs**: Based on the findings of labor market analyses and collaborative planning efforts, design and implement training programs tailored to the needs of local industries and employers. These programs may focus on developing specific skills or credentials that are in high demand, such as advanced manufacturing techniques or healthcare certifications.

4. **Employer Engagement**: Engage with employers to understand their workforce needs and develop solutions to address them. This could involve partnering with businesses to offer work-based learning opportunities, apprenticeships, on-the-job training programs, or customized training initiatives designed to meet the specific needs of employers.

5. **Education Partnerships**: Form partnerships with educational institutions, including K-12 schools, community colleges, and universities, to ensure that educational programs align with workforce demands. These partnerships may involve curriculum

development, dual enrollment programs, and initiatives to promote lifelong learning and skill development.

6. **Support for Underserved Populations**: Ensure that all members of the community have access to employment opportunities and the support they need to succeed in the workforce. This includes providing targeted services for individuals facing barriers to employment, such as people with disabilities, veterans, youth, older workers, and individuals with limited English proficiency.

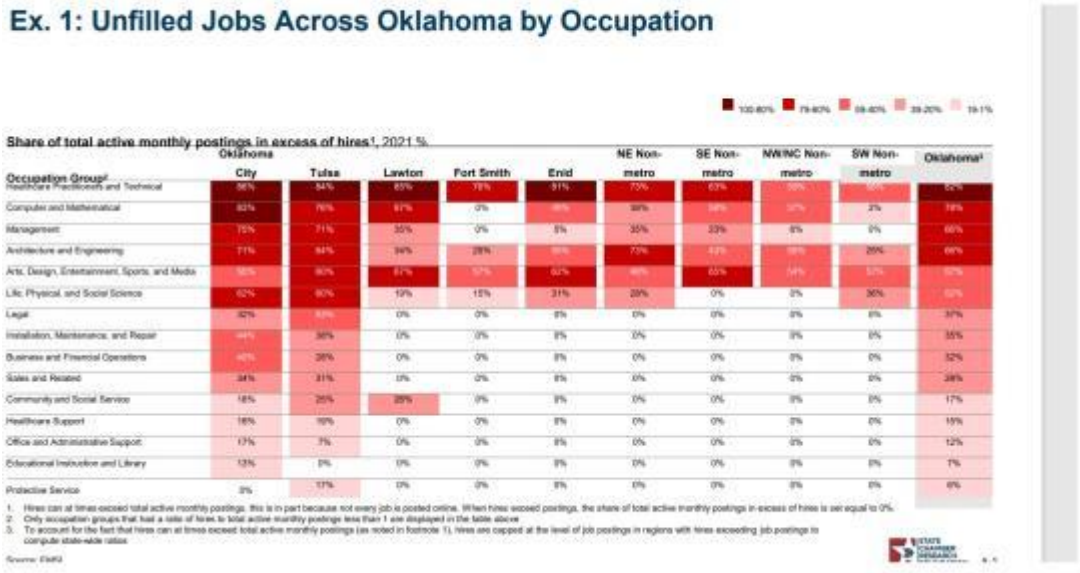
B. PREVIOUS ASSESSMENT RESULTS

For each four-year state plan and state plan modification, provide the results of assessments of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle), in accordance with methods described in 4(A). Describe how the State is adapting its strategies based on these assessments.

Oklahoma has measured the overall effectiveness of the system in the ways listed below. Executive Order 2023-21(EO) filed on August 10, 2023, with the Oklahoma Secretary of State moving the responsibility and authority to administer the WIOA Title I programs to the Oklahoma Employment Security Commission to "maximize our economic effectiveness, save taxpayer dollars, and assure that Oklahoma continues to be competitive with other states and countries." and the establishment of the Oklahoma Workforce Commission both mean that Oklahoma will continue reviewing and redesigning assessment approaches as we grow into this new workforce strategy.

- WIOA performance measures applicable to the WIOA Core Partners include measures for education, credentials, and progress in education for both youth and adults are collected quarterly.
- Certification of local workforce boards will ensure that the boards are fully appointed and include individuals with optimum policy-making authority and expertise providing appropriate oversight and policy guidance to the local system.
- Annual program and fiscal reviews of the local boards.
- Expenditure levels are monitored at state and local levels to ensure services are flowing to participants.
- Reporting processes are in place for workforce-related complaints at the state and local levels.
- Certification of local one-stop centers.
- Accessibility and accommodations to individuals with disabilities are reviewed and monitored. Additionally, Eligible Training Providers must provide assurances through their applications for inclusion in the State List of Eligible Training Providers that their facilities are accessible and that reasonable accommodations are made for students as needed.
- Continuous improvement strategies are identified through ongoing efforts and implemented at the state and local levels.

Oklahoma's most recent assessment results of Unfilled Jobs Across the State by Occupation produced the following results. The information can be found in Page 21 of the Oklahoma Workforce Transformation Report.



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

Prior Assessments

In PY18 and PY19, Oklahoma met or exceeded performance levels for which there were negotiated targets across all four titles and core programs.

Assessments of PY20 and active monitoring of PY21 show that Oklahoma met or exceeded performance levels for which there were negotiated targets.

Assessments completed during this two year period were used in the same ways as the PY18/PY19 period. Active assessments use information derived from the state's various data systems to analyze past and projected performance at the state and local levels. Performance and program assessments influence statewide strategies, across all four core programs, for continuous improvement aiming to develop effective and efficient strategies which assist in the successful outcomes of our participants.

Oklahoma strives to make decisions about the success and strategy of core programs using the data available to each partner. There have been staffing changes across the workforce system, enabling the state agencies administering programs to more effectively analyze and communicate with each of the core programs and with the Governor's Council for Workforce and Economic Development.

Strategies such as monthly performance review meetings, quarterly/bi-annual collaboration calls, increased presentations, and more frequent access to real time data, provide key decision

makers with the information needed to adjust or change the direction of strategies at the state and local levels.

C. EVALUATION

Describe how the State will conduct evaluations and research projects of activities carried out in the State under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA (WIOA Section 116(e)).

Under the authority of the GCWED, OESC will conduct research and evaluation projects in collaboration with WIOA partners and stakeholders, including, but not limited to, local workforce development boards, service providers, program participants, impacted advocacy and interest groups, and the public. These efforts aim to improve program effectiveness, accountability, and, ultimately, the outcomes for individuals seeking employment and skills development opportunities.

Oklahoma will engage in projects that fall into the identified five priority workforce service strategies: work-based learning and apprenticeship; career pathways, advancement, and stackable credentials; integrated service and co-enrollment; employer service and engagement; and career planning and navigation. Rigorous, academic-based methodologies will be applied using, as appropriate, current, and historical programmatic data, formal literature reviews of existing research on pertinent topics, and information gathered through research tools such as surveys, focus groups, interviews, and 96 meetings. Findings will be shared with appropriate DOL representatives, partners, research participants, and, if appropriate, the public via OESC's website, remaining committed to a rigorous evaluation process and will work diligently to create one that is transparent and measures accountability and performance of the workforce system.

5. DISTRIBUTION OF FUNDS FOR CORE PROGRAMS

Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

A. FOR TITLE I PROGRAMS

Provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

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

In accordance with WIOA Section 128 (b)(3), the State of Oklahoma uses a discretionary allocation formula to successfully distribute funding for WIOA Title I Youth activities. Using the flexibility prescribed in WIOA enables the state to distribute funding based on required economic data as well as economic data specific to Oklahoma including historically low unemployment rates, regional variations, as well as barriers unique to Oklahoma's workforce.

Upon receipt of the federal Notice of Award (NOA), OESC calculates an 85% minimum amount of the state's total youth allocation to distribute to the designated local Workforce Development Areas (WDAs) in Oklahoma. The following factors and weighted values determine the amount of funding to be awarded to each area for Title I Youth Activities:

Areas of Substantial Unemployment – 23.333%

An Area of Substantial Unemployment (ASU), as defined by WIOA and the Bureau of Labor Statistics is a contiguous geographic area sufficient in size and scope to sustain a program of workforce investment activities, with a population of at least 10,000 and an unemployment rate of at least 6.5%. Oklahoma uses county level data to determine ASUs in Oklahoma.

The number of unemployed individuals with an ASU is summed and weighted calculating the appropriate dollar amount each ASU is to receive. A county that does not meet the criteria for an ASU does not receive funding for this formula factor.

Data Source: Data used to calculate ASUs is sourced by the BLS, Local Area Unemployment Statistics and the United State Census Bureau.

Excess Unemployment – 23.333%

Excess Unemployment is the number of unemployed individuals over 4.5% of the civilian labor force. Oklahoma uses county level data to determine excess unemployment in Oklahoma.

The number of unemployed individuals in excess of the calculated 4.5% in each county is divided by the total number of excess unemployed individuals calculating the appropriate dollar amount each county is to receive. A county that does not have an excess of unemployed individuals does not receive funding for this formula factor.

Data Source: Data used to calculate Excess Unemployment is sourced by the BLS, Local Area Unemployment Statistics.

Disadvantaged Youth – 23.333%

A Disadvantaged Youth is an individual aged 16 through 21 who received an income or is a member of a family that received a total family income, that does not exceed the poverty line or 70 percent of the lower living standard income level. Oklahoma uses county level data to determine the number of Disadvantaged Youth in Oklahoma.

The number of disadvantaged youth in each county is divided by the total number of disadvantaged youth in Oklahoma calculating the appropriate dollar amount each county is to receive. A county that does not have any disadvantaged youth does not receive funding for this formula factor.

Data Source: Data used to calculate Disadvantaged Youth is sourced by the United State Census Bureau as provided by the United States Department of Labor Employment & Training Administration.

Excess Youth Poverty – 30%

The percentage of population for whom poverty status is determined in Oklahoma is historically higher than that of the United States. Due to the significant impact living in poverty has on families and individuals, distributing funds to geographic areas with excessive poverty ensure resources are made available to WDAs who workforce faces additional obstacles.

Excess Youth Poverty is the relative number of individuals, under the age of 18, living below the poverty level in a geographic area in which the percentage of population for whom poverty status is determined is greater than the state's percentage. Oklahoma uses county level data to determine the number of youth living in excess poverty.

The number of excess youth poverty in each eligible county is divided by the total number of excess poverty in all eligible counties across the state calculating the appropriate dollar amount each county is to receive. A county whose percentage of population for whom poverty status is

determined less than or equal to the state's percentage does not receive any funding for the final formula factor.

Data Source: Data used to calculate Excess Youth Poverty is sourced by the Unites State Census Bureau.

To calculate the initial formula allocation for each area, the dollar amount calculated for each factor is summed by county then by WDA.

In the event the initial formula allocation determines an area is to receive less than 90% of the average percent share of the previous two year's percent share, the amount needed to increase said area(s) to the 90% minimum will be ratably reduced from those areas whose initial formula allocation is higher than the 90% minimum award. This process ensures award amounts from year to year do not result in the often extreme fluctuations of unemployment, population, and poverty data. Additional information regarding the methodology for adjusting local area allocations in this fashion is available in OOWD Technical Assistance number TA-02-2016.

In the event the criteria for one or more formula factors prevents the state from distributing funding for said factor(s), an adjustment to the 90% methodology described above is made. Under these circumstances, each area under the 90% minimum's allocation will be raised to meet the minimum. The undistributed balance is then disbursed based on their current percentage of the calculated total.

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

Upon receipt of the federal NOA, OESC calculates an 85% minimum amount of the state's total adult allocation to distribute to the designated local WDAs in Oklahoma. The following factors and weighted values determine the amount of funding to be awarded to each area for **WIOA Title I Adult activities:**

Areas of Substantial Unemployment – 23.333%

An ASU, as defined by WIOA and the Bureau of Labor Statistics is a contiguous geographic area sufficient enough in size and scope to sustain a program of workforce investment activities, with a population of at least 10,000 and an unemployment rate of at least 6.5%. Oklahoma uses county level data to determine ASUs in Oklahoma. The number of unemployed individuals with an ASU is summed and weighted calculating the appropriate dollar amount each ASU is to receive. A county that does not meet the criteria for an ASU does not receive funding for this formula factor. Data Source: Data used to calculate ASUs is sourced by the BLS, Local Area Unemployment Statistics and the United State Census Bureau.

E**xcess Unemployment – 23.333%**

Excess Unemployment is the number of unemployed individuals over 4.5% of the civilian labor force. Oklahoma uses county level data to determine excess unemployment in Oklahoma. The number of unemployed individuals more than the calculated 4.5% in each county is divided by the total number of excess unemployed individuals calculating the appropriate dollar amount each county is to receive. A county that does not have an excess of unemployed individuals does not receive funding for this formula factor. Data Source: Data used to calculate Excess Unemployment is sourced by the BLS, Local Area Unemployment Statistics.

Disadvantaged Adults – 23.333%

A Disadvantaged Adult is an individual aged 22 through 72 who received an income, or is a member of a family that received a total family income, that does not exceed the poverty line or 70 percent of the lower living standard income level. Oklahoma uses county level data to determine the number of Disadvantaged Adults in Oklahoma. The number of disadvantaged adults in each county is divided by the total number of disadvantaged adults in Oklahoma calculating the appropriate dollar amount each county is to receive. A county that does not have any disadvantaged adults does not receive funding for this formula factor. Data Source: Data used to calculate Disadvantaged Adults is sourced by the United State Census Bureau as provided by the United States Department of Labor Employment & Training Administration.

Excess Adult Poverty – 30%

The percentage of population for whom poverty status is determined in Oklahoma is historically higher than that of the United States. Due to the significant impact living in poverty has on families and individuals, distributing funds to geographic areas with excessive poverty ensure resources are made available to WDAs who workforce faces additional obstacles. Excess Adult Poverty is the relative number of individuals, aged 18 to 64, living below the poverty level in a geographic area in which the percentage of population for whom poverty status is determined is greater than the state's percentage. Oklahoma uses county level data to determine the number of adults living in excess poverty. The number of excess adult poverty in each eligible county is divided by the total number of excess poverty in all eligible counties across the state calculating the appropriate dollar amount each county is to receive. A county whose percentage of population for whom poverty status is determined less than or equal to the state's percentage does not receive any funding for the final formula factor. Data Source: Data used to calculate Excess Adult Poverty is sourced by the United State Census Bureau.

To calculate the initial formula allocation for each area, the dollar amount calculated for each factor is summed by county and then by WDA. In the event the initial formula allocation determines an area is to receive less than 90% of the average percent share of the previous two year's percent share, the amount needed to increase said area(s) to the 90% minimum will be ratably reduced from those areas whose initial formula allocation is higher than the 90% minimum award. This process ensures award amounts from year to year do not result in the often extreme fluctuations of unemployment, population, and poverty data. Additional information regarding the methodology for adjusting local area allocations is available in policy. In the event the criteria for one or more formula factors prevents the state from distributing funding for said factor(s), an adjustment to the 90% methodology described above is made. Under these circumstances, each area under the 90% minimum's allocation will be raised to meet the minimum. The undistributed balance is then disbursed based on their current percentage of the calculated total.

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

Following WIOA Section 133(b)(2), Oklahoma uses a six-factor formula to distribute funding for **WIOA Title I Dislocated Worker activities.** The formula factors use available data that most accurately describes the economic status and need for dislocated worker funding across Oklahoma. Upon receipt of the federal NOA, the OESC calculates a 60% minimum amount of the state's total dislocated worker allocation to distribute to the designated local WDAs through the state. The following factors and weights determine the amount of funding to be awarded to each area for Title I Dislocated Worker activities:

Unemployment Insurance – 25%

Unemployment Insurance, as a formula factor, is an average of the number of allowed unemployment claims filed over 12 months in a geographic area. Oklahoma uses county-level data to determine the number of allowed unemployment claims filed. The average number of unemployment claims filed over 12 months in each county is divided by the total average number of unemployment claims filed over 12 months calculating the appropriate dollar amount each county is to receive. Data Source: Data used to calculate Unemployment Insurance is sourced by the Oklahoma Employment Security Commission.

Long-Term Unemployment – 20%

Long-term unemployment is the number of individuals who have been unemployed for 15 weeks or more in each county with the number of individuals who have been unemployed for 15 weeks or more across the state. Oklahoma uses county-level calculations to determine the number of long-term unemployment in Oklahoma. The number of long-term unemployed individuals calculated for each county is divided by the total number of long-term unemployed individuals in the state determining the appropriate dollar amount each county is to receive. Data Source: Data used to calculate Long-term Unemployment is sourced by the Bureau of Labor Statistics.

Unemployment Concentrations – 20%

Unemployment Concentrations, as a formula factor, is the number of unemployed individuals in each county with the number of unemployed individuals across the state, above the state's unemployment rate. The number of unemployed individuals in each county with an unemployment rate above the state's is divided by the total number of individuals calculating the appropriate dollar amount each county is to receive. Data Source: Data used to calculate Unemployment Concentrations is sourced by the Bureau of Labor Statistics, Local Area Unemployment Statistics.

Declining Industries – 15%

Declining Industries data shows consistent job loss, within industry clusters, in a geographic region. Oklahoma uses county-level data to calculate Declining Industries. The number of jobs lost in each county is divided by the total number of jobs lost across the state calculating the appropriate dollar amount each county is to receive. A county that experiences overall job growth, instead of loss, does not receive funding for this formula factor. Data Source: Data used to calculate Declining Industries is sourced by the Oklahoma Employment Security Commission.

Farmer/Rancher Economic Hardship – 20%

Farmer/Rancher Economic Hardship is an even split of two key agriculture economic indicators: Net Cash Farm Income and Hired Farm Labor. Oklahoma uses county-level data to calculate Farmer/Rancher Economic Hardship. Net Cash Farm Income, as a formula factor, is any negative change in income between the most current Census of Agriculture and the previous Census of Agriculture. The change in income for each county with a negative change is divided by the total negative change in the state to calculate the appropriate dollar amount each county is to receive. Hired Farm Labor, as a formula factor, is any negative change in the number of hired farm workers between the most current Census of Agriculture and the previous Census of Agriculture. The change in works in each county with a negative change is divided by the total negative change in the state to calculate the appropriate dollar amount each county is to receive. Data Source: Data used to calculate Farmer/Rancher Economic Hardship is sourced by the United States Department of Agriculture, Census of Agriculture.

Mass Layoff – 0%

Mass layoff data is no longer available through the Bureau of Labor Statistics and the state does not track or report on this information. Therefore, the final formula factor is weighted at zero (0) and no funding is distributed for Mass Layoff data.

To calculate the initial formula allocation for each area, the dollar amount calculated for each factor is summed by county and then by WDA. In the event the initial formula allocation determines an area is to receive less than 90% of the average percent share of the previous two year's percent share, the amount needed to increase said area(s) to the 90% minimum will be ratably reduced from those areas whose initial formula allocation is higher than the 90% minimum award. This process ensure award amounts from year to year do not result in the often extreme fluctuations of unemployment, population, and poverty data. Additional information regarding the methodology for adjusting local area allocations in this fashion is available in OOWD Technical Assistance number TA-02-2016.

Due to the differences and fluctuations in federal, state, and local economic and unemployment situations the Governor will, if necessary, adjust the formula no more than once per program year to ensure that dislocated worker funding is awarded based on the most relevant circumstance and data concerning the time for which the data is analyzed.

B. FOR TITLE II

I. DESCRIBE THE METHODS AND FACTORS THE ELIGIBLE AGENCY WILL USE TO DISTRIBUTE TITLE II FUNDS.

Oklahoma has grouped each of its 77 counties into six Local Workforce Development Boards. ODCTE staff will determine an allocation amount for each Oklahoma county within the Workforce Development Areas by using demographic data. This allocation for each county will include the number of eligible individuals within each county. This will include population, eligible individuals 18-24 years of age that do not have a high school diploma or its recognized equivalent, and eligible individuals 25+ years of age that do not have a high school diploma or its recognized equivalent. A formula will be determined using these variables to determine an allocation amount for each county. Applicants will select which counties that they would like to serve. Eligible providers will compete for the allocation of their selected counties. Multiple providers may be granted an allocation within a specific county, and the allocation will be divided between those providers within that specific county. Multiple service providers may be selected within a county based on funding requested on dollars available.

Eligible providers will determine a budget for providing services in the counties requested and the ODCTE will evaluate these budgets. Negotiations will occur when more than one eligible provider is determined for a specific county.

Eligible provider means an organization that has demonstrated effectiveness in providing adult education and literacy activities. This may include the following:

- Local education agency;
- Community-based or faith-based organization;
- Volunteer literacy organization;
- Public housing authority;
- Institution of higher education;
- Public or private nonprofit organization;

- Library;
- Partnership between an employer and an entity previously described;
- Nonprofit institution that is not previously described and has the ability to provide adult education and literacy activities to eligible providers;
- Consortium or coalition of the agencies, organizations, institutions, libraries, or authorities previously described.

Awards may be based on multiple factors including reasonableness of the budget relative to the service area, quality of the eligible provider application, past performance including Measurable Skill Gain attainment relative to the state performance target, expected number of individuals to be served, workforce board recommendations, previous year allocation, past expenditures, and results from the pre-award risk assessment. The review panel will be comprised of both ODCTE and non-ODCTE individuals with expertise in areas related to adult education and family literacy. The review panel will review these factors and based on this information and allocation available for each Workforce Development Area. The ODCTE may decide to hold an additional grant competition for all or specific counties within the state based on the quality of the applications and to ensure equitable access of service offerings to eligible individuals. If there are unrequested portions of funds in a service area, the ODCTE may elect to redistribute those funds to other areas of need in the state. The ODCTE may also choose to reopen a competition for a specific unserved county. Priority will be given to those areas in the same region of where the unrequested funds came from.

The amount received by eligible recipients will be held steady for two years. After this period, allocation amounts for eligible provider will be determined using a formula that accounts for the eligible individuals within a county, performance of the service provider, and provider need.

In January 2022, the Oklahoma Department of Career and Technology Education held a competition to award funds in a multi-year competition for Adult Education & Family Literacy grants, Integrated English and Literacy and Civics Education (IELCE) grants, and Correctional Education grants. ODCTE hosted separate grant competition using three different RFP applications for each of those programs. Eligible agencies will have the option of applying for one or more these grants; however, they are not required to apply for all of the competitions. The RFP applications were due February 15, 2022. Eligible agencies had the option to apply for one or more counties in the Adult Education & Family Literacy grants. For each competition, the same grant application and process will be used by all eligible applicants.

The ODCTE will fund Integrated English Literacy and Civics Education (IELCE) in conjunction with Integrated Education and Training (IET) activities. Components funded within this program are adult education and literacy activities, workforce preparation activities, and workforce training. An eligible recipient for either the IELCE or the Corrections Education grants do not have to be a recipient of the Adult Education & Literacy Education grant. Both IELCE and Corrections Education grants may or may not mirror that of the Adult Education & Literacy counties served.

The application will contain the local application criteria listed within Section 232 and the 13 considerations listed in Section 231(e) of the Workforce Innovation and Opportunity Act Title II Adult Education and Literacy.

To demonstrate past effectiveness, eligible providers will provide performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have

low levels of literacy, in the content domains of reading, writing, mathematics, and English language acquisition. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

There are two ways in which an eligible provider may meet these requirements:

1. An eligible provider that has been funded under Title II of the Act must provide performance data required under Section 116 to demonstrate past effectiveness.
2. An eligible provider that has not been previously funded under Title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of the following: Reading, Writing, Mathematics, and English language acquisition. Other subject areas relevant to the outcomes for participants including Employment, Attainment of secondary school diploma or its recognized equivalent, and Transition to postsecondary education and training.

The ODCTE will review each application to determine if the applicant has demonstrated effectiveness and will conduct a pre-award risk assessment for each eligible applicant. Local workforce development boards will review applications to determine alignment of the applications with their local plans and provide recommendations to the ODCTE. Applications will include criteria on how the eligible provider describes the steps to take to ensure equitable access to, and participation in, their federally assisted program for students, teachers, and other program beneficiaries with special needs. The criteria will include how the applicant proposes to prevent barriers from occurring that can impede equitable access or participation for: gender, race, national origin, color, disability, or age. (Section 427 of GEPA)

A rubric will be developed, and the evaluation criteria will include the 13 considerations in 231(e) of the Workforce Innovation and Opportunity Act Title II Adult Education and Literacy, as well as other components deemed necessary to review the application.

The award cycle for all grants will be four years. Awards will be given for program years 2024-2025, and 2025-2026. The next grant competition will be held in January 2026. Priority will be given to programs offering IET activities.

II. DESCRIBE HOW THE ELIGIBLE AGENCY WILL ENSURE DIRECT AND EQUITABLE ACCESS TO ALL ELIGIBLE PROVIDERS TO APPLY AND COMPETE FOR FUNDS AND HOW THE ELIGIBLE AGENCY WILL ENSURE THAT IT IS USING THE SAME GRANT OR CONTRACT ANNOUNCEMENT AND APPLICATION PROCEDURE FOR ALL ELIGIBLE PROVIDERS.

Eligible providers will apply for the Adult Education and Family Literacy Education grant, Integrated English Literacy & Civics Education (IELCE) grant, and Correctional Education grant through the Oklahoma Department of Career and Technology Education (ODCTE). ODCTE will ensure that all parties potentially interested in the grant shall have direct and equitable access to apply for one or more of the grants. Notification of the RFP will first occur on the ODCTE website. Core WIOA partners and one-stop partners will also be notified when the RFP is published on the website. The application will be available as a fillable document that can be downloaded from the ODCTE website. The completed application will be emailed to the ODCTE Adult Education & Family Literacy Division at abe@careertech.ok.gov. The ODCTE staff will notify the applicant within two business days that the ODCTE has received the application. Each applicant will complete the same application and submit their application through the same process. This will ensure direct and equitable access to all eligible providers.

Only applications determined to be complete and from an eligible provider of "demonstrated effectiveness" will be evaluated and scored by a review panel. The review panel will be comprised of both ODCTE and non-ODCTE individuals with expertise in areas related to adult education and family literacy. A review panel will review and score each application using a rubric and consistent review procedures ensuring an equitable review process.

C. VOCATIONAL REHABILITATION PROGRAM

In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

The Oklahoma Department of Rehabilitation Services (OKDRS) is the single Designated State Agency for these funds and is a combined agency, no distribution is required.

6. PROGRAM DATA

A. DATA ALIGNMENT AND INTEGRATION

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

Describe data-collection and reporting processes used for all programs and activities, including the State's process to collect and report data on co-enrollment, and for those present in the one-stop centers.

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

Now, more than ever, the state is positioned to meet the six (6) 'success factors for effective workforce development owner' of Governor Stitt's Workforce Transformation Task Force Report published in April of 2023: 1) **Authority**. The ability to set strategic objectives and deploy resources accordingly improves efficiency and effectiveness. 2) **Accountability**. Leveraging performance-based funding and reporting improves efficiency and effectiveness. 3) **Coordination**. An owner entity coordinating key functions such as execution and information management improves efficiency and effectiveness. 4) **Information**. A single point of contact for all information and data about the workforce in the state ensures a single, shared source of truth for the system, improving efficiency and effectiveness. 5) **Agility**. The ability to quickly respond to stakeholder feedback and changing circumstances enhances responsiveness, improving efficiency and effectiveness. 6) **Durability**. The owner should provide continuity and be effective across changing leadership in the state and its organization over time.

OESC is currently in User Acceptance Testing for the state's new common case management system, which is intended to go live in 2024. Representatives from all titles began working on discovery sessions to evaluate program needs and reporting elements, as the agency will now serve as the single point of contact to integrate systems among core partners. Through system

integration and understanding workforce needs through data collection, the state can develop a more robust and responsive model to address the needs of workers and businesses.

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

Oklahoma is committed to the goals of eliminating duplication of services and addressing the needs of common intake and case management. The core partners are working to increase the exchange of data to the maximum extent possible. Data sharing MOUs address the use of wage record data to successfully comply with WIOA performance accountability measures and state indicators of performance. Integrated information access providing real-time data was recently developed to provide a platform for linking data across core partners. The WIOA Core Partners including the GCWED will continue integration efforts for intake, performance, and reporting, adding to the collaboration team the newly formed Oklahoma Workforce Commission (OWC). Oklahoma expects to report advances in this area by the time of the WIOA State Plan Two-Year Modification.

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

Oklahoma is dedicated to developing a roadmap toward greater data alignment and integration of participant and performance data across core programs with the ultimate goal of providing effective and efficient services that leads to the participants' credential attainment and employment. The development and implementation of a data system that will allow the sharing of participant information and services across core programs will make benchmarking a reality.

Under the current Governor's administration, technology modernization is a priority. Over the past few years, Oklahoma has worked with the State Regents for Higher Education, the State Department of Education, the Oklahoma Department of Career and Technology Education, the Oklahoma Employment Security Commission, the Department of Rehabilitation Services, and the Oklahoma Office of Management and Enterprise Services to develop plans for data connectivity. Effective collection and utilization of education, workforce, and economic data is essential to Oklahoma's ability to decrease the gap between labor supply and demand. The state is exploring how the newly formed Oklahoma Workforce Commission can help further technology and data system alignment goals.

Integrated information access was recently developed to provide a platform for linking data across data-generating agencies, necessary to improve data collection and dissemination, and to inform and support the strategies of the Governor's Council. Existing WIOA formula funds can be used, at the Governor's discretion, to assist with data collection and research projects at the state and local levels that are conducted and/or guided by the Governor's Council.

Representatives from all WIOA core programs, Title I, Adult Basic Education, Department of Rehabilitation Services, and The Oklahoma Employment Security Commission, have all participated in workgroups, with representatives meeting with State Board staff either collectively or program to program. To date, the workgroup has done all of the following:

- Exchanged information about common data elements that support assessment and evaluation.

- Exchanged information about data systems in-use and extant performance reporting processes.
- Shared information on WIOA performance metrics, reporting requirements, regulations, and guidelines.

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

The State is working to re-establish a WIOA Data Group which will be affiliated with the newly formed Oklahoma Workforce Commission and in alignment with the GCWED and the Local Workforce Development Boards all working together with one (1) common goal: To ensure compliance of WIOA section 116 (D) (2) is maintained, processes are streamlined, and public "dashboard-style" metrics are agreed upon as we further refine "How do we know we've had a good day?"

OESC: OESC Title I and Title III programs utilize America's Job Link Alliance - Technical Support (AJLA- TS) which provides Oklahoma with a vendor hosted management information system, OKJobMatch. OKJobmatch houses data collecting applications: **1) JobLink –** a self-service labor exchange system that provides job matching and workplace information service for employers and job seekers. Job seekers can establish an account to manage their job search activities, register with labor exchange activities, and explore career pathways utilizing the O*NET system to deliver highly relevant and precise job and resume matches. Employers can establish an account to manage job openings and view job seeker resumes. Staff can create and manage job orders on behalf of employers. **2) ServiceLink –** a client management application that allows case managers to track their caseload and report information required under Labor Exchange, Re- Employment Services, WIOA, TAA (TRA Adjustment Act) and other federal programs. It provides the ability to manage eligibility, maintain program registration, maintain enrollment records, store required and relevant documentation, and provides staff a standardized process for following participants through the workforce development system network. It fully supports all state and federal program, grant, and reporting requirements. **3) ProviderLink –** provides the integrated statewide Eligible Training Provider (ETP) list, allowing training providers and providers of youth services to create and manage self-service accounts, allows local area and state review processes of ETP eligibility requests, and provides federal program reporting requirements. **4) FiscalLink –** provides an integrated fiscal management system to provide a real-time fiscal system for one-stop case management. Allowing participant and vendor financial management, accruals, payments, and fiscal reports. The State is increasingly utilizing this information to determine costs for services and returns on investment for the public workforce system. **5) Tableau –** a web-based, comprehensive workforce program data management system that allows OESC the ability to validate data and resolve and identify errors before submitting quarterly and annual performance reports to the Department of Labor (DOL). ReportLink is updated as needed to implement new edit checks and logic rules development by the Departments. Each data collection application is compliant with WIOA Section 116 which requires the establishment and operation of a fiscal and management accountability information system based on guidelines established by the Secretaries of Labor and Education. OESC also works with AJLA-TS to ensure that data is collected following WIOA Section 116 and The Participant Information Record Layout (PIRL) established by the Secretaries of Labor and Education. AJLA-TS provides the appropriate PIRL files for WIOA Title I Adult, Dislocated Worker, Youth, and Discretionary Grants. Title I utilizes ReportLink to verify the data and verify

any errors present within the data, once errors are corrected and data is verified the files are then uploaded and submitted to the Department of Labor.

OCTAE: Adult Basic Education at the Oklahoma Career & Technical Education (OCTEA) currently utilizes LACES (Literacy, Adult, and Community Education System) by LiteracyPro Systems, a developer of data management systems for the public and nonprofit sectors. LACES is an online student data management software with the capability of generating daily reports. Engineered for providers of literacy, Adult Basic Education (ABE), and correctional education programs, LACES allows case managers to easily set baselines, track program progress and student goals, deliver results, and streamline data reporting to state and federal agencies. ODCTE anticipates quarterly reports to local WDBs to demonstrate performance for decision-making.

OKDRS: The Oklahoma Department of Rehabilitation Services (OKDRS) is utilizing the AWARE case management system by Alliance Enterprises. Alliance Enterprises, Inc. maintains the case management system used by more than 35 Vocational Rehabilitation state agencies throughout the country. In addition to serving as a tool for managing services for vocational rehabilitation programs under Title IV of the WIOA, it also produces reports to meet the reporting requirements of the U.S. Department of Education, Rehabilitation Services Administration.

B. ASSESSMENT OF PARTICIPANTS' POST-PROGRAM SUCCESS

Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

The core workforce partners will utilize the WIOA Performance Measures for the Core Programs to monitor and improve all WIOA core programs. These performance measures include Employment (Second Quarter and Fourth Quarter after Exit), Median Earnings, Credential Attainment Rate, Measurable Skill Gains, and Effectiveness in Serving Employers. Performance for each of these measures will be segmented by Adults, Dislocated Workers, Youth, Adult Education, Wagner-Peyser, and Vocational Rehabilitation. State and local workforce boards will utilize these performance measures in measuring the progress of the core partners in their area. These measures will assist Oklahoma in determining the effectiveness of its workforce development system and allow the state to continuously improve this system. The state will use the Eligible Training Provider (ETP) system to monitor the completion and employment rate of all participants receiving training services through the workforce system. The ability to review educational programs to ensure that participants are becoming employed in the occupations in which they are trained will assist both the educational system and the workforce system in determining the effectiveness of the training programs being developed and offered in our state. Programs eligible to receive workforce funding for the training of participants will be reviewed on a bi-annual basis and the programs not meeting performance levels set by the state will be removed.

C. USE OF UNEMPLOYMENT INSURANCE (UI) WAGE RECORD DATA

Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

The state is currently working on MOUs with core partners as well as reviewing state statutes to allow for data sharing among core partners. Some agreements have been made while others are in process. Although agreements have not been made with all partners, Oklahoma has used UI wage records for many years for performance accountability and labor market information. Currently, wage records are used to calculate performance measures for Title I and Title III programs as prescribed in WIOA.

D. PRIVACY SAFEGUARDS

Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

The State of Oklahoma consolidated data and operational systems and provides a centralized CyberCommand Security Operations Center within the Office of Management and Enterprise Services Information Services (OMES IS) that protects workforce systems from cyber threats. Automated tools assist with protecting the network. OMES ensures that all workforce systems provide security authorization and user authentication. The data retention policies are required by the Oklahoma Records Management Act for agencies to identify, and adopt a records retention schedule for the retention of documents and data following state and federal mandates. Due to the nature of consolidated operations, the state adheres to the U.S. Department of Defense standards for data protection and end-of-life destruction.

The privacy requirements for the Family Educational Rights and Privacy Act (FERPA) outlined in section 444 of the General Education Provisions Act (20 U.S.C. 1232g) are enforced through role-based user operations that ensure separation of duties and data disclosure. The state mandates the local system staff must be compliant and must sign state confidentiality agreements following data security training. All data-sharing agreements and Memorandum of Understanding (MOU) documents are strictly enforced and utilized for all data sharing.

Aggregated data is used to ensure user privacy unless approved agreements allow for participant data that support workforce or education operational and reporting needs. To further protect personally identifiable information collected in WIOA, Unemployment Insurance (UI), and statewide reporting or operational systems including OKJobMatch and ServiceLink, have implemented state-level security measures. These include limiting and logging physical access to database servers, 128-byte encryption, SSL, and individual password protection to guard against unauthorized access as mandated by state laws and guidelines enforced by OMES.

7. PRIORITY OF SERVICE FOR VETERANS.

A. DESCRIBE HOW THE STATE WILL IMPLEMENT THE PRIORITY OF SERVICE PROVISIONS FOR COVERED PERSONS IN ACCORDANCE WITH THE REQUIREMENTS OF THE JOBS FOR VETERANS ACT, CODIFIED AT SECTION 4215 OF 38 U.S.C., WHICH APPLIES TO ALL EMPLOYMENT AND TRAINING PROGRAMS FUNDED IN WHOLE OR IN PART BY THE DEPARTMENT OF LABOR.

B. DESCRIBE HOW THE STATE WILL MONITOR PRIORITY OF SERVICE PROVISIONS FOR VETERANS.

C. DESCRIBE THE TRIAGE AND REFERRAL PROCESS FOR ELIGIBLE VETERANS AND OTHER POPULATIONS DETERMINED ELIGIBLE TO RECEIVE SERVICES FROM THE JOBS FOR VETERANS STATE GRANTS (JVSG) PROGRAM'S DISABLED VETERANS' OUTREACH PROGRAM (DVOP) SPECIALIST/CONSOLIDATED POSITION.

In Oklahoma, veterans and others eligible for services under Jobs for Veterans State Grants (JVSGs) are identified at various points of entry in Oklahoma's workforce development system and receive priority of service. Disabled Veterans Outreach Program (DVOP) specialists provide individualized career services to veterans with a Significant Barrier to Employment, with the maximum emphasis directed toward serving veterans who are economically or educationally disadvantaged. Veterans with barriers include homeless veterans and vocational rehabilitation clients. Through an assessment process using a state-provided military registration checklist, eligible veteran customers determined to have SBEs are referred for services to a DVOP. If a DVOP is not available, eligible Veterans are immediately referred to other Center staff for services. American Job Centers are also required to have a flowchart describing the process for veteran customers being served, how a significant barrier to employment is determined, and if eligible, when the veteran is referred to the DVOP for services. When veterans are registered in the state labor exchange and case management system, Workforce Center staff identify those significant barriers to employment for referral to DVOPs.

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

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

All four workforce regions follow TEGL 10-09 and TEGL 19-16 regarding Priority of Service for Veterans. Oklahoma's Adult and Dislocated Worker Policy, OWDI 19-2017 guides the Priority of Services for Veterans and Eligible Spouses under TEGL 19-16.

A special committee, OKMilitaryConnection, was formed in prior years consisting of cross-agency members from OESC (Title I and III), ODCTE, Oklahoma Department of Veterans Affairs, and the Oklahoma National Guard, who worked on various efforts to coordinate services and to plan hiring events for returning military personnel and their families.

The State continues its collaboration with employer councils, trade associations, the State Chamber, local chambers, state and federal agencies, and education/training providers to connect transitioning service members, veterans and other eligible persons with quality training and employment. Efforts with Oklahoma's ODCTE technology centers, community colleges, and four-year institutions to develop fast-track credentialing and degree programs that

offer credit for experience gained during military service continue and the Oklahoma Workforce Commission and GCWED will be partners in future endeavors.

8. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WITH DISABILITIES

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria.

OESC complies with Section 188 of the Workforce Innovation and Opportunity Act of 2014 (WIOA) [29 CFR 38]. National origin discrimination includes Limited English Proficient individuals under 29 CFR Section 38.9, which specifically states that in providing any aid, benefit, service, or training under a WIOA title I-financially assisted program or activity, a recipient must not, directly or through contractual, licensing, or other arrangements, discriminate on the basis of national origin, including LEP, which includes English Language Learners (ELL).

Additionally, 29 CFR Section 38.41 added "LEP and preferred language" to the list of categories of information that each recipient must record about each applicant, registrant, eligible applicant/registrant, participant, and terminee.

It is the policy of the State to provide services and information in a language other than English for customers with Limited English Proficiency (LEP) to effectively inform or enable those customers to participate in departmental programs or activities. Limited English Language Proficiency Policy (OWDI 17- 2017) requires LWDBs to take reasonable steps to ensure that LEP individuals have meaningful access to their programs and activities. Reasonable steps (29 CFR Section 38.9(b)(1)) may include, but are not limited to, the following:

- Assessing an LEP individual to determine their language assistance needs.
- Providing oral interpretation or written translation of both hard-copy and electronic materials, in the appropriate non-English languages, to LEP individuals
- Conducting outreach to LEP communities to improve service delivery in needed languages.

LWDBs must ensure that these services are free of charge and provided in a timely manner. An LEP individual must be given adequate notice about the existence of interpretation and translation services and that they are free of charge. For LEP individuals who enter an Oklahoma Works (One-Stop) Center, language assistance services must be timely, and with adequate notice, where feasible. Language assistance will be considered timely when provided at a place and time that ensures equal access and avoids the delay or denial of any aid, benefit, service, or training. When a LWDB determines a significant proportion of the population eligible to be served is more likely to be directly affected by a program/activity that needs information in a single language other than English, the LWDB must translate its written vital program materials into that language and provide effective oral interpretation services to members of the significant LEP group. The State can also provide oral interpreters for LEP customers who

are not part of a significant group to provide the customer meaningful access to programs and services. When an interpreter for the needed language cannot be located, Language Line Solutions (1-866- 874-3972) serves the customer. Language assistance services are also provided to customers accessing virtual services at the One-Stop.

For LEP individuals needing to file unemployment claims in Spanish or Vietnamese, the Oklahoma Employment Security Commission's (OESC) Interactive Voice Response (IVR) system includes a full range of self-service experiences from filing the initial claim to getting updated information about an existing claim. For LEP individuals needing to file claims in other languages, the OESC has a full-service contract with Language Associates Inc. The interpreter services through Language Associates are also available for employers and have been used during Employer Council meetings.

LWDBs must not require an LEP individual to provide their own interpreter. Furthermore, LWDBs must not rely on an LEP individual's minor child or adult family or friend to interpret or facilitate communication, except for the following circumstances:

- In emergency situations while awaiting a qualified interpreter;
- When the information conveyed is of minimal importance to the services to be provided; or
- When an LEP individual specifically requests that an accompanying adult provide language assistance and they agree to provide assistance to the individual.

Suppose a Local Area permits an accompanying adult to serve as an interpreter for an LEP individual. In that case, it must record the LEP individual's decision to use their own interpreter.

Finally, where precise, complete, and accurate interpretations or translations of information and/or testimony are critical for adjudicatory or legal reasons, LWDBs can still provide their own independent interpreter, even if an LEP individual wants to use their own interpreter. This also applies in cases where the competency of the interpreter requested by the LEP individual is not established. (29 CFR Section 38.9(f))

LWDBs must also include a Babel Notice, indicating that language assistance is available in all communications of vital information. This includes letters or decisions in hardcopy or electronic formats. (29 CFR Section 38.9(g)) OESC provides technical assistance to LWDBs regarding Babel Notices in TA-02-2019.

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

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials. Describe how English language learners will be made aware of the opportunity to enroll and/or co-enroll in all the core programs for which they are eligible.

OESC complies with Section 188 of the Workforce Innovation and Opportunity Act of 2014 (WIOA) [29 CFR 38]. National origin discrimination includes Limited English Proficient individuals under 29 CFR Section 38.9 and specifically states that in providing any aid, benefit, service, or training under a WIOA Title I-financially assisted program or activity, a recipient must not, directly or through contractual, licensing, or other arrangements, discriminate on the basis of national origin, including LEP which includes English Language Learners (ELL).

Additionally, 29 CFR Section 38.41 added "LEP and preferred language" to the list of categories of information that each recipient must record about each applicant, registrant, eligible applicant/registrant, participant, and terminee.

It is the policy of the State to provide services and information in a language other than English for customers with Limited English Proficiency (LEP) to effectively inform or enable those customers to participate in departmental programs or activities. Limited English Language Proficiency Policy (OWDI 17- 2017) requires LWDBs to take reasonable steps to ensure that LEP individuals have meaningful access to their programs and activities. Reasonable steps (29 CFR Section 38.9(b)(1)) may include, but are not limited to, the following:

- Assessing an LEP individual to determine their language assistance needs.
- To LEP individuals, provide oral interpretation or written translation of both hard-copy and electronic materials in the appropriate non-English languages.
- Conducting outreach to LEP communities to improve service delivery in needed languages.

LWDBs must ensure that these services are free of charge and provided in a timely manner. An LEP individual must be given adequate notice about the existence of interpretation and translation services and that they are available free of charge. For LEP individuals who enter an Oklahoma Works (One-Stop) Center, language assistance services must be timely and with adequate notice, where feasible. Language assistance will be considered timely when provided at a place and time that ensures equal access and avoids the delay or denial of any aid, benefit, service, or training. When a LWDB determines a significant proportion of the population eligible to be served is more likely to be directly affected by a program/activity that needs information in a single language other than English, the LWDB must translate its written vital program materials into that language and provide effective oral interpretation services to members of the significant LEP group. The State can also provide oral interpreters for LEP customers who are not part of a significant group to provide the customer meaningful access to programs and services. When an interpreter for the needed language cannot be located, Language Line Solutions (1-866- 874-3972) serves the customer. Language assistance services are also provided to customers accessing virtual services at the One-Stop.

For LEP individuals needing to file unemployment claims in Spanish or Vietnamese, the Oklahoma Employment Security Commission's (OESC) Interactive Voice Response (IVR) system includes a full range of self-service experiences from filing the initial claim to getting updated information about an existing claim. For LEP individuals needing to file claims in other languages, the OESC has a full-service contract with Language Associates Inc. The interpreter services through Language Associates are also available for employers and have been used during Employer Council meetings.

LWDBs must not require an LEP individual to provide their own interpreter. Furthermore, LWDBs must not rely on an LEP individual's minor child or adult family or friend to interpret or facilitate communication, except for the following circumstances:

- In emergency situations while awaiting a qualified interpreter;
- When the information conveyed is of minimal importance to the services to be provided; or

- When an LEP individual specifically requests that an accompanying adult provide language assistance and they individual agrees to provide assistance to the individual.

If a Local Area permits an accompanying adult to serve as an interpreter for an LEP individual, it must make and retain a record of the LEP individual's decision to use their own interpreter.

