

JEFFERSON/FRANKLIN CONSORTIUM

TITLE I

WORKFORCE INNOVATION AND OPPORTUNITY ACT

FIVE YEAR PLAN

FOR

PROGRAM YEARS

2016 through 2020

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STRATEGIC ELEMENTS

I. Local Workforce Development Board's Vision

State the Board's vision for the LWDA and how this vision meets, interprets, and furthers the Governor's vision in the PY16–PY20 WIOA Missouri Combined State Plan.

The local Jefferson/Franklin Consortium Workforce Development Board (WDB) mission and vision meets, interprets and furthers the Governor's PY16-PY20 Workforce Innovation & Opportunity Act (WIOA) Missouri Combined State Plan and the President's national workforce goals for the WIOA. The Plan emphasizes the importance of a skilled workforce to support long-term economic growth. The Jefferson/Franklin Consortium places high importance in the collaboration of local workforce, education, and support services partners in order to meet the needs of the local labor market by providing job seekers with employment opportunities and businesses with a skilled trained workforce. The local WDB's vision and mission statements are as follows:

"The mission of the Jefferson/Franklin Consortium is to assist in the development of a skilled workforce that responds to the area's changing labor market needs."

"It is the vision of the Jefferson/Franklin Consortium to collaborate with partner agencies and other community entities to identify and secure resources to meet employer and job seeker education and training needs."

II. Local Workforce Development Board's Goals

Provide the Board's goals for engaging employers and preparing an educated and skilled workforce (including youth and individuals with barriers to employment). Include goals relating to the performance-accountability measures based on primary indicators of performance to support regional economic growth and economic self-sufficiency.

Jefferson/Franklin Consortium WDB has established a local planning committee to assist with the development of a strategic plan for preparing an educated and skilled workforce. The committee is comprised of representatives from the WDB, Missouri Job Centers in the cities of Arnold and Washington, educators, and the private sector. The committee's approach to addressing local workforce investment needs in the plan is to draw on the considerable knowledge and data already in existence. Among the items to be addressed are the review and analysis of current and projected workforce development needs and recommendations for change in the service delivery system as appropriate.

Performance measures are addressed at each WDB meeting providing an opportunity for questions, concerns, and comments regarding performance. Formative evaluation is used for services in progress to make changes "as needed" to support regional economic growth and economic self-sufficiency.

The priorities identified by the legislature and WDB are:

1. To expand access to employment, education, training, and support services for people with barriers to employment;
2. To coordinate workforce investment, education, and economic development efforts among multiple agencies;
3. To enhance the labor-market relevance of workforce investment, education, and economic development, providing workers with skills and credentials and providing employers with a skilled workforce.
4. To improve the structure of, and delivery of, services through the workforce-development system;
5. To boost the prosperity of workers and employers, the economic growth of communities, regions, and states, and overall U.S. global competitiveness;
6. To increase the employment, retention, and earnings of system participants, and to enlarge their attainment of postsecondary credentials, with the aim of improving workforce quality, reducing welfare dependency, increasing economic self-sufficiency, and meeting skill requirements of employers.

III. Local Workforce Development Board's Priorities

Identify the workforce development needs of businesses, jobseekers, and workers in the LWDA, and how those needs were determined.

A Jefferson/Franklin Region Needs Assessment was completed in the fall of 2015. The primary need for businesses in the Jefferson and Franklin region is to acquire workers who have skills and training that keep pace with technological changes. MERIC is showing these occupations in health care and advanced manufacturing. In addition, businesses are looking for applicants who have strong “soft skills.”

“Soft skills,” which include improved work ethic (including increased attendance), improved skills in developing interpersonal relationships, active listening, and conflict resolution skills.

The top requested basic skill was *Communication*, followed by *Organization*. *Communication* and *Organizational* skills were requested in nearly all of the pathway occupations, showing that these soft skills are important to have for all career paths.

(MERIC)

Business and economic development cannot succeed without a trained and skilled workforce. The job centers established in Jefferson and Franklin Counties and Workforce Investment activities, in Missouri, and nationwide, play an integral part in identifying and providing for local workforce development needs.

The needs of the Jefferson/Franklin Region are similar to the St. Louis City/County area. The metropolitan region is composed of four counties Franklin, Jefferson, St. Charles, St. Louis and the city of St. Louis. The region as a whole accounts for 38% of the state's total employment. Among the top workforce employers compiled by the North American Industry Classification System (NAICS) Industry Sector in the St. Louis Workforce region: Health Care and Social Assistance, Retail Trade, Accommodation and Food Services Educational Services, Public Administration, and Manufacturing. Jefferson and Franklin counties largest employers include hospitals, county government, and educational services. Manufacturing and retail trade continue to be growth industries within the two county area.

IV. Economic, Labor Market, and Workforce Analysis

A. Economic Analysis

1. ***Describe the LWDA's current economic condition, including the following information by county (if your LWDA includes more than one county) and the overall region:***
 - ***Average personal income level;***
 - ***Number and percent of working-age population living at or below poverty level;***
 - ***Unemployment rates for the last five years;***
 - ***Major layoff events over the past three years and any anticipated layoffs; and***
 - ***Any other factors that may affect local/regional economic conditions.***

Jefferson and Franklin Counties have many workers employed at lower wage jobs when compared with average State of Missouri income. Less than 1% of employers in the two county area have 250 or more employees. Approximately ninety percent (90%) of businesses in the Jefferson and Franklin Region have fewer than twenty employees. Business types vary only slightly in each county. Many workers travel outside of the counties to work in St. Louis City/County.

2014 MERIC Info - Average Income

	<u>Private Employment</u>	<u>Public & Private Employment</u>
Jefferson County MO	\$32,364 or \$15.56 per hour	\$33,626 or \$16.17 per hour
Franklin County MO	\$36,780 or \$17.68 per hour	\$26,492 or \$17.54 per hour
State of Missouri	\$44,810 or \$21.54 per hour	\$44,346 or \$21.32 per hour

Median Income

Jefferson County MO	\$52,841	Franklin County	\$47,530
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Poverty negatively affects the development of our state. Problems range from larger economic factors such as wage inequality and unemployment to local problems such as inadequate public transportation and childcare resources. The Jefferson and Franklin Region, however, does have a lower poverty rate than the state average of 15.5%.

Jefferson County Population - 222,719

Poverty Rate - 11.2% or 24,944

Franklin County Population - 102,084

Poverty Rate - 12.5% or 12,760

(Info from Index mundi)

Unemployment data from 2010 through 2015 for the St. Louis Metropolitan Statistical Area (SMSA) is shown below:

AREA	MONTH/YEAR	PER CENT AREA	PER CENT MO
SMSA	January 2010	9.9%	9.8%
SMSA	January 2011	8.9%	9.1%
SMSA	January 2012	7.6%	7.2%
SMSA	January 2013	7.4%	6.6%
SMSA	January 2014	7.0%	6.4%
SMSA	January 2015	5.5%	5.5%

MERIC – LAUS

The latest unemployment (November 2015) for Jefferson County was 4% and for Franklin County 4.1%. *(MERIC)*

Many Jefferson and Franklin County workers commute to St. Louis county/city and are subject to factors that affect the regional area. Recent downsizing has also been experienced in the defense (Boeing) and telecommunications industries. U.S. Steel in Granite City, IL has initiated a lay-off of over 2, 000 workers “temporarily” and Express Scripts and Mercy Hospitals in the SMSA have recently announced downsizing plans.

Jefferson and Franklin Counties have youth and adults who face serious barriers to employment. These barriers include (but are not limited to): outdated skill set, basic skills deficient, school dropout, public assistance recipient, offender, physical/mental disabilities, homeless youth and adults, single parent, substance abuse, displaced homemaker, veteran, youth who have aged out of the foster care system, limited English language proficiency, long-term unemployed, transportation, and child care.

June 6, 2013
Jefferson City, MO

Gov. Nixon issued the following statement regarding Education Week's 2013 *Diploma's Count* report, released today, showing Missouri with the 8th highest graduation rate in the country. According to the report, over 80 percent of Missouri high school students graduated with a regular diploma in 2010, up 9.5% from 2000. This is the second year the state has been in the top 10 and the fourth consecutive year the state's graduation rate has increased.

An increasing graduation rate is good news for Missouri, but there continues to be a large population (near 20%) of high school drop-outs who do not have a high school diploma (*ages 16-24 census*). There is a considerable percentage of aged 25+ in the region who do not have a high school diploma. This adds to the need for action to serve all without a high school diploma. Many employers today will not hire an individual without a high school diploma or equivalency and many require post-secondary certificates or degrees. The Jefferson/Franklin Job Centers partner with Jefferson College and East Central College to provide AEL services to those in need.

Adult and juvenile offenders may utilize The Second Chance program offered through the Missouri Job Centers. This program provides funding for the safe and successful reintegration of adult and juvenile offenders into the community upon their release through employment services, substance abuse treatment, housing, family programming, and mentoring services. Youth Build offers an alternative education program for young people who have a high school diploma, GED, or Hi-Set (HSE – high school equivalency certificate) including leadership development, financial literacy, academic enhancement, technical skills training in construction, community service, and support. Even with all these support mechanisms, reintegration is hard for most released offenders.