Finally, where precise, complete, and accurate interpretations or translations of information and/or testimony are critical for adjudicatory or legal reasons, LWDBs can still provide their own independent interpreter, even if an LEP individual wants to use their own interpreter as well. This also applies in cases where the competency of the interpreter requested by the LEP individual is not established. (29 CFR Section 38.9(f))

LWDBs must also include a Babel Notice, indicating that language assistance is available in all communications of vital information. This includes letters or decisions in hardcopy or electronic formats. (29 CFR Section 38.9(g)) OESC provides technical assistance to LWDBs regarding Babel Notices in TA-02-2019.

IV. COORDINATION WITH STATE PLAN PROGRAMS

Describe the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.

On August 10, 2023 Executive Order 2023-21(EO) was filed with the Oklahoma Secretary of State moving the responsibility and authority to administer the WIOA Title I programs to the Oklahoma Employment Security Commission to "maximize our economic effectiveness, save taxpayer dollars, and assure that Oklahoma continues to be competitive with other states and countries." Furthermore, the EO highlighted that "Oklahoma has the talent, employers, and conditions necessary to be a top performer in workforce development nationally" and the workforce system must give the citizens "what they deserve" which is a "coordinated workforce system that enables job seekers to find careers and employers to staff needed talent."

OESC has been an involved partner for many years and has collaborated with workforce system stakeholders for some time before this including the Oklahoma Workforce Transformation Taskforce and since the newly formed Oklahoma Workforce Commission. In addition, OESC continues to collaborate and strengthen relationships with the Governor's Council for Workforce and Economic Development (GCWED), the other two WIOA Core Partner state agencies, the Oklahoma Department of Career and Technology Education and the Department of Rehabilitation Services, and the Local Workforce Development Boards including subject matter experts from these groups to focus on meeting the challenges outlined in the Transformation Taskforce report and now in the work on the Combined State Plan.

The following are examples of statewide efforts representing the work of core partner programs and the state workforce system:

- Using data to inform policy, track progress and measure success while looking at new state performance metrics, benchmarks, and targets.
- The Oklahoma Works System Oversight Subcommittee, established in 2012, is composed of Oklahoma workforce development system partners, including the Governor's Council for Workforce and Economic Development, the Oklahoma Department of Career and Technology Education—Adult Basic Education, the Department of Rehabilitation Services - Vocational Rehabilitation, the Department of

Human Services, the Oklahoma Employment Security Commission--Wagner-Peyser and Title I programs representing Adults, Dislocated Workers and Youth, the State Regents for Higher Education, and the Oklahoma Department of Commerce. The business community is also represented. It is hoped that other entities, such as the Department of Corrections, and the Departments of Health and Mental Health will eventually be added to establish a more comprehensive approach for creating solutions and ensuring the critically needed wrap-around services that are so important in the success of Citizens who face barriers to employment. Recognizing the necessity to build a new, more responsive, workforce development system centered around meeting the needs of Oklahoma's businesses, the team has been a cohesive unit and looks forward to the challenges ahead.

- Oklahoma is focused on accessibility for all jobseekers, businesses, and employer's work sites throughout Oklahoma under the Access for All Initiative. The Oklahoma Department of Rehabilitation Services is leading Oklahoma's Workforce System toward enhanced accessibility. The objective is to provide equitable services to individuals with disabilities and to ensure that all Workforce System partners comply with the Americans with Disabilities Act (ADA). The Access for All Initiative within Oklahoma Works places a focus on the recruitment, hiring, and promotion of individuals with disabilities in the State of Oklahoma's workforce. Access for All focuses on the Oklahoma Works system partners as well as employers in the state. The initiative provides training, consulting, and resources to ensure that individuals with disabilities are intentionally included. Access for All equips Oklahoma's Workforce System with knowledge and resources to make it more accessible to individuals with disabilities who utilize one-stop programs in person, on the phone, or through the web. Access for All is brought to Oklahoma Works through a partnership between the Oklahoma Department of Rehabilitation Services and Oklahoma ABLE Tech (Oklahoma's Assistive Technology Act Program).
- Oklahoma is still committed to providing youth with the skills and tools necessary for successful participation in education and training programs, resulting in credentials and/ or degrees and employment in careers in high-demand sectors. The current state of Oklahoma's youth population is constantly scanned to ensure advancement to develop a statewide plan in support of youth and a communication infrastructure that will inform and engage all stakeholders. This includes dropout prevention for youth 14 and above (14-21) and recovery strategies for those disengaged youth (16-24) years of age.

V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

The Unified or Combined State Plan must include assurances that:

The State Plan must include	Include
1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts;	Yes

The State Plan must include	Include
2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes;	Yes
3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs;	Yes
4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;	Yes
5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities;	Yes
6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure	Yes

The State Plan must include	Include
compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3);	
7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;	Yes
8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program;	Yes
9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs;	Yes
10. The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA);	Yes
11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and	Yes
12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.	Yes

VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

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

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

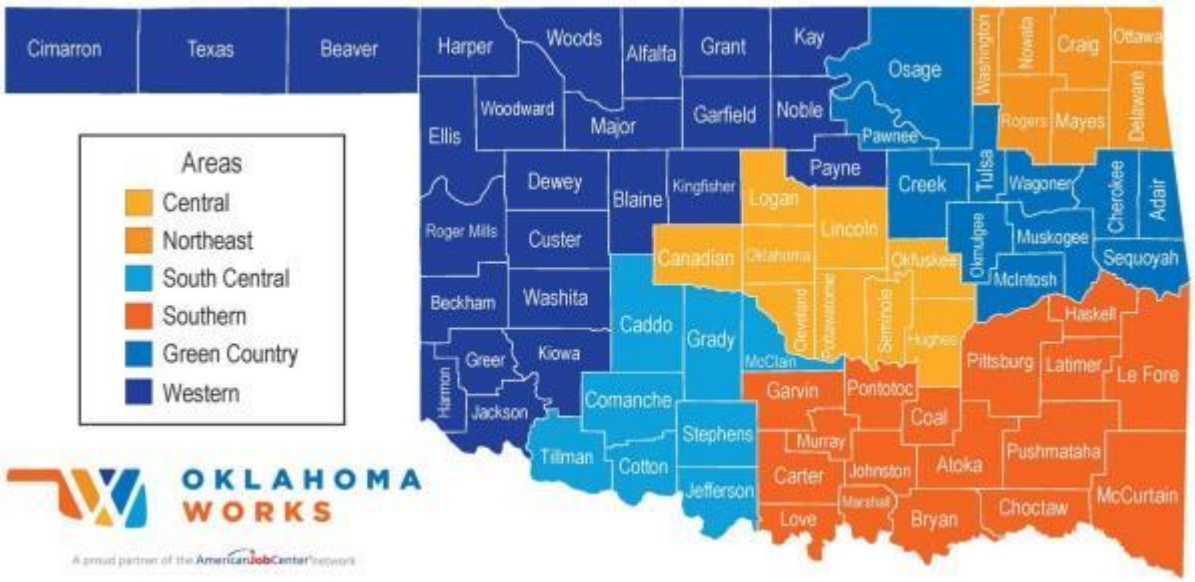
The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B—

A. GENERAL REQUIREMENTS

1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

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

Oklahoma's six **Local Workforce Development Boards** make up the service-delivery component of the state's public workforce system and 1) Link Oklahomans with workforce services and resources to develop the talent of the state's workforce; 2) Serve as connectors to local Oklahoma Works, American Job Centers that deliver services to workers and employers; 3) Develop regional strategic plans and set funding priorities for their area; 4) Facilitate partnerships between local businesses with similar training needs; and 5) Provide analysis of labor market information to develop strategies that focus resources on particular high growth industry for their area.



Local Workforce Development Boards are business-led with a more than 50 percent private business membership. In addition, Local Workforce Development Boards must have representation from local community colleges and other training providers, as well as elected officials and workforce program leaders. This ensures that the current skill needs of local businesses are communicated to relevant training programs.

The local workforce development areas come together to form four designated **Planning Regions** identified below:

CENTRAL PLANNING REGION

The Central Planning Region comprises one (1) Workforce Development Area: Central Oklahoma Workforce Innovation Board. The Central Planning Region comprises the following nine (9) counties: Canadian, Cleveland, Hughes, Lincoln, Logan, Okfuskee, Oklahoma, Pottawatomie, and Seminole.

NORTHEAST PLANNING REGION

The Northeast Planning Region comprises three (2) Workforce Development Areas: Northeast Oklahoma Workforce Development Board and Green Country Workforce Development Board. The Northeast Planning Region is comprised of the following eighteen (18) counties: Adair, Cherokee, Craig, Creek, Delaware, Mayes, McIntosh, Muskogee, Nowata, Okmulgee, Osage, Ottawa, Pawnee, Rogers, Sequoyah, Tulsa, Wagoner, Washington.

SOUTHEAST PLANNING REGION

The Southeast Planning Region comprises one (1) Workforce Development Area: Southern Workforce Board. The Southeast Planning Region is comprised of the following seventeen (17) counties: Atoka, Bryan, Carter, Choctaw, Coal, Garvin, Haskell, Johnston, Latimer, Le Flore, Love, Marshall, McCurtain, Murray, Pittsburg, Pontotoc, Pushmataha.

WESTERN PLANNING REGION

The Western Planning Region comprises two (2) Workforce Development Areas: Western Oklahoma Workforce Development Board, South Central Workforce Investment Board. The Western Planning Region is comprised of the following thirty-three (33) counties: Alfalfa,

Beaver, Beckham, Blaine, Caddo, Comanche, Cimarron, Cotton, Custer, Dewey, Ellis, Garfield, Grady, Grant, Greer, Harmon, Harper, Jackson, Jefferson, Kay, Kingfisher, Kiowa, Major, McClain, Noble, Payne, Roger Mills, Stephens, Texas, Tillman, Washita, Woods, Woodward.

B. DESCRIBE THE PROCESS AND POLICY USED FOR DESIGNATING LOCAL AREAS, INCLUDING PROCEDURES FOR DETERMINING WHETHER THE LOCAL AREA MET THE CRITERIA FOR "PERFORMED SUCCESSFULLY" AND "SUSTAINED FISCAL INTEGRITY" IN ACCORDANCE WITH 106(B)(2) AND (3) OF WIOA. DESCRIBE THE PROCESS USED FOR IDENTIFYING REGIONS AND PLANNING REGIONS UNDER SECTION 106(A) OF WIOA. THIS MUST INCLUDE A DESCRIPTION OF HOW THE STATE CONSULTED WITH THE LOCAL BOARDS AND CHIEF ELECTED OFFICIALS IN IDENTIFYING THE REGIONS

Oklahoma designated **four planning regions identified as Central, Northeast, Western and Southeast.** They are comprised of the six local workforce development areas. These regions were identified through nine public statewide meetings, with input from the Oklahoma Employment Security Commission, Oklahoma Department of Career and Technology Education, and the Oklahoma Department of Rehabilitation Services, regional business leaders including local boards and chief elected officials, and identified through labor market areas, regional assessments, regional asset mapping, market areas, commuting patterns, employment, population, and demographics. At the time of designation, the four planning regions provided the best alignment with areas such as the Oklahoma Department of Commerce Economic Development Areas and the Oklahoma Health Care Authority Regions. Each area continues to have sufficient federal and non-federal funding and appropriate education and training providers to administer regional activity.

The Governor's Council in collaboration with the newly formed Oklahoma Workforce Commission recommends **designations of local workforce development areas** and works with the local workforce areas on any re-designation requests.

The Local Area Initial Designation Process state policy provides guidance for the application and appeal for initial designation decisions. Once a completed application is received, the Governor's Council for Workforce and Economic Development Workforce System Oversight Committee (WSOC), in collaboration with the appropriate staff from the OESC will verify the information provided in the application. The WSOC will use the results of this assessment to determine whether to recommend approval or denial of the application.

For redesignation of an area, an agreement must be reached by local area elected officials and a formal request for a new area or redesignation may be sent to the Governor through the administrative entity, the Oklahoma Employment Security Commission (OESC). In addition to review by OOWD, the Governor's Council for Workforce and Economic Development (GCWED) through its Workforce System Oversight Committee or through routinely scheduled meetings of the entire Council, shall review the request and may offer recommendation of the approval of the area. This process is detailed in state policy, Process for Local Area Redesignation within a Region, Consolidation, and/or Creation of a New Local Board. Other applicable state policies include: 1) Local Area Initial Designation Process; and 2) Process for Existing Local Workforce Development Area Conditional Designation.

The criteria of **"performed successfully"** and **"sustained fiscal integrity"** are defined in the Local Area Initial Designation Process policy as follows:

- "performed successfully" as a local area having achieved at least 80 percent of their local performance goal on each performance measure for PYs 2012 and 2013.
- "sustained fiscal integrity" as such that the local area has not been found in violation of one or more of the following during PYs 2012 or 2013: 1) Final determination finding(s) from audits, evaluations, or other reviews conducted by State or local governmental agencies or the Department of Labor identifying issues of fiscal integrity or mis-expended funds due to the willful disregard or failure to comply with any WIA requirement, such as failure to grant priority of service or verify participant eligibility: or 2) Gross negligence - defined as a conscious and voluntary disregard of the need to use reasonable care, which is likely to cause foreseeable grave injury or harm to persons, property, or both; or 3)Any failure to observe accepted standards of administration. Local areas must adhere to the uniform administrative requirements set forth in Title 2 CFR Part 200, and Title 29 CFR Parts 95 and 97. Local areas must have fully met their federally mandated responsibilities for the two previous program years and including timely reporting of WIOA participant and expenditure data, timely completion and submission of the required annual single audit, and have not been placed on cash hold for longer than 30 days. [In alignment with WIOA Section 106(e)(2).]

Additionally, the Process for Local Area Redesignation within a Region, Consolidation, and/or Creation of a New Local Board policy outlines necessary assurances related to determining "performed successfully" and "sustained fiscal integrity" criteria have been met:

- The new board shall comply with the applicable uniform cost principles included in the appropriate circulars or rules of the Office of Management and Budget (OMB). [WIOA Section 184(a) (3)];
- All financial reporting shall be done in compliance with federal and state regulations, and guidance (i.e., directives and information notices). Failure to comply with financial reporting requirements will be subject to potential cash hold. [29 Code of Federal Regulations (CFR) 97.21(g)];
- All close out reports will comply with the policies and procedures listed;
- The new board will comply with the audit requirements specified in Title 2 CFR Subtitle A Chapter II Part 200 Subpart F. Failure to comply may result in sanctions imposed by the State;
- The new board will maintain and provide to auditors, at all levels, accounting and program records including supporting source documentation;
- No funds received under WIOA will be used to assist, promote, or deter union organizing. [WIOA Section 181(b)(7)];
- The new board will comply with the nondiscrimination provisions of WIOA Section 188, including the collection of necessary data;
- Funds will be spent in accordance with written United States Department of Labor guidance, and other applicable federal and state laws and regulations;
- The board's procurement procedures will avoid acquisition of unnecessary or duplicative items, software, and subscriptions. (In alignment with 2 CFR Part 200.318);

- The new board will comply with future State Board (GCWED) policies and guidelines, legislative mandates and/or other special provisions as may be required under federal law or policy, including the WIOA or State legislation;
- Priority shall be given to veterans, recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient for receipt of career and training services funded by WIOA Adult funding. [WIOA Section 134(c)(3)(E) and Training and Employment Guidance Letter 10-09]; and
- If the new board is located within a planning region they will be required to meet the regional planning requirements of WIOA Section 106 (c) (1).

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

The appeals process relating to designation of local areas is outlined in the Local Area Initial Designation Process policy. An area may appeal the denial of its request for initial designation to the Workforce System Oversight Committee (WSOC) of the Governor's Council for Workforce and Economic Development by requesting an appeal and hearing within 20 calendar days from the mailing date of the notice of denial of initial designation. The written appeal request must specify the grounds on which the appeal is sought and why the appellant should be initially designated. Within five (5) calendar days of the receipt of the appeal, the WSOC will contact the appellant and schedule a hearing date.

The WSOC will conduct the hearing process and provide a written decision no later than five (5) calendar days after the hearing. The approval or denial will be sent as a recommendation to the Governor, with whom the final decision rests. A second level of appeal may be submitted to the U.S. Department of Labor [WIOA Section 106(b)(5)] within 14 days, with a copy provided to the Dallas ETA Regional Administrator.

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

The appeals process relating to WIOA determinations for infrastructure funding is outlined in OWDI 24-2017. One-Stop partners have the right to file an appeal of the Governor's determination regarding the one-stop partner's portion of funds to be provided for one-stop infrastructure costs under the SFM. The appeal process related to the SFM is a modified version of the complaint and grievance procedures found in OWDI #16-2017, Change 1.

Within 5 business days from the notification of contributions under the SFM, appeals may be sent by email to deanna.smith@oesc.ok.gov, or mail to: Oklahoma Employment Security Commission P.O. Box 52003 Oklahoma City, OK 73152-2003

An opportunity for an informal resolution and a hearing to be completed within 60 days of the filing of the appeal. The Contents of the Appeal must contain a clear and concise statement of the facts describing the appeal. The statement of facts should include enough information to allow the entity to determine whether provisions of WIOA, the WIOA regulations, grant or other agreements under WIOA believed to have been violated; The remedy sought by the complainant.

Informal resolution: An attempt must first be made to informally resolve the complaint to the satisfaction of all parties. Informal resolution must be completed within 10 business days from the date the complaint was filed. If all parties are satisfied, the complaint is considered resolved and a letter outlining the funding agreement is attached to the appeal and sent to the parties.

Hearing: Any party dissatisfied with the determination from the informal resolution or no determination is made, any party may request a hearing for the appeal in writing within 2 business days from the close of the 10-day informal resolution period. The request for a hearing must be filed in writing to deanna.smith@oesc.ok.gov or to: Oklahoma Employment Security Commission PO Box 52003 Oklahoma City, OK 73152-2003.

Upon receipt of the request for a State hearing, the Executive Director of OESC or his/her designee shall review the appeal and shall provide an opportunity for a hearing. The Executive Director of OESC or his/her designee shall notify the complainant and the respondent within 10 business days of receipt of the hearing request.

Hearing Procedure: In any hearing conducted pursuant to a SFM appeal, all parties shall be afforded an opportunity for a hearing with the Appellate Panel after reasonable notice. Such notice shall include: 1) The date, time, and place of the hearing, in writing at least 10 business days prior to the date of hearing; 2) The original appeal filed and documentation of informal resolution attempts; 3) Relevant sections of WIOA or any other federal regulations involved; 4) If not in the original filed appeal, a statement of the foundation for the appeal. The statement must accurately reflect the content of the appeal as submitted by the complainant. However, clarifying notes may be added to ensure the appeal is addressed accurately; and 5) The right of the parties to be represented by an attorney or another designated representative (at their own expense).

The hearing is conducted in an informal manner in front of the Appellate Panel with strict rules of evidence not being applicable. Both parties have the right to present written and/or oral testimony and arguments; the right to call and question witnesses; the right to request and examine records and documents relevant to the issues; and the right to be represented. All evidence and a list of witnesses must be made available in advance to all parties five (5) business days prior to the hearing. Prior to the hearing, the Chair of the Appellate Panel will inform the parties, in writing, the hearing process (i.e., order of arguments, rebuttals, time restrictions, etc). The hearing will be recorded electronically.

The hearing process will be completed within 60 days from the date the appeal/request for hearing was received by OESC.

Composition of Appellate Panel: The Appellate Panel will consist of three (3) members who are appointed by the Executive Director of OESC, along with two (2) alternates. Where feasible, the Panel may include a representative from the Governor's Council for Workforce and Economic Development, a State Agency partner, and a Local Area Staff member of any of the WIOA Core Programs. Alternates may be any combination chosen from any of the above entities, including OESC staff or hired entities. The Chief Executive Officer of OESC or his/her designee will oversee the hearing.

Final Decision by Appellate Panel: Unless precluded by law, informal disposition or resolution may be made of any individual proceeding by stipulation, agreed settlement, consent order, or default.

If informal disposition or resolution is not achieved, the Appellate Panel shall, within 60 calendar days from the date the complaint was filed, mail electronically and via the United States Postal Service, a written decision to both parties. The decision shall contain the following information: 1) The names of the parties involved; 2) A statement of the SFM appeal and issues related to the appeal; 3) A statement of the facts; 4) The State Appellate Panel's decision and the reasons for the decision; and 4) A statement of the action, if any, to be taken. The determination by the Appellate Panel for the SFM is considered final.

2. STATEWIDE ACTIVITIES

A. PROVIDE STATE POLICIES OR GUIDANCE FOR THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM AND FOR USE OF STATE FUNDS FOR WORKFORCE INVESTMENT ACTIVITIES

The Oklahoma Employment Security Commission (OESC) oversees the administration of the

Workforce Innovation and Opportunity Act (WIOA) Title I programs. As administrator, OESC issues policy guidance through its series of Oklahoma Workforce Development Issuances (OWDIs) and formal memos that are posted online on the Oklahoma Works website at https://oklahoma.gov/workforce/about/policies.html.

State funds are used to support Oklahoma Works which is the umbrella entity for both workforce and education coordination. In addition, the funds are used to augment funds at the local level to provide incentives for performance and for statewide activities that might be identified by the Governor.

The Workforce Innovation and Opportunity Act provides opportunities for use of funds to support integrated workforce activities across the state. Oklahoma will follow all applicable Federal regulations and guidance pertaining to the use of each individual funding source while allowing limited amount of funding for statewide initiatives at the discretion of the Governor.

Funding will be primarily used in the support and development of strong regional sector strategies. Also, planning regions that share administrative costs will allow more resources to be prioritized toward training individuals for the state's most in-demand occupations.

System governance policies and guidance are collaboratively developed by the System Oversight Subcommittee of the Workforce System Oversight Committee of the Governor's Council for Workforce and Economic Development. This group is composed of core and required partners who work collaboratively to develop policy for the state system. Additional partners and workforce system stakeholders are consulted through a task force model and have the opportunity to provide feedback to policy drafts based on areas of subject matter expertise. When released, all policies are located on the Oklahoma Works website.

The Governor's set aside funding is used to lead efforts in expanding and enhancing the state's workforce system. These efforts include access to data, sponsoring events to bridge the gaps existing between education and business & industry. While spending occurs at the state level the impact of the use of the set aside funding spreads across the state, reaching regions and local areas. Examples of this impact, as funded with the Governor's set aside funding include:

Monitoring & Technical Assistance: In addition to the required monitoring for WIOA Title I programs, the Governor's set aside funds additional technical assistance for financial, programmatic and strategic operations. These efforts continue to be a priority for the state.

Non-formula Local Area Awards: The State uses a portion of the Governor's set aside funds to provide various awards to Local Workforce Development Areas. These awards include but are not limited to: discretionary awards for system improvements as prioritized and outlined in WIOA; performance incentive awards; and programmatic pilot efforts as allowable with WIOA and federal regulations.

Software & Systems: Set aside funding is used to purchase licenses to, and maintain, various software and systems. These systems allow the state to provide an extensive case management and labor exchange system, increase accessibility to data, operate electronic grants

management processes, increase the accessibility of state resources to local areas and system partners, and improve the effectiveness and efficiencies of state administration. Examples of these systems, as funded by the Governor's set aside, include but are not limited to: America's Joblink Alliance via contract with the Oklahoma Employment Security Commission, OKGrants via contract with Agate Software, and others.

Sponsorships: Set aside funding used to sponsor events throughout the state is used only on events that encourage collaboration and partnerships between business & industry, education and the WIOA system partners. One outstanding example is the Oklahoma Education and Industry Partnership initiative. This initiative strives to bridge the gap between the needs of the private sector and education. The closer we can bring all of the partners, the further each generation of workforce will be able to carry Oklahoma's economy. The Oklahoma Works Partners Conference is another yearly sponsorship that brings individuals with a variety of positions from the partners together for education, professional development and collaboration.

Subject matter experts including representatives from different federal agencies are present to offer their expertise, improving the knowledge of the individuals working to serve Oklahoma's population.

B. DESCRIBE HOW THE STATE INTENDS TO USE GOVERNOR'S SET ASIDE FUNDING FOR MANDATORY AND DISCRETIONARY ACTIVITIES, INCLUDING HOW THE STATE WILL CONDUCT EVALUATIONS OF TITLE I ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES.

- **Carry out the Three-Year Workforce Strategy:** The Transformation Report describes a sample "comprehensive strategic plan" to be developed by the Oklahoma Workforce Commission, updated annually, and submitted to policymakers. The "twin aims" of an effective state workforce development system begin with evaluation and include 1) identifying and producing the workforce necessary to meet the needs of employers and grow the state's economy, and 2) creating pathways and opportunities for the individuals being served by the system so they may unlock their future potential. This "comprehensive strategic plan" will include an evaluation and comprehensive analysis of Oklahoma's workforce needs, performance targets focused on both short-term and long-term workforce development and plans for securing public and private resources to invest in measurable outcomes. Annual updates will detail progress, barriers including recommendations to address, and any identified best practices. The Report discusses year one through three activities including: Establishing Quarterly Goals for the year; Surveying key industry sectors to identify workforce priorities; Convening workforce stakeholders to establish sources of data, resources available, and reporting cadence; Establishing Key Performance Indicators and a dashboard for tracking key performance indicators; Reporting first round of workforce priorities for short term investments and longer-term targets; Working with education stakeholders to align curriculum for workforce needs; Establishing innovation grant(s) to fund best practices; and Aligning economic development and workforce priorities.
- **Conduct Research and Evaluation:** A nationally prominent consulting firm spent time in Oklahoma in 2022 evaluating the state's workforce challenges, interviewing stakeholders, and developing initiatives to address key strategic challenges. The review identified a significant labor shortage, impacting both rural and metropolitan areas, and virtually all industry sectors in the state. Critically, the research also identified the fragmentation, misalignment, and lack of accountability in Oklahoma's current workforce delivery system as the top priority that needed to be remedied to address

current and future workforce needs. Oklahoma will continue research and evaluation efforts engaging system partners to strengthen future strategy and form a foundation of scalable, reliable, and informed practices.

- **Administer the State Eligible Training Provider List:** Oklahoma will disseminate the list of eligible training providers including those providers of registered apprenticeship programs providing policy, training, and technical assistance to the local Eligible Training Provider Officers and work to build capacity and expand approved providers to WIOA participants. The ETPL ideally helps define credentials of quality and value in Oklahoma.

- **Employer Engagement and Business Outreach Efforts:** Through discovery sessions and convening of the core partners monthly the state intends to evaluate and analyze duplicative efforts of partners and create a service roadmap for braiding of service and funding. Outreach efforts also will include employer focus groups to generate a network of information sharing and raise awareness of future employment needs within the state.

- **Support Regional Planning and Innovative Service Delivery Projects:** These efforts may include but are not limited to discretionary awards for system improvements as prioritized and outlined in WIOA and implementation of industry and sector partnerships; performance incentive awards; and programmatic pilot efforts as allowable with WIOA and federal regulations.

- **Provide Sponsorships:** Set aside funding may be used to sponsor events that encourage collaboration and partnerships between business and industry, education, and the WIOA system partners. One outstanding example is the Oklahoma Works Partners Conference. The conference brings individuals from all levels together for education, professional development, and collaboration. The conference is the state's largest convening and educational event for workforce development professionals across all partnerships

- **Improve Access to and Sharing of Data:** Oklahoma recognizes the weaknesses it has faced in the past regarding access to and the possession of data critical for the success of the workforce system. We are committed to identifying and acting on opportunities to systematize the sharing of data among partners in the workforce system, to coordinate resources expended on data research and evaluations, and to expand tools available at both the state and local levels to include dashboards and other modern technologies. The main objective of these efforts is to strengthen the aligned efforts of the core, required, and additional workforce system partners for more effective outcomes.

C. DESCRIBE HOW THE STATE WILL UTILIZE RAPID RESPONSE FUNDS TO RESPOND TO LAYOFFS AND PLANT CLOSINGS AND COORDINATE SERVICES TO QUICKLY AID COMPANIES AND THEIR AFFECTED WORKERS. STATES ALSO SHOULD DESCRIBE ANY LAYOFF AVERSION STRATEGIES THEY HAVE IMPLEMENTED TO ADDRESS AT RISK COMPANIES AND WORKERS.

The Oklahoma Employment Security Commission assumes responsibility for all statewide Rapid Response efforts. These activities are provided as part of a comprehensive workforce investment system designed to respond quickly when a layoff and/or plant closure appears imminent. Staff members at the Oklahoma Employment Security Commission (OESC), local WDBs, Oklahoma Department of Career and Technology Education (ODCTE), Rehabilitation Services and other system partners respond quickly to employer, employee and community

needs when layoffs and/or plant closures occur. The objective of the Rapid Response team is to help workers transition from notification of layoff to re-employment as soon as possible.

Oklahoma maintains a database of WARN layoffs and plant closings. This database captures the number and job titles of workers laid off, the reason for layoff, presence of a labor union, and tracks the services provided to the employers and affected workers. This information is available to the public at www.okjobmatch.com. When the layoff or closure involves organized labor, Rapid Response works closely with organized labor representatives in conducting Rapid Response activities.

The vast majority of companies in Oklahoma do not fall under the WARN Act provisions, so most are not statutorily required to file a WARN notification. Notices of impending layoffs received from these employers are informal in nature. These may include telephone calls from local elected officials, local workforce area service providers, economic development professionals, the employer, news media, social media, or the affected workers themselves. The affected workers in this situation are also offered Rapid Response services.

Once a notification of a layoff happens, a telephone call or personal visit is made to the company to gather information about the layoff, explain Rapid Response services and processes, and set up employee meetings. The remainder of the Rapid Response team (including the partners listed previously) is then notified. The team makes every effort to work with the employer to set up meetings during the affected workers' shifts so workers can continue to be paid while learning about the various services available.

This often results in Rapid Response meetings held during early morning hours, on weekends, and late in the evenings. If it is not possible to conduct Rapid Response meetings on company time, then the workers are notified by announcement at the workplace and/or through the news media of the time and place for the meetings.

A team of workforce professionals and other service providers present information to affected workers at all Rapid Response meetings. Affected workers receive a 40- page handbook - Tools and Resources for Transitioning to Your Next Job. The handbook includes information about services and resources to help them get through the layoff and move to new employment as quickly as possible, including: programs and assistance available at their local Oklahoma Works American Job Center, tips for job searches, including resume development and interviewing skills, community services like consumer credit counseling, healthcare, and childcare, access to helpful websites, and physical locations of local Oklahoma Works American Job Centers.

During the meetings, workers are told which documentation they will need to register for Oklahoma Works and Unemployment Insurance programs/benefits, and they are given an approximate timetable on how quickly services can be provided. In many cases, job fairs are scheduled and held for the affected workers on the day of the Rapid Response meeting. All materials are available in both English and Spanish. Each presenter receives a handout reminding them of effective presentation techniques for the meeting. Records are kept on all rapid response events, including sign-in sheets, number of employees in attendance, an initial inventory of each employee's needs, and a satisfaction survey related to the meeting. Rapid Response events are consistently rated at 3.6 out of a possible 4.

Because receipt of a WARN notice is not sufficient, in most cases, for helping avert a layoff, proactive layoff aversion strategies are needed. Oklahoma has a number of strategies in place, including:

- 1) Incumbent Worker Training to help avert layoffs;

- 2) Oklahoma Works Rapid Response staff monitor news feeds, maintain relationships with business and industry across the state, and touch base with workforce teams and economic developers at the local level for information related to Oklahoma companies that may be in distress. When companies are identified, contact is made with the company and/or local economic development officials to offer support and needed services;
- 3) Local Workforce Development Boards (LWDBs) have strong relationships with local economic development staff and the companies in their area. These relationships sometimes allow the LWDB to become aware of challenges a company is experiencing and provides an opportunity to offer layoff aversion assistance;
- 4) Oklahoma Employment Security Commission (OESC)- Local Oklahoma Works Centers often hear about companies in their area that may be struggling. Working with local and/or state economic developers allows for proactive efforts to avert potential layoffs;
- 5) Oklahoma Department of Commerce - Rural Development Specialists (RDSs) live and work in their assigned areas across the state. They call on companies, provide resource referrals as needed, and build relationships with the companies. When companies experience difficulties, they often turn to the RDSs, who bring in a variety of resources to help solve problems. The Commerce Research Team provides research services for companies as needed. For example, a company in rural Oklahoma was having supply chain issues. The Commerce research team pulled together information and resources to help the company find additional/alternative supply chain resources. Without that assistance, layoffs may have been necessary. Proactive communications and call trips to corporate headquarters of Oklahoma companies, often by the Governor, help Oklahoma know of any issues corporate offices see at the local level. Issues can then be addressed effectively; and
- 6) Oklahoma's Career and Technology Education system (CareerTech) consisting of 29 technology center districts with 59 campuses provides technical, management, safety, and process improvement training for incumbent workers in Oklahoma companies. CareerTech also provides startup training when qualifying companies that are expanding and hiring new employees for that expansion.

Layoff Aversion/Business Retention and Expansion is ultimately about keeping existing businesses strong and growing. Oklahoma's workforce system strives to ensure we have the business relationships necessary to understand employer needs, to be aware of challenges they are experiencing, and be able to assist them in getting to the resources they need to succeed. This includes the assurance of access to a talent pipeline that has the skills and credentials demanded by employers.

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

The state will provide Rapid Response services to areas that have natural disasters affecting the ability to be employed and receive income. The intent will be to provide assistance to employees until they are able to work again and their employer is able to provide a place of employment. This will be accomplished by coordinated efforts of core partners, emergency management partners, charitable service providers and business services providers.

The Rapid Response Coordinator will discuss with the Oklahoma Employment Security Commission Area Manager, the Local Workforce Development Board Director, and the local and state emergency management agencies what services are required and what businesses are impacted. The group will also discuss if a National Emergency Grant is needed. If required the group will also provide the Governor's office with necessary information.

OESC will track and identify needs, notify the Business Services representatives at Local Workforce Development Boards. The Business Services representative will contact the affected business to determine the types and scale of needs. Frequently the business site may not be available, so the local Business Services representative will need to secure a meeting place. The Business Services representative will coordinate with partners to provide services as needed by the employees.

This should include:

- Oklahoma Employment Security Commission Area Manager or their designated representative
- The local One-stop operator
- Unemployment Insurance Department of OESC or their designated representative
- Oklahoma Department of Insurance
- Local and State Emergency Management Agencies

If needed this will also include:

- Veteran Services Department of OESC
- Tribal Governments
- FEMA
- Oklahoma Department of Rehabilitation Services
- Local charitable service providers like Red Cross, Salvation Army, etc.

Information and reports will be provided to concerned partners to assist employers getting back up and operating as soon as possible.

- FEMA
- Oklahoma Department or Commerce
- Local Economic Development groups
- SBDC

E. DESCRIBE HOW THE STATE PROVIDES EARLY INTERVENTION (E.G., RAPID RESPONSE) AND ENSURES THE PROVISION OF APPROPRIATE CAREER SERVICES TO WORKER GROUPS ON WHOSE BEHALF A TRADE ADJUSTMENT ASSISTANCE (TAA) PETITION HAS BEEN FILED. (SECTION 134(A)(2)(A) AND TAA SECTION 221(A)(2)(A) .) THIS DESCRIPTION MUST INCLUDE HOW THE STATE DISSEMINATES BENEFIT INFORMATION TO PROVIDE WORKERS IN THE GROUPS IDENTIFIED IN THE TAA PETITIONS WITH AN ACCURATE UNDERSTANDING OF THE PROVISION OF TAA BENEFITS AND SERVICES IN SUCH A WAY THAT THEY ARE TRANSPARENT TO THE DISLOCATED WORKER APPLYING FOR THEM (TRADE ACT SEC.

221(A)(2)(A) AND SEC. 225; GOVERNOR-SECRETARY AGREEMENT). DESCRIBE HOW THE STATE WILL USE FUNDS THAT HAVE BEEN RESERVED FOR RAPID RESPONSE TO PROVIDE SERVICES FOR EVERY WORKER GROUP THAT FILES A TAA PETITION AND HOW THE STATE WILL ENSURE THE PROVISION OF APPROPRIATE CAREER SERVICE TO WORKERS IN THE GROUPS IDENTIFIED IN THE PETITION (TAA SEC. 221(A)(2)(A)).NOTE: UNTIL THE TAA PROGRAM IS REAUTHORIZED, THE REQUIREMENTS TO PROVIDE RAPID RESPONSE AND APPROPRIATE CAREER SERVICES TO WORKER GROUPS ON WHOSE BEHALF A PETITION HAS BEEN FILED IS NOT APPLICABLE.

If there is an existing petition, a pending petition or if it is suspected that a petition needs to be filed prior to a layoff, the Trade Adjustment Assistance (TAA) representative or their designee from the Oklahoma Employment Security Commission will attend the Rapid Response event explaining the benefits and services TAA will provide. The other departments and partners will still enroll the individuals for the appropriate other programs since a petition may take weeks to approve or may not be approved. While the benefits of TAA may be greater, the time limits of TAA, may be shorter than some other benefits offered.

Upon certification of a TAA petition, the state TRA Coordinator obtains a list of affected workers from the layoff employer and issues a TAA eligibility letter to each worker. The letter directs the worker to the nearest Workforce office, where they will be advised of TAA benefits and services.

If a petition is approved after the original Rapid Response event, and TAA was not fully discussed in the original Rapid Response, the Business Services representative shall host an additional Rapid Response event centered on TAA and its benefit. In all cases if the petition is approved several weeks after the original Rapid Response event, another one should be held.

When the Rapid Response occurs after the layoff, efforts will be made to contact the employees through the company, through social media, public media, and at Oklahoma Works locations. The Rapid Response meeting will be held at a suitable location like a Career Tech or some other public space.

The TAA Coordinator, the State Rapid Response Coordinator, and the Local Business Services representatives will keep each other up to date on their activities.

The TAA Coordinator and the Rapid Response Coordinator will ensure that all Local Business Services representatives fully understand TAA so they can spot companies that need a petition filed.

B. ADULT AND DISLOCATED WORKERS PROGRAM REQUIREMENTS

1. WORK-BASED TRAINING MODELS

If the State is utilizing work-based training models (e.g. on-the-job training, incumbent worker training, transitional jobs, and customized training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State's strategies for how these models ensure high quality training for both the participant and the employer.

Through Oklahoma's American Job Centers, the core partners and other workforce partner entities develop, offer, and deliver quality business services that assist businesses and industry sectors in overcoming the challenges of recruiting, retaining, and developing talent for the regional economy. These services are facilitated through the local workforce development boards (LWDBs). Each LWDB's local plan includes a description of the strategies and services used to:

- Facilitate engagement of employers in workforce development programs, including small employers and employers in in-demand industry sectors and occupations;
- Support a local workforce development system that meets the needs of businesses in the local areas;
- Coordinate workforce development programs and economic development; and
- Strengthen connections between the one-stop delivery system and unemployment insurance programs.

Local plans also describe strategies and services that are used in the local area to implement initiatives such as incumbent worker training, on-the-job training programs, customized training programs, industry and sector strategies, career pathway initiatives, utilization of effective business intermediaries, and other business services and strategies.

Oklahoma prioritizes diversifying and expanding work-based learning opportunities as a vital component of strengthening career pathways, increasing credential attainment, and closing the skills gap. To do this, OESC's partner agencies collaborate to implement the policies and v necessary to support work-based learning strategies like Registered Apprenticeships, on-the-job training (OJT), work experience, and job shadowing.

LWDBs are tasked with identifying employers who can provide quality work experiences to assist individuals with barriers in obtaining unsubsidized employment while ensuring there is no displacement of current employees and that WIOA funds will not be utilized to fill openings resulting from labor disputes.

Local boards develop strategies to utilize transitional jobs (a type of work experience) as a gateway to unsubsidized employment for individuals who are chronically unemployed or have inconsistent work history, such as formerly incarcerated individuals, low-income individuals who must meet employment or training requirements to receive Supplemental Nutrition Assistance Program (SNAP) benefits, out-of-school youth, veterans, and other individuals with barriers to employment.

Oklahoma allows for the stacking of work-based training. One such example is when a work experience or transitional job participant is hired for an on-the-job training position that results in full time unsubsidized employment with the OJT employer. Hiring an individual in anOJT continues to be a successful strategy for delivering training services through the adult and dislocated worker funding streams, allowing businesses to provide specific job training to new employees in a normal work environment.

Incumbent Worker Training (IWT) is utilized to increase the competitiveness of employers by developing a highly skilled workforce that will result in increased financial viability, stability, competitiveness, and productivity for the employer/business. To avert the risk of a business closing, IWT may be developed with a business or business association to maintain their competitive status, incorporate new technology, or prevent downsizing. Process improvements that contribute to the competitiveness and productivity of a business are allowed as a component of IWT, when combined with training that results in new skills attainment for incumbent workers. The competitiveness of workers participating in IWT is increased by enhancing existing skills, learning new skills, and earning employer or industry-recognized credentials, in addition to retaining employment, maintaining their careers, and/or increasing their earnings potential. An ideal Incumbent Worker Training project allows the opportunity for employers to promote incumbent workers with increased skill levels, which creates backfill

opportunities for other WIOA participants, such as less skilled or underemployed employees within the company, or for other individuals seeking employment.

2. REGISTERED APPRENTICESHIP

Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., outreach to sponsors and prospective sponsors, identifying potential participants and connecting them to apprenticeship opportunities).

Registered Apprenticeship (RA) enables Oklahoma to prioritize education and training resources to support placement into high demand occupations through hands-on training and technical instruction while helping employers build the skilled workforce their businesses need to succeed.

Oklahoma has developed apprenticeship outreach and communications plans to increase public awareness, conducted engagement activities with industry partners, and initiated collaborations with several businesses to explore innovative work-based learning solutions. This includes the creation of an Oklahoma Work-Based Learning Guide to explain the benefits and procedures to register apprenticeships and work-based learning programs.

Using U.S Department of Labor grant funds, apprenticeship program officers will focus on creating and expanding RA opportunities within the industries that demonstrate a need for skilled workers and a high potential for growth. These industries were identified using data from the Oklahoma Works Ecosystem Gap Analysis report published in February 2017, the Oklahoma's Talent Pipeline Report published by Oklahoma Works in May 2019, data from Emsi Labor Market Analytics and Dun & Bradstreet Econovue to identify industry sectors for outreach. Staff reviewed the skills gap, occupational growth rate, the percent of workers who are 55+ to total jobs, and the potential for opportunities for special populations based on licensing requirements and safety regulations. The ten (10) industry sectors staff are targeting for program registration include: Finance, IT, Public Service/Government, Retail, Childcare, Food Service, Public Utilities, Alternative Energy, Aerospace, and Health Care.

Strategies for expansion and diversification also include outreach to specific underserved populations such as women, individuals with disabilities, formerly incarcerated individuals, minorities, veterans, and out of school youth. OESC staff are developing collaborative partnerships with the Oklahoma Department of Rehabilitative Services, the State Department of Veterans Affairs, the Oklahoma State Regents for Higher Education, Tribal Career Services, the Oklahoma Department of Career and Technical Education, and non-profit organizations to develop Registered Apprenticeship Programs targeted to non-traditional and underserved populations.

Youth Apprenticeship Expansion

Youth apprenticeship is a strategy for building a more inclusive economy by creating affordable, reliable, and equitable pathways from high school to good careers and college degrees. It allows students to complete high school, start their postsecondary education at little to no cost, get paid work experience alongside a mentor, and embark on a path that broadens their options for the future. Youth apprenticeship programs equip young people with postsecondary credentials, credits, and degrees, and the work experience, mentorship, and networks they need to thrive in a rapidly changing economy. For employers, youth apprenticeship is a cost-effective talent strategy, as apprentices build skills to meet evolving business needs and contribute to their employers' bottom line.

3. TRAINING PROVIDER ELIGIBILITY PROCEDURE

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

Oklahoma's eligible training provider list (ETPL) is designed to maximize customer choice and ensure all priority groups under WIOA are served. The ETPL is administered in a manner to ensure significant numbers of competent providers offering a wide variety of training programs and occupational choices are available to customers. Oklahoma's ETPL is disseminated electronically through OKJobMatch.com.

Oklahoma's process for determining eligible training providers and programs for adults, dislocated workers, and out-of-school youth aged 16-24 includes identifying training providers whose performance qualifies them to receive WIOA training funds through Individual Training Accounts (ITAs). An eligible training provider (ETP) is the only type of entity that may receive funding for training services through an ITA. The following types of entities may qualify as ETPs: 1) Institutions of higher education that provide programs leading to recognized postsecondary credentials; 2) Registered Apprenticeship program sponsors, per 50 Stat. 664, chapter 663l 29 U.S.C. 50 et seq.; and 3) Other public or private providers of programs of training services, which may include joint labor-management organizations, as well as eligible providers of adult education and literacy activities under Title II if such activities are provided in combination with occupational skills training.

Local workforce development board (LWDBs) and/or service providers assist individuals in the selection of training programs that are directly linked to employment opportunities in their local area. Each local board must establish, maintain, review and update annually a list of existing or emerging occupations that are determined by the LWDB to: 1) Be part of the sector of the economy that has a high potential for sustained demand or growth in the local area; 2) Target industry clusters within the local area; 3) Support economic growth priorities; and 3) Address industry-specific shortages.

Based upon the initial or continued eligibility criteria listed later in this section, training providers in these occupations may be approved to provide programs of training that prepare individuals for the existing or emerging occupations determined by the LWDB. On-the-job training, internships, paid or unpaid work experience, and transitional employment are not required to be listed on the ETPL.

Eligible Training Provider List Procedure

Training providers must apply for inclusion on the statewide ETPL through Oklahoma's virtual case management system, OKJobMatch.com. By creating an account in OKJobMatch, training providers may enter and edit information about their training institutions and the programs they offer. Once a provider applies online and is approved by the State, the local workforce board reviews the program entered by the provider and recommends approval for programs that meet local criteria and the requirements stipulated in State policy.

An ETP must ensure their ability to provide training programs that are physically and programmatically accessible for individuals who are employed and individuals with barriers to employment, including individuals with disabilities. Assurances must be signed by each ETP that it and all of the provider's employees responsible for providing training services will comply fully with all nondiscrimination and equal opportunity provisions of the laws, including WIOA Section 188, Title IV of The Civil Rights Act of 1964, Section 504 of The Rehabilitation Act of 1973, which prohibits discrimination against qualified individuals with disabilities, The Americans with Disabilities Act (ADA) of 1990, The Age Discrimination Act of 1975, Title IX of

The Education Amendments of 1972, and The Oklahoma Act Against Discrimination. If the training provider does not check YES to all assurances above, they will not be able to complete the application for inclusion on the ETPL. Except for Registered Apprenticeship programs, training providers must comply with the criteria, information requirements, and procedures established under WIOA Section 122 to be included on the list of eligible providers of training services. Registered Apprenticeship (RA) programs are exempt from performance and reporting-related requirements to enable these evidence-based programs to be placed on the statewide ETPL with minimal burden. These programs have already gone through a rigorous assessment as part of the registration process with the U.S. Department of Labor, Office of Apprenticeship (DOLETA/OA). If openings for new apprenticeships exist in the local area, the RA sponsor's programs will automatically be considered in-demand training and will be included and maintained on the ETPL as a statewide demand occupation for as long as the openings remain unfilled.

Initial Eligibility

New training providers may seek initial eligibility electronically through OKJobMatch. Approved providers will remain eligible and listed on the ETPL for only 1 year for a particular program. After the first year, if the provider/program meets subsequent approval requirements, continued eligibility will be reviewed every two years. The criteria and information requirements established by OESC require a provider and/or program to provide verifiable information pertaining to: 1) A detailed description of each program of training to be offered, including the cost of training; 2) Program-specific performance related to the indicators of performance; 3) A description of the provider's partnership with at least one business, if such partnership exist; 4) Other factors that indicate high-quality training services, such as accreditation, registration and /or state licensing requirements specific to the industry, and whether the training leads to a recognized postsecondary credential; and 5) Information addressing the alignment of the training services with in-demand industry sectors and occupations, to the extent practicable, as evidenced by the Occupational Information Network Standard Occupation Classification (O*NET-SOC) code(s) and a Classification of Instructional Programs (CIP) code. An exception to the program specific performance requirement will be made for new programs that the ETP has never provided before.

The ability for ETPs to upload documents to OKJobMatch was made available in December of 2017. The number of private vocational schools that have uploaded documentation pertaining to approval, licensing or registration from their oversight organization or agency continues to increase as new training facilities are added to the ETPL. This process helps to ensure quality training providers and programs for individuals seeking training. State Institutions of Higher Education are not required to upload proof of accreditation but are required to list their accrediting agency in the initial application.

A new ETPL policy will be released in the first quarter of PY20. It will include language to require documentation of a prospective ETP's financial sustainability prior to initial approval. This requirement is intended to help to ensure quality training providers and programs.

Continued (Subsequent) Eligibility

The following factors must be considered by Local Workforce Development Boards (LWDBs) when electronically recommending subsequent eligibility approval to the State: 1) The specific economic, geographic, and demographic factors in the workforce areas in which providers seeking eligibility are located; 2) The characteristics of the population served by providers seeking eligibility, including the demonstrated difficulties in serving such populations, where

applicable; 3) The degree to which training programs relate to in-demand industry sectors and occupations within the state; 4) The performance of a provider of program(s) of training services as outlined by OESC; 5) The program cost of training services; and 6) The involvement of employers in the establishment of skill requirements for the training program.

Each training program must meet subsequent approval requirements after the initial year of eligibility. Continued eligibility will then be reviewed every two years. In the previous State Plan, it was stated that the program-specific performance required for continued eligibility) included the number participated, number completed, number employed after leaving the program, credentials attained, and median and average earnings pertaining to the All-Student population. With the change of WIOA performance indicators for continued eligibility now requiring the number employed in the second and fourth Quarters after exit, median earnings, and credential attainment, OESC is exploring setting new benchmarks for subsequent approval. Performance is still required to be entered biennially, at a minimum, by the training provider (or by their oversight agency through a data exchange process) for each training program. Local workforce boards cannot require training providers to update information more frequently once per year, provided the information is accurately submitted. All Student and WIOA performance data will be captured through OKJobMatch and reported to ETA via the Workforce Integration Performance System (WIPS).Additional factors that may be considered by local workforce boards prior to the electronic submission of training programs to the State for subsequent approval, include:

- 1) Specific economic, geographic and demographic factors in the workforce area in which the providers seeking eligibility are located;
- 2) Characteristics of the population served by providers seeking eligibility, including the demonstrated difficulties in serving such populations;
- 3) The degree to which training programs relate to in-demand industry sectors and occupations within the state;
- 4) The performance of the provider's training programs;
- 5) The program's cost of training;
- 6) The involvement of employers in the establishment of skills requirements for the training program; and
- 7) The impact provider performance will have on State-negotiated WIOA performance measures for all program participants.

Continued eligibility is based on information, reported by the ETP, for the All-Student population of each program of training service (program of study) on the ETPL. The All-Student data is reviewed by the local area for a local determination, and then by the state for approval.

Information reported to state agencies on federal and state training programs other than WIOA Title I-B programs: the Oklahoma Employment Security Commission (OESC) reports all required ETP wage data. This data does not include the names or other personally identifying information.

MOUs have been signed with the Oklahoma State Regents for Higher Education (OSRHE) and the Oklahoma Department of Career and Technology Education (ODCTE) for the provision of performance data from Oklahoma colleges and technology centers, respectively, based on their All Student populations. When the process is in place with America's JobLink Alliance (AJLA),

the state's vendor for the ETPL system, data will be "dropped" into the system, allowing for a more accurate reporting of performance, as well as protecting the personally identifying information of their students. The mechanism for collecting the All-Student performance information is anticipated to be in place by end of calendar year 2020.

Timeliness and accuracy of ETP's performance reports: An Eligibility Expiration Notification is automatically generated to ETPs for each approved training program 45 days prior to the date their continued eligibility renewal is due. ETPL coordinators also receive notification of when program performance is due to be updated. A list of Eligibility Expiration Notifications is found on the local ETPL Coordinators Approval Menu page. Local coordinators are encouraged to contact the ETP within the 45-day period as a courtesy reminder and to prevent removal of programs from the ETPL. The state considers failure of the training provider to accurately update program performance within 60 days a substantial violation of the requirement to submit timely information for continued performance. Exceptional circumstances beyond the ETP's control, such as natural disasters, unexpected personnel transitions, and unexpected technology-related issues will be taken into consideration, however. Providers who substantially violate the requirement to timely and accurately submit all required information will be removed from the ETPL.

Access to training services throughout the state (including rural areas and through technology use): Oklahoma's eligible training provider lists includes programs of study that are offered onsite, online, or a combination of the two. This is especially important due to the rural nature of the state. Oklahoma is fortunate to have 25 public colleges and universities offering instruction at 49 campuses throughout the state, as well as 29 technology center districts operating on 58 campuses. In addition, private vocational training facilities are located in several counties. Out-of-state providers and programs are also included on the ETPL, including online programs and brick and mortal facilities located in bordering states. The latter may be closer for individuals opting for onsite training that is closer than programs in neighboring counties. It is also important to note that many ETPs offer onsite training during daytime hours, evening hours, and weekends.

An ETP's ability to offer industry recognized certifications and credentials: Providers are required to enter the name(s) of the entity (or entities) that authorizes, approves, licenses, and/or accredits their school and their programs. ETPL approval is not granted unless this information is entered. OSRHE, ODCTE, and the Oklahoma Board of Private Vocational Schools each have requirements for ensuring their training programs result in industry-recognized certifications and credentials. Eligible training and education providers strategize with the state and local workforce development areas on how to be more job-driven and meet the needs of employers. Using the state's strategies, OESC collaborates with the state's educational leaders and partners to create accessible training programs that meet the needs of our WIOA eligible individuals and provide them with meaningful training, including training that results in industry-recognized certifications and credentials.

Oklahoma continues to explore solutions to lessen the annual reporting burden on ETPs and on the local workforce boards, through the aforementioned MOUs and by exploring the effect of reducing the initial eligibility requirements from the seven indicators of performance that currently require entries in OKJobMatch. As stated earlier, the state is in the process of re-evaluating the current performance benchmarks for ETPL eligibility, including continued eligibility requirements. Oklahoma is considering program completion rate and the credential attainment rate as the indicators of program performance used for ETPL eligibility determinations and, with the aid of the State entities responsible for oversight of the training

providers including ODCTE, OSRHE and the Oklahoma Board of Private Vocational Schools (OBPVS) with input from the local workforce development boards, will determine a reasonable increase in the levels of each performance benchmark. This is intended to ensure quality training providers and programs on the ETPL, as well as better performance outcomes. Once the mechanism for collecting All-Student performance information is in place, AJLA will provide the information to populate the annual performance report to DOL.

Until there is an established process for capturing the performance of WIOA-only participants in the approved training programs, OESC will require the local areas to develop a process for tracking and entering the data into OKJobMatch.

The current performance benchmarks for eligible training programs, except for Registered Apprenticeships, are based on the All-Student population: 1) Number of students who completed training - 20%; 2) Entered Employment Rate, defined as the percentage of training program participants who are in unsubsidized employment in the 2nd quarter after exit from the program – 20%; 3) Employment Retention Rate: The percentage of training program participants who are in unsubsidized employment in the 4th quarter after exit -20%; 4) Number of students that attained credentials – 20%; 5) Median Earnings: The median earnings of training program participants who are in unsubsidized employment during the second quarter after exit- minimum wage or based on local policy requirements, whichever is higher; 6) Average Earnings in the 2nd quarter after exit; and 7) Average Earnings in the 4th quarter after exit.

Conditions For Removal

The State may remove a program or programs from the ETPL for failing to meet the established criteria or for not providing all required performance information for subsequent eligibility. Removal is also appropriate if the program has failed to attain or has lost the accreditation required for professional licensure. A training provider that is removed from the list for reasons stated above may reapply for continued eligibility when they can demonstrate that they meet all requirements. Any providers that willfully supply false performance information, misrepresent costs or services, misrepresents their financial stability relating to the ability to provide training services, or violate requirements of WIOA law, including the provisions addressed in the Assurances section of the ETPL application regarding nondiscrimination, will be removed from the ETPL by the State for a period of not less than two years. Providers are liable to repay all adult, dislocated worker, and youth funds received during the period of non-compliance. No training provider debarred by the Federal Government may be permitted to be placed or remain on the ETPL. In the case of a training provider or a program of training services that is removed from the list while WIOA participants are enrolled, the participants may complete the program unless the provider or program has lost state licensing, certification, or authorization to operate by the appropriate state oversight agency. This section does not apply to Registered Apprenticeship programs, whose registration status is required to be assessed by OESC on a biennial basis at a minimum.

Appeal Process

Training providers can choose to appeal the rejection of their program for inclusion on the ETPL, or its subsequent termination of eligibility. The appeal must be submitted in writing via email to OESC within 14 days after notification of the decision. The appeal must include the justification for the appeal in the request. The provider must also have the right to request a hearing to discuss their appeal. If a hearing is requested, a board will be convened consisting of OESC management, the OESC ETPL Administrator, and the LWDB Director. A decision will be

made within 60 days of appeal. This will be a final decision and, if the removal is upheld, the program will be prohibited from reapplying for one year from the date of the final decision or for two years if the removal was for submittal of false information.

State Responsibilities

OESC is responsible for: 1) The development, maintenance and dissemination of the State list of providers and programs; 2) Ensuring programs meet the eligibility criteria and performance levels established by the State; 3) Verifying the accuracy of submitted information; 4) Removing programs that do not meet established program criteria or performance levels; 5) Ensuring performance and cost information relating to each provider is available to the public; 6) Finalizing approval for providers and programs recommended by the Local Workforce Development Boards (LWDB); 7) Ensuring Registered Apprenticeship program sponsors are contacted to voice their willingness to be part of the ETPL (with assistance from DOLETA/OA); 8) Verifying the registration status of Registered Apprenticeship programs on at least a biennial basis; and 9) Ensuring new Registered Apprenticeship programs are placed on the ETPL in a timely manner.

Local Workforce Board Responsibilities

The LWDB is responsible for carrying out the following procedures assigned by the State: 1) Identification of in-demand sectors or occupations for the local area using relevant labor market information; 2) Reviewing new and subsequent training providers and programs of training services to ensure accurate eligibility criteria and performance information has been provided prior to submission to the OESC for final approval; 3) Recommending the termination of providers due to the provider's submission of inaccurate eligibility and/or performance information; 4) Working with the State to ensure that sufficient numbers of providers of training services have the expertise in assisting individuals with disabilities and training providers are available to assist adults in need of adult education and literacy activities; and 5) Making recommendations to OESC for approval or denial of providers and/or programs based on the local area's demand occupation information and the program's performance.

Except for Registered Apprenticeships, LWDBs may require additional information and/or set higher levels of performance for providers to become or remain eligible for provider services in their area. If a Local Board establishes minimum standards in local policy, the Local Board may direct the removal of a provider's program from the eligible programs in that local area for failure to meet established criteria. The appeal process outlined in this section must be followed for rejected training providers or those providers removed for cause.

4. DESCRIBE HOW THE STATE WILL IMPLEMENT AND MONITOR FOR THE ADULT PRIORITY OF SERVICE REQUIREMENT IN WIOA SECTION 134 (C)(3)(E) THAT REQUIRES AMERICAN JOB CENTER STAFF, WHEN USING WIOA ADULT PROGRAM FUNDS TO PROVIDE INDIVIDUALIZED CAREER SERVICES AND TRAINING SERVICES, TO GIVE PRIORITY OF SERVICE TO RECIPIENTS OF PUBLIC ASSISTANCE, LOW-INCOME INDIVIDUALS, AND INDIVIDUALS WHO ARE BASIC SKILLS DEFICIENT (INCLUDING ENGLISH LANGUAGE LEARNERS).

Oklahoma's Adult and Dislocated Worker policy addresses the priority requirements of WIOA sec. 134 for public assistance recipients, other low-income individuals, and individuals who are basic skills deficient. As with all DOL-funded job training programs, veterans and eligible spouses continue to receive priority of service for individualized career services and training services authorized under WIOA Chapter 3 sec. 134(c). Due to the statutorily required priority for Adult funds, the following priority of service requirements must be adhered to in this order

by local workforce development boards (LWDBs) regardless of the level of Adult Formula funds received:

- 1) To veterans and eligible spouses who are recipients of public assistance, or who are determined to be other low-income individuals, or individuals who are basic skills deficient;
- 2) To non-covered persons (that is, individuals who are not veterans or eligible spouses) who are public assistance recipients, determined to be low-income, or are basic skills deficient;
- 3) To veterans and eligible spouses who are not included in WIOA's priority groups;
- 4) To priority populations established by the LWDB; and
- 5) To non-covered persons outside the groups given priority under WIOA.

As part of regular monitoring and oversight responsibilities, the State ensures that all LWDBs have developed and implemented an Adult Priority of Service policy. Additionally, each local area addresses the adult priority of service in their Adult and Dislocated Worker Policy. Additionally, each local area utilizes either a Priority Ranking Worksheet and/or an Adult and Dislocated Worker Eligibility Form, both of which must be uploaded into the virtual case management system as an enrollment document, along with supporting documentation that validates the priority of service.

The State's Individual Employment Plan (IEP) policy also requires documentation of the Adult Priority of Service to ensure that IEPs target the specific needs of each eligible Title I Adult program participant. The IEP must include the appropriate combination of services needed to achieve each participant's employment goals and must describe how and when those services are provided. This process helps to ensure the needs of individuals who meet the requirements of at least one priority populations are addressed, especially those who are low-income, on public assistance, and/or have been determined to be basic skills deficient. Finally, monitoring of the priority of service is routinely completed by desk reviews throughout the program year, particularly in instances when a local area requests any technical assistance related to an adult's eligibility for individualized career services and/or training services funded by the Adult Formula program.

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

WIOA allows LWDBs to transfer funds between the adult employment and training allocation and the dislocated worker employment and training allocation. 20 CFR 683.130 gives LWDBs the authority to transfer up to 100 percent of a program year allocation for adult employment and training activities, and up to 100 percent of a program year allocation for dislocated worker employment and training activities between the two programs. WIOA requires the Governor to establish criteria and factors for transfers and LWDBs must obtain written approval from the Governor prior to making any transfer previously described.

A LWDB must submit their Transfer of Funds Request via email to the OESC Executive Director.

Requests will be routed for approval to the Director of Programs, or their designated staff member, and to the Director of Fiscal Compliance and Operations, or their designated staff member.

OESC will review the LWDB's rationale for transfer and supporting documentation submitted with the request. Additionally, the conditions for approval must be met. OESC has the authority to approve the request, as is, approve a partial transfer, and deny the request. If approved, OESC will provide the LWDB with written approval within 15 days. Denials will also be provided within 15 days.

The Transfer of Funds Request will be made available to LWDBs via Memorandum. Updates will be made when necessary and OESC will ensure LWDBs have access to the most current version at all times.

Conditions for Approval:

- LWDBs may not transfer funds to or from the youth program;
- Transfers must be approved by the LWDB and documented in board meeting, or executive committee meeting, minutes; o Requests may be submitted prior to board approval with the date and time of the upcoming board or executive committee meeting. If requests are submitted without prior approval, OESC will approve or deny pending the submission of the required meeting minutes; Participants served with transferred funds will be subject to performance outcomes of the new funding source;
- All transferred funds are subject to priority of service requirements Rationale and Supporting Documentation Rationale for the transfer must be submitted with the Transfer of Funds Request.

The rationale must address the following:

1. Proposed services and a description of the participants affected;

2. Justification that the funds will not negatively impact services to participants;

3. If requesting a transfer from Dislocated Worker to Adult, an assessment of historical and potential WARN events and layoffs, including how the LWDB will provide services if a WARN or mass layoff occurs after the transfer; and

4. A description of strategies attempted to serve clients prior to requesting a transfer. The Transfer of Funds Requests requires the submission of performance, financial, and programmatic data. Supporting documentation must be provided for each category provided on the Transfer of Funds Request.

Supporting documentation may include, but is not limited to:

- Certified Quarterly Reports;
- Reports downloaded/exported from the state's case management system;
- Historical performance and program data organized in a table;
- 9130 quarterly reports;
- Approved Expenditure Reports and/or Cash Advances downloaded/exported from the state's grant management system;
- Copies of applicable Notice of Award;
- Financial data organized in a table;

- Etc.

The format of the rationale is at the discretion of the LWDB and LWDBs must provide supporting documentation accordingly. In the review, OESC may request additional documentation or perform their own analysis to verify the information submitted. 3 Record Keeping and Reporting LWBs should keep a copy of their request and approval with their financial records. LWDBs must work with their Fiscal Agents to ensure accounting records properly demonstrate transfers and properly report expenditures allocated to transferred funds.

OESC recommends the following actions for LWDBs and their Fiscal Agents in order to properly account for transferred funds:

- Create a journal entry within the original funding stream showing the transfer/expense in the full amount;
- Establish a "Transfer" code in the chart of accounts; and
- Establish account codes specific to expenditures paid with transferred funds; LWDBs must include transferred funds expended on their monthly expenditure reports.

If dislocated worker funds are spent on adult employment and training activities, the amount for each month must be submitted to OESC. The same is true if adult funds are spent on dislocated worker activities. Expenditure reports are submitted by the Fiscal Agents in the state's grant management system. If a LWDB is not able to properly account for transferred funds, future requests may be denied by OESC. If a LWDB does not report transferred funds expenditures appropriately, future requests may be denied by OESC.

6. DESCRIBE THE STATE'S POLICY ON WIOA AND TAA CO-ENROLLMENT AND WHETHER AND HOW OFTEN THIS POLICY IS DISSEMINATED TO THE LOCAL WORKFORCE DEVELOPMENT BOARDS AND REQUIRED ONE-STOP PARTNERS. TRADE ACT SEC. 239(F), SEC. 235, 20 CFR 618.325, 20 CFR 618.824(A)(3)(I).

Excerpt from OWDI-07-2020 Change 1 Adult Dislocated Worker Programs: 20 CFR 618325(a)(1)] of the TAA Final Rule requires co-enrollment between the TAA Program and the WIOA DLW Program if the trade-affected worker is eligible for the DLW program. Data shows that co-enrollment between the TAA and Title I Dislocated Worker (DLW) programs results in better performance outcomes that are significant and consistent over time. Coordination between the Title I case manager and OESC's TAA staff is essential to ensure successful training completion and allows for the timely provision of individualized career services while improving the effectiveness of both the DLW and TAA Programs.

When ES staff identify any supportive needs necessary for the success of TAA participants, they are required to refer TAA-eligible individuals to the appropriate Title I staff member. WIOA staff must then provide supportive services as per this issuance and local supportive services policy…A trade-affected worker has the option of declining co-enrollment with the WIOA DLW program. However, AJC staff must thoroughly explain the benefits of co-enrollment to individuals whose employment is affected by foreign trade. It is recommended that AJC staff obtain a written statement from trade-impacted workers who wish to decline enrollment in the WIOA Dislocated Worker program.

The statement should be uploaded to the virtual case management system. Regardless of whether a written statement to decline co-enrollment was provided, AJC staff must document in case/program notes that the benefits of co-enrollment were explained, as well as the

individual's stated reason for declining DLW services (i.e., co-enrollment). This policy is disseminated when changes are required/made.

7. DESCRIBE THE STATE'S FORMAL STRATEGY TO ENSURE THAT WIOA AND TAA CO-ENROLLED PARTICIPANTS RECEIVE NECESSARY FUNDED BENEFITS AND SERVICES. TRADE ACT SEC. 239(F), SEC. 235, 20 CFR 618.816(C)

In areas in which TAA participants are present, TAA and WIOA staff establish and implement Co-Enrollment procedures which identify which services should be provided by TAA staff and which should be provided by WIOA staff. This includes determining who is responsible for enrollment procedures, assessments, IEP development, training and supportive service costs, and case management services.

8. DESCRIBE THE STATE'S PROCESS FOR FAMILIARIZING ONE-STOP STAFF WITH THE TAA PROGRAM. 20 CFR 618.804(J), 20 CFR 618.305

When the state is experiencing a significant increase in TAA certifications, the state will conduct annual/semi-annual statewide training on TAA policy and procedures. More generally, the state provides one-on-one training to specific areas or local workforce offices affected by a trade-impacted event. This includes in-person onsite training, as well as providing additional assistance via emails, phone calls, or electronic (Teams) meetings.

C. YOUTH PROGRAM REQUIREMENTS.

With respect to youth workforce investment activities authorized in section 129 of WIOA, States should describe their strategies that will support the implementation of youth activities under WIOA. State's must-

1. IDENTIFY THE STATE-DEVELOPED CRITERIA TO BE USED BY LOCAL BOARDS IN AWARDING GRANTS OR CONTRACTS FOR YOUTH WORKFORCE INVESTMENT ACTIVITIES AND DESCRIBE HOW THE LOCAL BOARDS WILL TAKE INTO CONSIDERATION THE ABILITY OF THE PROVIDERS TO MEET PERFORMANCE ACCOUNTABILITY MEASURES BASED ON PRIMARY INDICATORS OF PERFORMANCE FOR THE YOUTH PROGRAM AS DESCRIBED IN SECTION 116(B)(2)(A)(II) OF WIOA.[11] FURTHER, INCLUDE A DESCRIPTION OF HOW THE STATE ASSISTS LOCAL AREAS IN DETERMINING WHETHER TO CONTRACT FOR SERVICES OR TO PROVIDE SOME OR ALL OF THE PROGRAM ELEMENTS DIRECTLY.

[11] Sec. 102(b)(2)(D)(i)(V)

The state developed criteria for local boards to utilize in awarding grants for youth workforce investment activities is Oklahoma Workforce Development Issuance 10-2017 "Fiscal Requirements, Procurement, and Contracting." Local areas must also follow the procurement requirements in the Uniform Code at 2 CFR 200.320.

The local board will evaluate the ability of the solicited contractors to deliver the full array of youth services within the workforce development area. Ability/experience normally includes a background in service provision within WIOA programs including experience in making performance measures and a track record in meeting or exceeding mandated performance criteria. All local areas must explain how the 14 WIOA youth program elements will be available to youth on an as needed basis and must include the elements in their procurements.

EXCEPTIONS: A local board may award grants or contracts on a sole-source basis if such board determines there is an insufficient number of eligible providers of youth workforce investment activities in the local area involved (such as a rural area) for grants and contracts to be awarded

on a competitive basis: “sole source procurement” occurs when one of these circumstances apply:

- The item or service is available from only a single source.
- An emergency that will not permit the time required for a competitive solicitation exists.
- After solicitation from several sources, competition is determined inadequate.

2. EXPLAIN HOW THE STATE ASSISTS LOCAL WORKFORCE BOARDS IN ACHIEVING EQUITABLE RESULTS FOR OUT-OF-SCHOOL AND IN-SCHOOL YOUTH. DESCRIBE PROMISING PRACTICES OR PARTNERSHIP MODELS THAT LOCAL AREAS ARE IMPLEMENTING AND THE STATE’S ROLE IN SUPPORTING AND SCALING THOSE MODELS WITHIN THE STATE FOR BOTH IN-SCHOOL AND OUT-OF-SCHOOL YOUTH.

The state of Oklahoma vision for a quality public workforce is inclusive of services and outcomes that enable Oklahoma’s population of in-school and out-of-school youth the opportunity based on eligibility to enter our comprehensive programs consisting of the required 14 program elements, after receiving an assessment to determine any barriers to education and employment via multiple assessment types. For example, the TABE, OKCareer Guide in partnership with the Oklahoma Department of Career Technical Education, prior assessments of basic skills completed by partner agencies which is in line with state and federal statute to provide the flexibility to local partners and the seamless service individual youth need to fully engage in the appropriate services. We allow reliable assessment instruments and provide reasonable accommodations to youth with disabilities in the assessment process. Local programs may use previous basic skills assessment results if such previous assessments have been conducted within the past six months. Our effort is to ensure equality in opportunities in the outcomes for all youth.

Oklahoma continues its focus on all qualified youth being enrolled, served, and having a positive outcome and impact on the public workforce system including youth identified as disabled and those with severe developmental disabilities by connection of the Central Oklahoma Workforce Innovation Board as an example with the Dale Rogers population of youth at the heart of our flexible assessment definition of basic skills deficient as described in the State Plan. We’ve also took full advantage of the flexibility in Section 681 to allow all eligible youth to be served including juvenile offenders such as those currently enrolled or exited in Oklahoma’s WIOA youth program including Central Oklahoma Juvenile Center youth. Our goal is to increase workforce participation in Oklahoma. Therefore, a comprehensive workforce system is an inclusive system developed for all eligible youth.

3. DESCRIBE HOW THE STATE ASSISTS LOCAL WORKFORCE BOARDS IN IMPLEMENTING INNOVATIVE MODELS FOR DELIVERING YOUTH WORKFORCE INVESTMENT ACTIVITIES, INCLUDING EFFECTIVE WAYS LOCAL WORKFORCE BOARDS CAN MAKE AVAILABLE THE 14 PROGRAM ELEMENTS DESCRIBED IN WIOA SECTION 129(C)(2); AND EXPLAIN HOW LOCAL AREAS CAN ENSURE WORK EXPERIENCE, INCLUDING QUALITY PRE-APPRENTICESHIP AND REGISTERED APPRENTICESHIP, IS PRIORITIZED AS A KEY ELEMENT WITHIN A BROADER CAREER PATHWAYS STRATEGY.

Oklahoma requires local workforce development board front line staff to demonstrate and document that clients are informed of the fourteen (14) program elements, offered the 14

program elements instead of only offering the elements they feel appropriate for the specific client. The elements that tie to the ISS must also be included in the ISS, including the follow-up element that all clients are required to be recipients of. Front line staff must also reach out to the youth that are in the exit and follow-up stage and inform them and offer them follow-up services that don't require reenrollment. Oklahoma's WIOA Youth program is the 14 program elements:

- Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential.
- Alternative secondary school services, or dropout recovery services, as appropriate.
- Paid and unpaid work experiences that have academic and occupational education as a component of the work experience.
- Occupational skill training, which includes priority consideration for training programs that lead to recognized postsecondary credentials that align with in- demand industry sectors or occupations in the local area involved, if the Local WDB determines that the programs meet the quality criteria described in WIOA sec. 123.
- Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
- Leadership development opportunities, including community service and peer- centered activities encouraging responsibility and other positive social and civic behaviors:
- Supportive services, including the services listed in § 681.570.
- Adult mentoring for a duration of at least 12 months that may occur both during and after program participation.
- Follow-up services for not less than 12 months after the completion of participation, as provided in § 681.580.
- Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth:
- Financial literacy education.
- Entrepreneurial skills training.
- Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.
- Activities that help youth prepare for and transition to postsecondary education and training. =

The current youth policy also addresses each of the 14 program elements in detail and the state has set the elements as service delivery requirements in accordance with the WIOA statute; provided definitions of each element in detail in policy, and we also in policy have provided

Oklahoma Service Link uploading, data entry and source documentation requirements to ensure that our local boards have the technical resources needed to successfully apply these elements.

Our local boards have been made aware through our policy and monitoring component that the discretion to determine what specific program services a youth participant receives is based on each participant's objective assessment and individual service strategy (ISS).

Technical assistance has also been provided in policy and the monitoring component that our local programs staff are not required to provide every program service to each participant. Again, provision of the required elements is based on the objective assessment and ISS.

We have advised our local boards of the necessity of braiding resources and will continue to support local partnering with qualified organizations with documented success at providing the elements.

The goal is to introduce youth to outlets to aid them in graduating from high school and venturing into postsecondary education. The state expects the providers of youth elements to evolve into the process for the purpose of providing specific elements via WIOA funding and leveraged funds and agreement or referral to a provider of the unique services. Examples of these providers are the public school system, youth based contractors, nonprofit organizations such as Habitat for Humanity, Salvation Army and the Urban League, Career Tech & Community Colleges, State Housing Agencies, YMCA and civil authorities.

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

Oklahoma developed the additional assistance criteria to include a low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment as follows:

- A youth with a parent or legal guardian that is currently or previously incarcerated for a felony conviction;
- A youth with a parent or legal guardian who lacks a high school diploma or GED;
- A youth who attends or has attended chronically under performing schools listed as a priority or targeted intervention school on the Oklahoma State Department of Education website http://sde.ok.gov/sde/priority-schools; or https://sde.ok.gov/comprehensive-support-and-improvement; and/or
- A youth between 18-24 years of age with a pattern of poor work history defined as a history that includes non-reoccurring employment income and sporadic employment.

D. SINGLE-AREA STATE REQUIREMENTS

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

1. ANY COMMENTS FROM THE PUBLIC COMMENT PERIOD THAT REPRESENT DISAGREEMENT WITH THE PLAN. (WIOA SECTION 108(D)(3).)

2. THE ENTITY RESPONSIBLE FOR THE DISBURSAL OF GRANT FUNDS, AS DETERMINED BY THE GOVERNOR, IF DIFFERENT FROM THAT FOR THE STATE. (WIOA SECTION 108(B)(15).)

3. A DESCRIPTION OF THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES AND SUCCESSFUL MODELS, INCLUDING FOR YOUTH WITH DISABILITIES. (WIOA SECTION 108(B)(9).)

Not applicable to Oklahoma.

4. A DESCRIPTION OF THE ROLES AND RESOURCE CONTRIBUTIONS OF THE ONE-STOP PARTNERS.

Not applicable to Oklahoma.

5. THE COMPETITIVE PROCESS USED TO AWARD THE SUBGRANTS AND CONTRACTS FOR TITLE I ACTIVITIES.

Not applicable to Oklahoma.

6. HOW TRAINING SERVICES OUTLINED IN SECTION 134 WILL BE PROVIDED THROUGH INDIVIDUAL TRAINING ACCOUNTS AND/OR THROUGH CONTRACTS, AND HOW SUCH TRAINING APPROACHES WILL BE COORDINATED. DESCRIBE HOW THE STATE WILL MEET INFORMED CUSTOMER CHOICE REQUIREMENTS REGARDLESS OF TRAINING APPROACH.

Not applicable to Oklahoma.

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

Not applicable to Oklahoma.

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

Not applicable to Oklahoma.

E. WAIVER REQUESTS (OPTIONAL)

States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

1. IDENTIFIES THE STATUTORY OR REGULATORY REQUIREMENTS FOR WHICH A WAIVER IS REQUESTED AND THE GOALS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, INTENDS TO ACHIEVE AS A RESULT OF THE WAIVER AND HOW THOSE GOALS RELATE TO THE UNIFIED OR COMBINED STATE PLAN;

2. DESCRIBES THE ACTIONS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, HAS UNDERTAKEN TO REMOVE STATE OR LOCAL STATUTORY OR REGULATORY BARRIERS;

3. DESCRIBES THE GOALS OF THE WAIVER AND THE EXPECTED PROGRAMMATIC OUTCOMES IF THE REQUEST IS GRANTED;

4. DESCRIBES HOW THE WAIVER WILL ALIGN WITH THE DEPARTMENT'S POLICY PRIORITIES, SUCH AS:

A. SUPPORTING EMPLOYER ENGAGEMENT;

B. CONNECTING EDUCATION AND TRAINING STRATEGIES;

C. SUPPORTING WORK-BASED LEARNING;

D. IMPROVING JOB AND CAREER RESULTS, AND

E. OTHER GUIDANCE ISSUED BY THE DEPARTMENT.

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

6. DESCRIBES THE PROCESSES USED TO:

A. MONITOR THE PROGRESS IN IMPLEMENTING THE WAIVER;

B. PROVIDE NOTICE TO ANY LOCAL BOARD AFFECTED BY THE WAIVER;

C. PROVIDE ANY LOCAL BOARD AFFECTED BY THE WAIVER AN OPPORTUNITY TO COMMENT ON THE REQUEST;

D. ENSURE MEANINGFUL PUBLIC COMMENT, INCLUDING COMMENT BY BUSINESS AND ORGANIZED LABOR, ON THE WAIVER.

E. COLLECT AND REPORT INFORMATION ABOUT WAIVER OUTCOMES IN THE STATE'S WIOA ANNUAL REPORT.

7. THE MOST RECENT DATA AVAILABLE REGARDING THE RESULTS AND OUTCOMES OBSERVED THROUGH IMPLEMENTATION OF THE EXISTING WAIVER, IN CASES WHERE THE STATE SEEKS RENEWAL OF A PREVIOUSLY APPROVED WAIVER.

Oklahoma is not requesting any waivers at this time.

TITLE I-B ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient;	Yes
2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG	Yes

The State Plan must include	Include
program's Disabled Veterans' Outreach Program (DVOP) specialist;	
3. The State established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members;	Yes
4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2);	Yes
5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership;	Yes
6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions;	Yes
7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7);	Yes
8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan;	Yes
9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;	Yes
10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA	Yes

The State Plan must include	Include
Annual Report.	
11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3);	Yes

ADULT PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	72.1%	73.5%	72.1%	73.5%

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Fourth Quarter After Exit)	72.9%	73.5%	72.9%	73.5%
Median Earnings (Second Quarter After Exit)	$7,677.00	$7,677.00	$7,677.00	$7,677.00
Credential Attainment Rate	70.5%	73.5%	70.5%	73.5%
Measurable Skill Gains	69.2%	69.2%	69.2%	72.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

DISLOCATED PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the

core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	75.2%	75.7%	75.2%	75.7%
Employment (Fourth Quarter After Exit)	73.0%	75.0%	73.0%	75.0%
Median Earnings (Second Quarter After Exit)	$10,363	$10,000	$10,363	$10,000
Credential Attainment Rate	78.3%	82.5%	78.3%	82.5%
Measurable Skill Gains	66.4%	71.0%	66.4%	75.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

YOUTH PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year

adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a

holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	76.5%	76.5%	76.5%	76.5%
Employment (Fourth Quarter After Exit)	79.0%	79.0%	79.0%	79.0%
Median Earnings (Second Quarter After Exit)	$5,619.00	$6,162.00	$5,619.00	$6,162.00
Credential Attainment Rate	59.5%	65.0%	59.5%	65.0%
Measurable Skill Gains	72.8%	72.8%	72.8%	72.8%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

PROGRAM-SPECIFIC REQUIREMENTS FOR WAGNER-PEYSER PROGRAM (EMPLOYMENT SERVICES)

All Program-Specific Requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

A. EMPLOYMENT SERVICE STAFF

1. DESCRIBE HOW THE STATE WILL STAFF THE PROVISION OF LABOR EXCHANGE SERVICES UNDER THE WAGNER-PEYSER ACT, SUCH AS THROUGH STATE EMPLOYEES, INCLUDING BUT NOT LIMITED TO STATE MERIT STAFF EMPLOYEES, STAFF OF A SUBRECIPIENT, OR SOME COMBINATION THEREOF.

Oklahoma will continue to staff the provision of labor exchange services using state merit staff employees.

2. DESCRIBE HOW THE STATE WILL UTILIZE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR EMPLOYMENT SERVICE STAFF TO ENSURE STAFF IS ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS

OESC understands the importance of continuous improvement and meets quarterly to determine training needs, review national program requirements, system and procedure matters, and other service delivery development opportunities.

OESC believes strongly in the WIOA partnership and sends staff to annual partner conferences and other state or national opportunities to learn about and weigh in on critical system initiatives. We will continue to review and strengthen our professional development approach and customer product box so staff will be best positioned to provide adequate resolution at the first point of customer contact.

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

The following types of training have been and will continue to be provided to Center staff to assist with identification of potential UI eligibility issues and referral to UI for adjudication:

- What kinds of issues create eligibility problems for those claimants receiving UI? Some of the common UI issues covered in training: a) Ability to work; b) Availability to seek and accept work; c) Refusal of a job referral; d) How to report acceptance of employment; and e) Failure to report for a scheduled, required reemployment session.
- What kind of information is important to gather when it comes to “fact-finding” about potential UI issues? Some of the common topics covered in training: a) Instruction to all staff on how to conduct quality fact-finding when taking statements for UI purposes; and b) Instruction on how to add issues to or report issues about claims so they will be assigned to an Adjudicator for further investigation and subsequent determination.
- What are the processes for reporting issues and subsequent Adjudication procedures? a) Information about reporting potential issues to UI staff such as using specified forms and emailing specified departments; b) Information on the Adjudication processes for reemployment services such as call-ins being sent to obtain claimant information when the claimant fails to report, when denials are issued on a claim, length of disqualifications; etc. c) Information on the process to be followed when a claimant reports to a required reemployment service after a disqualification has been issued.
- What are the steps to validate claimant identity? Center staff assist UI claimants with Identity Verification which is an integral part of the UI claims process. Staff members have been trained in the types of acceptable documents and how to identify non-legitimate or questionable documents.

We have launched a partnership between ES Staff in the American Job Centers and our UI Contact Center, in which several ES Center staff have received the same level of extensive training provided to UI Contact Center staff. This has expanded the capability of our ES Centers to provide a greater level of claims resolution to UI claimants visiting our centers. The trained ES Center staff are embedded in UI Contact Center operations on a regular cadence to foster the expansion and retention of UI expertise. Conversely, UI Contact Center staff have been trained to identify when UI claimants are out of compliance with the work registration requirements in the state MIS and can walk the claimant through the registration process.

In addition, reference material is provided to Center Staff and One-Stop Operators and/or Managers to provide supplemental training to an integrated staff through weekly Center meetings. This detailed approach fosters an environment for knowledge growth and continues to keep Oklahoma focused on service delivery as defined by WIOA.

B. EXPLAIN HOW THE STATE WILL PROVIDE INFORMATION AND MEANINGFUL ASSISTANCE TO INDIVIDUALS REQUESTING ASSISTANCE IN FILING A CLAIM FOR UNEMPLOYMENT COMPENSATION THROUGH ONE-STOP CENTERS, AS REQUIRED BY WIOA AS A CAREER SERVICE

Oklahoma continues its support of unemployed individuals by providing trained, knowledgeable, integrated staff members to help the customer through the claims filing process while leveraging technology. OESC has transitioned all initial unemployment insurance claims to an online platform to ensure more meaningful assistance in provided through support staff throughout the America Job Centers in Oklahoma. Meaningful assistance applies in every scenario where we communicate with an unemployed individual with the following staff-assisted services:

- Informing claimants of their right to an Appeal. This may also include showing the claimants where/how to file.
- Providing resume assistance and/or guiding the claimant through their responsibility to register for work – Staff may provide the customer with step-by-step guidance on the OKJobMatch resume builder and/or help the claimant create a resume appropriate for upload. Any resume service should result in one or more soft or hard copy resume options of superior quality.
- Informing claimants of their right to receive (and signing them up for) other reemployment services such as the various job seeker skills development workshops or working with the claimant to create a detailed reemployment plan.
- Giving the customer information about their responsibility to search for work including where to find and how to fill out their work search log and/or advising customers on what constitutes an allowable work search item.
- Informing the customer about their responsibility to keep all scheduled appointments and return all requested documentation.
- Guiding the claimant through LinkedIn registration or other appropriate social media and job search tools that aid them in performing their work search responsibilities. In addition, ensuring claimants take advantage of getting OKJobMatch notifications of available jobs.
- Assistance with the filing of initial or weekly claims. This means sitting down with the customer and walking them through the Online Network Initial Claims (ONIC) online

filing tool and pointing out the various self-service information options available to them.

- Informing the customer about their responsibility to accept offers of suitable work.

For those claimants who are Limited English Proficient, the online claims system has a language translator. Center staff can assist the customer in accessing the translator or use language lines to assist such individuals during the claims filing process. OESC has also enhanced our individual voice response system with Spanish and Vietnamese translations. For those individuals who are deaf or hard of hearing, TTY services are also available.

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

In addition to other career services in the Oklahoma Works centers, Oklahoma provides Reemployment Services and Eligibility Assessment services to help Unemployment Insurance (UI) claimants and/or unemployed individuals return to work more quickly.

RESEA Reemployment Services and Eligibility Assessment (RESEA) is an individualized, one-to-one reemployment-focused process that provides reemployment services to claimants who are unlikely to return to their previous industry or occupation and who have been deemed likely to exhaust benefits. The RESEA program came into existence when it replaced the voluntary Unemployment Insurance (UI) Reemployment and Eligibility Assessment (REA) program that began in 2005. The RESEA program provides greater access to reemployment services in addition to the services previously provided by REA. In Fiscal Year 2018, amendments to the Social Security Act permanently authorized the RESEA program and implemented significant changes to the program. The permanent RESEA program has four purposes. 1. Reduce UI duration through improved employment outcomes, 2. Strength UI program integrity, 3. Promote the alignment of the vision of the Workforce Innovation and Opportunity Act (WIOA), 4. Establish RESEA as an entry point to other workforce system partners.

The RESEA program targets UI claimants determined to most likely exhaust benefits and former U.S. military service members receiving Unemployment Compensation for Ex-service members (UCX). The permanent authorization of the RESEA program gives Oklahoma the flexibility to target any UI and UCX recipient. In addition to those who are most likely to exhaust benefits, we also target recipients in declining Industries. Claimants who are eligible for the program are identified early in the claim's series and remain eligible for the program until they receive their fifth week of UI benefit. Once selected the claimant's participation in RESEA is mandatory and failure to complete service may affect the claimant's UI benefits.

RESEA services are administered through Oklahoma Works American Job Centers and are an entry point into the One-Stop System. Participants selected for RESEA will receive an individualized appointment with AJC staff to assist them with returning to work quickly. Services provided by staff include but are not limited to an online Orientation to Reemployment Services video; Reemployment Needs Inventory & Eligibility Review; Assessment of a claimant's skills and career goals and assistance with establishing employment goals; Individual Reemployment Plan; resume assistance; Labor Market Information and Job referral; Referral to appropriate reemployment services; and 30-day Follow-up appointment. Appointments are conducted in person but may be completed virtually or by phone due to extenuating circumstances. In addition to these required services, RESEA participants are eligible to receive all available services provided by AJC to assist them with reentering the workforce.

D. DESCRIBE HOW THE STATE WILL USE W-P FUNDS TO SUPPORT UI CLAIMANTS, AND THE COMMUNICATION BETWEEN W-P AND UI, AS APPROPRIATE INCLUDING THE FOLLOWING:

1. COORDINATION OF AND PROVISION OF LABOR EXCHANGE SERVICES FOR UI CLAIMANTS AS REQUIRED BY THE WAGNER-PEYSER ACT;

The Oklahoma Employment Security Commission (OESC) complies with this requirement to use Wagner-Peyser funds to support UI claimants. In Oklahoma, both the Unemployment Insurance Program and Wagner-Peyser are administered by the same agency, OESC. Labor exchange services are provided to all customers accessing the workforce centers by Wagner-Peyser staff. There is a special emphasis placed on serving UI claimants to help connect them back to work as quickly as possible.

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

In Oklahoma claimants must register for work in the state labor exchange system within seven days of filing their initial claim. Claimants are informed both when they file online and when they file via the Interactive Voice Response (IVR) system that they must complete the registration for work within the seven-day requirement. Claimants are required to read and acknowledge understanding of the Benefit Rights Interview (BRI), which has information regarding work registration, before completing their claim. If a claimant does not comply with this requirement, benefits will not be awarded until the requirement has been met. Any week(s) filed before compliance with the registration requirement are considered ineligible and will not be paid.

3. ADMINISTRATION OF THE WORK TEST FOR THE STATE UNEMPLOYMENT COMPENSATION SYSTEM, INCLUDING MAKING ELIGIBILITY ASSESSMENTS (FOR REFERRAL TO UI ADJUDICATION, IF NEEDED), AND PROVIDING JOB FINDING AND PLACEMENT SERVICES FOR UI CLAIMANTS; AND

Claimants in Oklahoma must now file their initial claims online via the Oklahoma Network Initial Claims (ONIC) system; however, they may file their continued weekly claim to receive benefit payment by telephone via the Interactive Voice Response (IVR) system or online.

To improve the online experience, Oklahoma has enhanced its online service delivery around unemployment claims. The online service options for claimants are: 1) File your initial claim; 2) File your weekly claim for benefit payment; 3) Inquire on an existing claim; 4) Request a 1099; 5) Change your contact information i.e., address, phone number, and email; 6) Change your PIN; and 7) File your appeal. Claimants can also access frequently asked question documents, appeal information, the Reemployment Assistance for the Unemployed booklet, the work search form, and critical information about their debit card. Through both filing processes potential eligibility issues are identified based on the claimants' responses to questions during the application for benefits process.

The following types of training have been and will continue to be provided to AJC staff to assist with identification of potential UI eligibility issues and referral to UI for adjudication: **1. What kinds of issues create eligibility problems for those claimants receiving UI?** Some of the common UI issues covered in training: a) Ability to work; b) Availability to seek and accept work; c) Refusal of a job referral; d) How to report acceptance of employment; and e) Failure to report for a scheduled, required reemployment session. **2. What kind of information is important to gather when it comes to "fact-finding" about potential UI issues?** Some of the common topics covered in training: a) Instruction to all staff on how to conduct quality fact-

finding when taking statements for UI purposes; and b) Instruction on how to add issues to or report issues about claims so they will be assigned to an Adjudicator for further investigation and subsequent determination. **3. What are the processes for reporting of issues and subsequent Adjudication procedures?** a) Information about reporting potential issues to UI staff such as using specified forms and emailing specified departments; b) Information on the Adjudication processes for reemployment services such as call-ins being sent to obtain claimant information when the claimant fails to report, when denials are issued on a claim, length of disqualifications; etc. c) Information on the process to be followed when a claimant reports to a required reemployment service after a disqualification has been issued.