The flood of December 2015/January 2016 negatively impacted local and regional economies. Parts of Missouri turned into a vast lake with water up to the rooftops in some towns. Two rivers west of St. Louis crested at historic levels. Sewer plants were disabled and hundreds were forced from their homes. A number of individuals and businesses in Jefferson and Franklin Counties and the St. Louis Area lost everything. Major interstate highways (I-55, I-70, I-44) were shut down as flood waters stopped all travel (including over the road trucking) for many individuals for a number of days. State and local roads were closed and some continue to be closed due to the flooding damage. Negative effects continue to be felt as flooded out homes and businesses may or may not be repaired. Individuals became unemployed due to businesses closing temporarily and lost wages during that time. Those who lost homes continue to struggle to get to their jobs while having no place to live. Federal disaster aid was quick to arrive on the scene but even with this welcomed help it will still take time to make repairs or rebuild.

The above mentioned are several factors that negatively impact local/regional economic conditions. Through the Missouri Job Centers, services are provided to help individuals deal with these negative conditions. The services offered create a positive solution to these factors.

B. Labor Market Analysis

1. Existing Demand Industry Sectors and Occupations

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

Real-Time Labor Market Analysis

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

Industrial Demand

Industry demand analysis from February 2015 through January 2016 showed that General Medical and Surgical Hospitals was a top job advertisement. Building Materials and Supplies Dealers; Depository Credit Intermediation; and General Freight Trucking also had a high number of job advertisers. A few of the industries, such as Restaurants and Department Stores, have high turnover rates so the large number of job advertisements can reflect the need to refill positions rather than to add new jobs.

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

Industry	Job Postings
General Medical and Surgical Hospitals	827
Building Material and Supplies Dealers	363
Restaurants and Other Eating Places	254
Depository Credit Intermediation	180
Department Stores	161
General Freight Trucking	152
Insurance Carriers	152
Colleges, Universities, and Professional Schools	143
Pharmaceutical and Medicine Manufacturing	131
Management, Scientific, and Technical Consulting Services	89

Source: Burning Glass Technologies (February 1, 2015-January 31, 2016)

Occupational Demand

Job analysis highlights the top ten occupations Jefferson and Franklin County employers advertised for in the past year. Truck Drivers were in the greatest demand, followed by Registered Nurses; Retail Salespersons; and Customer Service Representatives. First-Line Supervisors of Retail Sales Workers and Sales Representatives followed.

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

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

Occupation	Job Postings
Heavy and Tractor-Trailer Truck Drivers	686
Registered Nurses	459
Retail Salespersons	394
Customer Service Representatives	234
First-Line Supervisors of Retail Sales Workers	212
Sales Representatives, Wholesale and Manufacturing	157
Laborers and Freight, Stock, and Material Movers, Hand	131
Stock Clerks and Order Fillers	115
Cashiers	114
Nursing Assistants	113

Source: Burning Glass Technologies (February 1, 2015-January 31, 2016)

2. Emerging Demand Industry Sectors and Occupations

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

Industry

MERIC develops long-term employment projections based on industry trends and staffing patterns as a combined projection for the four Workforce Development Regions located in the St. Louis area, including St. Louis County, St. Louis City, St. Charles County and the Jefferson/Franklin Consortium. Since the counties are part of the MSA, we know that the economies, workforce, and commuting patterns of the region are intertwined. The table below describes the industries projected to have the most job openings from 2012 to 2022 based on both growth and replacement needs.

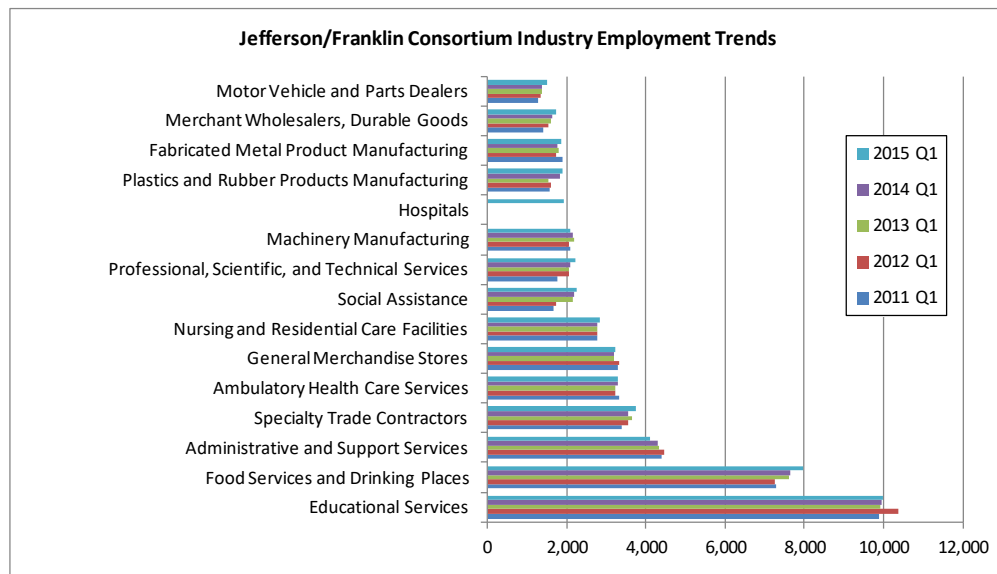
For the 2012-2022 time period, the top net change for industry employment in the St. Louis Region are projected to be Administrative and Support Services (19,693); Professional, Scientific and Technical Services (12,065); Ambulatory Health Care Services (8,412); and Specialty Trade Contractors (7,727).

Greater St. Louis Region 2012-2022 Industry Projections

Title	Employment		Change	
	2012	2022	2012-2022	
	Estimated	Projected	Numeric	Percent
Administrative and Support Services	58,171	77,864	19,693	33.85%
Professional, Scientific, and Technical Services	58,283	70,348	12,065	20.70%
Ambulatory Health Care Services	42,742	51,154	8,412	19.68%
Specialty Trade Contractors	28,614	36,341	7,727	27.00%
Food Services and Drinking Places	81,246	87,112	5,866	7.22%
Hospitals	67,822	73,427	5,605	8.26%
Educational Services	79,768	84,273	4,505	5.65%
Social Assistance	20,816	24,776	3,960	19.02%
Construction of Buildings	9,206	12,581	3,375	36.66%
Insurance Carriers and Related Activities	20,788	23,500	2,712	13.05%

Source: MERIC Employment Projections

Industry employment trends offer insight on the industries that are growing over time in a given area. During the 5 year period, the highest employment growth is in the industries of Social Assistance; Professional, Scientific and Technical Services; Merchant Wholesalers; Plastics and Rubber Products Manufacturing; Motor Vehicle and Parts Dealers; Specialty Trade Contractors; and Food Services and Drinking Places.



The relationship of the 2012-2022 Greater St. Louis Regional industry projections to the Jefferson/Franklin Consortium's industry employment is evident in the data. Employment in seven of the top ten industries with the highest projected for growth in the region are growing in Jefferson and Franklin Counties according to the 5 year census data, such as Educational Services; Food Services and Drinking Places; Administrative and Support Services; Specialty Trade Contractors; Ambulatory Health Care Services; Social Assistance; and Professional, Scientific and Technical Services.

Occupations

The long-term occupational projections for the Greater St. Louis Region show that the top job openings are in the Food and Retail Service Industries. The definition of *Total Openings* is the projected new growth along with replacement needs. Cashiers, for example, shows a total projected employment of 24,416 for 2022, only 196 more than the 2012 estimate of 24,220 jobs. This means of the 10,667 job openings over 10 years, 10,471 are replacement openings due to turnover while only 196 are new. Total openings are important to job seekers while new jobs indicate where new training needs may be found.

In addition to *Total Openings*, several occupations are projected to grow much faster than the overall region and have a large number of openings (at least 1,000 over 10 years). Personal Care Aides, Market Research Analysts, Computer Systems Analysts, and Construction Laborers are expected to grow by 24 percent or more. Rounding out the fastest growing, larger occupation in the top ten are Carpenters, Computer User Support Specialists, Medical Secretaries, Landscape Workers, Security Guards, and Application Software Developers.

Greater St. Louis Region Top Ten Long-Term Occupation Projections Sorted by Total Openings

Occupation	2012 Estimated Employment	2022 Projected Employment	Growth Openings	Replacement Openings	Total Openings
Combined Food Preparation and Serving Workers	27,087	30,373	3,286	10,343	13,629
Retail Salespersons	30,726	32,328	1,602	10,510	12,112
Cashiers	24,220	24,416	196	10,471	10,667
Waiters and Waitresses	20,082	20,744	662	9,662	10,324
Customer Service Representatives	21,504	24,731	3,227	5,851	9,078
Registered Nurses	29,548	32,676	3,128	5,729	8,857
General and Operations Managers	20,881	23,323	2,442	3,906	6,348
Office Clerks, General	22,735	24,280	1,545	4,776	6,321
Laborers and Freight, Stock, and Material Movers	13,750	15,432	1,682	4,259	5,941
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	15,744	18,118	2,374	2,963	5,337

Source: MERIC Employment Projections

3. Employers' Employment Needs

Identify the job skills necessary to obtain current and projected employment opportunities. With regard to the industry sectors and occupations, provide an analysis of the employment needs of employers. Describe the knowledge, skills, and abilities required, including credentials and licenses.

Long-Term Projections – Jobs by Education Level

Occupations typically requiring short-term OJT are expected to account for the largest portion of 2022 employment change in the St. Louis Region. Occupations requiring short-term OJT are projected to experience the highest number of increased employment at over 36,000, or 8.4 percent growth. Employment in occupations requiring moderate-term OJT is also expected to grow by approximately 22,000, or 11.3 percent.