In addition to enhancing service delivery and customer service for individuals experiencing unemployment, reemployment continues to be a priority for Oklahoma. OESC has modified and enhanced services to claimants to ensure the registration for the work requirement is met along with required attendance at and completion of other reemployment assistance services. UI claimants receive reemployment information throughout their claims process including but not limited to; information on available services in Oklahoma Works Centers, resume assistance, job referrals, job search workshops, work search review, and access to skills-based training. Additionally, Oklahoma has incorporated within our employer customer service line, a main menu option, specifically for employers as an available avenue for employers who wish to report UI claimants who have refused work or failed to return to work following a temporary layoff. Regardless of the point of entry for the claimant, the result continues to be reemployment.

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

Within the Oklahoma workforce development system, known as Oklahoma Works, is a network of Centers or One-Stop offices where employment, education, and training providers integrate services to assist both job seekers and employers. Job Seeker customers receive assistance preparing for and searching for work, making career decisions, and accessing training opportunities.

Most people who walk into an Oklahoma Works Center are in search of information such as where the job openings are located, what training opportunities exist, or what kinds of community services are available. They may also need a computer, phone, or fax.

These core services are available to everyone through the Centers, usually with limited assistance. There are full-service, comprehensive “Resource Rooms” set aside for self-help, or limited assistance, much like a community library. There are computers and software for customers to prepare a resume, for instance, with books, videos, and even staff nearby to answer basic questions or give limited guidance.

During center orientations, customers receive information regarding workforce services, programs, and partner resources. This includes information about internal and external training and educational programs, including referrals to WIOA. Customers have access to resources and handouts. Online, customers may research information about different training programs within their community, statewide, and nationally. Oklahoma Works Center representatives provide individualized information and resources that assist the customer in making the most informed choice.

For those individuals who require more in-depth assistance, Oklahoma requires applicants to complete questionnaires that will assist us in determining what services will best fit the customer’s needs and which agencies or partners will be best equipped to fill such needs. The

customer and the Center staff will discuss items like background, education and/or certifications, experience and work history, skills, etc., and then map out a strategy to get the customer on a career or training path. The information that is obtained creates a "snapshot" of potential program eligibility thus allowing Center staff to make proper referrals to additional programs or resources.

E. AGRICULTURAL OUTREACH PLAN (AOP). EACH STATE AGENCY MUST DEVELOP AN AOP EVERY FOUR YEARS AS PART OF THE UNIFIED OR COMBINED STATE PLAN REQUIRED UNDER SECTIONS 102 OR 103 OF WIOA. THE AOP MUST INCLUDE AN ASSESSMENT OF NEED. AN ASSESSMENT NEED DESCRIBES THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

1. ASSESSMENT OF NEED. PROVIDE AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

Oklahoma continues to seek identification of the Migrant and Seasonal Farmworker (MSFW) population. Potential exclusion from public program benefits such as unemployment and the fear of displacement and potential deportation results in mistrust and hesitancy, making locating and assessing the needs of this population difficult. According to the last available Census of Agriculture in 2022, Oklahoma had a total of 644 migrant workers, not including family members. Based on data obtained by outreach workers, the main needs of our MSFW population are gaining access to the services offered by the state and other partnering agencies. These services include training, education, access to health care, insurance, and transportation. Lack of identification and contact makes it difficult for MSFW's to take advantage of available resources. Several factors contribute to this issue. MSFWs who are willing to seek out services are rarely provided transportation to be able to come to the nearest town, much less the nearest American Job Center (AJC). Additionally, the business hours of the AJC do not align with the MSFWs non-working hours, so outreach efforts are focused on bringing the needed information to the MSFW in the fields and communities where they live or gather. Another area that needs work is bringing outreach to workers during their free time, as the employers are not usually able to offer enough time for outreach workers to register MSFW's or identify which services the MSFW may need.

2. AN ASSESSMENT OF THE AGRICULTURAL ACTIVITY IN THE STATE MEANS: 1) IDENTIFYING THE TOP FIVE LABOR-INTENSIVE CROPS, THE MONTHS OF HEAVY ACTIVITY, AND THE GEOGRAPHIC AREA OF PRIME ACTIVITY; 2) SUMMARIZE THE AGRICULTURAL EMPLOYERS' NEEDS IN THE STATE (I.E. ARE THEY PREDOMINANTLY HIRING LOCAL OR FOREIGN WORKERS, ARE THEY EXPRESSING THAT THERE IS A SCARCITY IN THE AGRICULTURAL WORKFORCE); AND 3) IDENTIFYING ANY ECONOMIC, NATURAL, OR OTHER FACTORS THAT ARE AFFECTING AGRICULTURE IN THE STATE OR ANY PROJECTED FACTORS THAT WILL AFFECT AGRICULTURE IN THE STATE

The following information regarding Oklahoma agriculture was obtained from the 2022 Oklahoma Agricultural Statistics, issued cooperatively by the National Agricultural Statistics Service and the Oklahoma Department of Agriculture, Food and Forestry. (This is a summary of data through 2022 which is the latest data available.)

1) Identifying the top five labor-intensive crops, the months of heavy activity, and the geographic area of prime activity:

Most major crops in Oklahoma are no longer considered labor-intensive except watermelon. Increased mechanization/technology, herbicides, and genetically superior seeds/plants have continued to greatly reduce the need for vast numbers of laborers as in years past. However, specialty crops/livestock-related products and vegetables/produce for Farmers' Markets are increasingly providing labor-intense work opportunities. Others have pursued some of these new ventures such as Grass-fed dairy/beef, free-range chicken, and the revitalization of sheep for meat, wool, and wool products. The leading agricultural activities in Oklahoma are:

Agricultural Product	**Farms**		**Sales ($1,000)**		**Percent of Total Sales**
Cattle and calves	45,471		$7,473,764		1.4%
Grains, oilseeds, dry beans, and dry peas	8,585		$1,770,612		1.0%
Poultry and eggs	6,614		$3,174,063		1.1%
Hogs and pigs	1,866		$2,190,742		0.2%
Other crops and hay	14,503		$334,587		8.9%
Nursery, green house, floriculture, and sod	679		$511,162		0.2%
Milk from cows	263		$448,154		0.3%
Cotton and cottonseed	1,030		$277,937		0.5%
Horses, ponies, mules, burros, and donkeys	3,840		$88,423		8%
Fruits, tree nuts, and berries	2,172		$52,011		0.8%
Vegetables, melons, potatoes, and sweet potatoes	617		$57,877		3%
Sheep, goats, wool, mohair, and milk	3,713		$28,892		17%
Other animals and other animal products	1,228		$30,179		8%
Aquaculture	45		$9,510		0.9%

Agricultural Product	Farms		Sales ($1,000)		Percent of Total Sales
Cultivated Christmas trees and short rotation woody crops	43		$1,758		8%

The table below details the heaviest crop activity related to planting and harvesting during the 12-month calendar year beginning with January and going through December. The frost-free period is from mid-April until the 3rd week of October.

Crop		Planting		Harvest
Winter Wheat:		Early Sep to Early Nov		June to Early July
Canola:		Early Sep to Early Oct		Mid May through June
Spring Oats:		Mid Feb to March		June to Mid-July
Corn:		Late March to Mid-May		Mid Aug to Late Oct
Soybeans:		Mid-April to Mid-July		Mid Sep through Nov
Sorghum:		Mid-April to Mid-July		Mid Sep through Nov
Peanuts:		Late April to Mid-June		Oct to Nov
Sunflowers:		May to July		Aug to Mid Dec
Cotton:		May to Late June		Oct through Dec
Alfalfa Hay:				Late April to Mid Oct

Oklahoma is most easily divided west and east concerning agricultural activity. WESTERN OKLAHOMA is a predominant supplier of wheat, sorghum, canola, peanuts, cotton, corn, and alfalfa. EASTERN OKLAHOMA is a predominant supplier of soybeans, hay, and corn.

2) Summarize the agricultural employers' needs in the State (i.e. are they predominantly hiring local or foreign workers, are they expressing that there is a scarcity in the agricultural workforce):

According to various sources, most agricultural employers appear to have no major issues finding local workers to perform work around the farms. They enlist family members and friends and utilize word of mouth advertising in their hiring practices. However, data collected from shows that the H-2A Program continues to grow each year at a rate of approximately 12.5%.

3) Identifying any economic, natural, or other factors that are affecting agriculture in the State or any projected factors that will affect agriculture in the State:

Oklahoma is found in the Great Plains; geographically centered within the 48 contiguous states and the 20th largest at 69,903 square miles. Ecosystems range from dry, arid plains to subtropical forests and mountains, having more ecological regions than any other state. Elevations range from 4,368 feet above sea level in the western panhandle to 289 feet above sea level in the southeast portion of the state. The mean elevation of Oklahoma is 1,300 feet above sea level. Because of Oklahoma's location between regions of varying prevailing winds, its climate, temperatures, and weather, it makes for extreme variance in a locality's weather from day-to-day and extreme change between areas in proximity. Because of this, an average of 62 tornados a year, drought, flood, extreme temperature variations and unpredictable weather in general, Oklahoma farmers deal with very unpredictable seasons, making for constantly changing plans for raising and changing crops and livestock to turn a profit. Average annual precipitation ranges from 18" over 59 days in the western portion of the state to 51.9" over 96 days in the eastern portion of the state. Frost free periods in the western portions are typically about 143 days and 185 days in the eastern portion.

3. AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS MEANS SUMMARIZING MIGRANT AND SEASONAL FARM WORKER (MSFW) CHARACTERISTICS (INCLUDING IF THEY ARE PREDOMINANTLY FROM CERTAIN COUNTRIES, WHAT LANGUAGE(S) THEY SPEAK, THE APPROXIMATE NUMBER OF MSFWS IN THE STATE DURING PEAK SEASON AND DURING LOW SEASON, AND WHETHER THEY TEND TO BE MIGRANT, SEASONAL, OR YEAR-ROUND FARMWORKERS). THIS INFORMATION MUST TAKE INTO ACCOUNT DATA SUPPLIED BY WIOA SECTION 167 NATIONAL FARMWORKER JOBS PROGRAM (NFJP) GRANTEES, OTHER MSFW ORGANIZATIONS, EMPLOYER ORGANIZATIONS, AND STATE AND/OR FEDERAL AGENCY DATA SOURCES SUCH AS THE U.S. DEPARTMENT OF AGRICULTURE AND THE U.S. DEPARTMENT OF LABOR (DOL) EMPLOYMENT AND TRAINING ADMINISTRATION

Oklahoma's foreign MSFWs are primarily from Mexico and other South American countries. The primary language spoken by MSFWs is Spanish, with English frequently being a primary or secondary language.

A review of Oklahoma's Foreign Labor certification program data from October 1, 2021 to September 30, 2022 finds that H-2A posted 950 of their 1,316 openings during our peak hiring season (October through March), representing almost all of the positions posted.

Reviewing O*Net Online 10-year, 2014-2024, predictions, agricultural positions in Oklahoma will show some growth and some loss: • 45-2091.00 Agricultural Equipment Operators +2% • 45-2092.00 Farmworkers and Laborers, Crop, Nursery, and Greenhouse -8% • 45-2093.00 Farmworkers, Farm, Ranch and Aquacultural Animals +5% • 45-2041.00 Graders and Sorters, Agricultural Products -7%.

Discussions with WIOA Section 167 National Farmworker Jobs Program (NJJP) grantee, ORO Development Corporation, and employers in agriculture during the 2021 Annual Prevailing Wage and Practice Survey have highlighted an issue with energy- and infrastructure-related employment in Oklahoma, enticing away many of the agricultural employers' best workers.

4. OUTREACH ACTIVITIES

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

Although Oklahoma is not designated as a significant MSFW state due to the low percentage of MSFWs identified, the state continues to improve outreach efforts. Oklahoma has three designated outreach workers, one full-time Outreach Coordinator covering the entire state and backing up the two part-time outreach workers, one located in the Western part of Oklahoma and the other located in the Eastern part of the state; all to provide services that are qualitatively equivalent and quantitatively proportionate to services provided to other jobseekers.

The strategy for utilizing the full-time Outreach Coordinator is to provide consistency, build trust, and create relationships with the MSFWs and their employers.

The MSFW community faces many hurdles in being able to visit the American Job Center due to the hours worked, lack of transportation, and a general mistrust of governmental agencies. The state's strategies to locate and serve farmworkers include:

Agricultural Outreach Group – meets quarterly to discuss available services, and upcoming outreach events, and identify the most pressing or newest needs of the MSFW community. The group includes multiple federal, state, and local agencies, as well as various community partners.

Quarterly Training Programs – for all workforce system stakeholders include: program knowledge, how to identify MSFWs, service needs, and resource agencies. *(see more detail in the next section)*

Flyers and Electronic Media/Tools – to ensure equitable access to services and information, are provided in English and Spanish with provisions for meeting other English Language Learner or English as a Second Language needs.

Collaboration with the NFJP partner, ORO Development Corporation (ORO) – to provide employment, training, supportive, and High School Equivalency Program (HEP**)** services. This collaboration happens at the state administrative levels and through the American Job Centers. ORO has staff in three AJCs, working alongside Employment Services staff, Title I staff, and other partners to further meet the needs of the parts of the state with a higher concentration of MSFWs. The State Monitor Advocate (SMA) and the Outreach Coordinator work with ORO to coordinate planning efforts, outreach activities, and service delivery.

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

Although Oklahoma is not designated as a significant MSFW state due to the low percentage of MSFW's identified, the state continues to improve outreach efforts. Oklahoma has three designated outreach workers, one full-time Outreach Coordinator covering the entire state and backing up the two part-time outreach workers, one located in the Western part of Oklahoma and the other located in the Eastern part of the state; all in an effort to provide services that are qualitatively equivalent and quantitatively proportionate to services provided to other jobseekers.

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B. PROVIDING TECHNICAL ASSISTANCE TO OUTREACH STAFF. TECHNICAL ASSISTANCE MUST INCLUDE TRAININGS, CONFERENCES, ADDITIONAL RESOURCES, AND INCREASED COLLABORATION WITH OTHER ORGANIZATIONS ON TOPICS SUCH AS ONE-STOP CENTER SERVICES (I.E. AVAILABILITY OF REFERRALS TO TRAINING, SUPPORTIVE SERVICES, AND CAREER SERVICES, AS WELL AS SPECIFIC EMPLOYMENT OPPORTUNITIES), THE EMPLOYMENT SERVICE AND EMPLOYMENT-RELATED LAW COMPLAINT SYSTEM ("COMPLAINT SYSTEM" DESCRIBED AT 20 CFR 658 SUBPART E), INFORMATION ON THE OTHER ORGANIZATIONS SERVING MSFWS IN THE AREA, AND A BASIC SUMMARY OF FARMWORKER RIGHTS, INCLUDING THEIR RIGHTS WITH RESPECT TO THE TERMS AND CONDITIONS OF EMPLOYMENT.

The SMA and Outreach Coordinator are partnering with the State Workforce Agency's (SWA) Training Department to develop on-demand, eLearning materials that include, but are not limited to: program knowledge, how to correctly identify MSFWs, service needs, and resource agencies, making agricultural employer or jobseeker contacts, job order requirements, referrals to posted jobs and all center services, worker rights, the complaint system, unemployment insurance information, and sexual harassment/human trafficking. These eLearning modules will address past and current regulatory requirements found in 20 CFR Part 653 and will be extended to all workforce system partners, programs, and other stakeholders including those at the community and federal levels.

The SWA will continue to evaluate and update its Memorandum of Understanding (MOU) with ORO to ensure coordination, compliance, and connection to the most needed intensive, supportive, and training services. Additional partnerships include but are not limited to: the Oklahoma Department of Education, the Oklahoma Departments of Labor, an MOU with the US Department of Labor Wage and Hour Division, ORO Development Corporation (Section 167 NFJP grant recipient), local Workforce Development Boards, the Mexican Consulate, Legal Aid of Oklahoma, and the Department of Agriculture.

New contacts being sought beginning in PY23 include various health-related organizations, OSHA, the US Department of Justice, the Environmental Protections Agency, the Centers for Disease Control, and Health & Human Services. The SMA and full-time Outreach Coordinator are

collaborating with the Red Cross and Catholic Charities to establish 24-hour emergency procedures to assist MSFWs who may find themselves stranded or needing immediate assistance outside of normal working hours.

C. INCREASING OUTREACH WORKER TRAINING AND AWARENESS ACROSS CORE PROGRAMS INCLUDING THE UNEMPLOYMENT INSURANCE (UI) PROGRAM AND THE TRAINING ON IDENTIFICATION OF UI ELIGIBILITY ISSUES

The SWA's on-demand, eLearning approach extends to other core programs in the workforce system including the Unemployment Insurance (UI) program and UI eligibility. This training will address items such as eligibility, program services and benefits, how-to-apply, and who to contact for further assistance.

D. PROVIDING STATE MERIT STAFF OUTREACH WORKERS PROFESSIONAL DEVELOPMENT ACTIVITIES TO ENSURE THEY ARE ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS

The SWA's on-demand, eLearning approach also extends to the training and development of state merit staff outreach workers. National professional development opportunities such as WIOA related training, continuing education, webinars presented by the National Monitor Advocate, and other relevant training or informational events will be attended by the full-time Outreach Coordinator, within the limits of available resources, and will be shared train-the-trainer style with the part-time outreach staff and other AJC partners and staff as appropriate. In addition, the outreach workers are all permanent members of the Agricultural Outreach Group.

E. COORDINATING OUTREACH EFFORTS WITH NFJP GRANTEES AS WELL AS WITH PUBLIC AND PRIVATE COMMUNITY SERVICE AGENCIES AND MSFW GROUPS

Oklahoma will continue its referral and service delivery partnership with the **WIOA Section 167 NFJP grantee, ORO Development Corporation** providing employment, training, support, and High School Equivalency Program (HEP**)** services. This collaboration happens at the state administrative levels, formalized through a Memorandum of Understanding (MOU) with the Oklahoma Employment Security Commission (OESC), and through the American Job Centers. ORO has staff in three AJCs, working alongside Employment Services staff, Title I staff, and other partners to further meet the needs of the parts of the state with a higher concentration of MSFWs. The State Monitor Advocate (SMA) and the Outreach Coordinator work with ORO to coordinate planning efforts, outreach activities, and service delivery.

Outreach efforts and information sharing happen through the **Agricultural Outreach Group** consisting of members from the Department of Labor Wage & Hour Division, Occupational Safety & Health Administration, Oklahoma Department of Agriculture, ORO Development Corporation (NFJP Partner), University of Oklahoma, Variety Care, Oklahoma Department of Labor, Legal Aid Services of Oklahoma, Oklahoma State Department of Education, Oklahoma Safety Council, Guatemalan Consulate, OKC Hispanic Chamber of Commerce, and the Mexican Consulate. Additionally, an MOU between the USDOL Wage and Hour Division and OESC serve as another example of the state's efforts in the areas of outreach and information, rights and protections for workers, and service delivery to MSFWs.

5. SERVICES PROVIDED TO FARMWORKERS AND AGRICULTURAL EMPLOYERS THROUGH THE ONE-STOP DELIVERY SYSTEM

Describe the State agency's proposed strategies for:

A. PROVIDING THE FULL RANGE OF EMPLOYMENT AND TRAINING SERVICES TO THE AGRICULTURAL COMMUNITY, BOTH FARMWORKERS AND AGRICULTURAL EMPLOYERS, THROUGH THE ONE-STOP DELIVERY SYSTEM. THIS INCLUDES:

I. HOW CAREER AND TRAINING SERVICES REQUIRED UNDER WIOA TITLE I WILL BE PROVIDED TO MSFWS THROUGH THE ONE-STOP CENTERS

II. HOW THE STATE SERVES AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH SERVICES

Oklahoma's strategy for providing career and training services to MSFWs through the one stop centers include:

Resources and Assistance Available in Languages Other than English – to ensure equitable access to services and information, flyers and other materials are provided in English and Spanish with provisions for meeting other English Language Learner or English as a Second Language needs through contracts with vendors such as the Language Line.

The OESC is currently translating all internal and external communications, forms, and web-based applications in Spanish and Vietnamese. In addition, bilingual staff are present in some of the one-stop-centers, eleven (11) employed by the OESC and four (4) by ORO. Access to those staff are provided via video chat or telephone to serve the needs of those in other areas.

Partnerships with and Referrals to Other Programs/Agencies – Section 2.B. provides details on the vast partnerships currently in place as well as new partnerships happening in PY23. Relationship building, information sharing, and education are a core part of these partnerships that result in collaborations like the one between the SWA, the Red Cross, and Catholic Charities to establish 24-hour emergency procedures to assist with MSFWs who may find themselves stranded or needing immediate assistance outside of normal working hours.

Equitable Access and Quality Service Delivery – MSFWs are provided the same level of service as any other one-stop-center customer including but not limited to: access to job postings, referrals and job developments; training supportive services; assistance in using or accessing the State Labor Exchange System; career assessments; information on MSFW rights and protections; a system for registering complaints; information and referrals to other agencies for training and supportive services; labor market information, use of computers, phones and faxes, a variety of career workshops, resume assistance and language services. Moreover, Oklahoma's efforts to expand service delivery by meeting customers where they live and work includes the MSFW population. This means they will receive equitable access to all available one-stop-center services via video chat or telephone or at another brick and mortar location if appropriate or necessary when getting to the one-stop-center is not feasible.

Agricultural employers receive specialized assistance in filling their job openings through compliant job orders in the State Labor Exchange System. Applicants to these jobs are screened by American Job Center staff, receiving information regarding the conditions, duties, pay, and any unique requirements of these positions. Once applicants have passed the screening portion, job referrals are made and the how-to-apply instructions are given to the applicant. Education and technical assistance relating to finding qualified applicants through the Agricultural Recruitment System, providing pre-occupancy housing inspections and assisting agents/employers with job posting requirements, providing information on the unique needs of farmworkers, and compliance with wage and hour and relevant Occupational Safety and Health Administration regulations are also available to these employers.

B. MARKETING THE EMPLOYMENT SERVICE COMPLAINT SYSTEM TO FARMWORKERS AND OTHER FARMWORKER ADVOCACY GROUPS

The previously mentioned strategic approach of the full-time Outreach Coordinator position is to provide consistency, build trust, and create relationships with farmworkers themselves, employers, and other farmworker advocacy groups. This previously established connection gives the Outreach Coordinator and by association the SWA, credibility as we deliver important program information via presentations, meetings and seminars, email newsletters, the public website, etc. around workers' rights and protections, the key features of the ES complaint system, and why it is a crucial element for workers, employers, and advocacy groups.

C. MARKETING THE AGRICULTURAL RECRUITMENT SYSTEM FOR U.S. WORKERS (ARS) TO AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH PUBLICITY.

Oklahoma currently markets the Agricultural Recruitment System (ARS) through the SWA public website. The Oklahoma Agricultural Recruitment Handbook for employers and farmworkers is in development and the expected completion is PY23. Once available, these handbooks will be marketed through the American Job Centers, employer associations and agents, local workforce partners and stakeholders, and the public website. Training will be provided to AJC staff on the ARS, related MSFW topics, and agricultural employer topics. Additionally, ARS information will be marketed through attachments to our Annual Wage and Hour surveys, email blasts to those employers with agricultural NAICS codes, and the public website. Training to address the specific requirements for all agricultural job orders handled by center staff is in development so that staff will be able to better communicate the advantages and requirements of the ARS.

6. OTHER REQUIREMENTS

A. COLLABORATION

Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

As identified in previous sections, OESC has collaborative agreements with ORO Development Corporation, our NFJP Partner, as well as all three workforce development boards, and the US Department of Labor Wage & Hour Division. We are working on establishing collaborative agreements with the Guatemalan Consulate, the Mexican Consulate, and other members of the Agricultural Outreach Group.

B. REVIEW AND PUBLIC COMMENT

In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP.

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

The SMA sent an email on Thursday January 18, 2024 (detailed below) to stakeholders from the following organizations: ORO Development Corporation (NFJP provider), OK Department of Agriculture - Market, Development, and Consumer Protection, Variety Care - Farm Worker Health, Mexican Consulate, OKDOL OSHA Industrial Hygiene, Legal Aid of Oklahoma, OESC FLC Support Staff, Guymon Nazarene Church - Legal and Immigration Services, OK Department of Human Services, OK Department of Agriculture - Made In Oklahoma Program, Oklahoma Safety Council, OU Health Sciences Center - ONE Project, Work Ready Oklahoma, USDOL Wage and Hour Division, University of Oklahoma Community Experience Coordinator, OKDOL - Child Labor Program, USDOL - OSHA, OESC Outreach Workers, OK State Department of Education - Migrant Education Program, Guatemalan Consulate, OK Family Network - Latino Family Support, USDA - Food Safety, OESC Center Managers, OK Department of Health - Minority Health, and Langston University - School of Agriculture and Applied Science.

Hello Agricultural Outreach Group Stakeholders and Friends!

Oklahoma is preparing its Program Years 2024-2027, Workforce Innovation and Opportunity Act of 2014 State Plan. The U.S. Department of Labor (USDOL) guides the state plan process with questions to the states. Part of those questions pertain to the State's agricultural make-up, outreach efforts, collaboration with partners, and service delivery to Migrant Seasonal Farmworkers. These parts are collectively referred to as the Agricultural Outreach Plan (AOP). In addition, USDOL requires a "public comment" period. Attached to this email is the AOP section. Please review this information and send your feedback to MSFW@oesc.ok.gov no later than the close of business on February 23, 2024.

Thank you for your participation and feedback.

As of the end of the 30-day comment period, no comments or feedback were received.

C. DATA ASSESSMENT

Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.

A review of the past four (4) years of data from the USDOL Labor Exchange Agricultural Reporting System (LEARS) shows that Oklahoma did not meet the required levels in the area of providing MSFWs quantitatively proportionate services (a.k.a. equity indicator) as compared to non-MSFWs; however, this appears to be a LEARS issue. In prior years, the state reported having no registered MSFWs in the state labor exchange system. When there are no registered

MSFWs indicated in the system, LEARS automatically marks the "equity indicator" as not being met. The issue was reported by Oklahoma and other states experiencing the same problem. The state was told that this system issue would be considered when the LEARS report was reviewed by USDOL, and that the system should show Oklahoma as having met the "equity indicator." The logic is that the state cannot provide services to a population that doesn't exist/isn't registered.

We will soon have the opportunity through our new state labor exchange system, currently in development, to begin the monitoring and review process of every applicant who registers as a possible MSFW, which will allow real-time proper and correct identification of misclassified applicants. In addition, the process will mean real-time communication with those possible MSFWs to ensure program information is understood, service needs are documented, and potential barriers are identified before referrals are made or enrollments occur. Oklahoma believes the proper identification of MSFWs at American Job Centers and in the state labor exchange system along with intensive outreach and real-time follow-up will result in meeting more equity indicators each quarter. The SMA will continue to review and advocate for improved data representative of the agricultural community, its employers, and its workers.

D. ASSESSMENT OF PROGRESS

The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

Progress from the last plan has been made. This includes but is not limited to:

- The assignment of a full-time State Monitor Advocate and the addition of a full-time Outreach Coordinator to support the two part-time outreach workers and provide consistency, build trust, and create relationships with the workforce system stakeholders, the MSFWs, and their employers.
- The re-establishment of an Agricultural Outreach Group as a joint effort between OESC and USDOL Wage & Hour and includes the NFJP grantee, ORO. This group continues to grow and is becoming more unified in strategies to educate others about the needs and concerns of MSFWs and planning outreach activities.
- Identification of significant documents, informational materials, and other items used daily by the AJC that need translation to Spanish, the primary non-English language identified.
- Identification of additional agricultural groups, organizations, and associations and pursuing alliances with them. This primarily occurs through the Agricultural Outreach Group. A good example of this activity is the collaboration with the Red Cross and Catholic Charities to establish 24-hour emergency procedures to assist with MSFWs who may find themselves stranded or needing immediate assistance outside of normal working hours.
- Establishment of a more visible MSFW internet presence through the development and continued updates of an Oklahoma State Monitor Advocate webpage on the public website.
- Development of a social media campaign to expand outreach and disseminate information.

- Instructor-led training kicked off in PY22 for MSFWs and the ES Complaint System that included procedures and desk aids for state merit staff.

Several activities needing further attention which are carried over to this plan, include but are not limited to:

- On-going AJC reviews to identify technical assistance opportunities for additional training and support. This includes efforts identified in this plan for AJC staff and other workforce system stakeholders that include on-demand, eLearning presentations and other training materials as needed.
- The development and distribution of ARS handbooks to assist both farmworkers and employers.
- Identification of proven LMI methods and other data-gathering resources for better identification of MSFWs in the state. The SMA will continue to identify data shortcomings on available MSFW information seeking assistance from the SWA Research Division, federal partners, and other key stakeholders.

E. STATE MONITOR ADVOCATE

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

An update of the Oklahoma State AOP was completed, reviewed & approved by the Oklahoma State Monitor Advocate.

WAGNER-PEYSER ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
1. The Wagner-Peyser Act Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time (sec 121(e)(3));	Yes
2. If the State has significant MSFW one-stop centers, the State agency is complying with the requirements under 20 CFR 653.111, State Workforce Agency staffing requirements;	Yes
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser Act services, Adult and Dislocated Worker programs and Youth Programs under Title I; and	Yes
4. SWA officials: 1) Initiate the discontinuation of services;	Yes

The State Plan must include	Include
2) Make the determination that services need to be discontinued; 3) Make the determination to reinstate services after the services have been discontinued; 4) Approve corrective action plans; 5) Approve the removal of an employer's clearance orders from interstate or intrastate clearance if the employer was granted conditional access to ARS and did not come into compliance within 5 calendar days; 6) Enter into agreements with State and Federal enforcement agencies for enforcement-agency staff to conduct field checks on the SWAs' behalf (if the SWA so chooses); and 7) Decide whether to consent to the withdrawal of complaints if a party who requested a hearing wishes to withdraw its request for hearing in writing before the hearing.	
5. The SWA has established and maintains a self-appraisal system for ES operations to determine success in reaching goals and to correct deficiencies in performance (20 CFR 658.601).	Yes

WAGNER PEYSER PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation

process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	59.5 %	62.2 %	59.5 %	62.2%
Employment (Fourth Quarter After Exit)	60.2%	63.0%	60.2%	63.0%
Median Earnings (Second Quarter After Exit)	$6,840.00	$6,840.00	$6,840.00	$6,840.00
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1]

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAMS

The Unified or Combined State Plan must include a description of the following as it pertains to adult education and literacy programs and activities under title II of WIOA, the Adult Education and Family Literacy Act (AEFLA).

A. ALIGNING OF CONTENT STANDARDS

Describe how the eligible agency has aligned its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

(a) Aligning of Content Standards. Describe how the eligible agency has aligned its content standards for adult education with State-adopted challenging academic content standards, as

adopted under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

The Oklahoma Department of Career and Technology Education (ODCTE) Adult Education & Family Literacy Division will utilize the Oklahoma state approved standards adopted by the Oklahoma State Department of Education. State adopted standards:

- Do focus on deep thinking, conceptual understanding, and real-world problem-solving skills.
- Do set expectations for students to be college, career, and citizenship ready.
- Do incorporate literacy in science, social studies, and technical subjects.
- Do emphasize the use of citations and examples from texts when creating opinions and arguments.
- Do increase rigor and grade-level expectations.
- Do determine the full range of support for English language learners and students with special needs.

Oklahoma's approved assessments are standardized, valid, reliable, and approved for use by the Office of Career, Technology, and Adult Education (OCTAE). Standardized is defined as having directions, time limits, materials, and scoring procedures that are designed to remain constant each time the test is given. Valid is defined as the degree to which the assessment measures what it is intended to measure. Reliable is defined as the consistency with which an assessment produces results. Pre-assessment is defined as the initial assessment administered to a student when they first enroll in the program for the current fiscal year. Post-assessment is defined as an assessment administered to a student to measure learning gains since the pre-assessment or their last assessment in the current fiscal year.

Educational Functioning Level (EFL) of a student is determined by the National Reporting System (NRS) approved standardized assessment scale scores. All students are placed into an appropriate EFL as determined by the student's scale score of the standardized assessments chosen by the state. State performance targets for the NRS educational functioning levels are negotiated between the state and OCTAE each fiscal year. Local programs are responsible for meeting these state EFL targets. The state's aggregated pre- and post-assessment data collected from local programs determines whether the state meets its performance targets for a fiscal year. In addition to using required standardized assessments for NRS reporting and accountability, programs use assessments for instructional purposes.

Accountability and reporting purposes of assessment include but are not limited to:

- Uniform measurement of learner gains that are aligned with the NRS educational functioning levels.
- Consistent comparison of the success of programs in meeting state performance targets.
- Consistent comparison of program data for performance-based funding.
- Instructional purposes of assessment include but are not limited to:
    - Determining the instructional needs of individual learners.

- Determining the effectiveness of instruction through learner gains.
- Providing information regarding local program and/or statewide professional development needs.

B. LOCAL ACTIVITIES

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—

1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
2. Is for the purpose of educational and career advancement.

Special Rule. Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

All Adult Education and Family Literacy activities under WIOA are authorized by the Oklahoma Department of Career and Technology Education (ODCTE). As the pass-through agency for the Adult Education Family Literacy Act (AEFLA) grant, ODCTE administers and monitors federal and state adult education and literacy funds to local providers and provides program development and training activities to assure quality basic skills services for all students across the state. Grant awards will be competitive and adhere to direct and equitable provisions to award funds under WIOA sections 225 (Corrections), Section 231 (Adult Education and Family

Literacy), and Section 243 (Integrated Education and Training). The state has developed a comprehensive application for all three sections 225, 231, and 243 that addresses all WIOA requirements and considerations. As part of the application process, programs must submit the last two years of the organization's outcome data. After the application deadline, applications that demonstrate effectiveness, as per Federal Code of Regulations §463.24 will then be reviewed by a panel using a developed rubric, and a pre-award risk assessment will be conducted. Evaluation criteria will include the thirteen considerations in Section 231(e) of the Workforce Innovation and Opportunity Act Title II, Adult Education and Family Literacy, as well as other components deemed necessary to review the application Local workforce development area boards will review applications to determine alignment of the applications with their local plans and provide recommendations to the Oklahoma AEFL state staff. After all recommendations are reviewed, ODCTE will determine the final award recipients. Grants will be awarded directly to eligible and approved service providers. Under WIOA, ODCTE will fund the following activities:

- Adult Education
- Literacy
- Workplace adult education and literacy activities
- Family literacy activities
- English language acquisition activities
- Integrated English Literacy and Civics Education
- Workplace preparation activities

Every AEFL service provider will provide one or more of these local activities. AEFL service providers not providing all local activities listed may assist AEFL students in referring those students to organizations that provide those activities.

Definition of Activities:

- *Adult Education:* Academic instruction and educational services below the postsecondary level that include an individual's ability to:
    - Read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its equivalent.
    - Transition to post-secondary education and training; and
    - Obtain employment
- *Literacy:* The ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family, and in society.
- *Workplace Adult Education and Literacy Activities:* Adult education and literacy activities in collaboration with an employer or employee organization at a workplace or off-site location that is designed to improve the productivity of the workforce.
- *Family Literacy Activities:* Activities of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable

parents or family members to support their children's learning needs, and that integrate all the following activities:

  - Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.
  - Interactive literacy activities between parents or family members and their children.
  - Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.
  - Age-appropriate education to prepare children for success in school and life experiences.
  - No funds under this grant may be used for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except the agency may use such funds of programs, services, or activities related to family literacy. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

- *English Language Acquisition Activities:* Program of instruction designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language and that leads to
  - Attainment of a secondary school diploma or its equivalent and
  - Transition to postsecondary education and training; or
  - Employment.
- *Integrated English Literacy and Civics Education (IELCE):* Education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enable them to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.
- *Workforce Preparation Activities*: Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.
- *Integrated Education and Training (*IET): Service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the

purpose of educational and career advancement. This includes offering courses in collaboration with community colleges or technology centers that are team taught by an Adult Education basic skills teacher and a career/technical teacher.

Adult education and literacy activities, including adult education, literacy, and family literacy activities, will utilize the Oklahoma Academic Standards established by the Oklahoma State Department of Education (OSDE), which include English language arts, mathematics, science, social studies, fine arts, world languages, health, physical education, personal financial literacy, and computer science. The Oklahoma Academic Standards serve as expectations for what students should know and demonstrate by the time they complete their high school equivalency. These standards may assist the Oklahoma AEFL providers in providing the guidance and expectations necessary for a student to receive their high school equivalency.

ODCTE's goal is to improve Oklahoma's economy by providing individuals with the necessary training and skills to succeed in the workplace and to compete in a global market. To meet Oklahoma's workforce demands, ODCTE leverages business/educational partnerships to enhance career awareness and increase educational attainment for all Oklahomans. ODCTE assists those adults who are most in need of literacy services, including low-income individuals, adults with minimal literacy skills, and adults with disabilities, in improving their ability to read, write, and speak in English, compute, and solve problems at levels of proficiency necessary to function on the job, in the family, and in society.

ODCTE conducted three competitions for new grants that were awarded July 1, 2022. The next competition will begin in early 2026 for awards to be granted July 1, 2026. The grant application will address the thirteen considerations established in Title II. The competition will be open to all eligible providers of demonstrated effectiveness. The grant application will contain the criteria listed in Section 232 of the Workforce Innovation and Opportunity Act Title II, Adult Education and Family Literacy. Applications will be reviewed by ODCTE to evaluate demonstrated effectiveness. A rubric will be developed, and evaluation criteria will include the thirteen considerations in Section 231(e) of the Workforce Innovation and Opportunity Act Title II, Adult Education and Family Literacy, as well as other components deemed necessary to review the application.

The 13 considerations are as follows:

1. Describe the degree to which your organization would be responsive to—

- Regional needs as identified in the local workforce development area plan under Section 108 of title I of WIOA.
- Serving individuals in the community who were identified in the local workforce development area plan as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners.

2. The ability of your organization to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.
3. Past effectiveness of your organization in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance

described in question 4 above, especially with respect to eligible individuals who have low levels of literacy.

4. The extent to which your organization demonstrates alignment between proposed activities and services and the strategy and goals of the local workforce development area plan (Section 108), as well as the activities and services of the one-stop partners.

5. Whether your organization's program is 1) of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and 2) uses instructional practices that include the essential components of reading instruction.

6. Whether your organization's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice.

7. Whether your organization's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.

8. Whether your organization's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.

9. Whether your organization's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means.

10. Whether your organization's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;

11. Whether your organization's activities offer flexible schedules and coordination with Federal, State, and local support services (such as childcare, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.

12. Whether your organization maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with question 4 above) and to monitor program performance; and

13. Whether the local areas in which your organization is located have a demonstrated need for additional English language acquisition programs and civics education programs.

Regarding the federal money ODCTE receives, up to 12.5 percent is allowed for leadership activities; 5 percent of the federal money is allowed for administrative activities; a minimum of 82.5 percent of the federal money must be distributed to grantees.

Allocations for correctional programs are subtracted from the money distributed to grantees (minimum of 82.5 percent) prior to allocating monies to local grantees. The total amount allocated to correctional programs may be up to 20 percent of the 82.5% of the total grant award (this may be up to 16.5% of the total award that is allowed for corrections education).

The remaining balance (after corrections) of the minimum of 82.5% is the amount to be allocated to local grantees. ODCTE staff will determine an allocation amount for each of Oklahoma's 77 counties. This allocation for each county will include the number of eligible individuals within each respective county. This will include population, eligible individuals 18-24 years of age that do not have a high school diploma or its recognized equivalent, and eligible individuals 25+ years of age that do not have a high school diploma or its recognized equivalent. A formula will be developed using these variables to determine an allocation amount for each county. Applicants will select which counties that they would like to serve. Eligible applicants will compete for the allocation of their selected counties. Multiple providers may be granted an allocation within a specific county, and the allocation will be divided between those providers within that specific county. Multiple service providers may be selected within a county based on funding requested on dollars available.

Eligible applicants will determine a budget for providing services in the counties requested and ODCTE will evaluate these budgets. Budgets should reflect counties which eligible applicants plan to serve. Negotiations will occur when more than one eligible applicant is determined for a specific county. Awards may be based on multiple factors including reasonableness of the budget relative to the service area, quality of the application, past performance including Measurable Skill Gain attainment relative to the state performance target, expected number of individuals to be served, workforce board recommendations, previous year allocation, past expenditures, and results from the pre-award risk assessment.

After the two-year period, allocation amounts for each service provider will be determined using a formula that accounts for the eligible individuals in an AEFL service area, performance of the service provider, and provider need.

The following factors may be utilized to calculate the allocation after the two-year hold steady period:

- Provider need
- Total number of fundable students each program served in the hold steady period of up to two years. Fundable students are defined as meeting the following criteria:
    - Educational funding level to be tracked for educational gain during 12 or more attendance hours.

    - A pre-assessment score for the fiscal year that places them in a National Reporting System (NRS).
    - A per fundable student dollar amount.
- Program performance by each program two years prior to the allocation year. Program performance may be based on the following criteria:
    - Meeting or exceeding the state's NRS educational functioning level target goal percentage.
    - Meeting or exceeding the state's target goal percentage in each NRS Core performance area (Obtaining a high school equivalency diploma, entering postsecondary education/training, entering employment, retaining employment).
    - Enrollment/attendance data.
    - Meeting or exceeding the state's target percentage of 60 percent for students receiving a pre- and post-assessment score within the fiscal year.

Service providers not meeting negotiated performance levels may see a reduction in their allocation for the following year(s). Those service providers meeting or exceeding their performance levels may be eligible for an increase in their allocation in their funding for the following year(s) from the pool of funds not allocated to those providers not meeting performance levels. Performance funding will be based on up to two years of performance data. ODCTE may limit the carryover of an AEFL service provider. The carryover limit may not exceed 25% of their projected allocation for the upcoming year. The overage will then be redistributed to other service providers.

C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund eligible providers to establish or operate programs that provide any of the following correctional educational programs identified in section 225 of WIOA:

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit;
- Integrated education and training;
- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and
- Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional

institution within 5 years of participation in the program.

All Adult Education and Family Literacy activities under WIOA are authorized by the Oklahoma Department of Career and Technology Education (ODCTE). As the pass-through agency for the Adult Education Family Literacy Act (AEFLA) grant, ODCTE administers and monitors federal and state adult education and literacy funds to local providers and provides program development and training activities to assure quality basic skills services for all students across the state. Grant awards will be competitive and adhere to direct and equitable provisions to award funds under WIOA sections 225 (Corrections), Section 231 (Adult Education and Family Literacy), and Section 243 (Integrated Education and Training). The state has developed a comprehensive application for all three sections 225, 231, and 243 that addresses all WIOA requirements and considerations. As part of the application process, programs must submit the last two years of the organization's outcome data. After the application deadline, applications that demonstrate effectiveness, as per Federal Code of Regulations §463.24 will then be reviewed by a panel using a developed rubric, and a pre-award risk assessment will be conducted. Evaluation criteria will include the thirteen considerations in Section 231(e) of the Workforce Innovation and Opportunity Act Title II, Adult Education and Family Literacy, as well as other components deemed necessary to review the application Local workforce development area boards will review applications to determine alignment of the applications with their local plans and provide recommendations to the Oklahoma AEFL state staff. After all recommendations are reviewed, ODCTE will determine the final award recipients. Grants will be awarded directly to eligible and approved service providers.

Oklahoma may fund academic programs for adult education and literacy activities; special education, as determined by the eligible agency; secondary school credit; integrated education and training; career pathways; concurrent enrollment; peer tutoring; or transition to re-entry initiatives and other post release services with the goal of reducing recidivism. Adult education and literacy classes will be provided in correctional facilities. Each individual, whom is entering into the corrections system, will be assessed, and if deemed eligible for release within five years, will receive priority for adult education services. Instructional strategies for this population will include:

- Academic programs that teach basic skills in reading, writing, and math.
- Adult secondary programs that lead to a high school equivalency or its equivalent credential.
- Workplace education programs that teach job-specific basic skills related to the offenders' job assignments in the correctional facilities.
- Instruction in job readiness
- Life skills and self-esteem
- English literacy - Since it is recognized that many offenders may have a learning disability, students may be screened for learning disabilities using inventories or other screening instruments, if it is deemed appropriate by the instructor.
- Integrated education and training programs

Other institutionalized adults may include those in mental health institutions, juvenile detention centers, diversion programs, and drug abuse and treatment centers. Strategies for these adults will include teaching basic skills and literacy in the contexts of real-life situations, such as life

skills, self-esteem, employment, and citizenship.

ODCTE has partnered with the Oklahoma Department of Corrections and has established sixteen Skills Centers within correctional facilities that provide career and technical training opportunities to incarcerated individuals. This allows funding to be provided which may support adult education and literacy activities, integrated education and training, career pathways, concurrent enrollment, and transition to re-entry initiatives and other post release services with the goal of reducing recidivism. ODCTE will provide funds to correctional institutions and institutions that wish to provide services to criminal offenders and juveniles in detention centers, as well as individuals participating in diversion programs. ODCTE provides state funds that are used to fund the CareerTech training programs in the Skills Centers within these correctional facilities; however, federal AEFL funds are used to support the Adult Education & Family Literacy activities in state correctional institutions.

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

Regarding the federal money ODCTE receives, up to 12.5% is allowed for leadership activities; five percent of the federal money is allowed for administrative activities; a minimum of 82.5% of the federal money must be distributed to grantees.

Allocations for correctional programs are subtracted from the money distributed to grantees (minimum of 82.5%) prior to allocating monies to local grantees. The total amount allocated to correctional programs may be up to 20% of the 82.5% of the total grant award. The Corrections funding process will be conducted separately, and additional consideration may be given to how the applicant plans to integrate correctional programming.

ODCTE will conduct an open competition for new grants to be awarded July 1, 2026. The grant application will address the thirteen considerations established in Title II. The competition will be open to all eligible providers of demonstrated effectiveness. The grant application will contain the local application criteria listed in Section 232 of the Workforce Innovation and Opportunity Act Title II, Adult Education and Literacy as well as other criteria. Each applicant will fill out the same application. This will ensure direct and equitable access to all eligible providers. Applications will be reviewed by a review panel selected by ODCTE. A rubric has been developed, and evaluation criteria does include the 13 considerations in Section 231(e) of the Workforce Innovation and Opportunity Act, Title II Adult Education and Literacy as well as other components deemed necessary to review the application.

Awards may be based on multiple factors including reasonableness of the budget relative to the service area, quality of the eligible applicant's past performance; including Measurable Skill Gains attainment relative to the state performance target, expected number of individuals to be served, workforce board recommendations, previous year allocation, past expenditures, and results from the pre-award risk assessment. The amount received by eligible recipients will be held steady for two years.

After the two-year period, allocation amounts for each service provider will be determined using a formula that accounts for the eligible individuals in an AEFL service area and performance of the service provider.

The following factors may be utilized to calculate the allocation after the two-year hold steady period:

- Total number of fundable students each program served in the hold steady period of up to two years. Fundable students are defined as meeting the following criteria:
    - Educational funding level to be tracked for educational gain during 12 or more attendance hours.
    - A pre-assessment score for the fiscal year that places them in a National Reporting System (NRS) the fiscal year.
- Program performance by each program two years prior to the allocation year. Program performance may be based on:
    - Meeting or exceeding the state's NRS educational functioning level target goal percentage.
    - Meeting or exceeding the state's target goal percentage in each NRS Core performance area (Obtaining a high school equivalency diploma, entering postsecondary education/training, entering employment, retaining employment).
    - Meeting or exceeding the state's target percentage of 60% for students receiving a pre- and post-assessment score within the fiscal year.
    - Enrollment/attendance data
    - Program and workforce need

Performance funding will be based on up to two years of performance data. ODCTE may limit the carryover of an AEFL service provider. The carryover limit may not exceed 25% of their projected allocation for the upcoming year. The overage will then be redistributed to other service providers. Funding method and considerations for Corrections will ensure equitable access and consideration for all eligible providers.

D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund eligible providers to establish or operate Integrated English Literacy and Civics Education (IELCE) programs under section 243

of WIOA. Describe how adult English language learners, including professionals with degrees and credentials in their native countries, are served in IELCE programs.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be offered in combination with integrated education and training activities found in 34 CFR section 463.36.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate with the local workforce development system and its functions to carry out the activities of the program.

All Adult Education and Family Literacy activities under WIOA are authorized by the Oklahoma Department of Career and Technology Education (ODCTE). As the pass-through agency for the Adult Education Family Literacy Act (AEFLA) grant, ODCTE administers and monitors federal and state adult education and literacy funds to local providers and provides program development and training activities to assure quality basic skills services for all students across the state. Grant awards will be competitive and adhere to direct and equitable provisions to award funds under WIOA sections 225 (Corrections), Section 231 (Adult Education and Family Literacy), and Section 243 (Integrated Education and Training). The state has developed a comprehensive application for all three sections 225, 231, and 243 that addresses all WIOA requirements and considerations. As part of the application process, programs must submit the last two years of the organization's outcome data. After the application deadline, applications that demonstrate effectiveness, as per Federal Code of Regulations §463.24 will then be reviewed by a panel using a developed rubric, and a pre-award risk assessment will be conducted. Evaluation criteria will include the thirteen considerations in Section 231(e) of the Workforce Innovation and Opportunity Act Title II, Adult Education and Family Literacy, as well as other components deemed necessary to review the application Local workforce development area boards will review applications to determine alignment of the applications with their local plans and provide recommendations to the Oklahoma AEFL state staff. After all recommendations are reviewed, ODCTE will determine the final award recipients. Grants will be awarded directly to eligible and approved service providers.

Integrated English Literacy and Civics (IELCE) provides education services to English language learners who are adults, including professionals with degrees and credentials in their native countries that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training. Each IELCE participant must have the option of participating in an IET. The funds provided under section 243 of the Act must be used in combination with integrated education and training. Eligible providers receiving funds through

the Integrated English Literacy and Civics Education program must provide services that are designed to:

1. Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and

2. Integrate with the local workforce development system and its functions to carry out the activities of the program. §463.73. This integration includes, but is not limited to: attending workforce meetings, student referrals, and aligning services with other WIOA partners.

• The IELCE program must provide education services to English language learners who are adults, including professionals with degrees and credentials in their native countries.

• The IELCE program must include instruction in literacy and English language acquisition.

• The IELCE program must include instruction on the rights and responsibilities of citizenship and civic participation as described under §463.33

• IELCE in Combination with IET - §463.74 specifies that an eligible provider that receives funds through the IELCE program may meet the requirement to use funds for integrated English literacy and civics education in combination with integrated education and training activities by:

1. Co-enrolling participants in integrated education and training as described in subpart D that is provided within the local or regional workforce development area from sources other than section 243; or

2. Using funds provided under section 243 to support integrated education and training activities as cited in subpart D.

• IET has three components (§463.36) and requirements to ensure they are integrated (§463.37), which goes beyond literacy and job training at the same time. They must have a single set of learning objectives, be provided concurrently and contextually, and address the other requirements in the regulations, including that it be part of a career pathway (§463.38).

ODCTE conducted an open competition for new grants awarded on July 1, 2022. A new grant competition will take place and be awarded on July 1, 2026. The competition will be open to all eligible applicants that demonstrate effectiveness. The grant application will address the 13 Considerations established in Title II and contain the local application criteria listed in Section 223(e) of the Workforce Innovation and Opportunity Act, Title II Adult Education and Literacy. Each applicant will fill out the same application to ensure direct and equitable access to all eligible applicants. Grant applications will be reviewed by a committee of the local workforce development boards, ODCTE staff, and other individuals with competent knowledge of Adult Education & Family Literacy. A rubric has been developed and evaluation criteria will include the 13 Considerations in Section 223(e) of the Workforce Innovation and Opportunity Act, Title II Adult Education and Literacy, as well as other components deemed necessary to review the application.

ODCTE staff will determine an allocation amount for each of Oklahoma's 77 counties. This allocation will include the number of eligible individuals within the county. Funds will be allocated using a model that references adult ELL demographics and immigration patterns for the state. Applicants requesting funds through the RFP will include a budget and narrative

describing the plans for funds; the ELL population enrolled for the previous fiscal year; and actual or anticipated ELL population growth based on data. Applicants will select which counties that they would like to serve. Eligible providers will compete for the allocation of their selected counties. Multiple providers may be granted an allocation within a specific county and the allocation will be divided between those providers within that specific county. Multiple service providers may be selected within a county based on funding requested on dollars available.

Awards may be based on multiple factors including the reasonableness of the budget relative to the service area, quality of the eligible provider application, past performance including Measurable Skill Gains attainment relative to the state performance target, expected number of individuals to be served, workforce development area board recommendations, previous year allocation, past expenditures, and results from the pre-award risk assessment. The state will provide technical assistance to Section 243 funded programs to ensure compliance and monitor performance. If it is deemed that a funded program is underperforming after technical assistance has been provided, ODCTE may suspend Section 243 funding and find alternatives to ensure services. The amount received by eligible recipients will be held steady for two years.

After the two-year period, allocation amounts for each service provider will be determined using a formula that accounts for the eligible individuals in a county and the performance of the service provider. Service providers not meeting negotiated performance levels may see a reduction in their allocation for the following year(s). Those service providers meeting or exceeding their performance levels may be eligible for an increase in their allocation in their funding for the following year(s) from the pool of funds not allocated to those providers not meeting performance levels. Performance funding will be based on up to two years of performance data. ODCTE carryover limit may not exceed 25% of their projected allocation for the upcoming year. The overage will then be redistributed to other service providers.

ODCTE will fund IELCE in conjunction with integrated education and training activities. Funds for IELCE will be used for the cost of educational services provided to English language learners who are adults, including paraprofessionals with degrees or credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as citizens in the United States. Funds will include the planning and deployment of contextualized instruction in literacy, English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation. Funds will be used to prepare adults who are English language learners for and place such adults in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency. Funds will be used for occupationally relevant instructional materials and for occupational license testing. Funds will be used to help prepare individuals for employment placement upon completion of the program.

Describe how adult English language learners, including professionals with degrees and credentials in their native countries, are served in IELCE programs.

ODCTE conducted an open competition for new grants awarded on July 1, 2022. A new grant competition will take place and be awarded on July 1, 2026. The grant application will address the thirteen considerations established in Title II. The competition will be open to all eligible providers. The grant application will contain the local application criteria listed in Section 223(e) of the Workforce Innovation and Opportunity Act, Title II Adult Education and Family Literacy. Applications will be reviewed by the local workforce development boards, ODCTE staff, and individuals with relevant knowledge of Adult Education and Family Literacy activities. A rubric has been developed and the evaluation criteria that includes the 13 Considerations in Section 223(e) of the Workforce Innovation and Opportunity Act, Title II Adult Education and Family Literacy, as well as other components deemed necessary to review the application. Each applicant will fill out the same application. This will ensure direct and equitable access to all eligible providers.

Describe how the Integrated English Literacy and Civics Education program under Section 243(a) of WIOA will be designed to prepare adults who are English language learners for and place such adults in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

Eligible providers will deliver IELCE activities in combination with IET activities. These two pieces work together to prepare English language learners for unsubsidized employment. Funded programs must meet with local Title I partners to identify and select appropriate in-demand industries. Funded programs will develop appropriate contextualized curriculum that incorporates high quality English language activities, workforce preparation activities such as job searching, resume writing, mock interviews, on-the-job behavior, job promotion tips, self-advocacy, the rights, and responsibilities of a worker, and how to understand pay and benefits. Funded programs will work with a post-secondary or technical school to provide the training portion of the program. During this training, students will learn the skills needed to be successful in their new occupations. Program staff and Title I staff will assist students in job searching and the transition to employment.

Describe how the Integrated English Literacy and Civics Education program under Section 243(a) of WIOA will be designed to integrate with the local workforce development system and its functions to carry out the activities of the program.

Eligible providers will develop partnerships with business, industry, and the local workforce development boards to provide adult education and literacy activities. These collaborations will provide workforce preparation activities and workforce training in collaboration with employers designed to improve the productivity of the workforce, as well as educational and career advancement for the eligible individual. Eligible providers will coordinate with local workforce partners to identify in-demand industries and occupations, create appropriate education and training, and place them in unsubsidized employment in those identified occupations.

Eligible providers will encourage IELCE participants to co-enroll with local workforce development system partners. Co-enrollment will allow all WIOA partners to provide the unique services without duplication. This will permit the participant to have improved access to activities leading to recognized post-secondary credentials, including industry-recognized certificates, and portable, stackable credentials. Ultimately, co-enrollment increases the opportunities for a worker's pathway to career advancement.

Title I staff will provide workforce preparation activities throughout the duration of the program and coaching to students as they begin to transition out of the IELCE program into unsubsidized employment. These touch points will give students additional mentors and helpers to use as supports throughout their journey in the program and during their initial phase as a new worker.

E. STATE LEADERSHIP

1. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT THE REQUIRED STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA

Oklahoma will provide state administration funds annually for each AEFL provider to participate in high quality professional development related to adult education and literacy activities. ODCTE may specify criteria for professional development based upon program needs and state performance measures. Each program will receive a professional development allocation.

Alignment with one-stop partners and core programs: Oklahoma's adult education providers enter into a memorandum of understanding with the one-stop center(s) in their local workforce development area. In addition to fulfilling the terms outlined in each specific MOU, representatives from local adult education providers regularly attend Local Workforce Development Board (LWDB) meetings and establish strategic partnerships with LWDBs and other core WIOA partners to support adult education students. One-stop providers refer individuals in need of adult education services to the adult education provider. In some areas of the state, adult education providers may offer classes at their local one-stop center.

1. *Provision of technical assistance to funded eligible providers as described in Section 223(1)(c).*

- Assistance in the use of technology, including for staff training to eligible providers especially the use of technology to improve data collection efficiencies
- Pre/post-assessment and student performance data collection
- Utilizing LiteracyPro's Information Management System, LACES
- Assessment of adult learners using the Tests of Adult Basic Education (TABE)
- Strategies and screening for adults with learning disabilities
- Implementing family literacy programs
- Development and distribution of instructional practices based on the most current and valid research available

- Student retention
- Budget and claims
- Student records
- Providing guidance to eligible providers as they fulfill their role as one-stop partners in providing access to employment, education, and training services
- Data management
- Implementing work-based education programs
- Coordination with the local One-Stop Centers
- Integrating adult education and literacy activities with job training programs
- Promoting linkages with employers
- Other areas, as needed

2. *Monitoring and evaluation of the quality and improvement of adult education activities as described in Section 223 (1)(d).*

According to state policy, ODCTE will monitor the adult education and literacy activities through on-site, virtual or hybrid visits throughout the program year. Monitoring activities will ensure that valid and reliable student performance data is being collected and reported. It will also ensure that instructional programs are being carried out in accordance with the approved applications. Regular fiscal reviews for all funded programs will be conducted. ODCTE will follow its risk assessment policy and monitoring policy. Monitoring visits will be conducted to check student records and other data, support for the AEFL program by the organization, staff development, instruction and curriculum, testing, and other areas. Feedback will be used to improve future professional development activities, as well as assist ODCTE in determining future professional development topics. Based upon monitoring findings, ODCTE will provide ongoing technical assistance.

Describe how the State will use the funds to carry out permissible State Leadership Activities under Section 223 of WIOA, if applicable.

Permissible activities of statewide significance which promote the purpose of the Adult Education and Family Literacy Act may also be supported as part of the state leadership activities. These may include such activities as statewide outreach to instructors, students, and employers; activities to promote high school equivalency credentials; support for screening adults with learning disabilities; and activities to promote workforce adult education and literacy activities, including the development and implementation of IETs. ODCTE may assist in the development and implementation of a system to provide transition from adult education to post-secondary education, including linkages between AEFL programs and career and technology education programs. Additional activities may include partnerships between statewide literacy coalitions and ODCTE, such as conferences, adult education teacher associations, and outreach.

ODCTE staff will meet regularly with eligible providers to determine technical assistance needs. ODCTE utilizes a tiered system of support to determine technical assistance needs for data management. Technical assistance will be provided to eligible providers and may include:

- Assistance in the use of technology, including for staff training to eligible providers especially the use of technology to improve data collection efficiencies
- Pre/post-assessment and student performance data collection
- Utilizing LiteracyPro's Information Management System, LACES
- Assessment of adult learners using the Tests of Adult Basic Education (TABE)
- Strategies and screening for adults with learning disabilities
- Implementing family literacy programs
- Development and distribution of instructional practices based on the most current and valid research available
- Student retention
- Budget and claims
- Student records
- Providing guidance to eligible providers as they fulfill their role as one-stop partners in providing access to employment, education, and training services
- Data management
- Implementing work-based education programs
- Coordination with the local One-Stop Centers
- Integrating adult education and literacy activities with job training programs
- Promoting linkages with employers
- Other areas, as needed

2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE

Permissible activities of statewide significance which promote the purpose of the Adult Education and Family Literacy Act may also be supported as part of the state leadership activities. These may include such activities as statewide outreach to instructors, students, and employers; activities to promote high school equivalency credentials; support for screening adults with learning disabilities; and activities to promote workforce adult education and literacy activities, including the development and implementation of IETs. ODCTE may assist in the development and implementation of a system to provide transition from adult education to post-secondary education, including linkages between AEFL programs and career and technology education programs. Additional activities may include partnerships between statewide literacy coalitions and ODCTE, such as conferences, adult education teacher associations, and outreach.

F. ASSESSING QUALITY

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II. Describe how the eligible agency will take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA. Describe how the eligible agency will use evaluations, data analysis, program monitoring, or other methods to improve the quality of adult education activities in the State.

ODCTE will evaluate annually the effectiveness of adult education and literacy programs. The annual evaluation is designed to measure the ability of local programs to meet or exceed the established performance levels based on the federal and state indicators of performance, as well as their ability to reach high standards. Annual evaluation activities will include the following:

1. Performance results achieved on each of the federal and state indicators of performance will be compiled and compared to ODCTE's performance levels negotiated with the United States Department of Education. Progress towards meeting the levels of performance will be tracked through the LiteracyPro management information system, which evaluates and provides data analysis for Oklahoma's adult education and literacy programs for improved data quality and collection. LiteracyPro allows local programs to collect, compile, and report student identification and demographic information, contact hours, placement level at program entry, learning goals, pre- and post- testing information, student progress and follow-up, and other needed information to help improve program quality. ODCTE will build on the National Reporting System (NRS) to identify strategies that local providers can use to obtain follow-up information on students who leave the program and obtain employment, retain employment, or job advancement, enter post-secondary education or job training programs, and/or attain a high school equivalency. These strategies may include sampling techniques which conform to ODCTE's specifications as identified in the annual performance report and approved by the Office of Management and Budget. The data specialist uses frequently asked questions to determine professional development needs of local programs.
2. ODCTE will follow its risk assessment and monitoring policy. On-site, virtual, or hybrid monitoring will be completed for all programs within a four-year grant cycle. The on-site evaluations will be conducted by a review team consisting of state adult education and literacy staff members, local adult education professionals and/or Title I partner, if appropriate. Monitoring visits will be conducted to check for federal and state compliance, use of funds, student records, program facilities, organizational program support, professional development, instruction, curriculum, testing, assessment, and other areas deemed necessary by ODCTE. Monitoring may also include classroom visits and data spot-checks to ensure quality performance is being met by programs. State staff may conduct interviews, surveys, and review documentation, which supports program performance, quality, and the criteria for funding. Based on the findings of the on-site monitoring, a final monitoring report detailing program strengths, areas of non-compliance, and recommendations for improvement will be completed for each program reviewed.
3. ODCTE will perform data reviews of all local adult education and literacy programs throughout the fiscal year. Based on any potential non-compliant findings of the data review, on-site reviews may be conducted to determine on-going technical assistance.
4. Fiscal reviews for funded programs may be conducted for compliance with state and federal regulations, policies, and guidelines.

5. An annual needs assessment and the programs professional development plan will assist in determining professional development needs. Research-based professional development will be provided. ODCTE Adult Education & Family Literacy division will evaluate the professional development through surveys and performance indicators.

6. Oklahoma will provide state administration funds annually for each AEFL provider to participate in high quality professional development related to adult education and literacy activities. ODCTE may specify criteria for professional development based upon program needs and state performance measures. Each program will receive a professional development allocation. The state will also provide professional development utilizing conference calls, regional meetings, webinars, virtual meetings, and other means. ODCTE will offer adult education professional development workshops to improve the quality of instructional programs for adult learners. Adult education instructional personnel and program administrators will be required to complete a minimum of 15 hours of professional development hours per program year. Professional development topics to be covered may include areas suggested by the AEFL service providers, as well as areas necessary for the advancement of adult education in Oklahoma. Some areas of professional development include:

- Best practices in instruction
- Classroom management
- Supporting adults with learning disabilities and other learning differences
- Developing and implementing work-based education programs
- Student retention
- Blended learning
- Interactive pedagogy

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS

States must provide written and signed certifications that:

The State Plan must include	Include
1. The plan is submitted by the State agency that is eligible to submit the plan;	Yes
2. The State agency has authority under State law to perform the functions of the State under the program;	Yes
3. The State legally may carry out each provision of the plan;	Yes
4. All provisions of the plan are consistent with State law;	Yes
5. A State officer, specified by title in the certification, has authority under State law to	Yes

The State Plan must include	Include
receive, hold, and disburse Federal funds made available under the plan;	
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;	Yes
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan; and	Yes
8. The plan is the basis for State operation and administration of the program;	Yes

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding the supplement-not-supplant requirement);	Yes
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;	Yes
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA;	Yes
4. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.	Yes
5. The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301	Yes

The State Plan must include	Include
through 8303 of the Buy American Act (41 U.S.C. 8301-8303).	

AUTHORIZING OR CERTIFYING REPRESENTATIVE

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Please download and sign the forms below. Please scan and return the forms to wioa@ed.gov at the same time you submit your State Plan via the portal.

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

APPLICANT'S ORGANIZATION	**Enter information in this column**
Organization	Oklahoma Career and Technolgy Education
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	**Enter information in this column**
First Name	Brent
Last Name	Haken
Title	Oklahoma State Director of Career and Technology
Email	Brent.haken@careertech.ok.gov

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

OMB Control Number 1894-0005 Expiration 02/28/2026

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.

GEPA Section 427 Form Instructions for State Applicants

State applicants must respond to the following four questions:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

• Applicants identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.

• Applicants use the associated text box to respond to each question. However, applicants might have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) in their State Plans that includes the information responsive to that question on this form or may restate that information on this form.

• Applicants are not required to have mission statements or policies that align with equity to apply.

• Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.

• Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.

GEPA Section 427 Instructions to State Applicants for their Subrecipient Applicants

The State grantee provides a subrecipient applicant seeking Federal assistance instructions and guidance for how it must comply with the GEPA Section 427 requirement. The State grantee determines the form and content of the information a subrecipient applicant must include in its application regarding the steps it proposes to take to ensure equitable access to, and equitable participation in, its local-level project or activity. For example:

• The State grantee may require its subrecipient applicant to use and submit the GEPA Section 427 form that it is required to submit to the Department; or

• The State grantee may use a State-developed form that is sufficient to meet the GEPA Section 427 requirement.

• The State grantee maintains the subrecipient applicants' responses in the State office.

Please refer to GEPA 427 - Form Instructions for AEFLA Application Package

1. DESCRIBE HOW YOUR ENTITY'S EXISTING MISSION, POLICIES, OR COMMITMENTS ENSURE EQUITABLE ACCESS TO, AND EQUITABLE PARTICIPATION IN, THE PROPOSED PROJECT OR ACTIVITY.

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.*

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The first of four questions is:

Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

ODCTE's mission is to ensure that Oklahomans have the opportunity to be fully participating workers, parents and citizens in our state. Adult education and literacy is an investment in our people.

The ODCTE will ensure that barriers are prevented from occurring which may impede equitable access or participation for gender, race, national origin, color, disability, or age. The ODCTE regularly provides technical assistance and guidance to local providers when potential barriers present themselves. For example the ODCTE has worked with the Department of Rehabilitative Services to ensure that individuals who are hearing impaired have equitable access to instruction, which includes local providers utilizing sign language interpreters for those eligible individuals requesting this resource. As these barriers present themselves, the ODCTE works with other WIOA core and required partners, as well as other parties, in determining measures that remove and eliminate barriers based on gender, race, national origin, color, disability, or age. Another stakeholder that ODCTE has worked with is Oklahoma ABLE TECH. This organization provides individuals with the assistive technology devices and services through a short-term loan system, digital accessibility training, and financial services for clients with disabilities.

ODCTE also ensures that all state and local program staff have the right to work in a positive environment which is free from discrimination based on race, color, religion, sex, national origin, age, protected disability, veteran status or any other characteristic protected under applicable federal, state or local law. ODCTE staff and local partners and providers also comply with all applicable federal and state laws, rules and regulations, including the Americans with Disabilities Act.

2. BASED ON YOUR PROPOSED PROJECT OR ACTIVITY, WHAT BARRIERS MAY IMPEDE EQUITABLE ACCESS AND PARTICIPATION OF STUDENTS, EDUCATORS, OR OTHER BENEFICIARIES?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.*

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The second of four questions is:

Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or care-giving status.

3. BASED ON THE BARRIERS IDENTIFIED, WHAT STEPS WILL YOU TAKE TO ADDRESS SUCH BARRIERS TO EQUITABLE ACCESS AND PARTICIPATION IN THE PROPOSED PROJECT OR ACTIVITY?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.*

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The third of four questions is:

Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

Based on the barriers that have been identified, Adult Education and Family Literacy (AEFL) enrollment policies and procedures will be in place to provide equitable access and participation for all Oklahomans. A student will not be denied participation in a AEFL program based on any barrier that is identified. Programs may seek support services to assist in providing access to programs. Support systems may include adaptations or modifications for those with disabilities, transportation, childcare, and housing benefits. Enrollment forms include information to be provided by participant on gender, race, ethnicity, national origin, and disability. This information is requested for data purposes only, and a student will not be denied access to program participation for not disclosing this information.

4. WHAT IS YOUR TIMELINE, INCLUDING TARGETED MILESTONES, FOR ADDRESSING THESE IDENTIFIED BARRIERS?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.*

State applicants must respond to four questions.

The final of four questions is:

What is your timeline, including targeted milestones, for addressing these identified barriers?

Annual director's meetings will address enrollment policies and procedures prior to the start of a new academic year. Quarterly technical assistance is provided to local programs to address barriers. Program monitoring occurs once per grant cycle. All applicants for new awards must include information in their application to address the new provisions of Section 427 of GEPA, in order to receive funding from ODCTE.

ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter	37.0%	37.0%	38.0%	38.0%

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
After Exit)				
Employment (Fourth Quarter After Exit)	39.0%	39.0%	40.0%	40.0%
Median Earnings (Second Quarter After Exit)	$4,200	$5,200	$4,300	$5,250
Credential Attainment Rate	28.0%	28.0%	30.0%	30.0%
Measurable Skill Gains	42.0%	43.2%	42.0%	43.5%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

PROGRAM-SPECIFIC REQUIREMENTS FOR STATE VOCATIONAL REHABILITATION (COMBINED OR GENERAL)

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan must include the following descriptions and estimates, as required by sections 101(a) and 606 of the Rehabilitation Act of 1973, as amended by title IV of WIOA.

A. STATE REHABILITATION COUNCIL.

1. ALL VR AGENCIES, EXCEPT FOR THOSE THAT HAVE AN INDEPENDENT CONSUMER-CONTROLLED COMMISSION, MUST HAVE A STATE REHABILITATION COUNCIL (COUNCIL OR SRC) THAT MEETS THE CRITERIA IN SECTION 105 OF THE REHABILITATION ACT. THE DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPLICABLE, HAS:

Select A or B:

(A) is an independent State commission

(B) has established a State Rehabilitation Council

(B) has established a State Rehabilitation Council

2. IN ACCORDANCE WITH ASSURANCE (A)(1)(B), IF SELECTED, PLEASE PROVIDE INFORMATION ON THE CURRENT COMPOSITION OF THE COUNCIL BY REPRESENTATIVE TYPE, INCLUDING THE TERM NUMBER OF THE REPRESENTATIVE, AS APPLICABLE, AND ANY VACANCIES, AS WELL AS THE BEGINNING DATES OF EACH REPRESENTATIVE'S TERM.

Select 'Edit' to edit the narrative.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Council Representative	Current Term Number/Vacant	Beginning Date of Term Mo./Yr.
Statewide Independent Living Council (SILC)	1	9/2023
Parent Training and Information Center	1	10/2023
Client Assistance Program	2	10/2023
Qualified Vocational Rehabilitation (VR) Counselor (Ex Officio if Employed by the VR Agency)	1	10/2023
Community Rehabilitation Program Service Provider	1	10/2023
Business, Industry, and Labor	2	10/2023
Business, Industry, and Labor	2	10/2023
Business, Industry, and Labor	1	10/2023
Business, Industry, and Labor	1	2/2024
Disability Advocacy Groups	2	9/2022
Current or Former Applicants for, or Recipients of, VR services	1	9/2022
Section 121 Project Directors in the State (as applicable)	1	11/2023
State Educational Agency Responsible for Students with Disabilities Eligible to Receive Services under Part B of the Individuals with Disabilities Education Act (IDEA)	2	10/2023
State Workforce Development Board	Vacant	
VR Agency Director (Ex Officio)	2	No Term Limit
Disability Advocacy Group	1	2/2024
Disability Advocacy Group	1	11/2023

3. IF THE SRC IS NOT MEETING THE COMPOSITION REQUIREMENTS IN SECTION 105(B) OF THE REHABILITATION ACT AND/OR IS NOT MEETING QUARTERLY AS REQUIRED IN SECTION 105(F) OF THE REHABILITATION ACT, PROVIDE THE STEPS THAT THE VR AGENCY IS TAKING TO ENSURE IT MEETS THOSE REQUIREMENTS.

The Oklahoma Rehabilitation Council (ORC) works diligently and continuously to look for new members when a term expires or a member resigns. The ORC currently has only one vacancy for the State Workforce Development Board appointment. The ORC Program Manager has been in contact with the Director of Appointments about this vacancy and has been told that this vacancy will take a few more months to fill because of the reorganization the Governor is doing in the Oklahoma Governor's Council for Workforce and Economic Development (GCWED). This position is also hard to fill due to the commitment for members to serve on two councils.

The ORC meets quarterly as required and also hosts a strategic planning session yearly with the DSA.

4. IN ACCORDANCE WITH THE REQUIREMENTS IN SECTION 101(A)(21)(A)(II)(III) OF THE REHABILITATION ACT, INCLUDE A SUMMARY OF THE COUNCIL'S INPUT (INCLUDING HOW IT WAS OBTAINED) INTO THE STATE PLAN AND ANY STATE PLAN REVISIONS, INCLUDING RECOMMENDATIONS FROM THE COUNCIL'S ANNUAL REPORTS, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION AND OTHER COUNCIL REPORTS.

The Oklahoma Rehabilitation Council (ORC) was established in 1993 as mandated by the 1992 Amendments to the Rehabilitation Act. Its mission is to facilitate consumer education and empowerment, to assure services are of high quality, and lead to the employment of individuals with disabilities within the state of Oklahoma.

The ORC acknowledges and commends the efforts and flexibility of the Oklahoma Department of Rehabilitation Services (DRS) toward proactively serving its clientele during and after the COVID-19 pandemic. It is well known that the pandemic changed the way things in the workplace are done, and that could add another barrier to people with disabilities, but DRS has created a safe environment for its clients and has helped them during this transition. ORC also appreciates the collaborative efforts and communication between the Agency and the Council; we look forward to continuing a positive relationship and promoting increased and meaningful employment opportunities for individuals with disabilities. The ORC used the 2020-2022 DRS Statewide Assessment to identify the following recommendations based on its function to review, analyze, and advise the Agency regarding the performance of its responsibilities. We shared the results of the CSNA with the whole Council and had a more in-depth review with the Program and Planning Committee and the DRS Process Improvement Unit. The recommendations were developed by the P&P Committee as they received the review. The ORC Program Manager then created the final draft and sent it to the DSA.

5. PROVIDE THE VR AGENCY'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS, INCLUDING AN EXPLANATION FOR THE REJECTION OF ANY INPUT AND RECOMMENDATIONS.

List each recommendation/input followed by the VR agency response

Recommendation 1: Increase opportunities for Transition Age Youth communication and critical skills training The ORC is aware of the Agency's excellent work and expansion of its Pre-ETS services; however, this area continues to be mentioned as one that needs improvement because of its importance for the transition students' future. In order to increase these services,

the Council recommends the DRS partner with the local Community Rehabilitation Program Service Providers (CRP) to create more opportunities for students to improve their communication skills and provide guidance on possible issues, like schedule conflicts or work absences.

Response: The DSA agrees with the recommendation and is in process of exploring the opportunity to expand current partnerships with Career Technology Centers to be vendors for Pre-ETS. This is a natural feed into the schools and the opportunities for a talent pipeline with Career Techs across the state. This will create additional improvements to students within their communities to increase their knowledge of pre-employment transition services. Those will include communication skills, work-based learning opportunities, work readiness training, job exploration, counseling on post-secondary education, and self-advocacy. With the advancement of having Central Tech and Kiamichi on board at this time, we can serve 16 additional counties that our OU Pre-ETS are not able to serve due to location. We are positive that this will bring a lot of other possibilities for students with disabilities and look forward to this growth.

Recommendation 2: Training of the School staff on DRS Transition Services According to the needs assessment report, a 2022 DRS/Oklahoma State Department of Education (OSDE) – Special Education Services (SES) survey found that 47% of school staff did not know that DRS provided pre-ETS services to potentially eligible students without applying. In this case, the Council recommends the DRS Transition Unit to have a training with the school staff before the school year starts to inform them of the services available for the students and continued communication throughout the year in case there is personnel turnover.

Response: The DSA agrees with the recommendation. The Transition Coordinator, DSA Transition Teams, and the Department of Education – Special Education Services are working collaboratively to create awareness and training to teachers and administration. DRS and OSDE have had joint meetings to prepare for these trainings. OSDE includes DRS and Pre-ETS information in the newsletters every chance they can. DRS has monthly newsletters that are sent to partners and subscribers to enhance partnerships for teachers and administration about services, including Pre-ETS. The DRS team has been assisting schools with transition resource fairs across the state to encourage more involvement with DRS and other agencies and we are expanding into rural areas because of these collaborations and connections.

Recommendation 3: Services in Rural Areas The needs assessment report shows there is a need for more Supported Employment, Employment and Retention, and job placement specialists in rural areas, and certain areas also lack service providers for individuals with developmental disabilities. The ORC acknowledges the significant effort DRS puts into serving rural areas. However, this need has been mentioned several times in reports and public forums, like the Focus Groups ORC held in 2021. The Council recommends the DRS look for partnerships with CRPs close to these areas to create more options for service to these clients.

Response: The DSA agrees with the recommendation and is working with the DDS to devise a program where VR/DDS is breaking down barriers. Not only in working with mutual clients in our systems, but also providing information and training to vendors that serve each Agency. The DSA is providing trainings to vendors so they understand the differences in referrals, expectations, payment avenues and reporting to each agency. This partnership has resulted in the addition of 11 new vendors to the DSA. We continue to work on ideas and best practices to increase assistance to the rural areas, but we are at the mercy of finding vendors that have the resources to provide those services.

The SRC's partnership is vital to the DSA to expand public awareness of disability issues, disability related events and promoting the services the DSA can provide. The DSA continues to maintain a cooperative, productive and interactive relationship with the Oklahoma SRC. The DSA appreciates the Council's collaboration and partnership to continually improve relationships with consumers and bring awareness to how quality vocational rehabilitation services impact Oklahomans with disabilities, their communities and state.

B. COMPREHENSIVE STATEWIDE NEEDS ASSESSMENT (CSNA).

Section 101(a)(15), (17), and (23) of the Rehabilitation Act require VR agencies to provide an assessment of:

1. THE VR SERVICES NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, INCLUDING:

A. INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES AND THEIR NEED FOR SUPPORTED EMPLOYMENT;

The information in the following sections are from the Oklahoma Department of Rehabilitation Services 2020-2022 Statewide Needs Assessment that was completed in December 2022. We are currently in year two of the 2023-2025 CSNA. The initial planning stage is complete, two survey projects are planned for 2024 and the Power BI dashboards have been built to track internal demographics for the report. The 2023-2025 report is due for completion by December 2025.

• Those with self-care difficulties have the lowest employment rates according to the 2020 ACS data. For Priority Group 1 cases with a plan date between July 1, 2020, and June 30, 2022, and a severe functional limitation, counselors identified 1,550 cases with a severe self-care functional limitation (64%). These included 760 cases (31%) where the ability to recognize potential hazards was the impediment, 748 cases (31%) where the ability to perform activities of daily living (eat, get dressed, hygiene, health care management) was the impediment, and 1,045 (43%) where the ability to manage their own money, do banking, or balance a checkbook was the impediment.

• Overall, the largest functional limitation for Priority Group 1 cases with a plan date during SFY 2021 and 2022 was Work Skills (95%). There are a variety of impediments that coincide with the Work Skills functional limitation selection.

• The largest selected functional limitation/impediment combination was Communication where the impediment was receptive (hearing, reading, attention span, processing information). In total, 1,803 cases (74%) had this impediment to employment. • During SFY 2021 and 2022, 1,053 Priority Group 1 cases were marked as low income at IPE, making it the largest employment barrier for clients with the most significant disabilities at plan development.

• As of 8/15/22 for cases with a signed IPE open at any point during SFY22, OKDRS's leading primary disability categories were cognitive impairments (29.6% of cases) and psychosocial impairments (19.2%).

• The most authorized service category for Priority Group 1 cases during SFYs 2021 and 2022 was supported employment. There is a need for more Supported Employment, Employment and Retention, and job placement specialists in rural areas. Certain areas of the state also lack service providers for individuals with developmental disabilities.

B. INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES AND INDIVIDUALS WITH DISABILITIES WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

• The overall successful closure rate during FFY 2020 and 2021 was 37.37%. The rate varied across the different racial/ethnic groups and for those that were transition program participants. The lowest overall successful closure rate was for Black transition program participants (17.45%).

• A 2021 Annual Disability Infographic reported that nationwide, "Compared to all races, African American adults with disabilities are 20% less likely to be employed, 33% more likely to experience poverty, and 49% more likely to lack adequate housing" (Institute on Disability/UCED).

• 55.2% of Oklahomans who identify as Black and 46.8% of those who identify as Hispanic or Latino reside in Oklahoma City or Tulsa. While these areas have more services available and more job opportunities, the cost of living is higher.

• 23,862 of the 49,758 Oklahomans who identify as Native American or Alaska Native with a disability reside in Congressional District 2. The ACS data indicate there are important socio-economic, disability, and education factors that set Congressional District 2 apart from the rest of the state.

• Statewide OKDRS was serving 20.6% of the adult target population for possible service. The 5 counties where OKDRS was serving the lowest percentage of the aged 18-64 target population were McIntosh, Adair, Delaware, Sequoyah, and Wagoner (5.8% to 9.8%).

• The twelve counties with the highest percentage of the aged 18-64 population with a disability were Coal, Pushmataha, Choctaw, Greer, Haskell, Seminole, Murray, McIntosh, Love, Johnston, Pittsburg, and Cotton (26.7% to 21.7%). These counties are in eastern and southern Oklahoma.

• ACS data used in the Statewide Needs Assessment indicates that individuals with disabilities living in Congressional District 2 are more likely to have poorer outcomes than individuals living in the other Oklahoma congressional districts, including the lowest disability employment rate for those aged 16 and over (22.0%), the highest percentage living in poverty (23.6%), and the highest percentage of those aged 25 and over with less than a high school diploma (21.2%) (ACS 2020).

• COVID-19 had a significant impact on service provision and employment opportunities, especially during the initial lockdown period. Procedures were amended to continue to serve clients, and online training and meetings have become a normal part of the work experience. Telework has become more widely accepted, which can help those with transportation issues who are seeking employment.

• Transportation issues including routes, schedules, accessibility and cost continue to be an employment barrier across the state.

• The increasing cost of housing makes it very difficult for a person receiving SSI only to afford rent in Oklahoma, particularly in the Oklahoma City area (TAC 2022).

C. INDIVIDUALS WITH DISABILITIES SERVED THROUGH OTHER COMPONENTS OF THE WORKFORCE DEVELOPMENT SYSTEM; AND

• For Program Year (PY) 2021, 9.0% of OKDRS clients were co-enrolled with a Title 1 and/or Title III program through Workforce (Program Year 2021 WIOA Annual Report).

• OKDRS continues to work with Oklahoma Works on the five-star accessibility rubric. In partnership with OKDRS, OK ABLE Tech and OOWD, the Access for All group restructured the Access for All certification into an expanded five level (stars) framework by combining Physical, ICT, Customer Service, Training, and Outreach and individuals into the new rating system. The rating system is intended to encourage and promote continuous improvement with defined measurable steps toward creating more accessible physical, technological and programmatic environments.

• Training and education remain essential needs for individuals with disabilities, including degrees and certificates that meet the requirements of job openings that are available in the state as well as training in soft skills, critical thinking skills, and interview skills to help younger clients and transition students obtain and keep employment.

D. YOUTH WITH DISABILITIES, INCLUDING STUDENTS WITH DISABILITIES AND THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES. INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER IDEA.

As of May 2022, there were 29,967 students between the ages of 15 and 21 on an IEP in public school districts in Oklahoma. Statewide, as of August 25, 2022, OKDRS was serving 1,452 students as clients through age 21 with open secondary education goals. During SFY22, OKDRS also provided pre-ETS to an additional 2,546 potentially eligible students. In total, it is estimated that OKDRS is providing some type of service to approximately 13.3% of public school students.

•• As of September 10, 2022, OKDRS had contracts with 302 of the 435 public school districts with high schools in Oklahoma (69.4%). In addition, OKDRS had contracts with six career technology centers.

• There is a lack of understanding by families of students with disabilities regarding the steps to take when the student is about to graduate or turn 18. Schools are making referrals to VR, but many families do not follow up and have their students complete an application. Cooperation is essential. OKDRS needs schools to help bridge the gap between counselors and parents.

• There is a continuing need for communication skills and critical thinking skills training for youth.

• Turnover in both OKDRS counselor positions and special education positions at schools can result in referrals and continuations getting lost.

• A 2022 OKDRS/SDE-SES survey found that 47% of school staff did not know that DRS provides pre-ETS services to potentially eligible students without applying.

• 52% of survey respondents reported pre-ETS are available to their students with 67% reporting they are satisfied with the activities being delivered and 28% are somewhat satisfied; 93% believe their students have benefitted from pre-ETS activities.

• 74.6% of school staff survey respondents selected workplace readiness as a most needed transition learning area (largest response option selected).

• When school staff were asked what administrative barriers they might be facing (if any), the most selected response option was “Not enough special education staff” by 58.6% of respondents. The second most selected option was “Staff time limitations” by 46.9% of respondents.

• A lack of a support network and a lack of self-motivation were the most selected barriers that school staff believe students face in achieving their post-secondary goals

The DRS Transition program assists transition aged youth who have physical, visual and/or mental disabilities with finding employment in their community. DRS’ Transition program helps eligible high school students with disabilities transition from high school to post-secondary education opportunities and career development. The DSA supports students with disabilities with statewide efforts to enhance transition activities and services to increase successful employment outcomes. The DSA provides services to students and youth including Pre-Ets with the following:

- School Work Study (SWS) and Work Adjustment Training (WAT) opportunities for schools statewide. As of February 8th, the DSA has 312 SWS contracts for FY24 and 14 WAT contracts.
- Science Technology Engineering Mathematics – STEM camps
- Building Employment Skills for Today (BEST) followed by Summer Transition Employment Program (STEP).
- Sooner Works Summer Academy – Sooner Works Summer Academy is a residential summer college experience for individuals with intellectual and and/or developmental disabilities (IDD) on the University of Oklahoma (OU) campus .These students will be current high school students who have completed the 10th grade (estimated ages 15-20) and are DRS clients or potentially eligible students with disabilities (“participating students”) interested in attending a postsecondary education program with an emphasis on interest in PSE program.
- Visually Impaired Blindness Empowerment (VIBE)-The Transitional VIBE Program provides assessment and career/higher education exploration. This two-week program is designed to prepare the individual for higher education, competitive workforce, and independent living to the best of their ability. They will learn Independent Living Skills, Communication Skills, Team Building, Travel/transportation, Career and Job Exploration, Interviews, Technology, Resume Skills, Exploration of College/Career and Tech/Workforce.
- Project Search-We currently have ten sites beginning the 2023-2024 school year.
- The 23 Pre-Employment Transition Specialists are still currently working with students and schools on providing pre-ETS services via contracts with the University of Oklahoma.
- Provide support and services to students in DHS and OJA custody and other partners with different homeless alliances, Mental Health, and shelters in OKC and Tulsa. We continue more partnerships/initiatives around the state for the homeless, foster youth, Mental Health (including Red Rock), and DHS/ OJA custody.

- Central Technology Center (Sapulpa) and Kiamichi Tech Pre-ETS to continue providing Pre-Employment Transition Services to schools in the districts that are sent into their Tech Centers.
- Support partnerships throughout the state including Oklahoma Transition Council (OTC), Oklahoma Family Network, Transition Teams with OU staff, Oklahoma Rehabilitation Council (ORC), Oklahoma State Department of Education (OSDE) and with all six local workforce Boards in Oklahoma.
- Counselor Outreach and Instruction

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE.

As of October 15, 2021, OKDRS has contracts with 38 Community Rehabilitation Providers (36 with supported employment contracts). During FFY 2021 and 2022, OKDRS referred 1,906 clients for services from a CRP.

• Some rural regions of the state have either no CRPs or only limited availability to provide services to OKDRS clients. There is a need to establish, develop or improve availability of CRP's in some areas of the state. Some counselors in areas of the state where CRPs are not available do not have the option of offering supported employment, customized employment, or employment and retention services to clients in those locations. Some job placement services are provided in-house by OKDRS staff. While OKDRS continues to strive to provide high-quality CRP services to our clients statewide, the geographical size versus population distribution of the state presents challenges. Some rural regions of the state have either no CRPs or only limited availability to provide services to OKDRS clients.

• Job coach turnover has been an ongoing issue for some CRP providers and can affect the quality of services provided.

C. GOALS, PRIORITIES, AND STRATEGIES

Section 101(a)(15) and (23) of the Rehabilitation Act require VR agencies to describe the goals and priorities of the State in carrying out the VR and Supported Employment programs. The goals and priorities are based on (1) the most recent CSNA, including any updates; (2) the State's performance under the performance accountability measures of Section 116 of WIOA; and (3) other available information on the operation and effectiveness of the VR program, including any reports received from the SRC and findings and recommendations from monitoring activities conducted under Section 107 of the Rehabilitation Act. VR agencies must—

1. DESCRIBE HOW THE SRC AND THE VR AGENCY JOINTLY DEVELOPED AND AGREED TO THE GOALS AND PRIORITIES AND ANY REVISIONS; AND

The goals and priorities have been jointly developed with the Oklahoma Rehabilitation Council (SRC). The DSA participates in quarterly SRC meetings and has assigned representatives for each SRC committee listed below. All DSA committee representatives participate in a yearly strategic planning session with the SRC to identify jointly developed goals and priorities.

- Executive Committee: Outreach to businesses and disability organizations to educate on DSA programs, services, and activities and role of SRC; Participation with DSA Workforce System Activities. Program and Planning Committee: Data and Findings of

Customer satisfaction Surveys and State performance accountability measures/assessment.

- Policy and Legislative Committee: Policy public hearings; Promotion of client success stories; Meet the Legislative Candidates forum; Collaboration on legislative packets for state and federal legislative visits and Oklahoma Disability Awareness Day at State Capitol.
- Transition Committee: Participation on Oklahoma Transition Institute; Update the Transition Planning Folder and tools for disability support organizations; Collaborate on Statewide Assessment on needs assessments of individuals with disabilities for transition career services and pre- employment transition services, including services under IDEA.

2. IDENTIFY MEASURABLE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS AND THE BASIS FOR SELECTING THE GOALS AND PRIORITIES (E.G., CSNA, PERFORMANCE ACCOUNTABILITY MEASURES, SRC RECOMMENDATIONS, MONITORING, OTHER INFORMATION). AS REQUIRED IN SECTION 101(A)(15)(D), (18), AND (23), DESCRIBE UNDER EACH GOAL OR PRIORITY, THE STRATEGIES OR METHODS USED TO ACHIEVE THE GOAL OR PRIORITY, INCLUDING AS APPLICABLE, DESCRIPTION OF STRATEGIES OR METHODS THAT—

A. SUPPORT INNOVATION AND EXPANSION ACTIVITIES;

B. OVERCOME BARRIERS TO ACCESSING VR AND SUPPORTED EMPLOYMENT SERVICES;

C. IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POST-SECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES); AND

D. IMPROVE THE PERFORMANCE OF THE VR AND SUPPORTED EMPLOYMENT PROGRAMS IN ASSISTING INDIVIDUALS WITH DISABILITIES TO ACHIEVE QUALITY EMPLOYMENT OUTCOMES.