Increased employment is also anticipated for occupations requiring a bachelor's degree. Employment for this education level is projected to increase by nearly 22,000, or 10.5 percent.

Occupations requiring an associate's degree or some post-high school training will increase by over 14,000 workers.

As estimated for the year 2022, 64 percent of workers in the St. Louis Region will be employed in occupations that require no formal postsecondary education (includes short-term OJT to work experience in a related occupation). Workers in occupations that require just a bachelor's degree will account for over 19 percent of the total employment in 2022.



Top Occupations by Education Level

The 2012-2022 long-term occupations projections were used to identify the top ten occupations based on total openings and level of education or training needed. Top occupations requiring short to moderate-term training include service and support sector occupations. Healthcare, Driver and Education occupations dominate the top new openings requiring at least long-term training or as much as an Associate's degree. The top occupations requiring a bachelor's degree or higher include Management, Education, Information Technology and Business and Financial occupations.

Greater St. Louis Region Top Ten Long-Term Occupation Projections Sorted by Total Openings

Occupation	2012 Estimated Employment	2022 Projected Employment	Growth Openings	Replacement Openings	Total
Now - Typically requires short-term on-the-job training					
Combined Food Preparation and Serving Workers	27,087	30,373	3,286	10,343	13,629
Retail Salespersons	30,726	32,328	1,602	10,510	12,112
Cashiers	24,220	24,416	196	10,471	10,667
Waiters and Waitresses	20,082	20,744	662	9,662	10,324
Customer Service Representatives	21,504	24,731	3,227	5,851	9,078
Office Clerks, General	22,735	24,280	1,545	4,776	6,321
Laborers and Freight, Stock, and Material Movers	13,750	15,432	1,682	4,259	5,941
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	15,744	18,118	2,374	2,963	5,337
Personal Care Aides	12,481	16,191	3,710	893	4,603
Secretaries and Administrative Assistants	18,287	20,015	1,728	2,201	3,929
Next - Typically requires an associate's degree or long-term training					
Registered Nurses	29,548	32,676	3,128	5,729	8,857
Nursing Assistants	14,721	16,245	1,524	2,800	4,324
Heavy and Tractor-Trailer Truck Drivers	10,868	12,254	1,386	1,738	3,124
Computer User Support Specialists	5,814	7,019	1,205	914	2,119
Licensed Practical and Licensed Vocational Nurses	4,768	5,504	736	1,164	1,900
Hairdressers, Hairstylists, and Cosmetologists	4,735	5,015	280	1,109	1,389
Medical Assistants	4,085	4,619	534	779	1,313
Teacher Assistants	5,025	5,145	120	1,140	1,260
Preschool Teachers, Except Special Education	2,554	2,650	96	717	813
Medical Records and Health Information Technicians	1,935	2,229	294	511	805
Later - Typically requires bachelor's degree or beyond					
General and Operations Managers	20,881	23,323	2,442	3,906	6,348
Accountants and Auditors	10,990	12,325	1,335	3,253	4,588
Computer Systems Analysts	6,161	7,675	1,514	968	2,482
Elementary School Teachers, Except Special Education	6,608	7,124	516	1,454	1,970
Secondary School Teachers, Except Special and Career/Technical Ed	6,782	6,867	85	1,843	1,928
Software Developers, Applications	6,437	7,457	1,020	825	1,845
Middle School Teachers, Except Special and Career/Technical Ed	5,797	6,257	460	1,276	1,736
Lawyers	6,055	6,657	602	969	1,571
Computer Programmers	4,420	4,785	365	1,154	1,519
Market Research Analysts and Marketing Specialists	3,398	4,404	1,006	466	1,472

Source: MERIC Employment Projections

C. Workforce Analysis

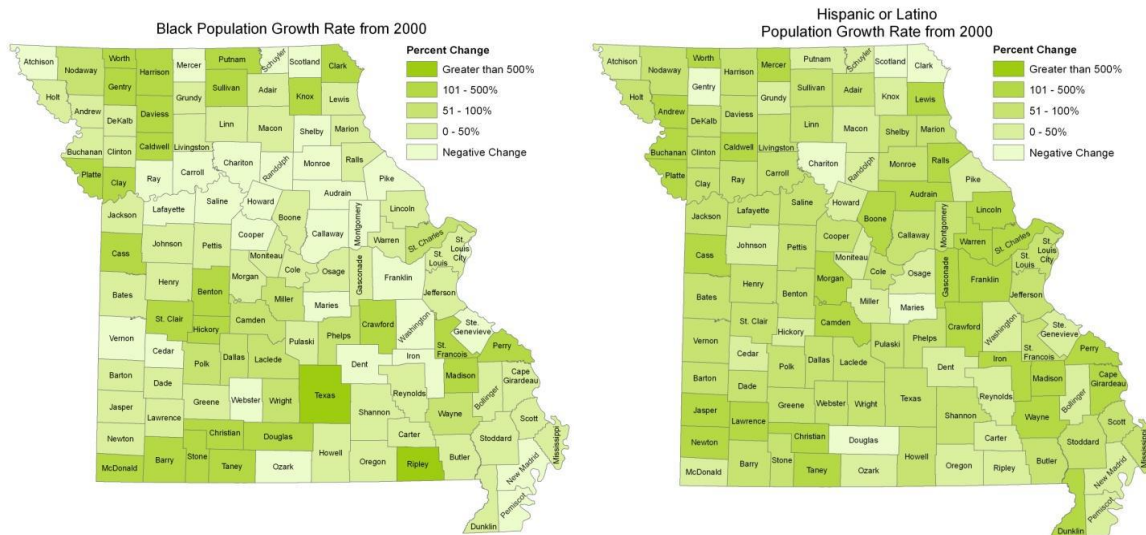
Describe the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA¹. This population must include individuals with disabilities among other groups² in the economic region and across the LWDA.

Geographic Change

With the most recent census, St. Louis and Kansas City remain the largest population centers for Missouri and show some shifting of populations further out from the urban core. The overall population for the four Workforce Development Areas in the St. Louis MSA has increased by over 58,000. The population in Jefferson and Franklin Counties has increased by over 28,000. Details for all counties can be found in Table 1.

Missouri experienced population increases in the Black and Hispanic or Latino minority groups during the 2000's. In Jefferson County, the Black population increased by nearly 33 percent, but decreased by 3 percent in Franklin County. In 2010, the Black population numbers just over 2,600 in Jefferson and Franklin Counties, representing approximately 1 percent of the total population of each county. By comparison, the Missouri and U.S. Black populations represent larger percentages of the total population at 11.6 and 12.6 percents, respectively.

12

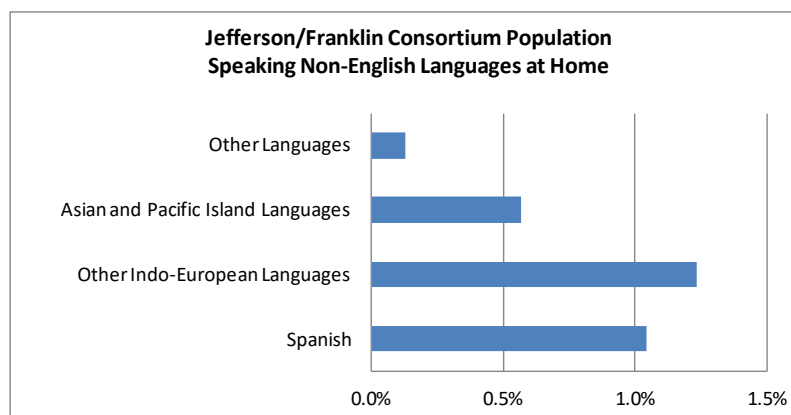


Limited English Proficiency

According to the 2010-2014 American Community Survey 5-Year Estimates, 3.0 percent (5,991) of Jefferson/Franklin Consortium's population age 18-64 spoke a language other than English at home. The most common non-English languages spoken in Jefferson and Franklin County homes were Other Indo-European Languages (1.2 percent); Spanish (1.0 percent); Asian and Pacific Island Languages (0.6 percent); and Other Languages (.1 percent).

The total percentage of the population speaking languages other than English at home is lower in the Jefferson/Franklin Consortium than in Missouri. Statewide, 6.6 percent of the population, or 244,947, speak non-English languages at home. In Missouri, the most common non-English language is Spanish (2.7 percent), followed by Other Indo-European languages (1.9 percent), Asian and Pacific Island Languages (1.4 percent) and Other Languages (.5 percent).

The percentage of individuals speaking languages other than English at home across the nation is much higher than the state average. In the U.S., 13.6 percent of the population speaks Spanish at home. Residents speaking Other Indo-European languages and Asian and Pacific Island languages total 3.7 percent each, while those speaking Other Languages are 1 percent.