List and number each goal/priority, noting the basis, and under each goal/priority, list and number the strategies to achieve the goal/priority

1. Goal- Increase number of successful employment outcomes for consumers with disabilities

Measure: Increase employment rate outcomes from 46% to 50%

Strategies:

- Continue to effectively manage the opening of Priority Group 1 and release clients off Priority Group 2 as resources allow. (DVR/DSBVI)
- Collect and use information from surveys, studies and data to evaluate program effectiveness and implement improvements. (DVR/DSBVI)
- Improve community outreach and service delivery in underserved areas of the state through business services, training programs, the OLBPH, and counselor outreach. (DVR/SBVI)

- Collaborate with other state agencies and organizations to increase service provision for individuals with disabilities in rural areas. (DVR/SBVI)
- Expand Business Services Program and regional liaisons to improve employer relationships. (DVR/DSBVI)

2. Goal-Decrease vacancy rates, increase candidate pool and talent pipeline for Vocational Rehabilitation Positions and improve recruitment and retention of staff.

Measure: Reduction in 26 openings (24%) from July 2023 to an annual rate of 10 percent turnover in Vocational Rehabilitation Counselors by 2025.

- Expand the degree fields accepted for entry level, hard to fill professional positions (Vocational Rehabilitation Specialist, Rehabilitation of the Blind Specialist, Assistive Technology Specialist, Vocational Evaluator).
- Maintain salaries at a level that can compete with other entities.
- Utilize a Change Team (Recruitment and Retention Coordinator as the Lead) to determine effective recruitment and retention activities and ideas that come directly from current employees.
- Coordinator to specifically build relationships with colleges and universities to advertise open positions and discuss counseling programs, possibly helping build curriculum specific to DRS needs.
- Coordinator to work with HR on effective, accurate and efficient job announcements and on-boarding.
- Coordinator to attend community events, job fairs, conferences to make connections and build relationships on behalf of DRS and advertise open positions.

3. Goal: Create and leverage partnerships to maximize resources that reflect the needs of consumers with disabilities

Measure: Use feedback from required and periodic surveys to address changes in technology and business practices and increase research collaboration with stakeholders both internally and externally by 2025.

Strategies:

- Career guidance and counseling based upon job opportunities and labor market statistics.
- Engage consumers in preparation for employment.
- Consumer Employment Outcomes.
- Continue to attend Community Outreach events.
- Consumer's soft skills.
- Expand mental health partnerships.
- Input from blind consumer groups on their perceptions of quality outcomes
- Conduct Vendor training on blindness specific job placement and supports

4.Goal: Support DRS Transition staff with statewide efforts to enhance transition activities and services for transition aged youth in secondary settings to increase successful employment outcomes. While keeping counselors and techs engaged and motivated about Transition work, we will also inform and encourage staff. (CSNA)

Measure: Continue expansion of Pre-ETS transition programs in 2024 and 2025 by increasing the number of students from 3,000 students served statewide in 2023.

Strategies:

- ***Objective 1:1 – Increase awareness and collaboration of transition resources to DRS Transition staff, community agencies, and schools in the state of Oklahoma.***

1. Activity 1 – Visit field offices, schools, community agencies, and other venues to increase the number of resources for DRS Transition Staff. Assist schools with transition fairs.
2. Activity 2 - Provide support and technical assistance (TA) to OU Pre-ETS staff, OU Work Skills Trainers, and Career Techs under the umbrella of Pre-ETS.
3. Activity 3 - Support partnerships throughout the state including Oklahoma Transition Council (OTC), Oklahoma Family Network, Transition Teams with OU staff, Oklahoma Rehabilitation Council (ORC), Oklahoma State Department of Education (OSDE), Workforce Boards across the state, and others.
4. Activity 4 - Monthly distribution of Transition Newsletter to all appropriate stakeholders.
5. Activity 5 – Participate and present at conferences, resource fairs, and other transition events statewide.

- **Objective 1:2 – Support community, family, student, and employer engagement efforts to enhance awareness for transition aged youth.**

6. Activity 1 – Administer surveys statewide to educate and begin implementation of support groups for families, students, and employers.
7. Activity 2 - Partner and join meetings with the Business Services Program (BSP) at DRS, Workforce offices, and other employers. Participate in job fairs, etc.
8. Activity 3 – Collaborate with Project SEARCH sites to support monthly meetings, quarterly meetings, and interview processes. Support Project SEARCH Statewide Coordinator with the growth and expansion of the program.
9. Activity 4 – Support all Inclusive Post-Secondary Education (IPSE) programs statewide.
10. Activity 5 – Participate and support culturally diverse partnerships statewide including Tribal VR, underserved populations, homelessness, foster care, juvenile justice, and individuals receiving mental health services.

- **Objective 1:4 Increase School Work Study (SWS) and Work Adjustment Training (WAT) opportunities for schools statewide.**

13. Activity 1 - Guide and assist counselors to discuss with students the various programs within the school districts. Support school staff in the education of SWS and WAT alongside the counselor. Create opportunities for schools and students to incorporate

SWS and WAT within their school system. Provide information on work experiences as they relate to work opportunities in the schools and in the community.

- **Objective 2.1 - Develop and collaborate transition activities to DRS Transition staff, community agencies, and schools in the state of Oklahoma.**

1. Activity 1 – Develop, implement, encourage, and support BEST STEP camps in the state during the summer months. Provide staff, Pre-ETS, Work Skills Trainers, community providers, and community agencies with TA and support for successful camps statewide.
2. Activity 2 – Research and develop camps for 18–22-year-old young adults to connect them to employment and/or post-secondary opportunities.
3. Activity 3 – Develop NXT #whatsnext Conferences for students to get industry exposure utilizing Career Techs around the state.
4. Activity 4 – Collaborate with and utilize OU Pre-ETS to provide Pre-Employment Transition Services to schools statewide.
5. Activity 5– Utilize Central Technology Center (Sapulpa) and Kiamichi Tech Pre-ETS to continue providing Pre-Employment Transition Services to schools in the districts that are sent into their Tech Centers.
6. Activity 6 - Develop, implement, encourage, and support STEM camps, Down Syndrome-specific STEM camps, and Autism-specific STEM camps in the state during the school year and summer months. Provide staff, Pre-ETS, Tech-Now, community providers, and community agencies with TA and supporting delivery of camps statewide.
7. Activity 7 - Develop, implement, encourage, and support VIBE camp during the summer months. Provide staff, Pre-ETS, community providers, and community agencies with TA and support for successful camps.
8. Activity 8- Develop, implement, encourage, and support Oklahoma School for the Deaf (OSD) with a camp during the summer months. Provide staff, Pre-ETS, community providers, and community agencies with TA and support for successful camps.

D. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

For the most recently completed program year, provide an evaluation and report of progress for the goals or priorities, including progress on the strategies under each goal or priority, applicable to that program year. Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require VR agencies to describe—

1. PROGRESS IN ACHIEVING THE GOALS AND PRIORITIES IDENTIFIED FOR THE VR AND SUPPORTED EMPLOYMENT PROGRAMS;

List the goals/priorities and discuss the progress or completion of each goal/priority and related strategies

The goals and priorities in carrying out the VR and Supported Employment programs are continuing for the next program year, but strategies for goals have been revised based on current progress or change in strategies to meet the goal.

Goal 1: Deliver quality opportunities for employment, independent living and economic self-sufficiency to Oklahomans with disabilities. - **Continuing**

Priorities:

- Increase consumer access to affordable assistive technology (AT) to help remove barriers to employment. (DVR/SBVI)
- Increase number of blind and visually impaired employed in state government by 10%. (SBVI)- Revised for PY 2024 into broader effort to address recruitment and retention of qualified Rehabilitation counselors.
- Increase consumer access to affordable assistive technology (AT) to help remove barriers to employment. (SBVI)
- Conduct employer informational meetings on assistive technology in the workplace. (SBVI)

Progress:

- AT lab acquiring updated demo equipment.
- Created Assistive Technology outreach presentation with demo devices and handouts.
- Purchased updated lab equipment.
- Obtained demo equipment from AbleTech.
- Consultation and assessments provided to Mercy Hospitals by our Assistive Technology team.

Goal 2: Services to Students and Youth with Disabilities- Continuing

Priorities:

- Expand and improve vocational rehabilitation services, including Pre-ETS for students with disabilities who are transitioning from high school to postsecondary education and/or employment, and improve coordination with state and local secondary and postsecondary educational entities.
- Provide supported employment services to youth and other individuals with the most significant disabilities who require extended support to achieve and maintain an employment outcome.

Progress:

- Pre-ETS services continue to be expanded throughout the state. The transition team continues to encourage participation by state career techs to help expand the opportunities and training available to students.
- New transition folders were created, printed, and distributed through a partnership between OKDRS, OKSDE, ORC, and AbleTech. A new format has been distributed is easy to read and will have more resources for parents.

- The transition unit co-hosted share fairs on Zoom with DHS, Central Tech, and Sooner Success to share information about the programs and help working parents who can't leave work to attend in-person sessions and get critical information for their families.
- Discussions have taken place between OKDRS staff and career tech staff to encourage more career techs to become supported employment vendors. This effort is ongoing.

Goal Area 3: Create and leverage partnerships to maximize resources that reflect the needs of consumers with disabilities- Continuing

Priorities:

- Effectively engage and work with all community partners such as Workforce, Higher education, State executive branch, etc., who have common interests and goals related to employment to increase competitive integrated employment outcomes.

Progress:

- The new five-star accessibility rubric for WIOA will include online course offerings for partners on the ADA and Engaging people with disabilities and comfort, confidence, and competence. There is a cross-training grant for online content and materials available as part of the five-star rubric.
- The Business Services Unit is providing Windmill training on disability awareness to employment contract vendors and other interested parties.
- Building Employment Skills for Today and Summer Transition Employment Program (BEST STEP) continues to grow. Transition served over 225 students in the BEST STEP program during the summer of 2022 with 144 employers, 10,289 internship hours, and 24 camp locations.

2. PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR, REFLECTING ACTUAL AND NEGOTIATED LEVELS OF PERFORMANCE. EXPLAIN ANY DISCREPANCIES IN THE ACTUAL AND NEGOTIATED LEVELS; AND

The DSA processes a quarterly report to it's federal oversight agency, the Rehabilitation Services Administration (RSA) which includes both VR program data plus data elements for the PIRL (Participant Individual Record Layout) required for joint annual reporting under WIOA and submits the WIOA Statewide and local Performance Report. DSA Leadership established a Performance Review team who meets monthly to review current data and performance indicators. DVR and SBVI Leadership regularly discuss Federal Reporting issues and review specific data elements as areas of focus. Information and targeted training about those critical elements are shared and provided to field staff to assure the DSA is collecting and reporting accurate and complete data. The DSA exceeded all negotiated levels of performance for all 5 performance indicators in PY 22.

Title IV- Vocational Rehabilitation Program Indicator	PY2022 State Negotiated Level	PY2022 Performance Outcomes
Employment (Second Quarter After Exit)	50.6%	58.5%

Title IV- Vocational Rehabilitation Program Indicator	PY2022 State Negotiated Level	PY2022 Performance Outcomes
Employment (Fourth Quarter After Exit)	37.9%	51.5%
Median Earnings (Second Quarter After Exit)	$4,750	$5,330
Credential Attainment Rate	39.3%	50.9%
Measurable Skill Gains	70.9%	71.6%

3. THE USE OF FUNDS RESERVED FOR INNOVATION AND EXPANSION ACTIVITIES (SECTIONS 101(A)(18) AND 101(A)(23) OF THE REHABILITATION ACT) (E.G., SRC, SILC).

Total I&E Expenditures for FY 22 is $178,508.66. I&E Expenditures Supporting State Rehabilitation Council Resource Plan are $150,462.62.

The DSA will support all innovation and expansion activities, in collaboration with the SRC. The activities will include:

- Executive Committee: Outreach to businesses and disability organizations to educate on DSA programs, services, and activities and role of SRC; Participation with DSA Workforce System Activities. Program and Planning Committee: Data and Findings of Customer satisfaction Surveys and State performance accountability measures/assessment.
- Policy and Legislative Committee: Policy public hearings; Promotion of client success stories; Meet the Legislative Candidates forum; Collaboration on legislative packets for state and federal legislative visits and Oklahoma Disability Awareness Day at State Capitol.
- Transition Committee: Participation on Oklahoma Transition Institute; Update the Transition Planning Folder and tools for disability support organizations; Collaborate on Statewide Assessment on needs assessments of individuals with disabilities for transition career services and pre- employment transition services, including services under IDEA.

I&E Expenditures Supporting Statewide Independent Living Council Resource Plan- $28,046.04

E. SUPPORTED EMPLOYMENT SERVICES, DISTRIBUTION OF TITLE VI FUNDS, AND ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES.

1. ACCEPTANCE OF TITLE VI FUNDS:

(A) VR agency requests to receive title VI funds.

2. IF THE VR AGENCY HAS ELECTED TO RECEIVE TITLE VI FUNDS, SECTION 606(B)(3) OF THE REHABILITATION ACT REQUIRES VR AGENCIES TO INCLUDE SPECIFIC GOALS AND PRIORITIES WITH RESPECT TO THE DISTRIBUTION OF TITLE VI FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES. DESCRIBE THE USE OF TITLE VI FUNDS AND HOW THEY WILL BE

USED IN MEETING THE GOALS AND PRIORITIES OF THE SUPPORTED EMPLOYMENT PROGRAM.

To continue to improve supported and customized employment services to individuals with the most significant disabilities in Oklahoma, the DSA will work closely with CRP staff to ensure that necessary services are being provided.

Goal: DSA will increase the utilization of Community Rehabilitation and Supported Employment providers to achieve employment outcomes of individuals with the most significant disabilities.

Measure: Increase statewide availability and contracts with Community Rehabilitation Providers from 38 current contracts in FY 22.

- Continue outreach activities to recruit new CRPs to meet the needs of individuals with the most significant disabilities.
- Continue collaboration with Developmental Disability Services (DDS) to increase dual CRPs statewide to streamline services between the DSA and DDS.
- Develop new training opportunities for supported employment providers including advanced trainings, virtual lunch & learn trainings, Deafness and Employment training, and Customized Employment (CE) training.
- Continue to work with current CRPs, state partners and other interested parties to promote the need for additional CRPs in unserved or underserved areas of the state

3. SUPPORTED EMPLOYMENT SERVICES MAY BE PROVIDED WITH TITLE 1 OR TITLE VI FUNDS FOLLOWING PLACEMENT OF INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES IN EMPLOYMENT. IN ACCORDANCE WITH SECTION 101(A)(22) AND SECTION 606(B)(3) OF THE REHABILITATION ACT, DESCRIBE THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES; AND THE TIMING OF TRANSITION TO EXTENDED SERVICES.

Supplemental employment services using Title I funds include assessment, career exploration, internship, and job development & placement. These services are available prior to starting a job for individuals seeking a supported employment outcome.

After job placement, a supported employment outcome-based contract is used to provide support services to adults and youth with the most significant disabilities. Community Rehabilitation Providers (CRPs) partner with DSA counselors to provide support on a case-by-case basis to ensure that the support needs of the individual are met. There are two levels of support available in the supported employment contract including regular and highly challenged support. The two levels of support give the DSA counselor and CRP the ability to provide the individual with the length and intensity of support and training needed to achieve a successful employment outcome. Employment support is provided to adults and youth with the most significant disabilities in supported employment in four (4) week increments as follows:

- **Four (4) Weeks Job Support & Retention (SE R4) Service: (First Four (4) Weeks on the Job)**
- **Eight (8) Weeks Job Support & Retention (SE R8) Service: (Eight (8) Weeks on the Job, Cumulative)**

- **Job Stabilization (SE ST) Service: (Twelve (12) Regular or Sixteen (16) Weeks Highly Challenged, Cumulative)**
- **Successful Employment (SE EM) Service: (Additional Ninety (90) Calendar Days beyond Job Stabilization)**

The type and extent of support and training needs of the individual will determine the total time spent onsite per contact each work week during each service. For adults and youth who need additional support to stabilize in employment, Onsite Support and Training (SE OST) services are available as needed,for a period generally not to exceed twenty-four (24) months after the individual's first day of employment, unless under special circumstances the individual and the DRS Counselor jointly agree to extend the time to achieve the employment outcome identified in the IPE.

During the Job Stabilization service, a required Team Meeting is conducted with the individual, DSA counselor, CRP, and any other relevant team members to review the individual's progress toward a successful employment outcome. The Team Meeting discussion also involves the available sources of extended services that best meets the individual's needs including natural supports, Developmental Disability Services (DDS), DSA extended services for transition-age youth, or other.

The Extended Services for Transition (SE EST) Service is intended to meet the provision of up to forty-eight months of extended services for transition-age youth as needed, or until the youth reaches twenty-five (25) years of age, whichever occurs first as required by WIOA. Extended Services are ongoing support services provided to individuals with the most significant disabilities, including youth with the most significant disabilities, after the time-limited vocational rehabilitation services have been completed and job stabilization has been achieved. They consist of specific services, including natural supports, needed to maintain the supported employment placement. Extended services are paid from funding sources other than DRS and are specifically identified in the IPE, except that DRS may provide and pay for extended services for youth with the most significant disabilities for a period not to exceed 4 years or extend beyond the date when the youth reaches age 25.

4. SECTIONS 101(A)(22) AND 606(B)(4) OF THE REHABILITATION ACT REQUIRE THE VR AGENCY TO DESCRIBE EFFORTS TO IDENTIFY AND ARRANGE, INCLUDING ENTERING INTO COOPERATIVE AGREEMENTS, WITH OTHER STATE AGENCIES AND OTHER APPROPRIATE ENTITIES IN ORDER TO PROVIDE SUPPORTED EMPLOYMENT SERVICES. THE DESCRIPTION MUST INCLUDE EXTENDED SERVICES, AS APPLICABLE, TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THE PROVISION OF EXTENDED SERVICES TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES IN ACCORDANCE WITH 34 C.F.R. § 363.4(A) AND 34 C.F.R. § 361.5(C)(19)(V).

DSA enters into contractual agreements with CRPs for the provision of Supported Employment services. DSA continues collaboration with Developmental Disability Services (DDS) to increase dual CRPs statewide to streamline services between the DSA and DDS.

DSA staff continues outreach activities to recruit new CRPs to meet the needs of individuals with all disabilities served by DSA.

DSA maintains an MOA with the DDS to improve employment outcomes for individuals with intellectual disabilities. The MOA outlines the coordination of services and identifies the DSA as

first dollar funding source for competitive integrated employment. DDS continues to provide extended services for individuals with intellectual disabilities in Supported Employment services by utilizing the DDS Home and Community Based Waiver (HCBW) and DDS state dollars. The HCBW is utilized to provide the long-term ongoing supports. DSA has maintained an MOA with DDS since 1989. Under the MOA, the HCBW is also utilized to provide pre-vocational services.

In Supported Employment, after stabilization is achieved, and up to 24 months of onsite supports and training are provided, the team identifies the individuals need and develops a plan for the transition to extended services. Extended services are additional support services provided to the individuals with the most significant disabilities. Up to forty-eight (48) months of extended services are available through the DSA for youth through age 24 as needed.

The DSA is contracted with qualified CRPs, known as the Contractor.

The VRTAC-QE in partnership with Virginia Commonwealth University assisted the DSA with revising the CE policy and contract, as well as developing updated CRP and DSA training to provide CE services. DSA intends to implement the new Customized Employment (CE) contract for the FY2025 contract year. VRTAC-QE is providing resources and partial funding for training in Customized Employment for DSA staff and CRP staff.

DDS provides funding for extended services after individuals transition from DSA employment services.

Employers also provide Natural Supports as a resource for extended services for individuals placed through supported employment.

F. ANNUAL ESTIMATES

Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require all VR agencies to annually conduct a full assessment of their resources and ability to serve all eligible individuals before the start of the Federal fiscal year. In accordance with 34 C.F.R. § 361.29(b), annual estimates must include the following projections:

1. ESTIMATES FOR NEXT FEDERAL FISCAL YEAR—

A. VR PROGRAM; AND

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Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under VR Program	Costs of Services using Title I Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
1-Most Significantly	2,133	1,680	$9,459,001	

Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under VR Program	Costs of Services using Title I Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
disabled				
2- Significantly Disabled	2,020	1,487	$8,872.022	533
3-Disabled	175	139	$1,361,765	37

B. SUPPORTED EMPLOYMENT PROGRAM.

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Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under Supported Employment Program	Costs of Services using Title I and Title VI Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
1- Most Significantly Disabled	1,079	553	$2,882,943	

G. ORDER OF SELECTION

1. PURSUANT TO SECTION 101(A)(5) OF THE REHABILITATION ACT, THIS DESCRIPTION MUST BE AMENDED WHEN THE VR AGENCY DETERMINES, BASED ON THE ANNUAL ESTIMATES DESCRIBED IN DESCRIPTION (F), THAT VR SERVICES CANNOT BE PROVIDED TO ALL ELIGIBLE INDIVIDUALS WITH DISABILITIES IN THE STATE WHO APPLY FOR AND ARE DETERMINED ELIGIBLE FOR SERVICES.

* VR agencies may maintain an order of selection policy and priority of eligible individuals without implementing or continuing to implement an order of selection.

The VR agency is implementing an order of selection with one or more priority categories closed.

2. FOR VR AGENCIES THAT HAVE DEFINED PRIORITY CATEGORIES DESCRIBE—

A. THE JUSTIFICATION FOR THE ORDER

The DSA operates under an Order of Selection. Policy reflects the need for order of selection, priority group definitions, implementation, closing and opening of priority groups, continuity of services, and information and referral services.

Need for order of selection. The Department, in consultation with the Oklahoma Rehabilitation Council, has determined, due to budgetary constraints or other reasoned limitations, that it cannot serve all individuals who are determined eligible for DVR and DSBVI services. The Department consults with the Oklahoma Rehabilitation Council (ORC) regarding the:

(1) need to establish an order of selection, including any re-evaluation of the need;

(2) priority categories of the particular order of selection;

(3) criteria for determining individuals with the most significant disabilities; and

(4) administration of the order of selection.

(e) Establishing an order of selection. Basis for order of selection. An order of selection must be based on a refinement of the three criteria in the definition of individual with a significant disability in section 7 (21) (A) of the Act and 34 CFR 361.5 (c) (30).

(1) Factors that cannot be used in determining order of selection of eligible individuals. An order of selection may not be based on any other factors, including requirements identified in 34 CFR 361.36 (d) (2) (i-vii).

DRS maintained waiting lists and transferred applicants to active caseloads on a monthly basis when budget, staffing and vendor resources became available. The DSA Performance Review Team meets monthly to specifically review consumer services activity. The three pillars of resources we review to open or close a group are budget, staffing and vendor resources. Budget appropriations remain flat, but sufficient funding is available for the current year. Staffing levels continue to be a concern, but it is anticipated that any influx of consumers can be absorbed into existing caseloads. Vendor resources have to do with the capacity of the service vendors we utilize for training and other services. We reached the point that all three resources are at sufficient levels to open priority group one on February 15, 2023. Opening group one has removed existing delays for the group. The DSA does not anticipate closing Priority Group One and we will continue to release monthly from priority group two as resources allow.

The VR and SBVI divisions' assisted 13,363 consumers with their rehabilitation plan during FY-2023 and 2,119 consumers attained employment. This included releasing 2,055 cases off of the Waiting List.

B. THE ORDER (PRIORITY CATEGORIES) TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES ENSURING THAT INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND

It is the administrative rules of DRS to provide vocational rehabilitation services to eligible individuals under an order of selection. Under the order of selection, the Department has established three priority groups based on serving first those with the most significant disabilities. Every individual determined to be eligible for DVR and DSBVI services is placed in the appropriate priority group based upon the documentation used to determine eligibility and/or vocational rehabilitation needs. Selection and placement in a priority group is based solely upon the significance of the eligible individual's disability, and is not based upon the type of disability, geographical area in which the individual lives, projected type of vocational

outcome, age, sex, race, color, creed, religion, or national origin of the individual. The priority groups are:

(A) Priority Group 1. Eligible individuals with a most significant disability are individuals with the most significant barriers to employment. A most significant barrier is one that includes a severe mental or physical impairment resulting in serious limitations in three or more functional capacities and which can be expected to require multiple vocational rehabilitation services over an extended period of time.

(B) Priority Group 2. Eligible individuals with a significant disability are individuals with significant barriers to employment. A significant barrier is one that includes a severe physical or mental impairment resulting in serious limitations in at least one, but not more than two, functional capacities and which can be expected to require multiple vocational rehabilitation services over an extended period of time.

(C) Priority Group 3. Eligible individuals with disabilities not meeting the definition of individual with a most significant or significant barrier to employment.

C. THE VR AGENCY'S GOALS FOR SERVING INDIVIDUALS IN EACH PRIORITY CATEGORY, INCLUDING HOW THE AGENCY WILL ASSIST ELIGIBLE INDIVIDUALS ASSIGNED TO CLOSED PRIORITY CATEGORIES WITH INFORMATION AND REFERRAL, THE METHOD IN WHICH THE VR AGENCY WILL MANAGE WAITING LISTS, AND THE PROJECTED TIMELINES FOR OPENING PRIORITY CATEGORIES. NOTE: PRIORITY CATEGORIES ARE CONSIDERED OPEN WHEN ALL INDIVIDUALS IN THE PRIORITY CATEGORY MAY BE SERVED.

Closing and opening priority groups.

When a priority group is closed, designated cases within that priority group without a written IPE will be placed on a waiting list after the individual has been determined to be eligible. No IPE will be written for cases on the waiting list. Staff will continue to take applications, diagnose and evaluate all applicants to determine eligibility and vocational rehabilitation needs, find the individual eligible when documentation supports such a decision, then place each eligible individual's case in the appropriate priority group. If an eligible individual is placed in a closed priority group, his or her case will go on the waiting list and no IPE will be written or initiated. The DSA Director will notify DVR and SBVI staff in writing when all of a closed priority group is opened. When this directive includes new applicants who are found eligible, individuals already on the waiting list within that same priority group will be given priority over new applicants. When closed priority groups are opened, staff will contact individuals on the waiting list to develop and implement their Individualized Plans for Employment using the following priorities:

1. contact individuals within the highest open priority group first, Most Significant being the highest of all priority groups; **2**. within each opened priority group, staff will contact individuals on the waiting list in order of application date, earliest application date first; then **3**. staff will contact individuals whose cases will remain on the waiting list to explain how their cases will be handled.

Continuity of services. Any individual with an IPE that existed prior to the date all or part of that individual's priority group was closed will continue to receive services as planned. Such an IPE may be amended if the changes are necessary for the individual to continue progress toward achieving an appropriate employment outcome or are otherwise necessary within

policy. Persons requiring post employment services will also be provided the necessary services regardless of priority group assignment.

Information and referral services will remain available to eligible individuals who are not in an open priority group. These individuals will be given information and guidance, using appropriate modes of communication, to assist such individuals in preparing for, securing, retaining or regaining employment, and will be appropriately referred to Federal and State programs (other than the vocational rehabilitation program) including other components of the statewide workforce investment system in the state. No IPE will be written to provide such services to these individuals.

3. HAS THE VR AGENCY ELECTED TO SERVE ELIGIBLE INDIVIDUALS OUTSIDE OF THE ORDER OF SELECTION WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT?

No

H. WAIVER OF STATEWIDENESS.

The State plan shall be in effect in all political subdivisions of the State, however, the Commissioner of the Rehabilitation Services Administration (Commissioner) may waive compliance with this requirement in accordance with Section 101(a)(4) of the Rehabilitation Act and the implementing regulations in 34 C.F.R. § 361.26. If the VR agency is requesting a waiver of statewideness or has a previously approved waiver of statewideness, describe the types of services and the local entities providing such services under the waiver of statewideness and how the agency has complied with the requirements in 34 C.F.R. § 361.26. If the VR agency is not requesting or does not have an approved waiver of statewideness, please indicate "not applicable."

The DSA has not requested a waiver of statewideness.

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT.

In accordance with the requirements in Section 101(a)(7) of the Rehabilitation Act, the VR agency must develop and maintain annually a description (consistent with the purposes of the Rehabilitation Act) of the VR agency's comprehensive system of personnel development, which shall include a description of the procedures and activities the State VR agency will undertake to ensure it has an adequate supply of qualified State rehabilitation professionals and paraprofessionals that provides the following:

1. ANALYSIS OF CURRENT PERSONNEL AND PROJECTED PERSONNEL NEEDS INCLUDING—

A. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE VR AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND

B. THE NUMBER AND TYPE OF PERSONNEL THAT ARE EMPLOYED BY THE VR AGENCY IN THE PROVISION OF VOCATIONAL REHABILITATION SERVICES, INCLUDING RATIOS OF QUALIFIED VOCATIONAL REHABILITATION COUNSELORS TO CLIENTS;

C. PROJECTIONS OF THE NUMBER OF PERSONNEL, BROKEN DOWN BY PERSONNEL CATEGORY, WHO WILL BE NEEDED BY THE VR AGENCY TO PROVIDE VR SERVICES IN 5 YEARS BASED ON PROJECTIONS OF THE NUMBER OF INDIVIDUALS TO BE SERVED, INCLUDING INDIVIDUALS WITH SIGNIFICANT DISABILITIES, THE NUMBER OF PERSONNEL EXPECTED TO RETIRE OR LEAVE THE FIELD, AND OTHER RELEVANT FACTORS.

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Personnel Category	No. of Personnel Employed	No. of Personnel Currently Needed	Projected No. of Personnel Needed in 5 Years
Division Administrators	2	2	2
Field Coordinator	4	4	4
Programs Manager	19	26	26
VR Specialist-Counselor	82	110	110
VR Specialist-Vocational Evaluator	5	6	6
Assistive Technology Specialist	7	8	8
Rehabilitation of the Blind Specialist	10	10	10
Specialist on Deaf/Blindness	1	1	1
Orientation & Mobility Specialist	5	5	5

D. RATIO OF QUALIFIED VR COUNSELORS TO CLIENTS:

The DSA maintains a counselor to job seeker ratio of 1:88.

E. PROJECTED NUMBER OF INDIVIDUALS TO BE SERVED IN 5 YEARS:

The DSA projects that 3,306 individuals with disabilities will be served for PY 2028.

2. DATA AND INFORMATION ON PERSONNEL PREPARATION AND DEVELOPMENT, RECRUITMENT AND RETENTION, AND STAFF DEVELOPMENT, INCLUDING THE FOLLOWING:

A. A LIST OF THE INSTITUTIONS OF HIGHER EDUCATION IN THE STATE THAT ARE PREPARING VR PROFESSIONALS, BY TYPE OF PROGRAM; THE NUMBER OF STUDENTS ENROLLED AT EACH OF THOSE INSTITUTIONS, BROKEN DOWN BY TYPE OF PROGRAM; AND THE NUMBER OF STUDENTS WHO GRADUATED DURING THE PRIOR YEAR FROM EACH OF THOSE INSTITUTIONS WITH CERTIFICATION OR LICENSURE, OR WITH THE CREDENTIALS FOR CERTIFICATION OR LICENSURE, BROKEN DOWN BY THE PERSONNEL CATEGORY FOR

WHICH THEY HAVE RECEIVED, OR HAVE THE CREDENTIALS TO RECEIVE, CERTIFICATION OR LICENSURE.

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There is one institution of higher education in Oklahoma that prepares Vocational Rehabilitation professionals by awarding Master's of Science Degrees with Vocational Rehabilitation Counselor emphasis. This program at Langston University is recognized by RSA as a historically black college/university (HBCU) and is Council on Rehabilitation Education (CORE) accredited. Graduating from a CORE accredited program automatically qualifies its graduates to test for the Certified Rehabilitation Counselor (CRC) certification so all the graduates have the credentials necessary for taking the CRC exam, thereby meeting the DSA's CSPD standard of a qualified rehabilitation professional.

Institute of Higher Education	Type of Program	No. of Students Enrolled	No. of Prior Year Graduates
East Central University	Clinical Rehabilitation and Clinical Mental Health Counseling Program	44	12
Langston University	Rehabilitation and Disability Studies Program	89	21

B. THE VR AGENCY'S PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL, WHICH ADDRESSES THE CURRENT AND PROJECTED NEEDS FOR QUALIFIED PERSONNEL; AND THE COORDINATION AND FACILITATION OF EFFORTS BETWEEN THE VR AGENCY AND INSTITUTIONS OF HIGHER EDUCATION AND PROFESSIONAL ASSOCIATIONS TO RECRUIT, PREPARE, AND RETAIN PERSONNEL WHO ARE QUALIFIED, INCLUDING PERSONNEL FROM MINORITY BACKGROUNDS AND PERSONNEL WHO ARE INDIVIDUALS WITH DISABILITIES.

As a strategy to increase recruitment and retention of a diverse professional counselor staff from traditionally underrepresented and underserved populations, The DSA has hired a recruitment and outreach coordinator who is responsible for recruitment from all entities nationwide including colleges, organizations, and other entities that work with Counselors, professional level jobs, and jobs for specialized fields such as Assistive Technology, Counselors in rural areas and vocational evaluators, services for people who are Deaf or Hard of Hearing, people who are Deaf/Blind and those who work in the vending and/or merchandising machines/warehouse field.

The recruitment and outreach coordinator interacts with HR to make sure announcements are posted in a variety of national venues; utilizes a variety of methods to source diverse applicant pools (e.g. social media, professional networks, advertisements, job fairs); conducts screening

interviews to assess the qualifications of applicants; recruiting and sourcing of appropriate applicant pools and assures onboarding is processed both efficiently and timely. Other duties also include completing job classification audits and job evaluations; analyzes staffing patterns; salary analyses; compiling, analyzing, and making written recommendations.

The Recruitment and Outreach coordinator participates in career days and does class presentations designed to extenuate the positive value of DSA employment to students enrolled in CORE-accredited masters of rehabilitation counseling programs. During such presentations, the Recruitment and Outreach Coordinator discusses the State of Oklahoma's low 221 cost of living, the potential benefits contained in the State's employee compensation package and the State of Oklahoma's Internship Program (a paid internship training program). The aforementioned activities are accomplished on a national basis, with a particular emphasis, at colleges and universities which serve predominantly student populations from traditionally underserved and underrepresented populations.

Moreover, these activities occur at colleges and universities, which include but are not limited to: Historically Black Colleges and Universities (HBCUs), such as, Langston University, Southern University (Baton Rouge, Louisiana), and South Carolina State University; Historically Spanish-Serving Colleges (HSCs), such as, University of Texas Rio Grande Valley (formerly, Pan American), University of Texas El Paso, California State University San Bernardino and the University of New Mexico-Highlands; and, Historically Native American Colleges, such as the Cheyenne and Arapaho Tribal College (Weatherford), the College of the Muscogee Nation (Okmulgee, Oklahoma), the Comanche Nation College (Lawton, Oklahoma), the Pawnee Nation College (Pawnee, Oklahoma), Bacone (Muskogee, Oklahoma) and the University of Arizona (Tucson).Moreover, the assigned Project Coordinator and other DSA staff will engage in outreach activities with colleges and universities which have special emphasis on programs serving individuals who are blind or visually impaired, such as, Louisiana Tech University-Ruston, University of Arkansas-Little Rock, University of Illinois at Urbana-Champaign, and Mississippi State University's National Research and Training Center on Blindness & Low Vision. Also, the Recruitment and Outreach coordinator will engage in outreach activities with colleges and universities that have rehabilitation counseling programs geared to serve individuals who are deaf or hard of hearing, such as, Western Oregon University and Winston-Salem University. Finally, the Recruitment and Outreach coordinator counsels with potential interns and institutional instructional staff about the requirements for obtaining paid internship and performs liaison activities with the universities such as coordinating letters of support from the DSA for their grant writing efforts.

A variety of methods are used to address our current and projected needs for qualified rehabilitation personnel. Methods used include annual reviews of existing data, workforce planning using an established model, conducting outreach and networking, and the utilization of a Recruitment and Outreach Coordinator position that focuses on recruitment of individuals with disabilities.

GOAL: Using existing data and an established workforce planning model to identify current status and predict future needs of qualified rehabilitation personnel

ACTIVITY

- Identify current staff capacities and compare to future needs to identify gaps
- Initiate actions to fill the gaps through staff development, capacity building, and recruitment efforts

GOAL: Expand applicant pool for VR Counselor positions

ACTIVITY

- DSA has staff utilizing Agency's Educational Sponsorship Program.
- To alleviate difficulties experienced with applicants being determined for CSPD eligible when applying for a VR Specialist II or above position, the Job Family Description clarifies that graduates of a Council on Rehabilitation Education (CORE) accredited master's program are to be deemed eligible without further review.

GOAL: Retention of qualified rehabilitation professionals

ACTIVITY

- Provide for personal and professional growth by providing in-service development opportunities that enhance their knowledge, skills, and abilities.
- Continue to offer a skill based pay adjustment for obtaining a professional certification or licensure appropriate with their position.

C. DESCRIPTION OF STAFF DEVELOPMENT POLICIES, PROCEDURES, AND ACTIVITIES THAT ENSURE ALL PERSONNEL EMPLOYED BY THE VR AGENCY RECEIVE APPROPRIATE AND ADEQUATE TRAINING AND CONTINUING EDUCATION FOR PROFESSIONALS AND PARAPROFESSIONALS:

I. PARTICULARLY WITH RESPECT TO ASSESSMENT, VOCATIONAL COUNSELING, JOB PLACEMENT, AND REHABILITATION TECHNOLOGY, INCLUDING TRAINING IMPLEMENTED IN COORDINATION WITH ENTITIES CARRYING OUT STATE PROGRAMS UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998; AND

II. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO VR AGENCY PROFESSIONALS AND PARAPROFESSIONALS AND FOR PROVIDING TRAINING REGARDING THE AMENDMENTS TO THE REHABILITATION ACT MADE BY THE WORKFORCE INNOVATION AND OPPORTUNITY ACT.

Bi-annually a comprehensive needs assessment is performed to offer continuing educational and in-service opportunities for the DSA professional and paraprofessional staff. The DSA facilitates professional development opportunities that are relevant and timely and ensures that agency staff are provided the tools necessary to deliver quality services to consumers that fulfill their expressed needs.

Vision

Providing opportunities for all DRS employees to learn, grow and lead.

What We Do

The Oklahoma Department of Rehabilitation Services (DRS) Professional Development staff provides on-going training and professional development for DRS employees at all levels. Professional development isn't a one-time thing; it is a continuous process. Assessment and improvement of skills increases employee value, enhances careers prospects, and cultivates the ability to serve DRS clients.

Our team identifies conferences, workshops, courses and webinars applicable to DRS employee's growth and then makes them available to staff. In addition, the Professional Development Training Specialists develop and facilitate curricula pertinent to key areas of professional growth.

Training opportunities are offered to staff in areas of:

- Academy-Introduction to DRS entities and extensive training for VR/SBVI new employees.
- ADA Training-History and overview of the Americans with Disabilities Act (ADA) as well as other topics pertinent to the ADA.
- Caseload Management- essential functions of caseload/workload management, skills and styles of managers, decision making, and time management.
- Core Competencies: 7 Habits of Highly Effective Managers, Crucial Accountability, Crucia l Conversations, Stress Management and Emotional Intelligence.
- PMP for Employees- Performance Management Process (PMP) training focusing on the 3 phases of the process, how to summarize accountabilities and rate behaviors, and elements needed in the Employee Development Plan.
- Presentation Skills- The purpose of this workshop is to provide an opportunity for an individual who conducts training, gives presentations or who facilitates groups to fine tune his or her ability to successfully design, develop support materials for, and deliver a presentation with confidence.
- Certified Public Managers Program
- Autism
- Transition/ Pre-employment transition services
- Ethics
- Workforce Partnership
- Professional Conferences
- Deaf/Hard of Hearing
- Assistive Technology
- Leadership
- Hope Training
- Diversity related conferences
- New Employee Academies
- Job Development
- VR 101 Training
- Blindness Immersion Training
- Mental Health and the impact of Mental Illness on the Rehabilitation process.

- National Rehabilitation Leadership Institute

The DSA provides a complete professional development program to provide up to date information in the field of Vocational Rehabilitation. Research and details of significance are disseminated to all Professional and Paraprofessional staff and the DSA leadership participates in the Spring National Council on Rehabilitation Education (NCRE) Conferences and the Fall and Spring Conferences for the Council of State Administrators of Vocational Rehabilitation where research and federal requirements are presented.

3. DESCRIPTION OF VR AGENCY POLICIES AND PROCEDURES FOR THE ESTABLISHMENT AND MAINTENANCE OF PERSONNEL STANDARDS CONSISTENT WITH SECTION 101(A)(7)(B) TO ENSURE THAT VR AGENCY PROFESSIONAL AND PARAPROFESSIONAL PERSONNEL ARE ADEQUATELY TRAINED AND PREPARED, INCLUDING—

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

The DSA is committed to ensuring its workforce is highly skilled, professionally trained, and prepared to serve Oklahomans with disabilities with the highest quality service delivery.

The DSA requires and follows the Comprehensive System of Personnel Development (CSPD) standard for all existing staff and qualified applicants for VR Counselor positions and adheres to the highest personnel standard that will ensure professional staff are adequately trained and prepared for employment. DSA employees with Education and/or certification standards applying for employment must meet Oklahoma's personnel standards prior to appointment, including proof of possession of degree, certification, licensing and registration requirements applicable for each position.

All applicants for the positions of Vocational Rehabilitation Specialist, Field Services Coordinator and Programs Manager are reviewed by the DSA expert on CSPD utilizing the CRC guidelines, the LPC Academic guidelines and Worksheet, and the CVRT guidelines to evaluate eligibility and sit for certification. Standards reviewed by the CSPD expert are identified in the state approved job specifications include certification, licensing and registration requirements for the following:

In FY 22, the DSA expanded the degree fields accepted for entry level, hard to fill professional positions (Vocational Rehabilitation Specialist, Rehabilitation of the Blind Specialist, Assistive Technology Specialist, Vocational Evaluator).

Vocational Rehabilitation Specialist

1. Education and Experience requirements: Level 1: Requirements at this level consist of a bachelor's degree in vocational rehabilitation, vocational evaluation, psychology, or counseling; OR a bachelor's degree and one year of paid or unpaid experience in a disability related field. Level II-IV- consist of a master's degree in rehabilitation counseling or human resources with a rehabilitation counselor major that has been awarded by a program accredited by the Council on Rehabilitation Education (CORE);

OR any master's degree and is eligible to sit for the certification/licensure exam specific to the professional job duties such as the Certified Rehabilitation Counselor (CRC), the Licensed Professional Counselor (LPC), Certified Vocational Evaluator (CVE), or the Professional Vocational Evaluator (PVE) certification.

Programs Manager

Education and Experience Requirements: Level I - required at this level consists of a master's degree and one year of professional supervisory, managerial, consultative or administrative experience in public health administration, social work, child support, adult protective services, child welfare, guidance and counseling, nursing, developmental disabilities, probation and parole, employment services, public administration, community- based prevention and diversionary youth services programs, juvenile justice, rehabilitation or disability services or counseling, or vocational evaluation or vocational rehabilitation, or an equivalent combination of education and experience, substituting one year of professional level experience in the above listed areas for each year of the required education. Preferred Qualifications: Prefer applicant who currently holds a Certified Rehabilitation Counselor (CRC) and/or Licensed Professional Counselor (LPC). Selective Qualifications: Application must include transcript which shows Master's Degree has been awarded and any current Certified Rehabilitation Counselor (CRC), Licensed Professional Counselor (LPC) or documentation of eligibility to sit for above certifications.

Field Services Coordinator

Education and Experience Requirements: Master's degree in Rehabilitation Administration, Rehabilitation Counseling, Vocational Evaluation, Vocational Rehabilitation, Public Administration or a disability related field and three (3) years supervisory experience. The successful candidate will need to possess a strong working knowledge of vocational rehabilitation services, principles and practices, and a strong background in working with individuals with disabilities. Preference may be given to candidates who are certified Rehabilitation Counselors (CRC), Licensed Professional Counselors (LPC), Certified Vocational Evaluators (CVE) or Certified Public Managers (CPM) and have 3 years of supervisory experience.

B.) All staff members have access to internal and external training designed to develop the knowledge and skills necessary to achieve success in their positions and enhance service delivery for customers. Trainings are delivered through classroom, webinar, and teleconference.

New VR and SBVI staff are provided access to the DRS Academy SharePoint site. This site houses the onboarding training process, which currently is comprised of four sections.

AWARE Training

Staff are provided access to a training environment to learn basic navigation and skills to use the AWARE case management system. This training has four AWARE Training manuals, each created to provide position specific instruction:

Core (C): This is for AWARE users who are not Counselors, Rehabilitation Technicians, or Instructional Staff for Older Blind cases. This version provides a basic overview that applies to all AWARE users.

Rehabilitation Technician (RT): This version includes instruction and guidance typically related to Rehabilitation Technician duties.

Vocational Rehabilitation Counselor (VRC): This version contains instruction and guidance on Counselor related activities.

Older Blind (OB): This version contains instruction and guidance for Instructional Staff working Older Blind cases.

VR 101 Training Modules

This course is targeted towards Counselors, yet the information throughout is beneficial to all staff within the Vocational Rehabilitation and Services for the Blind and Visually Impaired Divisions. This course was developed through a partnership between DRS, The Center for Innovative Training in Vocational Rehabilitation (CIT-VR) at George Washington University, and the San Diego State University Interwork Institute. This training grant ends in 2024 so Professional Development staff are currently working to update and migrate the content into the Workday system.

Academy Videos Course

The videos within this course are designed to provide new staff with an overview of the agency & services, introduce agency partners, and provide reference guides for various protocols and processes. Content areas include:

Agency Overview

General Onboarding

Disability Orientation

SBVI Programs and Services

Partners

In-Person Academy Session

This three-day, in-person session is held in Oklahoma City and focuses on case processes, application to closure, and provides an opportunity to ask questions, network with colleagues, and put learning into practice.

This Academy is open to VR and SBVI counselors, rehabilitation technicians, instructional staff, and managers, with allowances for additional positions to attend on a case-by-case basis.

This session focuses on hands-on activities and scenarios to drive learning through engagement.

Training ends with a Q&A session with the Field Service Coordinators to cover any unanswered areas from the session.