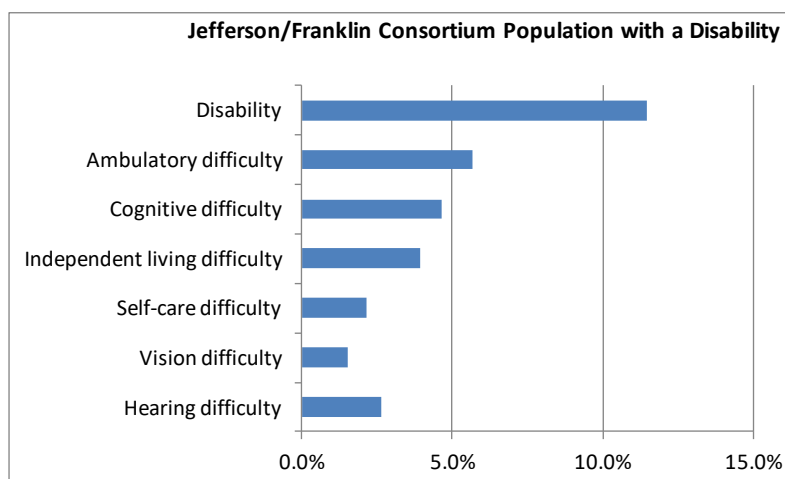


Individuals with Disabilities

According to the American Community Survey 2010-2014 estimates, 11.5 percent, or 23,072 Jefferson and Franklin County residents age 18-64 had a disability. Ambulatory difficulty was the most prevalent disability type at 5.7 percent of the county population. About 4.7 percent of the population had a cognitive difficulty, followed by 3.9 percent with an independent living difficulty.

The overall percentage of individuals with disabilities was lower in Jefferson and Franklin Counties than the state, but higher than the nation in most categories. Statewide, 12.4 percent of residents of the same age group had a disability. Missourians with an ambulatory difficulty was the highest at 6.6 percent, followed by cognitive difficulty (5.4 percent) and independent living difficulty (4.4 percent).

In the U.S., 10.2 percent of the population had a disability. Nationwide, individuals with ambulatory difficulty total 5.2 percent, while 4.3 percent have cognitive difficulty and 3.6 percent have independent living difficulty.



This includes:

1. Employment and Unemployment

Provide an analysis of current employment and unemployment data and trends in the LWDA.

During the recession, the number of Missourians employed in the Jefferson/Franklin Consortium decreased, while the number of unemployed increased to a high of 12.4 percent. Over time, employers have become more confident in hiring workers, increasing total employment to nearly 165,000 at the end of 2015. The unemployment rate has decreased to a low of 3.8 percent in December 2015, below the Missouri unemployment rate of 3.9 percent and the US at 4.8 percent. These numbers, queried from Local Area Unemployment Statistics (LAUS), includes include all employment, including self-employed workers.

Even with the low unemployment rate statewide, Missouri still has pockets where the unemployment rate is high. The brighter news is that unemployment has decreased in every county during the past year. In Franklin County, the unemployment rate decreased by 1.0 percent from September 2014 to September 2015. In Jefferson County, the unemployment rate decreased by 1.1 percent for the same 1 year period.

2. Labor Market Trends

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

Industry Employment Trends

Industry and labor market trends are best described through the combined Workforce Development Regions that together make up a large part of the St. Louis Metropolitan Statistical Area (MSA). The combined St. Louis Region experienced overall employment of 1.8 percent from 2009 to 2014, which was slightly lower than the statewide employment growth of 2.2 percent. Industries with the largest employment growth were Administrative and Support Services (34 percent), Social Assistance (49.2 percent), and Hospitals (17 percent). Three industries experienced employment loss: Specialty Trade Contractors (-16.8 percent); Merchant Wholesalers, Durable Goods Manufacturing (-6.9percent); and Educational Services (-6.4 percent). Other industries outside of the top ten with employment growth were Insurance Carriers and Related Activities (14.8 percent) and Credit Intermediation and Related Activities (17 percent).

NAICS Sector	2009 Employment	2014 Employment	Change	Percent Change
Total Region Employment	1,023,113	1,041,597	18,484	1.8%
Food Service and Drinking Places	84,749	89,067	4,318	5.1%
Educational Services	91,408	85,548	-5,860	-6.4%
Administrative and Support Services	68,900	79,914	11,014	16%
Hospitals	55,363	64,753	4,414	17%
Ambulatory Health Care Services	42,262	46,538	9,390	10.1%
Management of Companies and Enterprises	39,903	45,392	4,276	13.8%
Social Assistance	20,145	30,061	5,489	49.2%
Specialty Trade Contractors	35,134	29,217	-5,917	-16.8%
Nursing and Residential Care Facilities	25,427	27,414	1,987	7.8%
Merchant Wholesalers, Durable Goods	27,897	25,977	-1,920	-6.9%

Industry Wage Trends

The St. Louis Region saw overall wage growth of 10.6 percent, or more than \$4,300, from 2009 to 2014, slightly higher than the statewide growth of 9.4 percent. Industries with the largest wage growth were Credit Intermediation and Related Activities (32 percent), Chemical Manufacturing (24 percent), and Management of Companies and Enterprises (21.4 percent). The industries with the highest wages in 2014 were Wholesale Electronic Markets and Agents (\$82,032), Management of Companies and Enterprises (\$79,524), and Chemical Manufacturing (\$74,424).

NAICS Sector	2009 Wages	2014 Wages	Change	Percent Change
Overall Region Average Wage	\$41,040	\$45,384	\$4,344	10.6%
Wholesale Electronic Markets and Agents	\$74,784	\$82,032	\$7,248	9.7%
Management of Companies and Enterprises	\$65,520	\$79,524	\$14,004	21.4%
Chemical Manufacturing	\$60,060	\$74,424	\$14,364	24%
Professional, Scientific, and Technical Services	\$59,592	\$67,752	\$8,160	13.7%
Credit Intermediation and Related Activities	\$48,936	\$64,632	\$15,696	32%
Insurance Carriers and Related Activities	\$60,192	\$64,008	\$3,816	6.3%
Merchant Wholesalers, Nondurable Goods	\$53,676	\$59,028	\$5,352	10%
Merchant Wholesalers, Durable Goods	\$51,972	\$57,288	\$5,316	10.2%
Construction of Buildings	\$49,356	\$56,364	\$7,008	14.2%
Ambulatory Health Care Services	\$51,348	\$55,824	\$4,476	8.7%

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Industry Clusters

The St. Louis Region's highly concentrated industries are divided between service and manufacturing, according to the location quotient indicator. The location quotient (LQ) indicator describes how concentrated an industry is in a region in relation to the nation, with 1.00 being the national average. The most concentrated service industries in the St. Louis Region were Data Processing, Hosting, and Related Services; Management of Companies and Enterprises; and Wholesale Electronic Markets and Agents. The most concentrated production/manufacturing industries were Food Manufacturing; Transportation Equipment Manufacturing, and Chemical Manufacturing.

NAICS Sector	2009 Location Quotient	2013 Location Quotient
Data Processing, Hosting and Related Services	2.19	2.05
Management of Companies and Enterprises	1.59	1.55
Wholesale Electronic Markets and Agents	1.44	1.50
Truck Transportation	1.48	1.39
Food Manufacturing	1.39	1.35
Hospitals	1.16	1.32
Transportation Equipment Manufacturing	1.28	1.28
Telecommunications	1.17	1.22
Chemical Manufacturing	1.08	1.20
Machinery Manufacturing	1.24	1.18

The industry demand is consistent with occupational job postings seen in the Top Ten Real-Time Labor Demand Occupations by Job Ads data found in Section IV.B.1. In this table, the highest number of job ads is for Registered Nurses. Information Technology positions, such as Computer Occupations and Software Developers, are also in demand, and would be employed in Data Processing, Hosting and Related Services; Management of Companies; and Telecommunications. With a concentration of manufacturers, occupations such as Sales Representatives, Wholesale and Manufacturing; Customer Service; and Truck Drivers are also heavily advertised.

3 .Education and Skill Levels of the Workforce

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

The total population of the Missouri workforce is 2,594,137, and the Jefferson/Franklin Consortium is home to about 85,500, or 3.2 percent of the state's workforce. The workforce demographic numbers are queried from census data, and include only workers employed by firms in Missouri (self-employed individuals not included). The age group for workforce is defined as 14 years or more.

The population of the workforce in the state is aging. In Missouri, 22 percent of the workforce is age 55 or more for both the male and female populations. In Jefferson and Franklin Counties, the percentage is lower. In the Consortium, 20 percent of females and 21 percent of males are age 55 or more.

The educational attainment rate for the Jefferson/Franklin Consortium is the same as the average for Missouri. In Jefferson and Franklin Counties, as well as Missouri, 88 percent of the workforce has a high school diploma or higher. The number of workers who have not obtained a high school diploma is 12 percent in the Consortium and statewide.

4. Skill Gaps

Describe apparent "skill gaps."

Analysis of the skills and education gaps that employers have identified is an important step in determining what training issues need to be addressed. National business surveys point to skills gaps that have negatively impacted the economy, such as a 2015 manufacturing survey that indicated 6 out of 10 positions remain unfilled due to talent shortage, even with a large number of unemployed manufacturing workers available for hire³. MERIC has developed target industry competency models, conducted business surveys, and recently acquired a real-time labor market skills demand tool that provides valuable insight into the needs of Missouri employers.

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

The Industry Competency Model reports also highlighted issues related to the overall aging of the workforce. The imminent retirement of a large segment of workers across the targeted sectors could result in a shortage of this specialized labor pool. The ability to produce a sustainable pipeline of skilled workers will be important for the success of these sectors and the economy as a whole.

³ The skills gap in U.S. manufacturing 2015 and beyond. Deloitte Consulting and the Manufacturing Institute, 2015. Complete report at www.themanufacturinginstitute.org

Each year MERIC staff assist the St. Louis Community College to survey hundreds of companies in the St. Louis MSA regarding workforce issues⁴. In 2015 the survey found that 57 percent of businesses identified a “shortage of workers with knowledge or skills” as the main barrier to expanding employment, followed by “economic conditions” at a distance second of 35 percent. The top shortcomings of job applicants were mostly soft skills such as poor work ethic (#1), lack of critical thinking (#2), and lack of communication or interpersonal skills (#3). Lack of general business or industry knowledge rounded out the top four. These shortcomings are consistently the top issues business identify in this survey and mirror the “soft skills” challenge that can be seen across the country in various business surveys. This very large business survey, while limited to the St. Louis MSA, is a good proxy for the issues other businesses face throughout the state. Furthermore, the importance of soft skills revealed in these surveys can be seen in online job ads that consistently rank these skills as a top desire for applicants.

MERIC analyzes the real-time job ads for workforce regions, which are one representation of job demand, versus the supply of job seekers in the state’s workforce development system and develops a report each year highlighting results⁵. In 2015 the St. Louis region had the largest labor supply and demand gaps in Science and Technology, Business and Sales, and Health Care and Related occupations. For example, Science and Technology job ads accounted for nearly 21 percent of all postings but less than 5 percent of job seekers were looking for employment in these occupations. These gaps represent opportunities for job seekers, who can get training, to apply for occupations that are in higher demand.

Jefferson/Franklin Consortium employers indicate through job advertisements the basic and specialized skills needed to be successful in their business. While these needed skills do not necessarily point to gaps, it does provide a snapshot of skill demand and reinforces some of the findings from earlier surveys and competency model analysis. MERIC researchers analyzed over 7,510 online job advertisements from February 1, 2015 to January 31, 2016 using a tool from Burning Glass Technologies, to determine what skills were in greatest demand over the year.

When considering all occupations, common skills are listed the most in job advertisements and show that basic business fundamentals of communication, organization and customer service are the most cited. Writing and planning complete the list of top five common skills.

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

Basic skills cover a broad range of topics, such as reading and writing, applied math, logic flows, information gathering, ethics, etc., and mainly relate to the educational efforts of primary

⁴ State of the St. Louis Workforce 2015. St. Louis Community College Workforce Solutions, August 2015. Available at: <http://www.stlcc.edu/Workforce-Solutions/St-Louis-Workforce/>

⁵ Missouri Labor Supply & Demand Analysis. Missouri Economic Research and Information Center, February 2015. Available at: https://www.missourieconomy.org/pdfs/statewide_labor_supply_n_demand_analysis.pdf

and secondary schools, institutions of higher learning, and workforce training programs. From the workers' standpoint, many of these skills are hopefully gained through education and early work opportunities as a younger person however evidence from skills gap analysis suggest this is still a challenge. Partnerships by educators, businesses, workforce and economic developers should continue to focus efforts on this issue as these basic skills form the foundation for successful, occupation-specific training to follow.

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

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

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

D. Workforce Development, Education and Training Activities Analysis

Describe the workforce development services and activities, including education and training in the LWDA, to address the education and skill needs of the workforce.

Include education and training activities of the core programs and mandatory and optional One-Stop Delivery System partners.

Office of Job Training Programs, serving as staff to the Local Workforce Development Board (WDB), with Chief Elected Official (CEO) and WDB approval, provides continuous improvement, technical assistance, management information system, fiscal management, substate monitoring and overall maintenance of the Jefferson/Franklin Consortium one-stop delivery system. OJTP shall serve as the CEOs' and WDB's liaison with One-Stop partners/memorandums of understanding to assure quality workforce development services in Jefferson and Franklin Counties.

NGJC team members and one-stop delivery system partners will utilize the region's Products and Services Box to assist customers with quality workforce information and accessing quality training providers. Team members will utilize a variety of products as appropriate from Education and Training, Occupational Information, Training Assistance and Providers, and Financial Assistance to allow customers the opportunity to make a customer centered informed choice in choosing a training provider.

The Jefferson/Franklin region has available a full array of employment and training activities. Basic and Individualized career services are provided through WIOA Adult, Youth and Dislocated Worker programs, Wagner Peyser (WP), Trade Adjustment Assistance (TAA), Vocational Rehabilitation (VR), Adult Education & Literacy (AEL), State Unemployment and the Senior Community Services program.

Basic career services include unemployment compensation assistance, financial aid information, initial assessment, referral to other programs, labor exchange services, and labor market information, and outreach and intake.

Individualized career services include comprehensive assessment, individual employment plan, group counseling, individual counseling, short-term prevocational services, out-of-area job search assistance and relocation assistance, internships and work experiences, career planning, financial literacy, workforce preparation, English language acquisition, and follow-up services.

Education and training services address the education and skill needs of the workforce by providing the following: occupational skills training, on-the-job training, incumbent worker training, transitional jobs, workplace training and cooperative education, skills upgrading and retraining, entrepreneurial training, job readiness training, adult education and literacy, customized training WIOA pre-apprenticeship and registered apprenticeship.

The provision of education and training services is generally accomplished through the collaboration of multiple partners providing assistance in career counseling, financial aide, tuition assistance and supportive services. Partnerships are established with WIOA Adult, Youth and Dislocated Worker programs, TAA, Migrant Seasonal Farmworker program, Job Corps, AEL, VR, Veteran's programs and Perkins Career and Technical education.

Eligible adults, youth and dislocated workers are able to use Individual Training Accounts at qualified educational institutions. Through the Training Provider Search Tool on www.jobs.mo.gov, customers are required to comparatively evaluate costs, location, and performance of individual programs offered by education providers. The advice and guidance available through the One-Stop system provide the assistance customers need in making informed choices when choosing a training provider.

1. The Strengths and Weaknesses of Workforce Development Activities
Provide an analysis of the strengths and weaknesses of the workforce development services and activities identified above.

The primary expectation of the local Jefferson/Franklin Consortium's workforce system is to be a seamless, integrated one-stop delivery system. The goal is that a full spectrum of core programs, one-stop delivery system partners and community resources will be available and used to support the skill needs of business, industry, and individual customers.

There are comprehensive one-stop centers in Arnold (Jefferson County) and Washington (Franklin County) with partners co-locating and providing services, such as Trade Adjustment Act (DWD), Vocational Rehabilitation, Adult Education & Literacy, WIOA programs, and Perkins Career and Technical Education and community action/resource agencies for support services. In addition, two affiliated sites have been established at East Central College in Union and Jefferson College in Hillsboro. These four locations have the capability to provide basic and individualized career services and training services. This strengthens the region's ability to provide individuals the access and opportunity to connect with the majority of education and training services. All one-stop locations have access to the NCJC Products and Services box through www.mo.jobs.gov and customers have the capability to receive these products and services at any location.

Strong partnerships are established in the region between WIOA Adult, Youth and Dislocated Worker programs, Adult Education & Literacy, Division of Workforce Development, Vocational Rehabilitation and Perkins Career and Technical programs. These core program partners interact and meet on a continual basis to enhance services to the customers and encourage co-enrollment among partner programs. Effective communication among core partners is essential for offering as many available resources as possible to the region's customers.

Other One-Stop partners may provide support services and help alleviate barriers that may keep individuals from succeeding in meeting their employment and training goals. The following partners provide services through a memorandum of understanding: Family Support Division (Arnold and Washington), Jefferson Franklin Community Action, Division of Vocational Rehabilitation/Rehabilitation Services for the Blind, Department of Labor and Industrial Relations, migrant and seasonal farm workers, veterans programs and Jefferson County Community Partnership. Multiple partners located at various locations in each county allows customers to get available services from multiple access points.

Although there is effective communication among core partners, there are times when a shared data base with a common referral system could assist partner staff with immediate access to the customer's accomplishments and enhance the efficiency of communication for service delivery. There are many access points to education and training services through the core partner programs but at times the customer may have difficulty accessing services that require travel to multiple partner locations. This may be due to the location of the service provider and the inability to use technology for information gathering and processing. Current labor market trends and sector strategies need to be presented to all one-stop partners to guide and train individuals in occupational areas that are in demand in the local workforce area. This is essential with changing labor market and employer demands. The availability of short term training and stackable credential attainment will be key to full filling the needs of the local workforce system.

2. Local Workforce Development Capacity

Provide an analysis of the capacity of local entities to provide the workforce development services and activities to address the identified education and skill needs of the workforce and the employment needs of employers in the LWDA.

The capacity of the region's local entities to provide workforce development services and activities has been managed throughout changing funding levels. The Jefferson/Franklin region works closely with partners to co-enroll customers and maximize the resources available for funding education and skilled training programs. There are many one-stop partners with available training dollars and staff makes sure that customers are aware of federal financial aid and encourage them to apply for grants and scholarships that are available. Customers are encouraged to review a minimum of three training providers to determine the best quality training for a reasonable cost. The region wants their customers to make informed choices when deciding the appropriate occupational skills and training options.

The community colleges in each county consult with area employers and develop training programs to meet the workforce needs of the employers. Training programs are typically short term, cost effective and offers many options to further training and the opportunity for earning stackable credentials. Partnering with service providers to provide workforce development services and activities gives the job seeker population credentials for skill training that will help to improve workforce quality, meet the needs of employers and increase employment, retention and earnings for the region's workforce.

Continuous assessment of services delivered through the one-stop system is achieved through weekly meetings with all job center and co-located partner staff. These meetings provide an opportunity to discuss funding availability in the various programs and new training programs introduced by the region's training providers. There are training sessions held to help staff become more familiar with labor market, in demand training programs and the enrollment requirements. Jefferson/Franklin Consortium and its partners work collaboratively to identify and share the education and skill needs of the workforce and employers within the region.