Blindness Immersion Training is for SBVI employees to experience simulated daily living as a blind individual and includes SBVI field staff (Counselors, Rehabilitation Techs, PMs and Instructional staff). The training consists of stations set up for participants to be introduced to specific assistive technology devices and to practice skills under blindfold such as writing, counting money, kitchen activities such as cutting, chopping, pouring, sweeping and also Orientation and Mobility exercises such as using a cane and human guide exercises. The activities included eating lunch while blindfolded as well.

4. METHOD(S) THE VR AGENCY USES TO ENSURE THAT PERSONNEL ARE ABLE TO COMMUNICATE IN APPROPRIATE MODES OF COMMUNICATION WITH OR IN THE NATIVE LANGUAGE OF APPLICANTS OR ELIGIBLE INDIVIDUALS WHO HAVE LIMITED ENGLISH SPEAKING ABILITY.

Services to the Deaf and Hard of Hearing Unit (DVR)

Services for the Deaf and Hard of Hearing is a statewide program that holds thirteen positions to address needs for persons with hearing loss. The Programs Manager supervises five counselor positions plus three rehabilitation technicians in offices located in both Oklahoma City and Tulsa. The counselors in these positions serve Oklahomans with hearing loss statewide. In addition, two other programs within the unit include the Interpreter Certification and Resource Center (ICRC) and the Interpreter Services Program. The ICRC is the certifying body for interpreters in Oklahoma, as well as monitoring and maintaining a registry of Interpreters. This program also supports and promotes the interpreter profession by providing resources, training, and interpreter mentorship. The Interpreter Service Program maintains interpreter contracts and schedules American Sign Language interpreters and Communication Access Real-time Translation (CART), a real time captioning service, as needed for agency staff and for consumers.

Hispanic Community Outreach

The focus of this office is to provide Vocational Rehabilitation and Transition services for youth to all Spanish speakers with disabilities in the Hispanic community. Staff translate and facilitate job training, education and employment services to Hispanic job seekers. In February 2023, the DSA relocated to south Oklahoma City to be closer to the zip code that has the largest population of Spanish speakers. This new location is also near schools with large populations of Spanish speaking students and parents who are eligible for our employment programs for people with disabilities.

Foreign Language Translation and Interpreter Services

To ensure effective communication with all members of the public, including applicants and eligible individuals with disabilities, the DSA utilizes a statewide contract with Foreign Language Translation and Interpreter Services to provide a variety of language services including, but not limited bilingual oral interpretation, bilingual written translation, and American Sign Language Interpreting. The DSA has information materials available on our website in standard print, large print, braille ready, audio and alternative languages other than English along with translation services available online.

5. AS APPROPRIATE, DESCRIBE THE PROCEDURES AND ACTIVITIES TO COORDINATE THE DESIGNATED STATE UNIT'S COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT WITH PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT.

The DSA coordinates its CSPD activities with those provided under the Individuals with Disabilities Education Improvement Act. The Transition Coordinator conducts annual training with all staff providing transition services and distributes transition newsletters in partnership with the Oklahoma State Department of Education. The DSA visits field offices, schools, community agencies, and other venues to increase the number of resources for DRS Transition Staff and assists schools with transition fairs. Shared training and conference opportunities with

VR staff and educators are provided to staff in partnership with the Oklahoma Transition Council (OTC), Oklahoma Family Network, Transition Teams with OU staff, Oklahoma Rehabilitation Council (ORC), Oklahoma State Department of Education (OSDE) and Workforce Boards across the state.

J. COORDINATION WITH EDUCATION OFFICIALS.

In accordance with the requirements in Section 101(a)(11)(D) of the Rehabilitation Act—

1. DESCRIBE PLANS, POLICIES, AND PROCEDURES FOR COORDINATION BETWEEN THE DESIGNATED STATE AGENCY AND EDUCATION OFFICIALS RESPONSIBLE FOR THE PUBLIC EDUCATION OF STUDENTS WITH DISABILITIES, THAT ARE DESIGNED TO FACILITATE THE TRANSITION OF THE STUDENTS WITH DISABILITIES FROM THE RECEIPT OF EDUCATIONAL SERVICES IN SCHOOL TO THE RECEIPT OF VOCATIONAL REHABILITATION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES.

The DSA maintains a formal interagency agreement with the State Educational Agency (SEA) as well as relationships at the local level with LEAs. The formal interagency agreement was renewed in 2023.

The focus of our work will be to forage those relationships and partner with stakeholders to provide services to youth and students with disabilities to help them prepare for life after high school, including, but not limited to, further education/training, competitive integrated employment, independent living and social skills, self-determination, and self-advocacy. The DSA continues to perform outreach to underrepresented groups, such as those on Section 504 Plans, youth in foster care, adjudicated youth, out-of-school youth, and those with other disabilities not documented on a 504 or IEP.

As of August, 2021 the DSA has updated transition and pre-employment transition policies. Transition services are further addressed in ODRS policy found at 612:10-7-240(a).

Overview of transition from school to work services

(a) Transition services is a coordinated set of activities for a student with a disability that promotes movement from the public schools to post-school activities. Transition services represent the next set of services on the continuum of VR services available to eligible individuals. Transition services, for eligible students with disabilities, provide for further development and pursuit of career interests with postsecondary education, vocational training, job search, job placement, job retention, job follow-up, and job follow along. The transition process is outcome based, leading to post-secondary education, vocational training, competitive integrated employment (including supported employment), continuing and adult education, adult services, independent living, and/or community participation consistent with the informed choice of the individual.

(b) The Transition from School to Work Program is implemented through a cooperative agreement between DRS and each participating local secondary school district, private school, charter school, home school organization and Career and Technology Education Center, through an MOU with the State Department of Education. The Transition Coordinator in DRS State Office acts as the liaison with the State Department of Education, and provides statewide coordination and technical assistance for the Transition from School to Work Program.

(c) Transition services must be based on the individual student's needs, taking into account the student's preferences and interests. Transition planning will include, to the extent needed, services in the areas of:

(1) instruction;

(2) community experiences;

(3) development of employment and other post-school adult living objectives, including job skill training available through vocational-technical schools;

(4) if appropriate, acquisition of daily living skills and a functional vocational evaluation;

(5) that promotes or facilitates the achievement of the employment outcome identified in the student's or youth's individualized plan for employment; and

(6) that includes outreach to and engagement of the parents, or, as appropriate, the representative of such a student or youth with a disability or other needs specific to the individual.

(7) supported employment services can be initiated during the final graduating semester of high school, 34 CFR 361.5 (c) (54) (iii-v).

(d) The Transition from School to Work Program is based upon effective and cooperative working relationships between the Special Education Section of the State Department of Education, the Department of Rehabilitation Services, and the Local Educational Agency. Each agency retains responsibility for providing or purchasing any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

Pre-Employment Transition Services

- (a) **Students with a Disability**. Vocational Rehabilitation (VR) must collaborate with local educational agencies (LEAs) to provide, or arrange for the provision of, Pre-employment Transition Services (Pre-ETS) for all students with a disability in need of such services.
- (1) A "Student with a Disability" as defined in Oklahoma is ages 16 through 21 and eligible for and receiving special education or related services under an Individualized Education Program (IEP); or an individual with a disability for purposes of Section 504 (individual does not need to have a 504 plan to meet the definition requirements).
- (2) An individual as young as 14 years old may be considered a "Student with a Disability" if Pre-ETS is determined necessary by the IEP team.
- (3) The definition of "Student with a Disability" applies to all students enrolled in educational programs, including postsecondary education programs or other recognized education programs, so long as they satisfy the age requirements. The definition is inclusive of secondary students who are homeschooled, as well as students in other non-traditional secondary educational programs.
- (b) **Required Activities.** Services may be provided to students, or groups of students, with disabilities who are eligible or potentially eligible for VR services in the following areas:
- (1) Job exploration counseling.

- (2) Work-based learning experiences, which may include in-school or after school opportunities or experience outside the traditional school setting, including internships, that is provided in an integrated environment to the maximum extent possible.
- (3) Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education.
- (4) Workplace readiness training to develop social skills and independent living.
- (5) Instruction in self-advocacy, including instruction in person-centered planning, which may include peer mentoring, including peer mentoring from individuals with disabilities working in competitive integrated employment.

3. (c) **Delivery of Services.** Pre-ETS may be delivered in collaboration with school districts/LEAs via any combination of:

- (1) Vocational rehabilitation counselors
- (2) The vocational rehabilitation counselor will coordinate Pre-ETS with other entities who maybe delivering these services.
- (3) Other entities contracted with VR such as:
- (A) Community Rehabilitation Programs
- (B) Independent Living Centers
- (d) **Considerations under 0rder of Selection.** VR must continue to provide Pre-ETS to students with disabilities who were receiving such services prior to being determined eligible for VS and are placed in a closed category.
- (e) Pre-Employment Transition Coordination.
- (1) District office staff will be responsible for attending IEP meetings for students with disabilities when invited; using conference calls and video conferences, when necessary;
- (2) working with local workforce development boards, job centers and employers to develop work opportunities for students with disabilities, including apprenticeships, internships, summer employment and other employment opportunities available throughout the school year;
- (3) working with schools to coordinate and ensure the provision of Pre-ETS; and
- (4) attending person-centered planning meetings for individuals with developmental disabilities receiving SSI-D/Medicaid when invited.
- (5) acquisition of daily living skills and a functional vocational evaluation;
- (6) supported employment services can be initiated during the final graduating semester of high school; and
- (7) other needs specific to the individual.

The Transition from School to Work Program is based upon effective and cooperative working relationships between the Special Education Section of the State Department of Education, the Department of Rehabilitation Services, and the Local Educational Agency. Each agency retains responsibility for providing or purchasing any transition service that the agency would

otherwise provide to students with disabilities who meet the eligibility criteria of that agency [34 CFR 300.520].

Cooperative agreements for transition services

Cooperative agreements are entered into by the DSA and the Local Educational Agency (LEA), private school, charter school, home school organization and Career and Technology Education Center to facilitate cooperative working relationships leading to positive employment outcomes for eligible students with disabilities, including those served through an individualized education program (IEP), Section 504 Plan, or those with other documented disabilities. Each agreement sets the framework for a comprehensive and coordinated effort to identify and serve all students with physical and/or mental disabilities enrolled in secondary school or attending CareerTech during secondary school or being home schooled who are jointly eligible. Continuous and uninterrupted services are provided through common areas without duplication or encroachment of the separate programs.

Confidentiality of Records

Only the information directly related to the administration of the individual's transition program are to be released to the LEA. The cooperating agencies will allow each other to copy information under guidelines established for participating and/or cooperating agencies under SDE and DSA regulations.

Coordination of Individualized Education Program and Individualized Plan for Employment

The Local Educational Agency and the DSA must document coordination of objectives and services planned in an individual's IEP/Section 504 Plan and IPE. Both documents, as well as other case documentation, must reflect the effective interaction of the two agencies in providing the services necessary for a smooth transition from school to work. While it is understood that it is not possible for a VR counselor to attend all formal IEP/Section 504 Plan meetings in assigned schools, the counselor will collaborate in transitional planning in the most effective manner possible.

2. DESCRIBE THE CURRENT STATUS AND SCOPE OF THE FORMAL INTERAGENCY AGREEMENT BETWEEN THE VR AGENCY AND THE STATE EDUCATIONAL AGENCY. CONSISTENT WITH THE REQUIREMENTS OF THE FORMAL INTERAGENCY AGREEMENT PURSUANT TO 34 C.F.R. § 361.22(B), PROVIDE, AT A MINIMUM, THE FOLLOWING INFORMATION ABOUT THE AGREEMENT:

A. CONSULTATION AND TECHNICAL ASSISTANCE, WHICH MAY BE PROVIDED USING ALTERNATIVE MEANS FOR MEETING PARTICIPATION (SUCH AS VIDEO CONFERENCES AND CONFERENCE CALLS), TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES AND OTHER VOCATIONAL REHABILITATION SERVICES;

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY PERSONNEL FOR STUDENTS WITH DISABILITIES THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) UNDER SECTION 614(D) OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT;

C. THE ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES;

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES. OUTREACH TO THESE STUDENTS SHOULD OCCUR AS EARLY AS POSSIBLE DURING THE TRANSITION PLANNING PROCESS AND MUST INCLUDE, AT A MINIMUM, A DESCRIPTION OF THE PURPOSE OF THE VOCATIONAL REHABILITATION PROGRAM, ELIGIBILITY REQUIREMENTS, APPLICATION PROCEDURES, AND SCOPE OF SERVICES THAT MAY BE PROVIDED TO ELIGIBLE INDIVIDUALS;

E. COORDINATION NECESSARY TO SATISFY DOCUMENTATION REQUIREMENTS SET FORTH IN 34 C.F.R. PART 397 REGARDING STUDENTS AND YOUTH WITH DISABILITIES WHO ARE SEEKING SUBMINIMUM WAGE EMPLOYMENT; AND

F. ASSURANCE THAT, IN ACCORDANCE WITH 34 C.F.R. § 397.31, NEITHER THE SEA NOR THE LOCAL EDUCATIONAL AGENCY WILL ENTER INTO A CONTRACT OR OTHER ARRANGEMENT WITH AN ENTITY, AS DEFINED IN 34 C.F.R. § 397.5(D), FOR THE PURPOSE OF OPERATING A PROGRAM UNDER WHICH YOUTH WITH A DISABILITY IS ENGAGED IN WORK COMPENSATED AT A SUBMINIMUM WAGE.

The DSA finalized an SEA agreement on July 1st, 2023. The formal interagency agreement with the State educational agency provides for: consultation and technical assistance, which may be provided using alternative means for meeting participation (such as video conferences and conference calls), to assist educational agencies in planning for the transition of students with disabilities from school to post- school activities, including vocational rehabilitation services; transition planning by personnel of the designated State agency and educational agency personnel for students with disabilities that facilitates the development and implementation of their individualized education programs under section 614(d) of the Individuals with Disabilities Education Act [20 U.S.C. 1414(d)]; the roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services; and procedures for outreach to and identification of students with disabilities who need the transition services.

In response to the federal statutory and regulatory requirements, the SEA and the DSA agree to the following Consultation and Technical Assistance responsibilities:

The DSA will assist the SEA, LEAs, charter, private, virtual, and home school organizations in planning for the transition of students with disabilities from school to post-school activities, including pre-employment transition services. Consultation and technical assistance may be provided through alternative means, such as conference calls, video conferences, and written communication. Additionally, the DSA will offer such technical assistance to other state agencies and organizations and parents of students and youth with disabilities.

The DSA will provide:

1. interpretation of laws pertaining to vocational rehabilitation, employment, and disabilities as it relates to transitioning youth and students with disabilities to life after high school;

2. technical assistance documents to assist schools and the SEA in collaboration and provision of transition services to students and youth with disabilities (e.g., forms to

document transition services completed to assist with the requirements set forth in WIOA regarding the movement of a youth or student with a disability to subminimum wage employment);

3. to the SEA on an annual basis or when requested a list of DSA staff territories by school and county;
4. sample goals to be used in the annual transition goal areas of education/training, employment, and independent as developed and revised around the VR services or transition services in general; and
5. input on presentation materials, handbooks, data collection and reporting, and as requested by the SEA.

The DSA will coordinate services with local educational agency staff to help prepare youth and students with disabilities for competitive integrated employment. DSA staff will share results of the vocational evaluation and other assessments, as well as progress reports for various work experiences with school personnel for the purpose of including information in the IEP and transition planning process. The DSA will work with school personnel to not only have input into the IEP process but also to access a copy of the IEP for assistance with coordination with the VR IPE. On behalf of the DSA, the OSDE distributes information regarding policy and procedures of the IEP planning process as needed. The DSA maintains a shared document with OSDE to document DSA counselors and the schools they serve. This is updated quarterly and shared with OSDE along with a Transition newsletter.

The DSA and educational officials will provide the following types of services:

- Consultation and technical assistance services to assist State educational agencies and local educational agencies in planning for the transition of students with disabilities from school to postsecondary life, including employment.
- Transition services to youth with disabilities and students with disabilities, for which a vocational rehabilitation counselor works in concert with educational agencies, providers of job training programs, providers of services under the Medicaid program under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.), entities designated by the State to provide services for individuals with developmental disabilities, centers for independent living (as defined in section 796a of this title), housing and transportation authorities, workforce development systems, and businesses and employers.

The DSA will assist the SEA, LEAs, charter, private, virtual, and home school organizations in planning for the transition of students with disabilities from school to post-school activities, including pre-employment transition services. Consultation and technical assistance may be provided through alternative means, such as conference calls, video conferences, and written communication. Additionally, the DSA will offer such technical assistance to other state agencies and organizations and parents of students and youth with disabilities.

DSA will provide interpretation of laws pertaining to vocational rehabilitation, employment, and disabilities as it relates to transitioning youth and students with disabilities to life after high school; technical assistance documents to assist schools and the SEA in collaboration and provision of transition services to students and youth with disabilities (e.g., forms to document transition services completed to assist with the requirements set forth in WIOA regarding the movement of a youth or student with a disability to subminimum wage employment; to the SEA on an annual basis or when requested a list of DSA staff territories by school and county; sample

goals to be used in the annual transition goal areas of education/training, employment, and independent as developed and revised around VR or transition services in general and input on presentation materials, handbooks, data collection and reporting as requested by the SEA.

The DSA and OSDE will collaborate on working with VR staff and LEA staff to facilitate completion of a comprehensive and quality Individualized Education Program (IEP) and Individualized Plan for Employment (IPE) that appropriately includes transition planning and coordination of services.

The OSDE will continue to enforce the IDEA requirements regarding inviting those agencies responsible for providing or paying for transition services, including referral to VR.

The OSDE will:

1. provide to the LEAs a referral form to VR through the state IEP development system;
2. educate LEAs on the best practices for inviting VR and other transition providers to participate in the development of the IEP and participate through multiple means (e.g., in person, by phone, virtually, by providing documents in advance) in IEP and other meetings;
3. continue to monitor the involvement of, invitations to, and referrals to VR through the state monitoring system, Indicator 13 checklist, Indicator 14, and other means as decided. The DSA will continue to enforce the WIOA requirements regarding attending IEP and other meetings (when invited) as well as the process for receiving and responding to referrals, including referral to VR.

The DSA will:

- Provide to the OSDE the content to be included in the referral to VR form
- Train its staff on the requirements of receiving the referral form along with the release of confidential information from LEAs and other referral sources
- Train its staff to develop internal procedures with each school for how referrals will be submitted to the local VR counselor
- Train its staff on best practices for engaging with schools and teams, planning and attending IEP and other meetings, to participate in the development of the IEP and participate through multiple means (e.g., in person, by phone, virtually, by providing documents in advance)
- Train its staff on providing regular updates to the referring source on the status of that referral, if the student/family applied for services, if a plan for employment is in place, what services may be implemented at school, etc.
- Encourage its staff and schools to take advantage of the online VR application to streamline the application process, possibly in lieu of even a referral
- Continue to educate and encourage its staff to actively contribute to the development of annual goals and coordinated services to be included in the IEP to help the student reach his or her postsecondary goals
- Train its staff to assist schools in developing annual IEP goals around the VR services provided to support the achievement of the IEP and IPE goals; and work with the OSDE

and LEAs to improve documentation of the collaborative transition service delivery occurring for a student by encouraging wording in the IEP.

The OSDE will continue to educate LEAs on the required provision of secondary transition services as described in the IDEA, such as: a) Community Experiences, b) Development of education/training, employment, and other adult living goals and/or objectives; c) Annual transition assessments; and d) Coordination of services with other agencies who may provide and/or pay for transition services.

The OSDE will ensure LEAs recognize and take into consideration the responsibilities of the LEA to provide such services in preparation for working with VR on services requiring rehabilitation. This includes ensuring schools meet their requirements of providing special education and related services to support the students in reaching their educational goals, including their postsecondary goals. The OSDE will ensure LEAs understand Section 101(c) of WIOA that states "Nothing in the Act is to be construed as reducing the responsibility of the local educational agencies or any other agencies under IDEA to provide or pay for any transition services that are also considered to be special education or related services necessary for providing a free appropriate public education to students with disabilities.

The DSA and OSDE will collaborate on ensuring education officials, school personnel, and VR personnel are cross-trained, have opportunities for networking and collaboration, and receive consistent messages and guidance from the DSA and OSDE.

The DSA will continue to coordinate with non-educational agencies to reach out-of-school youth to support them in their employment efforts. This includes collaboration with subminimum wage employers, workforce development boards, Oklahoma Department of Mental Health and Substance Abuse Services, mental health providers, community rehabilitation providers, Oklahoma Department of Human Services, Developmental Disabilities Services, Office of Juvenile Affairs, Oklahoma Parents Center, Oklahoma Family Network, Oklahoma Autism Network, Down Syndrome Association of Central Oklahoma, Disability Coalitions, and other stakeholders.

Pre-ETS – The DSA will collaborate with the Oklahoma State Department of Education Special Education Services (OSDE) and The National Center for Disability Education and Training, University Oklahoma Outreach (NCDET, OU), Central Technology Center, Kiamichi Technology Center, as well as local education agencies in Oklahoma to make Pre-Employment Transition Services (Pre-ETS) available to high school students with disabilities.

DSA will ensure the pre-ETS collaboration model will assist in developing clear communication between DRS and the local/state education agencies; identify and address community needs related to student skill development; partner with Vocational Rehabilitation (VR) counselors and other community members in the provision of career development and work experiences; and strengthen the lives of students and their families.

DSA will ensure collaboration of these agencies, to enhance the identification of student career interests and needs; awareness of the variety of options and the role of post-secondary education and training; broaden perspective of personal skills to utilize, reinforce and develop for work as well as self-awareness; and increased communication with family about student's progress and needs.

The DSA and the partners named above will:

1. Emphasize the provision of services to students and youth with disabilities to ensure they have opportunities to receive the training and other services necessary to achieve competitive integrated employment.
2. Expand the population of students with disabilities who may receive services and the kinds of services that the VR agency may provide to WIOA potentially eligible youth and students with disabilities.
3. Knowledge opportunities to practice and improve workplace skills, such as through internships and other work-based learning opportunities.

The DSA and OSDE will collaborate on performing outreach statewide to identify students with disabilities in need of transition services under IDEA and pre-employment transition services under WIOA, those residing in rural areas, and those low-incidence populations, such as blindness and hearing impairments. The DSA and OSDE will collaborate on joint community and professional presentations to educate and inform LEAs, parents, and others about reaching the needs of youth and students on Section 504 Plans and those with documented disabilities not being served through an IEP or Section 504 Plan. The DSA will work with the Oklahoma Rehabilitation Council's Transition Committee, Oklahoma School for the Blind, and Oklahoma School for the Deaf to conduct outreach activities. This may include, but is not limited to, developing, and disseminating public service announcements, making presentations within these schools and LEAs, hosting events for groups of students with disabilities (e.g., advocacy, summer programs, and STEM).

The OSDE will work with the IDEA B Advisory and LEAs to conduct outreach activities. This may include developing and disseminating public service announcements, making presentations within LEAs, and disseminating written information. For the purposes of Child Find, outreach, and identification of need for transition services and Pre-ETS, the OSDE will provide to the DSA annual special education Child Count data after October 1 (as completed and available) broken down by county, district name, disability, age, and grade. For the purposes of improving outcomes of students and youth with disabilities, the OSDE will provide annually to the Oklahoma Transition Council data and reports related to Indicators 13 and 14 of the State Performance Plan.

The DSA will provide to the OSDE:

- A list of all LEAs, private schools, charter schools, virtual schools, and Career and Technology Education schools with whom they contract with for School Work Study; Work Adjustment Training; Tech-Now; Project SEARCH; and other transition programs.
- A list of all LEAs participating in summer programs, such as BEST, STEP, ACE Academy, VIBE, STEM Camp, and others.

The DSA collaborates with the OSDE to access information from the Accessible Instructional Materials (AIM) Center located at the Oklahoma Library for the Blind and Physically Handicapped (OLBPH). Such information may include, but is not limited to, students with disabilities accessing services and materials through the AIM Center. The OSDE will purchase materials and equipment for the AIM Center to disseminate as requested by LEAs to assist students with visual impairments and blindness. The AIM Center, through the DSA, will provide to the OSDE assurance they will conduct inventory control with procedures in place to track items in stock, items checked out, items returned, items still outstanding, lost or damaged items, etc. The AIM Center, through the DSA, will provide to the OSDE information regarding: a list of

LEAs accessing materials and equipment purchased through the OSDE; and the number of students utilizing the provided materials and equipment.

The DSA and OSDE collaborate to ensure roles, responsibilities, and financial responsibilities between LEAs and DSA are communicated to LEAs and DSA staff to assist in provision of transition services to youth and students with disabilities. LEAs are responsible for providing and paying for all services identified as needed for the youth or student that is part of achieving the goals identified on their IEPs and related to their success in school or beyond. Section 101(c) of WIOA makes clear that. "Nothing in the Act is to be construed as reducing the responsibility of the local educational agencies or any other agencies under IDEA to provide or pay for any transition services that are also considered to be special education or related services necessary for providing a free appropriate public education to students with disabilities."

LEAs are responsible for providing a) Academic instruction; b) Special education and related services (e.g., speech therapy, occupational therapy, physical therapy, special transportation); c) Accommodations; d) Assistive Technology (AT).

The DSA and OSDE will ensure LEAs and VR staff understand how to document the coordination of and provision of services between the VR counselor and LEA. In the event a dispute should arise regarding whose responsibility it is to pay for or provide a similar transition service, the VR staff and LEA staff may, as an initial step, reach out to the DSA and OSDE Transition Specialists to obtain guidance regarding how to make the decision. Any services required for providing Free Appropriate Public Education (FAPE) are the responsibilities of the LEA. To assist teams in making such decisions, the DSA and OSDE recommend the team consider: (1) The purpose of the service; (2) Customary services; and (3) Eligibility.

Because the definition of a "student with a disability," for the VR program includes an individual with a disability for purposes of section 504 of the Rehabilitation Act, it is broader than the definition under IDEA, VR is authorized to provide transition services to this broader population of students with disabilities than LEAs under IDEA. Since the VR program may serve students with disabilities, including those individuals with a disability for purposes of section 504 of the Rehabilitation Act, these students may not have an IEP under IDEA, and, therefore, would not be eligible for or receiving special education and related services under IDEA.

The OSDE continues to educate LEAs on the availability of VR services for students with disabilities on section 504 plans and encourage the referral of such students to the VR counselors. In addition, the Rehabilitation Act also allows the VR agency to provide pre-employment transition services to "potentially" eligible students with disabilities. This may include those students who are not receiving special education and related services under an IEP, students who are not receiving services or accommodations under a section 504 plan, and who have documented disabilities (e.g., scoliosis, mental health, a student may wear a hearing aid, have chronic health issues, such as asthma, leukemia, diabetes, suffer from depression, bipolar, and anxiety.

The DSA interacts with the SEA and LEAs to identify youth and students with disabilities in the public-school systems. The DSA will perform outreach to charter schools, virtual educational programs, homeschool networks, and other partners to identify youth and students with disabilities who need transition services. The DSA utilizes annual Child Count Information from the SEA to help identify low incidence disabilities across the state. This information is provided to the DSA Process Improvement Unit to conduct surveys as needed.

DRS has service and documentation responsibilities with regard to pre-employment transition services and/or transition services. (2) Documentation process- Such process shall require

that— (A) in the case of a student with a disability, for documentation of actions described in subsection (a)(2)(A)— (i) if such a student with a disability receives and completes each category of required activities in section 733(b) of this title, such completion of services shall be documented by the designated State unit in a manner consistent with this section; (ii) if such a student with a disability receives and completes any transition services available for students with disabilities under the Individuals with
Disabilities Education Act [20 U.S.C. 1400 et seq.], including those provided under section 614(d)(1)(A)(i)(VIII) (20 U.S.C. 1414(d)(1)(A)(i)(VIII)), such completion of services shall be documented by the appropriate school official responsible for the provision of such transition services, in a manner consistent with this section; and (iii) the designated State unit shall provide the final documentation, in a form and manner consistent with this section, of the completion of pre-employment
transition services as described in clause (i), or transition services under the Individuals with Disabilities Education Act as described in clause (ii), to the student with a disability within a reasonable period of time following the completion; and
(B) when an individual has completed the actions described in subsection (a)(2)(B), the designated State unit shall provide the individual a document indicating such completion, in a manner consistent with this section, within a reasonable time period following the completion of the actions described in this subparagraph.

The OSDE is the agency responsible for ensuring that each local educational agency (LEA) provides FAPE to eligible students pursuant to the IDEA, 20 U S C. §1412(a)(1). The ODRS is the designated agency responsible to ensure the provision
of vocational rehabilitation services in Oklahoma. The IDEA, at 20 U S C. §1412(a)(12), and the Rehabilitation Act at 29 USC Section 721(a)(11)(D)), require states to have in place an agreement or mechanism to: identify the state agency responsible to provide services that are also special education or related services to ensure a free appropriate public education; specify the terms and conditions under which responsible agencies reimburse local educational agencies for providing certain services that are special education and related services; resolve interagency disputes regarding financial responsibilities for special education and related services or vocational rehabilitation services; and coordinate the timely provision of transition services, which may also be special education and related services or vocational rehabilitation services.

Subminimum Wage Assurance- In accordance with WIOA 34 CFR 397.31, the ODRS and OSDE agree that
neither the OSDE nor LEAs will enter into a contract or other arrangement with an entity, as defined in WIOA34 CFR 397.5(d), for the purpose of operating a program under which a student or youth with a disability is engaged in work
compensated at a subminimum wage.

K. COORDINATION WITH EMPLOYERS

In accordance with the requirements in Section 101(a)(11)(E) of the Rehabilitation Act, describe how the VR agency will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of VR services; and transition services for youth and students with disabilities, including pre-employment transition services for students with disabilities.

The DSA has formalized a Business Services Program with increased capacity to connect and sustain partnerships with Oklahoma businesses by delivering a skilled and loyal workforce. These partnerships lead to competitive integrated employment and career exploration opportunities for jobseekers with disabilities.

The DSA Business Services Program defines and customizes services for employers, creates strategic partnerships to support workforce needs, and has established an employment-focus within the rehabilitation process.

DRS's focus is to inform businesses about the benefits and opportunities associated with a workforce that is diverse and inclusive, and support business to develop that workforce. DRS values employer input into the VR program. DRS and workforce partners engage in activities that include employer input on workforce topics. Within the core services to business, DRS contributes by:

(1) Informing businesses about the DRS talent pool and the full offerings of DRS programs, services, and incentives.

(2) Informing employers about opportunities to provide work-based learning and career exploration options to students and youth through internships, on the job work experiences, and pre-employment transition services.

(3) Enabling employers to recruit, job match, hire, train, and retain qualified talent from the DRS talent pool.

(4) Connecting employers to community resources that support individuals with disabilities.

(5) Providing consultation, technical assistance, and support to employers on workplace accommodations, assistive technology, and accessibility.

(6) Providing information and consultation regarding employment of people with disabilities, including the benefits/return on investment of enhancing diversity in the workplace, disability awareness, and the Americans with Disabilities Act.

(A) Assist employers in identifying and preparing individuals with disabilities to fill job vacancies through on the job training.

(B) Informing employers about available tax incentives for hiring qualified persons with disabilities.

(C) Assist employers with identifying and setting up Apprenticeship opportunities for persons with disabilities.

Utilization of Statewide Partners

The DSA Business Services Program retains local business services specialists that work in geographical areas across the state. The specialists connect with local businesses to deliver a skilled and loyal workforce and partner with local workforce development boards.

Strategic Alliances & Intel

The DSA's ability to coordinate with local, state and federal entities is imperative for success. Community and economic development partners are the best link to disseminating the DSA's message to employers. Many of whom are federal contractors, especially in manufacturing. These partners potentially hold the key to the resources necessary in order to facilitate the DSA mission of increasing quality employment opportunities for job seekers with disabilities.

Regional Approach

In order to facilitate a regional approach, the DSA utilizes the regional alignment of federal and state partners. DSA staff coordinate with workforce development boards, small business development centers (SBDCs), and local businesses and employers.

Internal Coordination

Dissemination of information and the ability to coordinate and communicate with all DSA field staff responsible for job development activities is critical to the overall success of efforts in achieving goals regarding statewide outreach to businesses and statewide partners.

L. INTERAGENCY COOPERATION WITH OTHER AGENCIES

In accordance with the requirements in Section 101(a)(11)(C) and (K), describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system to develop opportunities for community-based employment in integrated settings, to the greatest extent practicable for the following:

1. STATE PROGRAMS (DESIGNATE LEAD AGENCY(IES) AND IMPLEMENTING ENTITY(IES)) CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

As the federally funded Assistive Technology Act Program for the State of Oklahoma, the mission of Oklahoma ABLE Tech is to get assistive technology 'AT' into the hands of Oklahomans with disabilities through activities that provide increased access and acquisition. The DSA has a long standing history of working closely with Oklahoma ABLE Tech to enhance the provision of assistive technology services across the state.

The DSA and Oklahoma ABLE Tech, Oklahoma's AT Act Program have an agreement to provide programmatic technology accessibility details regarding the DSA Access for All initiative under the Workforce Innovation and Opportunity Act (WIOA). The DSA is leading the Oklahoma Workforce System towards enhanced accessibility and Access for All was adopted by the workforce system statewide. This initiative is in partnership with Oklahoma ABLE Tech within programmatic accessibility, with a goal of creating fully accessible workforce services for Oklahoma job seekers.

2. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE DEPARTMENT OF AGRICULTURE;

No current interagency agreement

3. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH;

Oklahoma Office of Juvenile Affairs

The DSA partners with the Office of Juvenile Affairs (OJA) to co-locate a VR counselor within the Central Oklahoma Juvenile Center to work with youth with disabilities. The DSA also partners to co-locate a VR counselor who is dedicated to working in the OJA facilities and through the Oklahoma Department of Human Services facilities including group homes, short-term and long-term facilities, and treatment centers. Vocational Rehabilitation Counselors connect with youth upon intake, encourage application at appropriate ages, complete vocational evaluations,

and provide additional services to youth transitioning out of the facilities. We work closely with the Office of Juvenile Affairs to assist youth with accessing resources that are needed to increase their chances of successful employment and decrease the recidivism rate upon release.

Southern Plains Treatment Center, Oklahoma Children and Youth Coalition, Oklahoma Department of Human Services, Oklahoma Office of Juvenile Affairs

In FY 22, The DSA has partnered with the above entities in order to increase youth opportunities for successful transition into adulthood through support and solutions. The MOU will increase and strengthen services for youth in OJA and/or DHS custody residing in group homes, detention centers and other alternative facilities within the STPS and OKCYC jurisdiction in order to increase youth opportunities for successful transition into adulthood. The DSA will assist to identify potential SPTS and OKCYC youth and provide a staff member who will serve as direct liaison with all parties and work closely with the DSA Transition Coordinator.

4. STATE USE CONTRACTING PROGRAMS;

The State of Oklahoma recognizes the value of people with significant disabilities by utilizing an established State Use Program that provides jobs for people with significant disabilities in producing products and services that can be purchased from a state contract for state use. The jobs range from products sorting and repackaging to the provision of services such as janitorial, maintenance, security, lawn care, and trash pickup. Each vendor in the State Use program must demonstrate that a minimum of 75% of their work force is comprised of persons with severe disabilities. By state statute, the Director of the Department of Rehabilitation Services, or a representative designated by the Director, serves on the executive committee of the Oklahoma State Use Program. Currently, this committee position is held by the Division Administrator of Services for the Blind and Visually Impaired. The State Use Program maintains a recognized portal system for purchasing. All state agencies are required to purchase off of the portal contract before seeking goods or services elsewhere.

5. STATE AGENCY RESPONSIBLE FOR ADMINISTERING THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT (42 U.S.C. 1396 ET SEQ.);

he Oklahoma Health Care Authority (OHCA) serves as the Medicaid Agency for provisions of title XIX of the Social Security Act. The OHCA and Department of Human Services (DHS) maintain an MOA for provision of services. The DHS administers waiver programs which include extended services as a part of the waiver. Each Medicaid waiver individual plan includes outcomes which would create a pathway to achieve competitive integrated employment. Increased education and in-service with contractors has occurred to encourage contracts with both the DSA and DDS to ensure a more streamlined access to competitive integrated employment opportunities.

6. STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES;

DSA maintains a Memorandum of Agreement (MOA) with the DDS to improve employment outcomes for individuals with intellectual disabilities. DDS continues to provide extended services for individuals with intellectual disabilities in Supported Employment services.

In May 2022, there were over 5,100 families awaiting developmental disabilities services. The legislature appropriated $32.5 million to end the DDS wait list and increase provider rates. As a result the DSA and DHS/DDS expanded our partnership and cross trainings. The DSA Division Administrators met with administrators from DDS to develop a plan of action to cross train staff on each agency process, develop forms that would be helpful in the new process and develop

the actual processes to refer clients from the DDS waitlist to DSA counselors. The new process has allowed clients to receive services sooner and/or to have no break in services when being transferred. The process also includes monthly meetings with DDS employees and DSA employees who are involved in the process to discuss, and problem solve all issues as they arise.

Additional initiatives include:

- Working with mutual clients in our systems, by providing information and training to vendors that serve each Agency. The DSA is providing trainings to vendors so they understand the differences in referrals, expectations, payment venues and reporting to each agency. This partnership has added 11 DDS Vendors to the DSA agency vendors.
- Regular meetings with DSA programs managers, DSA programs field representatives and DDS staff. Monthly meetings address and solve problems identified by field staff of both agencies. Training to staff is based on challenges identified. DSA staff also provide individual case consultations at the request of the Community Rehabilitation Programs (CRP), DDS staff and/or DSA staff.
- DSA staff work with DDS and State Employment Learning Network (SELN) to help with how to facilitate Supported Employment between the agencies such as sequencing and braiding of services.
- DSA Programs Field Representatives serve on the Developmental Disabilities Advisory Council. DSA Employment Support Services (ESS) staff and State level Transition Staff participate on the Employment First Alliance, which has a national goal of increased competitive integrated employment by 50% in the states. As a result of the Employment First Alliance, the Oklahoma operates under the Employment First Law.
- DSA ESS staff and State level Transition Staff participate on the State Employment Leadership Network (SELN) -DSA ESS staff represents DSA on the Oklahoma Developmental Disabilities Council.
- DDS Staff serves on the Oklahoma Transition Council (OTC) resulting in statewide conferences, resources, technical assistance, and additional professional development opportunities. The DSA Statewide Transition Coordinator works with DDS staff to ensure staff from each agency, schools, families, and CRPs understand the changes in WIOA regarding sub- minimum wage, are well-trained, and that Pre-Employment Transition Services are provided to students with disabilities accessing Vocational Rehabilitation services through the DSA.
- The DSA ESS staff work with DDS staff to ensure CRPs and staff at each agency is provided ongoing training and consultation required by WIOA for any youth with a significant disability hired at subminimum wage. The partners will also ensure the required reviews take place according to WIOA to ensure every opportunity for achieving full competitive integrated employment.

7. STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES; AND

The DSA maintains a Memorandum of Agreement (MOA) with the Oklahoma Department of Mental Health Substance Abuse and Services (ODMHSAS) to improve the employment outcomes

of individuals with serious mental illness. The DSA has a second MOA for the Partnership for Infant's, Children's, Youth's and Young Adult's Mental, Emotional and Behavioral Health. The partnership ensures the creation and efficient operation of a unified and integrated system of care for all of Oklahoma's infants, children, youth, and young adults with or at risk for mental, emotional, and behavioral disorders (MEB's). This includes an array of prevention, education, outreach, service and support for them and their families.

8. OTHER FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS OUTSIDE THE WORKFORCE DEVELOPMENT SYSTEM.

Thunderbird and Crossroads Clubhouses

The DSA maintains contracted agreements with the Thunderbird Clubhouse in Norman and Crossroads Clubhouse in Tulsa, both of which are certified through the International Center for Clubhouse Development (ICCD). The contractual agreements are for establishing employment services for DSA clients with severe mental illness for the purpose of obtaining or maintaining competitive integrated employment.

9. OTHER PRIVATE NONPROFIT ORGANIZATIONS.

Community Rehabilitation Service Providers

DSA has contracts with private non-profit, for-profit, and government Community Rehabilitation Service Providers (CRPs) of Supported Employment and other employment programs for individuals with significant barriers to employment. CRPs request the opportunity to provide Supported Employment, employment and retention (i.e. short term job coaching), job placement, JOBS (short term placement), work-adjustment training, employment support and transitional employment services for DSA job seekers. DSA approves contracts based on pre-established criteria, including acceptable levels of payment for outcomes achieved.

DSA will continue with efforts to increase employment CRPs to meet the needs statewide focusing in rural areas. The Employment Support Services Unit (ESS) educates potential CRPs and DSA field staff of available contracts.

Centers for Independent Living

The DSA is committed to working with the Centers for Independent Living (CILs) and the Statewide Independent Living Council (SILC) to improve relationships and assurances between the SILC, CILs and DSA.

DSA Roles include: Serve as fiscal intermediary to receive, account for, and disburse funds received by the State to support Independent Living Services - Continue to educate the CILs and SILC about the components, requirements and limitations of the contract and purchasing systems. - Attendance of Director and/or designee at quarterly SILC meetings. - Attendance of the DSA director and/or designee in major SILC and CIL meetings where services are discussed and planned - DSA (administration, accounting, and legal) will meet annually (or as needed) with the SILC Executive Board to address issues and difficulties – DSA will support the nomination and appointment process for the SILC in the State – DSA will cooperate in creating and signing the State Plan for Independent Living agreeing to serve as the DSA.

ASSURANCES

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner, that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:

The VR agency must select the "Edit" button to review and agree to the VR State plan Assurances.

The State Plan must include
1. Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.
2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a Unified State plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.
3. Administration of the VR services portion of the Unified or Combined State Plan: The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:
3.a. the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.
3.b. either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act.
3.c. consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act.
3.d. the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3).
3.e. as applicable, the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act.
3.f. as applicable, the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.
3.g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.
3.h. the requirements for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act.

The State Plan must include
3.i. all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act.
3.j. the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.
3.k. the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.
3.l. the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities as set forth in section 101(a)(18)(A).
3.m. the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.
4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:
4.a. comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(E) and (20) of the Rehabilitation Act.
4.b. impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act.
4.c. provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services or, if implementing an order of selection, in accordance with criteria established by the State for the order of selection as set out in section 101(a)(5) of the Rehabilitation Act.
4.d. determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.
4.e. comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.
4.f. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act
4.g. provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.
4.h. comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by sections 101(a)(14) and 511 of the Rehabilitation Act.
4.i. meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation

The State Plan must include
programs.
4.j. With respect to students with disabilities, the State,
4.j.i. has developed and will implement,
4.j.i.A. strategies to address the needs identified in the assessments; and
4.j.i.B. strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and
4.j.ii. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15), 101(a)(25) and 113).
4.j.iii. shall reserve not less than 15 percent of the allocated funds for the provision of pre-employment transition services; such funds shall not be used to pay for the administrative costs of providing pre-employment transition services.
5. Program Administration for the Supported Employment Title VI Supplement to the State plan:
5.a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.
5.b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.
6. Financial Administration of the Supported Employment Program (Title VI):
6.a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(H) and (I) of the Rehabilitation Act.
6.b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.
7. Provision of Supported Employment Services:
7.a. The designated State agency assures that it will provide supported employment services as

The State Plan must include
defined in section 7(39) of the Rehabilitation Act.
7.b. The designated State agency assures that the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(7)(C) and (E) of the Rehabilitation Act.

Do you attest that these assurances will be met?
Yes

VOCATIONAL REHABILITATION (COMBINED OR GENERAL) CERTIFICATIONS

States must provide written and signed certifications that:

1. THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) IS AUTHORIZED TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN UNDER TITLE I OF THE REHABILITATION ACT OF 1973 (REHABILITATION ACT), AS AMENDED BY TITLE IV OF WIOA[1], AND ITS STATE PLAN SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT;

[1] Public Law 113-128.

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE

Oklahoma Department of Rehabilitation Services

2. IN THE EVENT THE DESIGNATED STATE AGENCY IS NOT PRIMARILY CONCERNED WITH VOCATIONAL AND OTHER REHABILITATION OF INDIVIDUALS WITH DISABILITIES, THE DESIGNATED STATE AGENCY MUST INCLUDE A DESIGNATED STATE UNIT FOR THE VR PROGRAM (SECTION 101(A)(2)(B)(II) OF THE REHABILITATION ACT). AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (DESIGNATED STATE AGENCY OR THE DESIGNATED STATE UNIT WHEN THE DESIGNATED STATE AGENCY HAS A DESIGNATED STATE UNIT)[2]AGREES TO OPERATE AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[3], THE REHABILITATION ACT, 34 CFR 361.13(B) AND (C), AND ALL APPLICABLE REGULATIONS[4], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE TO STATES UNDER SECTION 111(A) OF THE REHABILITATION ACT ARE USED SOLELY FOR THE PROVISION OF VR SERVICES AND THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

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

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

[4] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations at 34 C.F.R. part 361.

ENTER THE NAME OF DESIGNATED STATE AGENCY

Oklahoma Department of Rehabilitation Services

3. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE VI OF THE REHABILITATION ACT FOR SUPPORTED EMPLOYMENT SERVICES, THE DESIGNATED STATE AGENCY, OR THE DESIGNATED STATE UNIT WHEN THE DESIGNATED STATE AGENCY HAS A DESIGNATED STATE UNIT, AGREES TO OPERATE AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM IN ACCORDANCE WITH THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[5], THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[6], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER TITLE VI ARE USED SOLELY FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES AND THE ADMINISTRATION OF THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

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

[6] Applicable regulations, in part, include the citations in footnote 4, as well as Supported Employment program regulations at 34 C.F.R. part 363.

4. THE DESIGNATED STATE UNIT OR, IF NOT APPLICABLE, THE DESIGNATED STATE AGENCY HAS THE AUTHORITY UNDER STATE LAW TO PERFORM THE FUNCTIONS OF THE STATE REGARDING THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE VR PROGRAM IN ACCORDANCE WITH 34 CFR 361.13(B) AND (C);

5. THE STATE LEGALLY MAY CARRY OUT EACH PROVISION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT.

6. ALL PROVISIONS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT ARE CONSISTENT WITH STATE LAW.

7. THE (ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY UNDER STATE LAW TO RECEIVE, HOLD, AND DISBURSE FEDERAL FUNDS MADE AVAILABLE UNDER THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

Melinda Fruendt

8. THE (ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND THE SUPPLEMENT FOR SUPPORTED EMPLOYMENT SERVICES;

ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

Executive Director

9. THE AGENCY THAT SUBMITS THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT HAS ADOPTED OR OTHERWISE FORMALLY APPROVED THE PLAN AND ITS SUPPLEMENT.