OPERATIONAL ELEMENTS

V. Local Structure

A. LWDA Profile

Describe the geographical workforce development area, including the LWDA's major communities, major employers, training and educational institutions (technical and community colleges, universities, etc.), population, diversity of the population, and relevant growth trends.

The geographical workforce investment area is Jefferson and Franklin counties of Missouri which is a part of the St. Louis metropolitan area. The Missouri Job Centers are located in the largest communities within the region, Arnold in Jefferson County – population of 21,134 and Washington in Franklin County – population of 13,982 (*citydata.com*). In Jefferson County, the Black population increased by nearly 33 percent, but decreased by 3 percent in Franklin County. In 2010, the Black population numbers just over 2,600 in Jefferson and Franklin Counties, representing approximately 1 percent of the total population of each county. The Hispanic or Latino population in the Jefferson/Franklin Consortium increased. The minority group numbers just over 4,800 in the Consortium, an increase of 106 percent in Franklin

County and 70 percent in Jefferson County from the year 2000. The Hispanic population represents 1.4 percent of the total population of Franklin County and 1.6 percent in Jefferson County. Jefferson and Franklin counties are suburbs of St. Louis with both urban and rural communities.

The major employers in the area are represented by healthcare, manufacturing and public school districts. Jefferson county employers include Mercy Hospital Jefferson, Metal Container, Sinclair & Rush, Ardagh, HJ Enterprises and LMC Industries. Public school districts include Fox C-6, Northwest R-I, Hillsboro R-3, Festus, DeSoto 73 and Windsor C-I. Franklin county employers include Mercy Hospital Washington, Missouri Baptist Hospital, Magnet Group, Henniges Automotive, Parker Sporlan Div., Aerofil Technology, Inc., Pauwels Transformers, Inc. and Meramec Group, Inc. Public school districts include Washington, Union R-XI, St. Clair R-XIII and Sullivan.

Local community colleges are Jefferson College, Hillsboro (Jefferson County), and East Central College, Union (Franklin County). MERIC census data reflects Jefferson County population at 219,480 (2011) with a per capita income of \$33,917 (2010) and Franklin County population at 101,938 (2011) with a per capita income of \$34,762 (2010).

The St. Louis Metropolitan region is composed of four counties and the city of St. Louis with the region as a whole accounting for 38% of the state's total employment. Among the top workforce employers by North America Industry Classification System (NAICS) Industry Sector in the St. Louis Workforce region: Health Care and Social Assistance, Retail Trade, Accommodation and Food Services, Educational Services, Public Administration and Manufacturing. Jefferson and Franklin counties largest employers include hospitals, county government and educational services. Manufacturing and retail trade continue to be growth industries within the two county area.

Workforce demographics indicate that male and female workers are equally distributed with the majority of workers being 30 to 54 years of age. The educational attainment for most workers – 17% (Quick census facts) includes some level of post-secondary education. It is anticipated that the Jefferson/Franklin county labor force population will continue to seek training to acquire the skills needed to obtain long term gainful employment in the workforce. In addition to the local community colleges in each county, the St. Louis Metropolitan region offers educational institutions to meet the skill development needs of the Jefferson/Franklin region's population.

B. Local Workforce Development System

Describe the workforce development system in the LWDA. Identify the programs that are included in that system and how the Board will work with the entities carrying out core programs and other workforce development programs. Describe how the Board plans to support alignment to provide services, including programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq). Include a list of all standing committees.

The workforce development system in the Jefferson/Franklin region is designed to provide universal access to meet the diverse needs of the business and career seeking customers. Strategies are in place to provide the services and activities needed to meet the needs of all

customers accessing the workforce development system. Strategies for marketing and outreach; orientation; assessment; service coordination; service delivery and business services enhances the system and improves the quality of the services and performance outcomes to increase employment, credential attainment, retention and earnings of customers.

Partnerships with entities that serve individuals with diverse backgrounds or individuals experiencing barriers to employment are established through the One-Stop System MOU and provide outreach to all customers in the workforce region. These partnerships include the core program partners; Wagner-Peyser, Adult Education and Literacy, Vocational Rehabilitation, and Temporary Assistance for Needy Families, as well as community-based partners with shared goals and interests that lead to sharing information, energies and resources. Partner staff is trained in local resources and services available across programs in order to better coordinate service activities and accessibility at multiple points in a seamless system. Cross training allows for a streamlined orientation process, to ensure that all appropriate and eligible customers are able to access the relevant services. Partners provide an array of assessment approaches to capture the skills and abilities of customers with barriers to employment, while businesses assist in determining the skills essential to the job market. Employer customers are primary customers of the workforce system and partners agree on the specific services they provide to businesses, and presented as a unified business services package to increase responsiveness, innovation and utilization of the system for employer customers.

The local board has expertise in the engagement and alignment of education, economic development and business to prepare current and future workers and build a talent pipeline to fill the skill gaps critical to meeting industry needs. Programs of study in fields such as healthcare, technology, and advanced manufacturing under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq) is an important source of talent for employers to fill skilled positions within their companies. Career and technical programs in the region are aligned with college and career readiness standards and also the needs of employer, industry and labor. An integrated, job-driven workforce system in Jefferson/Franklin region reinforces the partnerships necessary to engage employers and enable individuals to succeed in postsecondary education, earn industry-recognized credentials and advance along a career path.

The Jefferson/Franklin LWDA currently has a Youth Standing Committee in place and plans to add standing committee for Individuals with disabilities.

C. Local Facility and Partner Information

- 1. Identify the One-Stop partners that are physically located at each of the comprehensive (full service) center(s) in the LWDA, and the services provided by these partners and list them in Attachment 1 to the Plan.***

See Attachment 1

- 2. Identify the local comprehensive One-Stop Center(s), including current mailing and street addresses, telephone and fax numbers and list them in Attachment 1 to the Plan.**

See Attachment 1

- 3. Identify the local affiliate sites, including current mailing and street addresses, telephone and fax numbers and list them in Attachment 1 to the Plan.**

See Attachment 1

- 4. Identify the one-stop partners that are physically located at each of the affiliated sites and the services provided by these partners and list them in Attachment 1 to the Plan.**

See Attachment 1.

VI. Local Strategy Implementation

Describe the Board's goals and strategies for operation, innovation and improvement under WIOA (20 CFR 679.560). WIOA Required Strategies - Please include strategies addressing:

1. Career Pathways

The development of career pathways is essential for providing individuals with the education and training opportunities that lead to credential attainment, employment, increased earnings and career advancement. Career planning activities provides individual or group counseling in employment, education and career opportunities. Labor market information is a strong component in developing career pathways by exploring the number and types of available jobs, future demand, job characteristics and the training and skills requirements. Career planning allows the customer to explore educational opportunities to enter or advance in a specific occupation or occupational cluster through occupational skills training, on-the-job training, transitional jobs, work experiences and internships, and pre-apprenticeship and registered apprenticeship activities. The goal is to assist individuals in planning a career path that provides the necessary sequence of steps in education and training that will meet the needs of the chosen industry sector.

2. Employer Engagement

Employer engagement and collaboration is vital for creating work-based learning opportunities for job seekers and fulfilling the specific needs of individual employers. The region's business services team involves the core partners in a collaborative system to achieve employer commitments to offer work-based learning, hiring new graduates with in demand credentials, and to participate in state and local economic development programs. Direct consulting with businesses will encourage involvement with workforce development so that education and

training programs are designed to meet the current and future hiring needs which will ultimately result in employment opportunities for the region's job seekers.

3. Business Needs Assessment

The workforce system must provide a talent pipeline to meet the current and future hiring needs of employers. The Jefferson/Franklin WDB provides a leadership role in coordinating the integration of services across programs to ensure that the local system is job-driven and matches the employers with skilled workers. The business services team members engage business and industry to identify the skills and competencies needed by employers and the training and credentials required to meet their individual employment needs. Real time labor market data provides information needed in assessing the skills, skill clusters, education, experience levels, certifications, work activities and job openings of employers. Career pathways and sector strategies will address the needs of businesses and improve the quality of workforce investment, education, and economic development efforts.

4. Alignment and Coordination of Core Program Services

WIOA core program services are integrated to improve efficiency in service delivery, to increase economic self-sufficiency and to meet the skill requirements of employers. Meeting the specific needs of individuals with barriers to employment requires the alignment of programs to provide individuals with the resources needed to move beyond adult basic education, succeed in postsecondary education, earn industry-recognized credentials and advance along a career path. Partnering with agencies and organizations that serve specific populations will help coordinate wrap-around services and supportive services for individuals with barriers to becoming successful in meeting their employment goals. Training activities for the one-stop career center and partner staff provide them with the knowledge needed to work with diverse populations and the ability to inform customers of the full array of available resources, including community-based resources. The region's One-Stop partner MOU further enhances the range of coordinated and streamlined services to shared customers. Alignment and coordination of core program services is necessary for the region to offer a unified service delivery system to job seeker and employer customers.

5. Outreach to Jobseekers and Businesses

Effective outreach strategies for jobseekers and businesses are accomplished through quality service delivery and better customer service. Job center staff provides information about current and projected job openings and wages to assist customers in making informed decisions in developing career goals. Job center customers will be informed of quality training programs and how to access the services needed to improve their employment opportunities through skill upgrading, skill validation and credentialing. Established referral mechanisms with partners will reach out to diverse populations including individuals with employment barriers. Services will focus on employment retention and maintaining success by encouraging on-going education, skills upgrading while employed to improve career advancement. The region's business services team identifies the needs of targeted sectors and provides the businesses with labor market information that will contribute to human resource planning. Employers are encouraged to provide work based learning opportunities specifically for populations with barriers. Customized recruitment services provide employers

with easy access to individuals with the skills and talent needed for business growth. Collaboration among partners provides additional resources to meet the needs of the region's business communities.

6. Access – Improvements to Physical and Programmatic Accessibility; Customer Service Training

The One-Stop system provides physical and programmatic accessibility to ensure that individuals with disabilities and limited English proficiency customers have the same access to one-stop programs, services and benefits that are provided to all job center customers. The Jefferson/Franklin Methods of Administration (MOA) provides assurance of universal access and compliance with Section 504 of the Rehabilitation Act of 1973 by documenting the policies and procedures for providing accessibility including: notice and communication in alternate languages and format, interpreter services, assistive technology equipment, and other reasonable accommodations requested. Customer service training and available resources are vital for providing meaningful access. Staff training in areas such as disability etiquette, diversity, accommodations, requirements of the law, and partner agency resources allow for good customer service in the most efficient and effective manner. The local Equal Opportunity officer provides technical assistance and guidance to further improve services for job center customers.

7. Assessment

Assessment is an important component of workforce preparation activities to determine the skill levels and service needs of the customer. Assessment activities are conducted through individual counseling, online assessment questionnaires or in collaboration with core partners. The customer's skills, interests and abilities are assessed and counseling is provided to assist the customer in making educational decisions and developing an employment plan to advance their skills levels, attain credentials and prepare for career advancement.

8. Support Services

Support services are necessary to allow individuals the opportunity to participate in education and employment activities so they can find good jobs and stay employed. Career assistance activities provide an assessment of the customer's needs, including barriers that need removed or reduced in order to be successful in obtaining their education and career goals. The employment plan is developed and service strategies are implemented to include the needed support services. Job center staff assists the customers by providing core partner contact information and community-based resources. Access to these services and on-going support is necessary to remove or reduce the identified barriers.

ADMINISTRATION

VII. Assurances

Describe the process used by the local board to provide an opportunity for public comment, including comment by representatives of businesses and labor

organizations, and input into the development of the Plan, prior to submission of the Plan.

Public Notices are posted on the Jefferson/Franklin Consortium website (www.jeff-frankjobs.com) and/or may be made in local county newspapers notifying of access to review and comment on the local plan and to involve as many business, organized labor, local public officials, community-based organizations, service providers, partner agencies and other groups representing the diversity of the population in the development and review of the plan.

This public notice includes written notification of the availability of the plan and will be posted with sufficient time to provide a thirty (30) day period for comment prior to the submission of the plan.

The members of the Local Workforce Development Board, Youth Committee, partner agencies, members of the public, including representatives of business, labor, and diverse population group organizations, are offered an opportunity for comment.

One-Stop Partners are involved in developing the local plan and participate in delivery of services, as detailed in the Memorandum of Understanding.

VIII. Local Policies and Requirements

- A. SUPPORTIVE SERVICES—*Please include as Attachment 2, the Board’s policy for Supportive Services to enable individuals to participate in Title I activities. This policy must address the requirements in DWD Issuance 12-2010, “Statewide Supportive Services Policy.”***

See Attachment 2

ADULT—Describe the criteria to be used by the Board to determine whether funds allocated to a LWDA for Adult employment and training activities under WIOA sections 133(b)(2) or (b)(3) are limited, and the process by which any priority will be applied by the One-Stop Operator.

Jefferson/Franklin Consortium has determined that funds for adult and dislocated worker employment and training activities may become limited. If funding becomes limited, priority shall be given to recipients of public assistance, other low-income individuals and individuals who are basic skills deficient for training services. Priority ranking does not mean that only those prioritized may be served, but they must be given first consideration.

For individuals who need staff-assisted career services only, staff may complete a basic WIOA enrollment for that purpose without requiring the individual’s income. If it is later determined that the individual needs services beyond staff-assisted career service, the individual will need to meet the priority levels and the income must be added to the WIOA MOJobs record.

This local area of partners/service providers concur with the priority categories cited in the Act; namely recipients of cash welfare and other low-income individuals. Therefore, priority will be granted to individuals who meet one or more of the following criteria:

In the event of WIOA funding limitations, the Jefferson/Franklin Region gives priority of Adult employment and training activities to veteran who are recipients of public assistance and low-income veterans. Next, in the priority are other non-veterans who are recipients of public assistance and low-income non-veterans.

In the event that funding is available and Adult customer's income exceeds certain defined thresholds, the following policy will be followed.

Serving WIOA Adults with income exceeding 70% Department of Labor Lower Living Standard Level or Health and Human Services poverty guideline:

Recognizing the priorities available in WIOA (ETA 680.600), the Jefferson/Franklin Region will make participant funds available as stated below:

A minimum of 90 percent of Title I WIOA Adult funds will be allocated to Priority Level I, and a maximum of 10 percent of Title I WIOA Adult funds will go to Priority Level II (if needed, a board vote will be required to adjust percentages during a program year).

Priority Level I

1. An individual who receives, or is a member of a family who receives cash public assistance,
2. An individual who receives, or is a member of a family who receives or has been determined with the six months prior to eligibility determination, eligible to receive food stamps;
3. A member of a family whose annualized incomes does not exceed the higher of (a) Department of Health and Human Services poverty guidelines, or (b) the Department of Labor's 70 percent Lower Living Standard Income Level
4. An individual who is basic skills deficient

Priority Level II

1. A member of a family whose annualized income does not exceed 250 percent of the Lower Living Standard Income Level, or
2. 250 percent of Department of Health and Human Services poverty guidelines

C. YOUTH—WIOA section 129(a)(1)(B)(VIII) establishes that an eligibility criteria for Out-of-School Youth (OSY) is “a low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.” Please explain how the Board will define, identify, document, and serve youth participants meeting this eligibility criteria.

WIOA section 129(a)(1)(C)(VII) establishes that an eligibility criteria for In-School Youth (ISY) is “an individual who requires additional assistance to complete an educational program or to secure and hold employment.” Please explain how the Board will define, identify, document, and serve youth participants meeting this eligibility criteria.

The Workforce Development Board (WDB) determined that utilizing the following definition for the In School Youth (ISY) eligibility criteria and Out of School Youth (OSY) eligibility criteria is needed to allow additional youth to qualify for WIOA services when the other criteria cannot be met for eligibility.

Economically disadvantaged ISY who are not in the following: basic skills deficient, English language learner, offender, homeless, a runaway, in foster care or has aged out of the foster care system, pregnant/parenting, or disabled may qualify for services using the criterion of “Is an individual who requires additional assistance to enter or complete an educational program or to secure and hold employment”, one of the following conditions must be met:

1. Verification obtained from a professional source (doctor, teacher, vocational evaluator, etc.) stating that the youth requires additional assistance either related to education or employment, or
2. Documentation which verifies that the youth:
 - a) Has a poor work history (been fired from 1 or more jobs within the last six months, OR has a history of sporadic employment, such as “has held 3 or more jobs within the last 12 months, and is no longer employed, or
 - b) Has been actively seeking employment for the last 2 months, but remains unemployed.

No more than 5% of the In-School Youth may be made eligible under the “Needs Additional Assistance” criteria.

Economically disadvantaged OSY who are the recipient of a secondary school diploma or its recognized equivalent and is not basic skills deficient or an English language learner may qualify for services using the criterion of “Is an individual who requires additional assistance to enter or complete an educational program or to secure and hold employment”, one of the following conditions must be met:

1. Verification obtained from a professional source (doctor, teacher, vocational evaluator, etc.) stating that the youth requires additional assistance either related to education or employment, or
2. Documentation which verifies that the youth:
 - a) Has a poor work history (been fired from 1 or more jobs within the last six months, OR has a history of sporadic employment, such as “has held 3 or more jobs within the last 12 months, and is no longer employed, or
 - b) Has been actively seeking employment for the last 2 months, but remains unemployed.

D. VETERANS—*Describe how veteran's priority, as required by Public Law 107-288, will be incorporated into all programs.*

Veteran's priority will be incorporated into all one-stop partner programs within the local workforce development system. The region shall operate in accordance with the Veterans' Priority Provisions established by the Jobs for Veterans Act (38 USC 4215) and TEGL 10-09. Priority of service is given to veterans and spouses of certain veterans for the receipt of employment, training, and placement services. The covered person is identified at the point of entry so that covered persons are able to take full advantage of priority of service. When adult funds are limited, the first priority for training services is given to public assistance recipients and low-income individuals who are also veterans (and eligible spouses). In all other groups of participants, veterans (and eligible spouses) will receive priority over non veterans.

Because priority means the right of the covered person to take precedence over non-covered persons in obtaining services, priority will be provided under the precept that:

- (1) The covered person receives access to the service or resource earlier in time than the non covered person; or
- (2) If the service or resource is limited, the covered person receives access to the service or resource instead of or before the non-covered person.

The requirement for notification about priority of service will be met by ensuring that the covered person(s) is aware of:

- (1) Their entitlement to priority of service;
- (2) The full array of employment, training, and placement services available under priority of service; and
- (3) Any applicable (statutory) eligibility requirements for those programs and/or services.