FOOTNOTES

[1] Public Law 113-128.

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

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

[4] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations at 34 C.F.R. part 361.

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

[6] Applicable regulations, in part, include the citations in footnote 4, as well as Supported Employment program regulations at 34 C.F.R. part 363.

CERTIFICATION SIGNATURE

To review and complete the Certification section of the VR portion of the State plan, please select the "Edit" button.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Signatory information	Enter Signatory information in this column
Name of Signatory	Melinda Fruendt
Title of Signatory	Executive Director
Date Signed	February 27. 2024

VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

After the Unified or Combined State Plan submission, each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the Unified or Combined State Plan during the required two-year modification process) in accordance with WIOA section 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan's approval (section 116(b)(3)(A)(iv) of WIOA).

Effectiveness in Serving Employers

In the final rule implementing WIOA, the Departments indicated that they would initially implement this indicator in the form of a pilot to test the feasibility and rigor of three proposed approaches. During Program Year (PY) 2022, the Departments initiated the rulemaking process to establish a standard definition of Effectiveness in Serving Employers. States will continue to report two of three proposed approaches until the Departments issue the final rule and implement the indicator.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	54.0%	58.6%	55.0%	58.7%
Employment (Fourth Quarter After Exit)	50.0%	51.6%	51.0%	51.7%
Median Earnings (Second Quarter After Exit)	$5,127	$5,331	$5,427	$5,427
Credential Attainment Rate	47.0%	51.0%	48.0%	51.1%
Measurable Skill Gains	71.6%	72.0%	72.0%	72.5%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

OMB Control Number 1894-0005 Expiration 02/28/2026

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA Section 427 Form Instructions for State Applicants

State applicants must respond to the following four questions:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

• Applicants identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.

• Applicants use the associated text box to respond to each question. However, applicants might have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) in their State Plans that includes the information responsive to that question on this form or may restate that information on this form.

• Applicants are not required to have mission statements or policies that align with equity to apply.

• Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.

• Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.

Please refer to GEPA 427 - Form Instructions for Application Package

1. DESCRIBE HOW YOUR ENTITY'S EXISTING MISSION, POLICIES, OR COMMITMENTS ENSURE EQUITABLE ACCESS TO, AND EQUITABLE PARTICIPATION IN, THE PROPOSED PROJECT OR ACTIVITY.

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.*

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The first of four questions is:

Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

The Mission of the Department of Rehabilitation Services is to empower Oklahoman's with disabilities. The Oklahoma Department of Rehabilitation Services (DRS) expands opportunities for employment, independent life and economic self-sufficiency by helping Oklahomans with disabilities bridge barriers to success in the workplace, school and at home. We embrace the journey in our belief in service to others so that they can improve their lives. We strive to continually improve relationships with consumers and bring awareness to how quality Vocational Rehabilitation Services impact Oklahomans with disabilities, their communities and State.

Vocational rehabilitation services are provided by the Division of Vocational Rehabilitation and the Division of Services for the Blind and Visually Impaired to help eligible individuals achieve employment outcomes that are consistent with the unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of each eligible individual. VR services for individuals are meant to result in competitive employment in an integrated setting. Vocational rehabilitation services include services for individuals and services to groups of individuals and are provided statewide.

The agency is committed to equitable access and actively advocates on behalf of individuals with disabilities through active participation on multiple boards and committees statewide. The agency designates representatives who serve on State and Local Workforce Boards and to coordinate training and strategies in support of making one-stop American Job Centers and technology accessible to individuals with disabilities, as described in 29 CFR part 38, the implementing regulations of WIOA sec. 188. The Access for All initiative within Oklahoma Works places a focus on recruitment, hiring, and promotion of individuals with disabilities in the state of Oklahoma's workforce. Access for All focuses on the Oklahoma Works system partners as well as employers in the state. This initiative provides training, consulting, and resources to ensure that individuals with disabilities are intentionally included in efforts to achieve greater household wealth for Oklahomans.

2. BASED ON YOUR PROPOSED PROJECT OR ACTIVITY, WHAT BARRIERS MAY IMPEDE EQUITABLE ACCESS AND PARTICIPATION OF STUDENTS, EDUCATORS, OR OTHER BENEFICIARIES?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.*

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The second of four questions is:

Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

The following barriers may impede equitable access and participation for Oklahoman's with disabilities:

1. **Economically disadvantaged:** May be unable to afford transportation, assistive technology, broadband Internet service, childcare, housing, or other support services that contribute to accessing VR services or participating in a rehabilitation program.
2. **Race, ethnicity, color, national origin, language, migrant status:** May need language interpreters for effective communication with VR or other service delivery staff.
3. **Disability:** May have a barrier to transportation that is not accessible. May need AT to access programs and services. May need information in alternate formats. May need interpreters for communication. May face physical accessibility issues at some service providers or community businesses. May face discrimination or stereotyping in the community. Lack of access to appropriate educational services including pre-employment transition services

4. Rural status:

- May face barriers due to lack of transportation
- May have limited services available in the community due to a lack of providers.

5. Age:

- May experience bias or stereotyping.
- May need AT or physical restoration services to access programs and services.

1. **Homeless status or housing insecurity:**

- May experience all of the barriers faced by low-income individuals.
- Lack of a stable living environment may affect ability to receive communication.
- May experience bias or stereotyping.
- Lack of access to treatment for behavioral health issues may affect ability to access services and sustain engagement.
- Lack of financial supports and income for living.
- Lack of access to information on available services

3. BASED ON THE BARRIERS IDENTIFIED, WHAT STEPS WILL YOU TAKE TO ADDRESS SUCH BARRIERS TO EQUITABLE ACCESS AND PARTICIPATION IN THE PROPOSED PROJECT OR ACTIVITY?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education.*

The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The third of four questions is:

Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

The following steps may be applicable to multiple barriers:

1. Providing AT as needed to access programs and services. (Section I (1)
2. Creating informational items or marketing materials in different languages and alternate formats. Section I (4)
3. Provide interpreters as needed.
4. Recruit and hire bilingual staff.
5. Increase partnerships with community organizations serving traditionally underrepresented groups.
6. Conduct professional development and training for staff and partners on relevant topics such as: (Section K)7.
7. Cultural diversity and awareness, Trauma informed care, Behavioral health impairments and Disability-specific awareness and interventions.
8. Partner with schools, development disability agencies, and other Federal, State, and local programs serving individuals with disabilities to increase access, awareness, service delivery and outcomes. (Section I)
9. Conduct employer education or training to increase disability awareness and sensitivity, decrease bias and increase employment opportunities. (Section K)
10. Provide OJTs, internships, WBLEs and other strategies that give work experience. (Section I)
11. Implementing customized employment. (Section E)
12. Educational partnerships that contribute to access. (Section I)
13. Business support staff that advocate with employers and increase opportunities. (Section K)
14. Strategic partnerships, like with AJCs, that contribute to access.

4. WHAT IS YOUR TIMELINE, INCLUDING TARGETED MILESTONES, FOR ADDRESSING THESE IDENTIFIED BARRIERS?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education.*

The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The final of four questions is:

What is your timeline, including targeted milestones, for addressing these identified barriers?

Efforts to address barriers to equitable access and participation are ongoing. Multiple actions have been taken by the agency to address the needs of individuals with disabilities in Oklahoma over the past three years. They include, but are not limited to:

During the COVID-19 pandemic, OKDRS began offering online soft skills and interview skills training.

A staff member participated in an interim study requested by Senator Mary Boren and presented information on the transportation needs of Oklahomans with disabilities using data from the 2017-2019 Needs Assessment.

A staff member participated in an interim study requested by Senator Julia Kirt and presented information on Transition services in Oklahoma to youth with disabilities.

The DVR and SBVI administrators participated in the Walkability Summit hosted by the Southwest Regional Transportation Organization to emphasize the importance of accessible transportation options for individuals with disabilities.

The transition unit has worked to create MOUs with partners to better serve homeless youth with disabilities.

The transition unit has worked to create MOUs with partners to better serve mental health programs for youth with disabilities.

The Business Services unit hosted a virtual AT conference and an in-person Career Expo.

DVR had several staff involved in the Oklahoma Works Conference and annual Zarrow Symposium. These are great annual events.

Meetings have been occurring with DDS staff to better serve those with intellectual and developmental disabilities (IDD).

VR/SBVI partnered with Developmental Disability Services Division (DDSD) to conduct training for DDSD and VR/SBVI staff to prepare for the DDSD waitlist release.

OKDRS is a partner on the OK IPSE Alliance to help expand inclusive post-secondary education programs to students with IDD in Oklahoma. Three new IPSE programs have begun at universities in Oklahoma, and DRS is a partner with all three programs.

The Business Services Unit is providing Windmill training on disability awareness to employment contract vendors and other interested parties.

Business Services has been active with two Business Advisory Councils. One in Eastern OK, sponsored by the Human Resources Association, and one in Green Country with an attendance of 36 businesses and partners. Both had the OKDRS ADA Coordinator presenting about the ADA.

The new five-star accessibility rubric for WIOA will include online course offerings for partners on the ADA and Engaging people with disabilities and comfort, confidence, and competence. There is a cross-training grant for online content and materials available as part of the five-star rubric. Phase 1, the evaluation stage, was completed in 2021.

The transition team, along with partners, continue to host parent outreach meetings for Spanish-speaking parents. A partnership with Panhandle State University, Sooner Success, and OU Health Science Center helped reach over 350 Hispanic parents about IEP and advocacy for students. These will continue.

A follow-up survey on Transition allowed staff to obtain more information on administrative barriers partner agency staff are facing.

Pre-ETS services continue to be expanded throughout the state. The transition team continues to encourage participation by state career techs to help expand the opportunities and training available to students.

Pre-ETS has purchased task boxes to provide Work Based Learning opportunities to youth with disabilities. These can be checked out for schools, summer programs, etc.

New transition folders were created, printed, and distributed through a partnership between OKDRS, OKSDE, ORC, and AbleTech.

The transition unit, the University of Oklahoma, Tribal VR programs, and other partners continue to work together to expand Project Search throughout Oklahoma.

The transition unit co-hosted share fairs on Zoom with DHS, Central Tech, and Sooner Success to share information about the programs and help working parents who can't leave work to attend in-person sessions and get critical information for their families.

Discussions have taken place between OKDRS staff and career tech staff to encourage more career techs to become supported employment vendors. This effort is ongoing.

The Transition team continues to release a monthly newsletter with information related to Transition services and meetings. As of December 15, 2022, the newsletter mailing list included 1,517 subscribers.

In 2022, OKDRS, The University of Oklahoma – National Center for Disability Education and Training (OU/NCDET), and Central Tech hosted various NXT #whatsnext conferences that were intended to help students plan and progress through the next steps in their high school career. Students had an opportunity to hear from dynamic speakers and learn valuable information about what they can do to begin preparing for life after high school. Students were able to choose from a variety of breakout sessions focusing on employability and soft skills needed for the workplace environment. Industry professionals provided specific information about their career field including required education, training, requirements, and advice. Additionally, this conference aligned with some students' ICAP plans, and 708 students were served. NXT #evenmoore was held at Moore public schools and there were approximately 1,500 students that attended. More events are planned for 2023.

Building Employment Skills for Today and Summer Transition Employment Program (BEST STEP) continues to grow. Transition served over 225 students in the BEST STEP program during the summer of 2022 with 144 employers, 10,289 internship hours, and 24 camp locations.

In sum, transition served 335 students with transition activities and camps over nine weeks during the summer of 2022. Camps included STEM, Visually Impaired Blind Empowerment (VIBE), and BEST STEP.

Ten transition resource fairs have been held across the state with support and assistance from the transition team.

A Work Adjustment Training program began at OSB in October 2022. There is one staff member on campus from a vendor in Muskogee that is with students throughout the day.

Project SEARCH has expanded with a new site in Tulsa at St. Francis Hospital through Tulsa Technology Center. Discussions around new Project SEARCH sites have begun in Durant, Duncan, Lawton, Stillwater, and Muskogee.

Pre-ETS at OU has initiated a Peer Mentoring Program and it is growing. Several additional universities and community colleges in the state have expressed interest in providing services to youth with disabilities.

SBVI holds multiple events to bring public awareness in the communities where the events are held and spread the word about the services that SBVI provides. These services and events also shine a light on disability populations that are underserved, potentially misunderstood, and where the individuals are often isolated, especially in rural areas of the state. These events include:

White Cane Day—SBVI holds events annually across the state on or around October 15 (National White Cane Safety Day) to bring awareness to White Cane Safety and the laws associated with white cane use by blind and visually impaired individuals.

Deaf-Blind Awareness Week is celebrated nationally the week of Helen Keller's birthday, June 27. SBVI holds an annual event to celebrate and encourage awareness and public recognition of the complex nature of deaf-blindness and to emphasize the contribution of deaf-blind individuals to our communities.

VIBE (Visually Impaired and Blindness Empowerment) is held to jump-start a client's training as well as their desire to become independent. This program has been held in OKC and Tulsa but is expanding to the more rural areas of the state to reach individuals who might not otherwise receive services due to a lack of knowledge about SBVI and/or a lack of transportation options.

The Oklahoma Library for the Blind and Physically Handicapped (OLBPH) Public Information Officer (PIO) conducts statewide outreach to all areas of the state, including rural areas, to disseminate information about the library and DRS services. The PIO also attends conferences, job fairs, resource fairs, etc. to set up informational booths for the same purpose.

SBVI manages the National Deaf-Blind Equipment Distribution Program through the Federal Communication Commission (FCC), also known as iCanConnect, which provides equipment and training needed to make telecommunications, advanced communications, and the Internet accessible to low-income individuals who have both significant vision loss and significant hearing loss.

Edit

GEPA 427 FORM INSTRUCTIONS FOR APPLICATION PACKAGE - SUPPORTED EMPLOYMENT

EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

OMB Control Number 1894-0005 Expiration 02/28/2026

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA Section 427 Form Instructions for State Applicants

State applicants must respond to the following four questions:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

• Applicants identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.

• Applicants use the associated text box to respond to each question. However, applicants might have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) in their State Plans that includes the information responsive to that question on this form or may restate that information on this form.

• Applicants are not required to have mission statements or policies that align with equity to apply.

• Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.

• Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.

Please refer to GEPA 427 - Form Instructions for Application Package

1. DESCRIBE HOW YOUR ENTITY'S EXISTING MISSION, POLICIES, OR COMMITMENTS ENSURE EQUITABLE ACCESS TO, AND EQUITABLE PARTICIPATION IN, THE PROPOSED PROJECT OR ACTIVITY.

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.*

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The first of four questions is:

Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

The Mission of the Department of Rehabilitation Services is to empower Oklahomans with disabilities. The Oklahoma Department of Rehabilitation Services (DRS) expands opportunities for employment, independent life and economic self-sufficiency by helping Oklahomans with disabilities bridge barriers to success in the workplace, school and at home. We embrace the journey in our belief in service to others so that they can improve their lives. We strive to continually improve relationships with consumers and bring awareness to how quality Vocational Rehabilitation Services impact Oklahomans with disabilities, their communities and State.

Vocational rehabilitation services are provided by the Division of Vocational Rehabilitation and the Division of Services for the Blind and Visually Impaired to help eligible individuals achieve employment outcomes that are consistent with the unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of each eligible individual. VR services for individuals are meant to result in competitive employment in an integrated setting. Vocational rehabilitation services include services for individuals and services to groups of individuals and are provided statewide.

2. BASED ON YOUR PROPOSED PROJECT OR ACTIVITY, WHAT BARRIERS MAY IMPEDE EQUITABLE ACCESS AND PARTICIPATION OF STUDENTS, EDUCATORS, OR OTHER BENEFICIARIES?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.*

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State applicants must respond to four questions.

The second of four questions is:

Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

The following barriers may impede equitable access and participation for Oklahomans with the most significant disabilities:

1. **Economically disadvantaged:** May be unable to afford transportation, assistive technology, broadband Internet service, childcare, housing, or other support services that contribute to accessing VR services or participating in a rehabilitation program.
2. **Gender:** May face gender bias (unintentional or otherwise) or stereotyping. May not be presented with the full range of programs and services available to them because of bias or preconceived ideas about abilities.
3. **Race, ethnicity, color, national origin, language, migrant status:** May face prejudice, bias, stereotyping, or cultural insensitivity. Maybe unaware of VR services because of a lack of information or outreach in their native language. May need language interpreters for effective communication with VR or other service delivery staff. May need written communication generated by VR or agencies in their native language.
4. **Disability:** May have a barrier to transportation that is not accessible. May need AT to access programs and services. May need information in alternate formats. May need interpreters for communication. May face physical accessibility issues at some service providers or community businesses. May face discrimination or stereotyping in the community. Lack of access to appropriate educational services including pre-employment transition services
5. **Rural status:** May face barriers due to lack of transportation and/or may have limited services available in the community due to a lack of providers.
6. **Age:** May experience bias or stereotyping. May need AT or physical restoration services to access programs and services.
7. **Homeless status or housing insecurity:** May experience all of the barriers faced by low-income individuals. Lack of a stable living environment may affect ability to receive communication. May experience bias or stereotyping. Lack of access to treatment for behavioral health issues may affect ability to access services and sustain engagement. Lack of financial supports and income for living. Lack of access to information on available services.
8. **Pregnancy, parenting or caregiver status:** May face childcare or caregiving issues that limit ability to participate in programs or services. May experience bias or stereotyping.
9. **Sexual Orientation:** May face bias and discrimination. May have experienced trauma and resulting mental health concerns.

3. BASED ON THE BARRIERS IDENTIFIED, WHAT STEPS WILL YOU TAKE TO ADDRESS SUCH BARRIERS TO EQUITABLE ACCESS AND PARTICIPATION IN THE PROPOSED PROJECT OR ACTIVITY?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.*

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State applicants must respond to four questions.

The third of four questions is:

Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

1. Providing AT as needed to access programs and services. (Section I (1)
2. Creating informational items or marketing materials in different languages and alternate formats. Section I (4)
3. Increase partnerships with community organizations serving traditionally underrepresented groups.
4. Conduct professional development and training for staff and partners on relevant topics such as: (Section K
5. 5.Partner with schools, development disability agencies, and other Federal, State, and local programs serving individuals with disabilities to increase access, awareness, service delivery and outcomes. (Section I)
6. Conduct employer education or training to increase disability awareness and sensitivity, decrease bias and increase employment opportunities.(Section K)
7. Provide OJTs, internships, WBLEs and other strategies that give work experience. (Section I)
8. Implementing customized employment. (Section E)

4. WHAT IS YOUR TIMELINE, INCLUDING TARGETED MILESTONES, FOR ADDRESSING THESE IDENTIFIED BARRIERS?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.*

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State applicants must respond to four questions.

The final of four questions is:

What is your timeline, including targeted milestones, for addressing these identified barriers?

Staff will continue outreach activities to recruit new CRPs to meet the needs of individuals with all disabilities served by the DSA. The agency plans to increase the number of CRPs by 5/2025.

DSA will continue to collaborate with Developmental Disability Services to increase dual CRPs statewide to streamline services between the DSA and DDS. The agency hopes to increase dual vendors from 8 to 15 by 5/2025. VR/SBVI partnered with Developmental Disability Services Division (DDSD) to conduct training for DDSD and VR/SBVI staff to prepare for the DDSD waitlist release.

Additionally, DSA maintains an MOA with the DDS to improve employment outcomes for individuals with intellectual disabilities, meetings with DSA and DDS staff are ongoing in 2024 and 2025 to better serve those with intellectual and developmental disabilities (IDD).

VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult program, Dislocated Worker program, Youth program, Wagner-Peyser Act program, Adult Education and Family Literacy Act program, and the Vocational Rehabilitation program— and also submit relevant information for any of the eleven partner programs it elects to include in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. 24 If included, Combined State Plan partner programs are subject to the "common planning elements" in Sections II-IV of this document, where specified, as well as the program-specific requirements for that program.

[24] States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

JOBS FOR VETERANS' STATE GRANTS

(OMB Control Number: 1293-0017)

Components of the Jobs for Veterans State Grants State Plan

Jobs for Veterans State Grants (JVSG) recipients must provide a four-year state plan as a condition for the receipt of annual funding in accordance with 38 U.S.C. § 4102A(c). This plan must include responses to each of the components below.

A. DESCRIBE HOW THE STATE INTENDS TO PROVIDE EMPLOYMENT, TRAINING, AND JOB PLACEMENT SERVICES TO VETERANS AND ELIGIBLE PERSONS UNDER THE JVSG PROGRAM (I.E., VIRTUALLY AND IN-PERSON).

A.1.a. As the State Workforce Agency all Job for Veterans State Grant staff are located in the Oklahoma Works Centers across the state. Oklahoma American Job Centers (AJCs) follow the established customer and priority of services intake to ensure all eligible for priority of services, including Veteran Readiness and Employment (Chapter 31), Native American veterans, and specially targeted populations outlined in VPL 03-14, VPL 03-14 change 1&2, or current guidance, are immediately identified and provided all appropriate services. The Veterans & Eligible Persons Intake process flowchart coupled with the Triage form ensures veterans and eligible persons are directed to the services available at the AJC. Once identified as an eligible veteran or person, the individuals are immediately referred to the DVOP staff whose primary role is to provide individualized career services. The DVOP will establish a comprehensive assessment, an IEP and establish consistent contact with the participant as part of the case management process. After DVOP services and determination the veterans is ready for placement staff coordinate efforts of job development with the LVER who has an established network of employers and a pulse on the hiring needs of the local area.

A.2.a. All employers, where possible jobs or training opportunities might occur are contacted for employment purpose. Particular attention is given to the existing demand and emerging industries and occupations to include Aerospace & Defense, Agriculture & Biosciences, Energy,

Information and Financial Services, and Transportation and Distribution. Federal Contractors jobs are a strong part of our Employer Relations activity that provide the LVERs high quality employment opportunities to veterans and eligible persons. LVERs continue to promote the Hire VETS Medallion Program (HVMP) throughout the state to enhance employer's efforts in hiring veterans in Oklahoma. Particular attention by our DVOPs is given to coordinating activities and services with other organizations which have similar interest and responsibilities. Emphasis is given to develop relationships and agreements with veterans' organizations, the Oklahoma Department of Veterans Affairs (ODVA), the Department of Veterans Affairs (VA), Veteran Service Organizations (VSO). LVERs work parallel with local Chambers of Commerce, Local Workforce Investment Boards, WIOA staff and other community based organizations to promote recruitment, hiring and retention of veterans. Information on veteran training and job placement services and opportunities are conveyed to veterans and other persons eligible for JVSG services to help them make decisions based on their employment needs through one-on-one counseling provided by the DVOP or other AJC center staff. AJC and LVER staff provide outreach and public information on veteran's employment and job training opportunities and services through representation at civic organizations and job fairs.

A.3.a. All potential employers are advised of the benefits of hiring and retaining veterans and the services available to them through the State's workforce system. The primary function of the LVER staff is to perform outreach activities to the Employer community and facilitate, through capacity-building activities, employment, training, and placement services furnished to veterans. Employers are advised that many of today's veterans leave the military with skills and experience qualifying them, sometimes with little or no additional training. Veterans make excellent employees, and we emphasize the value added to the company.

A.4.a. The Homeless Veteran Reintegration Program (HVRP) grantee enrolls clients into the state database as part of their intake process. The DVOP staff collaborates and works with the (HVRP), the Veterans Upward Bound program and other community-based service providers to enhance veteran client's employment possibilities. Strong efforts are made to link up with other service providers such as veterans.gov and other employment sites to assist with our efforts to place and retain veterans in meaningful employment.

A.5.a. Special efforts are made to provide employment services to all categories of veterans and other persons eligible for services funded by JVSG, Wagner-Peyser (W-P), and the Workforce Investment Opportunity Act (WIOA). Coordinated outreach efforts are provided by the OESC Communications Director and Division to reach veterans and other eligible persons through social media platforms, Veteran-centric service providers, job fairs, and links to USAJOBS, OKJobMatch, and other employment sites. Particular efforts are made to recognize employers through veteran organizations' annual employer award programs. Contacts with local Department of Career and Technology Education (CareerTech) centers promote training opportunities for veterans and are a vital resource.

B. LIST THE POPULATIONS TO BE SERVED BY DISABLED VETERANS' OUTREACH PROGRAM (DVOP) AND CONSOLIDATED POSITION STAFF, INCLUDING THE ELIGIBILITY CRITERIA FOR REFERRAL FOR DVOP SERVICES.

B.1.a. To receive employment services from a DVOP, the individual must meet the eligibility requirements under 38 U.S. U.S.C. 4101(4) and 4211(4) and other eligible spouses as defined in 38 U.S.C. 4101(5). The eligible veteran or eligible person must also, self-attest to meet the definition of an individual with a Significant Barrier to Employment (SBE), or a Population designated by the Secretary as eligible for services, in accordance with VPL's 03-14, 03-14 Change 1, 03-14 Change 2, 07-14 and 03-19 or most current guidance.

Special Disabled Veteran:

- A veteran who is entitled to compensation (or who, but for the receipt of military retired pay, would be entitled to compensation) under laws administered by the Department of Veterans Affairs for a disability rated at 30 percent or more.
- A person who was discharged or released from active duty because of a service-connected disability.

Disabled Veteran:

- A veteran who is entitled to compensation (or who, but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Department of Veterans Affairs.
- A person who was discharged or released from active duty because of a service-connected disability.
- A veteran who self-attests to a service-connected disability and has submitted a pending claim for compensation to the Veterans Administration.

Recently Separated Veteran:

- An individual who has been separated from active duty within the last 36 months and has been unemployed for at least 27 weeks in the past 12 months during this recently separated period.

Homeless Veteran as defined in Sections 103 (a) and (b) of the McKinney-Vento Homeless and Homeless, as defined in Section 103(a) Homeless Assistance Act (42 U.S.C. 11302 (a) and (b), as amended:

- An individual who served in the active military, naval, or air services and who was discharged or released from such service under conditions other than dishonorable, and who lacks a fixed, regular, and adequate nighttime residence. This definition includes any individual who has a primary nighttime residence that is a publicly or privately operated shelter for temporary accommodation, an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings. Included in this homeless definition would be any individual or family who is fleeing, or is attempting to flee, domestic violence, dating violence, sexual assault, stalking, or other dangerous or life-threatening conditions in the individual's or family's current housing situation, including were the health and safety of children are jeopardized, and who have no other residence and lack the resources or support networks to obtain other permanent housing. This definition does not include an individual imprisoned or detained under an Act of Congress or State Law.

Offender:

- An offender, as defined by WIOA Section 3 (38), who is currently incarcerated or who has been released from incarceration;

Lacking Education:

- A veteran who lacks a High School Diploma or equivalent certificate.
- Low Income as defined by WIOA Section 101(25)(B)).

B.2.a. The following are the current Additional Populations eligible to be served by DVOP Specialists as Authorized by the U.S. Department of Labor Secretary:

Young Veterans as defined by VPL 03-19 or most current guidance:

- A veteran between the ages of 18-24.

Vietnam-era Veterans as defined by VPL 03-19 or most current guidance:

- Pursuant to 38 U.S.C. 4211, the term "Veteran of the Vietnam Era" is an Eligible veteran of any part of whose active military, naval, or air service was during the Vietnam era. 38 U.S.C. 101(29) defines "Vietnam-era to mean the period beginning on February 28, 1961, and ending on May 7, 1975, in the case of a veteran who served in the Republic of Vietnam during that period beginning August 5, 1964, and ending on May 7, 1975, in all other cases.

Transitioning Service Member as identified in VPL 07-14, American Job Center (AJC) Participation in Capstone, Activities and other Outreach to Transitioning Service Members and VPL 03-19 or most current guidance:

- Transitioning Service Members were identified as needing Individualized Career Services because the base commander assessed them as not meeting Career Readiness Standards.
- Transitioning Service Members who are between the ages of 18-24 years of age as authorized to be served by the Assistant Secretary for Veterans.

Employment and Training Service (VETS):

- Active duty service members being involuntarily separated through a service reduction-in-force. Wounded, ill, or injured as defined by VPL 03-19 or most current guidance.
- Members of the Armed Forces who are wounded, ill, or injured and receiving treatment in military treatment facilities or warrior transition units.
- The spouses or family caregivers of wounded, ill, or injured members.

Note: For purposes of the authority in the Consolidated Appropriations Act of 2014, caregivers support members of the Armed Forces who are wounded, ill, or injured and receiving treatment in military units, rather than veterans.

C. DESCRIBE THE ROLES AND RESPONSIBILITIES ASSIGNED TO DISABLED VETERANS' OUTREACH PROGRAM (DVOP) SPECIALISTS, LOCAL VETERANS' EMPLOYMENT REPRESENTATIVE (LVER) STAFF, AND CONSOLIDATED DVOP/LVER POSITIONS BY THE STATE. THESE MUST BE CONSISTENT WITH 38 U.S.C. 4103A AND 4104.

C.1.a. DVOP staff will perform job duties as outlined in 38 U.S.C. 4103A and 38 U.S.C. 4104, and VPL 03-14, 03-14 Change 1, 03-14 Change 2 dated April 10, 2014, or current guidance; DVOP specialists place maximum emphasis on assisting veterans who are economically or educationally disadvantaged and provide services to eligible veterans and eligible persons, with Significant Barriers to Employment, (SBE). The DVOP will provide intensive service according to 38 U.S.C. 4103A; the "Individualized Career Services" provided by DVOP specialists are the "Individualized Career Services" defined under section 134(c)(2) of the Workforce Innovation and Opportunity Act (WIOA). Signed into law July 22, 2014. Individualized Career Services include comprehensive and specialized assessments of skill levels and service needs;

development of an individual employment plan to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve the employment goals, group counseling; individual counseling and career planning; and short-term prevocational services that may include development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training.

C.2.a. DVOP specialist will actively seek out veterans and other eligible persons with barriers to employment, in accordance with Title 38 U.S.C., Chapter 31 and VPL 03-14 or current guidance, through outreach particularly the VA VR&E offices, and VA Medical Centers, Native American Trust Territories, military installations, rural areas and other areas of known veteran population. DVOP staff work closely with Workforce partners to provide Individualized Career Services to veterans and other eligible persons with significant employment barriers. DVOPs primary duties will be to provide Individualized Career Services to meet the employment needs of veterans and other eligible persons with significant barriers to employment. Veterans enrolled in VA VR&E are provided with educational training by the VA. Once they have completed training through VA VR&E, they are assigned to a DVOP to receive Individualized Career Services for employment. VR&E cases are entered into OKJobMatch through the registration process. They are case-managed while being provided the needed resume assistance, job search planning, and development of short-term and long-term plans, more commonly known as Individual Development Employment Plans. All communications between the DVOP and their clients are annotated in the state OKJobMatch system as notes. VR&E participants also have notes documented and maintained in their case management hard file. Once the veteran has obtained employment, they are monitored for 12 months of continuous employment before closing his/her case. DVOPs coordinate with WIOA partners for guidance on education benefits for veterans.

C.3.a. Case Management, consisting of a documented comprehensive assessment, written plan of action (Employment Plan), and consistent contact with the participant, is a primary tool for DVOPs in assisting disabled veterans and other eligible persons with employment needs. All DVOP staff receives specialized training from the National Veterans Training Institute (NVTI), in person and online. DVOPs provide high-quality employment services through Individualized Career Services for veterans and other eligible persons with barriers to employment. DVOPs are also integrated into the workforce development process and collaborate with AJC partner agency staff to provide veterans a full array of services. DVOPs provide other core services such as labor market information, career guidance, resume assistance, referral to support agencies, and job referral/development as a part of the employment plan when appropriate. DVOPs assist in establishing the veteran and other eligible person with being Job Ready, during this process the LVER works parallel with DVOP to identify an employment opportunity to aid in the process of tailoring the resume. DVOPs will provide follow-up assistance after the veteran or other eligible person enters employment to increase their
employment retention.

C.4.a. LVER staff will perform job duties as outlined in 38 U.S.C. 4104(b), VPL 03-14 or current guidance. All LVERs receive specialized training from the National Veterans Training Institute (NVTI), in person and online. The primary duty of the LVER is to conduct outreach to employers and engage in advocacy efforts with hiring specialists to increase employment opportunities for veterans, encourage the hiring of disabled veterans, and assist veterans in gaining employment. LVER staff conducts job search workshops in conjunction with employers and establishes job search groups. LVERs facilitate capacity building within the State's employment service delivery system and provide information to DVOPs, AJC, and partner agency staff on veterans'

employment, training and placement services, tax incentives, apprenticeship programs, OJTs, etc. LVERs conduct electronic and telephonic outreach to employers and provide presentations when permitted at local Chambers of Commerce, Workforce Investment Boards, and other employer advocacy venues. LVER staff provides public service announcements advocating veterans' hiring through various media platforms. LVER coordinates with unions, apprenticeship programs, and businesses or business organizations to promote and secure employment and training programs for veterans, providing information to local employers and Federal Contractors of the process to recruit, hire and retain qualified veterans. LVER's promote credentialing and licensing opportunities for veterans; and coordinate and participate with other business outreach efforts.

C.5.a. Oklahoma has implemented a planned collaboration requirement between the DVOP, LVER, and Center Manager/Supervisor to ensure there is maximum focused employment oversight for each case management eligible veteran or eligible person. Depending on the number of veterans on the DVOP case management load, and the severity of the significant barriers to employment, the DVOP, LVER, and Center Manager will schedule, at least monthly, but more often if necessary, a collaboration meeting to discuss each veteran's current case management status, brainstorm employment outreach opportunities, any potential job developments and existing referrals that will maximize each of the case managed veterans opportunity to overcome existing barriers and gain employment.

D. DEMONSTRATE THE MANNER IN WHICH DVOP, LVER AND CONSOLIDATED DVOP/LVER STAFF ARE INTEGRATED INTO THE STATE'S EMPLOYMENT SERVICE DELIVERY SYSTEMS OR AMERICAN JOB CENTER (AJC). THIS DEMONSTRATION SHOULD SHOW ACTIVE ENGAGEMENT BETWEEN JVSG AND OTHER AJC STAFF, SUCH AS THROUGH PARTICIPATION IN STAFF MEETINGS AND CROSS-TRAINING OPPORTUNITIES.

D.1.a. Oklahoma has a Service delivery system model that provides employment services through 27 AJCs. The LVERs and DVOPs are integral to delivering services to veterans within the local AJCs network. They are included among the AJC partners staff, which consists of all staff employed by programs or activities operated by AJC partners listed in 29 U.S.C. 2841(b). DVOPs are strategically assigned throughout the state with emphasis on communities where high concentrations of veterans are located. DVOPs are also located near Oklahoma's four large military installations. LVER staff are assigned to AJCs and SWAs throughout 4 territories: NW, Central, and SW, currently combined, NE, and SE within the State to ensure each of Oklahoma's workforce investment areas have a presence for effective outreach to employers. (See staffing directory). LVERs communicate daily with Center Managers to promote employment opportunities for veterans' priority and preference; they maintain close communication with all partners to relate changes to policies and programs and forward up-to-date information on current and future programs. DVOPs are directly supervised by the Center Managers at their assigned local AJCs. This provides a seamless integration of the services and collaboration throughout the SWA. DVOP and LVER staff are not siloed in the AJCs and are actively engaged in operations. All staff members participate in daily staff meetings, and JVSG and Center Management staff participate in quarterly integrated training conferences to enhance service delivery to the targeted population.

D.2.a. LVER staffs are assigned to AJCs and SWAs throughout 4 territories: NW, Central, NE, and SE within the State, as mentioned above, to ensure each of the state's workforce areas have veterans-focused outreach to employers to develop job opportunities and encourage the hiring of veterans. LVERs conduct employer relations to solicit job orders and provide job referrals for veterans. They also call on Federal Contractors who are required by law to submit all job

applications through Workforce Oklahoma to be entered into the website so that veterans are allowed first priority in hiring.

D.3.a. DVOPs and LVERs will make recommendations relative to their assigned roles and responsibilities to State Workforce system partners, AJC, and SWA center managers for improvements in services to veterans. DVOPs conduct relationship-building, outreach, and recruitment activities with other service providers in the local area to enroll SBE and priority category veterans in an AJC. LVER staff also provides veteran services guidance and policy updates to staff during routine meetings throughout the local AJC office. They assist in maintaining an open flow of information on how best to assist veterans seeking employment and other career-enhancing services. In addition, the LVER also assists local office staff with job development outreach for all veterans within the area of service.

E. DESCRIBE THE STATE'S PERFORMANCE INCENTIVE AWARD PROGRAM TO ENCOURAGE INDIVIDUALS AND/OR EMPLOYMENT SERVICE OFFICES TO IMPROVE AND/OR ACHIEVE EXCELLENCE IN THE PROVISION OF SERVICES TO VETERANS, INCLUDING:

1. THE NOMINATION AND SELECTION PROCESS FOR ALL PERFORMANCE INCENTIVE AWARDS TO INDIVIDUALS AND/OR OFFICES;

E.1.a. To receive Jobs for Veterans State Grant (JVSG) funds, a state must design a program of performance incentive awards in accordance with 38 U.S.C. 4112 and this guidance. The incentive award program was established to: Recognize eligible employees for excellence in providing such services or for having made demonstrable improvements in providing services to veterans per VPL 01-24 Att. 5.

Indicate the total percentage of funds designated for performance incentive awards: Oklahoma JVSG will utilize the 1% grant allocation set aside for the Incentive Award Program. The award will designate 100% for individual cash awards through a nomination period for Quarterly and Annual awards.

Objective to be achieved: Oklahoma expects the Veterans Performance Incentive Awards Program will encourage an increase in employment services to veterans and other eligible individuals, innovative approaches to serving them, expanded program integration, increases in performance outcomes, and more advocacies within the employer community. Oklahoma also expects staff will:

- Improve policies and procedures related to veterans' services,
- Improve the promotion of services to veterans and other eligible individuals through case management, innovative outreach strategies, supportive services, and job development.
- The development of new systems or procedures which will increase collaboration and improve performance outcomes.

The Planned Selection and Award Process for Annual Awards

Selection criteria for award recipients will be based on performance and activities during the federal fiscal year for which the award is given. Nominations are due no later than a date approved of by the Director over the JVSG program, which will be established and placed in the request for nominations message. The following are eligible recipients for the performance incentive award:

- Disabled Veterans' Outreach Program (DVOP) specialists;

- Local Veterans' Employment Representative (LVER) staff;
- Individuals providing employment, training, and placement services to veterans under the Workforce Innovation and Opportunity Act (WIOA), including labor exchanges funded by the Wagner-Peyser Act.

For Individual awards, they will provide specific examples of how individuals provided outstanding service to Veterans, those with SBE, and eligible persons. The following data will be used:

DVOP:

1. Percentage of matched and referred veterans to jobs in the state's case management system.
2. Number of veteran cases under Case Managed within the federal fiscal award year.
3. Percentage of veterans that have obtained employment within the federal fiscal award year.
4. Hard-to-place population (homeless veterans, incarcerated veterans, and veteran ex-offenders) under case management that led to hires.
5. To improve the veteran's employability, provide details of events/success stories.
6. Use or create innovative and creative processes that result in the successful placement of veterans or improve the individual's employability. Provide examples of new processes and give details of how they were successful.

LVER:

1. Number of contacted employers on behalf of veterans resulting in client hires.
2. Percentage of job developments established for clients leading to hires.
3. Percentage of veterans that have obtained employment within the federal fiscal award year.
4. To improve the veteran's employability, provide details of events/success stories.
5. Above and beyond efforts to connect veterans with employers, provide details of events/success stories.
6. Successful Outreach/Community event followed by successful network relationship with an employer that includes long-term agreements with veteran job placement.

For individuals providing employment, training, and placement services to veterans under the Workforce Innovation and Opportunity Act (WIOA), including labor exchanges funded by the Wagner-Peyser Act:

1. Percentage of matched and referred veterans to jobs in the state's case management system.
2. Percentage of job developments established for clients leading to hires.
3. Percentage of veterans that have obtained employment within the federal fiscal award year.

4. Hard-to-place population (homeless veterans, incarcerated veterans, and veteran ex-offenders) under case management that led to hires.
5. To improve the veteran's employability, provide details of events/success stories.
6. Above and beyond efforts to connect veterans with employers, provide details of events/success stories.

2. THE APPROXIMATE NUMBER AND VALUE OF CASH AWARDS USING THE ONE PERCENT INCENTIVE AWARD ALLOCATION;

E.2.a.

Funds Distribution for Individual Awards: $12,943 Awarded Annually

a. LVER 1st Place - Cash award of approximately $2,500.00

b. LVER 2nd Place - Cash award of approximately $1,500.00

c. DVOP 1st Place - Cash award of approximately $2,500.00

d. DVOP 2nd Place - Cash award of approximately $1,500,00

e. DVOP 3rd Place - Cash award of approximately $943.00

f. ES Staff/Other 1st Place - Cash award of approximately $2,500.00

h. ES Staff/Other 2nd Place - Cash award of approximately $1,500.00

Funds Distribution for Quarterly Awards: $6800.00

Two quarterly awards of $850 will be given to high-performing DVOP, LVER, or ES staff.

3. THE GENERAL NATURE AND APPROXIMATE VALUE OF NON-CASH PERFORMANCE INCENTIVE AWARDS TO BE CHARGED TO THE BASE ALLOCATION; AND

E.3.a. The award will designate 100% for individual cash awards through a nomination period for Quarterly and Annual awards with no non-cash charged to the base allocation.

4. ANY CHALLENGES THE STATE MAY ANTICIPATE TO CARRYING OUT A PERFORMANCE INCENTIVE AWARD PROGRAM AS MANDATED BY 38 U.S.C. § 4102A(C). THIS SHOULD INCLUDE ANY STATE LAWS OR POLICIES THAT PROHIBIT SUCH AWARDS, IF APPLICABLE. DESCRIBE THE STATE'S EFFORTS IN OVERCOMING THOSE CHALLENGES.

The state does not anticipate any challenges in carrying out a performance incentive award program.

F. LIST THE PERFORMANCE TARGETS FOR DIRECT SERVICES TO VETERANS PROVIDED BY JVSG STAFF, AS MEASURED BY PARTICIPANTS':

- employment rate in the second quarter after exit from the program;
- employment rate in the fourth quarter after exit; and
- median earnings in the second quarter after exit.

JVSG Performance Measures:

- **JVSG Performance Measures:**

- Employment Rate 2nd Quarter After Exit: 54%
- Employment Rate 4th Quarter After Exit: 55%
- Median Earnings 2nd Quarter After Exit: $8000

PERFORMANCE INDICATOR APPENDIX

ALL WIOA CORE PROGRAMS

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES - ADULT PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	72.1%	73.5%	72.1%	73.5%
Employment (Fourth Quarter After Exit)	72.9%	73.5%	72.9%	73.5%
Median Earnings (Second Quarter After Exit)	$7,677.00	$7,677.00	$7,677.00	$7,677.00
Credential Attainment Rate	70.5%	73.5%	70.5%	73.5%
Measurable Skill Gains	69.2%	69.2%	69.2%	72.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES - DISLOCATED PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available

to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	75.2%	75.7%	75.2%	75.7%
Employment (Fourth Quarter After Exit)	73.0%	75.0%	73.0%	75.0%
Median Earnings (Second Quarter After Exit)	$10,363	$10,000	$10,363	$10,000
Credential Attainment Rate	78.3%	82.5%	78.3%	82.5%
Measurable Skill Gains	66.4%	71.0%	66.4%	75.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES - YOUTH PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline"

indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data

reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

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States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	76.5%	76.5%	76.5%	76.5%
Employment (Fourth Quarter After Exit)	79.0%	79.0%	79.0%	79.0%
Median Earnings (Second Quarter After Exit)	$5,619.00	$6,162.00	$5,619.00	$6,162.00
Credential Attainment Rate	59.5%	65.0%	59.5%	65.0%
Measurable Skill Gains	72.8%	72.8%	72.8%	72.8%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

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For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	59.5 %	62.2 %	59.5 %	62.2%
Employment (Fourth Quarter After Exit)	60.2%	63.0%	60.2%	63.0%
Median Earnings (Second Quarter After Exit)	$6,840.00	$6,840.00	$6,840.00	$6,840.00
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM - ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	37.0%	37.0%	38.0%	38.0%

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Fourth Quarter After Exit)	39.0%	39.0%	40.0%	40.0%
Median Earnings (Second Quarter After Exit)	$4,200	$5,200	$4,300	$5,250
Credential Attainment Rate	28.0%	28.0%	30.0%	30.0%
Measurable Skill Gains	42.0%	43.2%	42.0%	43.5%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

VOCATIONAL REHABILITATION PROGRAM (COMBINED OR GENERAL) - VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

After the Unified or Combined State Plan submission, each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the Unified or Combined State Plan during the required two-year modification process) in accordance with WIOA section 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan's approval (section 116(b)(3)(A)(iv) of WIOA).

Effectiveness in Serving Employers

In the final rule implementing WIOA, the Departments indicated that they would initially implement this indicator in the form of a pilot to test the feasibility and rigor of three proposed approaches. During Program Year (PY) 2022, the Departments initiated the rulemaking process to establish a standard definition of Effectiveness in Serving Employers. States will continue to report two of three proposed approaches until the Departments issue the final rule and implement the indicator.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	54.0%	58.6%	55.0%	58.7%
Employment (Fourth Quarter After Exit)	50.0%	51.6%	51.0%	51.7%
Median Earnings (Second Quarter After Exit)	$5,127	$5,331	$5,427	$5,427
Credential Attainment Rate	47.0%	51.0%	48.0%	51.1%
Measurable Skill Gains	71.6%	72.0%	72.0%	72.5%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1]

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

VOCATIONAL REHABILITATION PROGRAM (BLIND) - VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

After the Unified or Combined State Plan submission, each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the

Unified or Combined State Plan during the required two-year modification process) in accordance with WIOA section 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan's approval (section 116(b)(3)(A)(iv) of WIOA).

Effectiveness in Serving Employers

In the final rule implementing WIOA, the Departments indicated that they would initially implement this indicator in the form of a pilot to test the feasibility and rigor of three proposed approaches. During Program Year (PY) 2022, the Departments initiated the rulemaking process to establish a standard definition of Effectiveness in Serving Employers. States will continue to report two of three proposed approaches until the Departments issue the final rule and implement the indicator.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)				
Employment (Fourth Quarter After Exit)				
Median Earnings (Second Quarter After Exit)				
Credential Attainment Rate				
Measurable Skill Gains				
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

ADDITIONAL INDICATORS OF PERFORMANCE

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Additional Indicators of Performance
Oklahoma has no additional indicators of performance at this time.

OTHER APPENDICES

Not applicable