E. INDIVIDUAL TRAINING ACCOUNTs (ITAs)—*Identify the funding limit for ITAs.*

The amount and duration for individual training accounts (ITAs) is determined on an individual basis through an assessment and review of the customer's circumstances. The cost of the training provider, the type of training and other sources of financial assistance such as pell grants and scholarships are considered when deciding the dollar amount available for an individual's ITA. Generally, an ITA is for \$4000 or less and will fund a training program of two years or less in duration. Limits and durations can be waived with approval.

F. INDIVIDUALS WITH DISABILITIES—*Describe how the Board will ensure that the full array of One-Stop services is available and fully accessible to all individuals with disabilities. In particular, identify those resources that are available in the Board's Products & Services Box to assist in the provision of these services.*

The Jefferson/Franklin region offers workforce development services at the One-Stop Comprehensive centers located in Arnold and Washington. The One-Stop centers provide physical and programmatic accessibility of facilities, programs, services, technology and materials for individuals with disabilities to ensure that the full array of one-stop services are available to all job center customers.

Communication mechanisms within the job centers ensure that individuals with disabilities are receiving the same information as effectively as any other customer.

The availability of auxiliary aids and services allow customers with visual, hearing, physical, and cognitive disabilities the communication access to products and services box.

Assistive Technology equipment in each job center includes: the Ubi Duo, amplifier for telephone, Relay 711 service, hands-free speaker phone, 19"-21" large monitor, screen reader software (Window Eyes), screen magnification software (Zoom Text), Trackball, alternative keyboard, height adjustable table, tape recorder, electronic CCTV magnifier, and Portable Assistive Listening Device (FM System). Sign language interpreter services may be provided to individuals upon request to enhance communication with hearing impaired individuals.

Staff training is important in the effectiveness of providing services when a customer discloses their disability and may need accommodations to address their individual needs. Training is provided in order for staff to be knowledgeable of the assistive technology and other resources needed for individuals with disabilities to be successfully employed. Strong partnerships have been established with the Division of Vocational Rehabilitation, Rehabilitation Services for the Blind, Next Step for Life (Jefferson County) and Missouri Goodwill Industries (Franklin County). These agencies continue to be a resource for job center customers with disabilities to provide adequate preparation and reasonable accommodation to enable individuals to achieve their maximum potential in the home, community, educational settings and in employment. Vocational Rehabilitation, Independent Living Rehabilitation, Older Blind Services and Transition Services are available to assist in providing all individuals with disabilities the opportunity for improved workforce services.

G. ONE-STOP SERVICES—*Describe how the Board will ensure that the full array of One-Stop services is available to all individuals with limited English proficiency. In particular, identify those resources that are available in the Board's Products & Services Box to assist in the provision of these services.*

Jefferson/Franklin WDB ensures limited English proficiency (LEP) individuals have meaningful access to all programs and One-Stop services. All individuals with limited English proficiency due to national origin or other language barriers will have access to all one-stop services regardless of their ability to speak, read, write or understand English.

According to the 2010-2014 American Community Survey 5-Year Estimates, 3.0 percent (5,991) of Jefferson/Franklin Consortium's population age 18-64 spoke a language other than English at home. The most common non-English languages spoken in Jefferson and Franklin County homes were Other Indo-European Languages (1.2 percent); Spanish (1.0 percent); Asian and Pacific Island Languages (0.6 percent); and Other Languages (.1 percent). The total percentage of the population speaking languages other than English at home is lower in the Jefferson/Franklin Consortium than in Missouri. Language barriers must be removed so LEP customers are able to communicate and understand the information and services being provided through the job center. The Arnold and Washington job centers facilitate meaningful access for individuals with limited English proficiency (LEP) through established procedures, staff training, and other resources.

The Promising Practices in Achieving Universal Access and Equal Opportunity reference guide provides the guidance and practices that correlate with the requirements of WIOA Section 188. The One-Stop job centers provide a variety of communication options to ensure the provision of services to individuals with limited English proficiency. LEP individuals will be advised of available, competent, confidential language interpretation services and be provided written materials translated into languages other than English as needed. Notice through language service posters will inform individuals of their right to free interpreter services and will invite them to identify themselves as individuals needing language assistance.

The Adult Education & Literacy (AEL) programs in Jefferson and Franklin counties offer English Language Acquisition and English Language Learner classes with instruction in reading, writing, listening and speaking in English. Referrals to the AEL program allow LEP customers with the opportunity to further increase the skills needed to access services. Other resources include Limited English Proficiency – A Federal Interagency website (www.LEP.gov) and U.S. Dept of Education, English Language Learner Resources/Office of Civil Rights (OCR) (www.ed.gov).

The region's outreach efforts provide awareness across the workforce system to jobseekers, businesses and core partners. The availability of free language assistance is promoted as a part of regional outreach. Outreach materials and signage are posted in English and Spanish as provided by the Division of Workforce Development. All staff is knowledgeable of the language assistance services and the procedures to access these services so LEP customers may be served effectively and receive the same access to programs, services and benefits that the workforce system provides to all job center customers.

H. NEXT GENERATION CAREER CENTER MODEL (NGCC)—*Describe how the Board promotes integration of services through co-enrollment processes, beyond the automatic co-enrollment of the NGCC model.*

Service integration is promoted within the Next Generation Career Center (NGCC) model through co-enrollment processes. NGCC team members are knowledgeable of the partner programs available through the one-stop system. Automatic co-enrollment and streamlined eligibility processes has enhanced the integration of services for career and training services. Co-enrollment offers streamlined delivery of services, provides immediate entry into the workforce system and maximizes the resources available to customers. NGCC customers will benefit from the coordination of products and services within the NGCC model through integration of one-stop partner services. Team members have access to toolbox which enhances communication and tracks the use of products and referrals to all services.

After automatic co-enrollment into WIOA Adult and/or Dislocated Career services, the customer is referred to the Skills or Jobs Team to determine the continued services that will be provided. An employment plan is developed with the customer to identify employment goals, achievement objectives and the appropriate combination of services for the customer to achieve the employment goals.

A dislocated worker may be enrolled into the Trade Adjustment Assistance program or a Dislocated Worker Grant program as they are approved. Trade eligible customers are identified as early as possible during their first visit to the Career Center, either at the receptionist desk or during the career services registration. Customers may benefit from training assistance, transportation allowance and other supportive services offered through these additional program enrollments. Customers who enter and complete a training program will return to the NGCC to prepare for job search and access products such as workshops and staff assisted services.

WIOA emphasizes priority of service to adults with barriers to employment. WIOA core programs serve a diverse population of individuals with barriers such as individuals with disabilities, need of adult education and literacy services, ex-offenders, low-income individuals, long-term unemployed and single parents. NGCC customers are often referred and then co-enrolled into WIOA core programs such as Adult Education and Literacy, Vocational Rehabilitation and the Missouri Work Assistance (TANF) program. Tuition assistance, transportation, child care, assistive technology, work experiences and internships, employment and education related fees, career readiness preparation, and case management support are the types of assistance provided to NGCC customers who are co-enrolled in partner programs and are receiving the benefits of service integration. Co-enrollment provides individuals with the support services needed to build a career pathway to self-sufficient employment and career progression.

I. TRAINING EXPENDITURE RATE / LOCAL CRITERIA FOR TRAINING RECIPIENTS—*Provide your Board's proposed training expenditure rates for both the Adult and Dislocated Worker regular formula fund allocations. In addition, describe the local process for determining who will receive training under the NGCC initiative.*

The Jefferson/Franklin Region plans to expend approximately 50% of available funding for participant training.

NGCC Skills Team members will assist each customer to identify their skills, aptitudes, and interests by conducting appropriate assessments through career ready 101, workshops, ONET and My Next Move. Assessment results will be utilized to address the customer's needs in the area of education and employment. An Individual Employment Plan will be developed to establish career goals and detail specific plans for skill development activities and career pathways to support the customer. Training will be provided to customers who need to improve and gain new skills that are in demand with area employers.

J. TITLE II: ADULT EDUCATION AND LITERACY (AEL)—*Provide a description of how the Board will coordinate workforce development activities with the Missouri Department of Elementary and Secondary Education (DESE) Title II provider(s) of AEL in the LWDA. Include a description of the alignment-review process for DESE Title II applications as required by WIOA section 108(b)(13).*

The Adult Education and Literacy (AEL) program provides classes to improve an individual's skills in basic math, reading, writing, social studies and science. WIOA 108(b)(13) mandates a model that integrates education, training, and career pathways. Career pathways include education offered concurrently with and in the same context as workforce preparation and

training for an occupation. Under WIOA Title II, adult education providers must offer integrated education and training either alone or in partnership with other programs. Postsecondary Career & Technical Education (CTE) is a critical partner for AEL to meet this requirement. Jefferson College and East Central College are the AEL providers in the region and work closely with their CTE departments to meet this requirement.

The Arnold and Washington Job Centers coordinate workforce development activities with the AEL program through the WIOA Adult, Dislocated Worker, and Youth program service providers. The WIOA service providers attend the AEL orientation to provide an overview of the WIOA services and Next Generation Career Center (NGCC) products. Individuals are provided with applications for the WIOA programs and AEL instructors encourage students to bring eligibility items needed for WIOA eligibility. WIOA programs offer financial assistance to obtain the HSET and provide opportunities for establishing a career pathway through further assessment and referral to training programs that will support their education and employment goals. The Jefferson/Franklin Workforce Development Board supports the following:

- A local AEL Director will be appointed to the WDB. AEL Directors will be asked to present info/updates regarding the AEL services offered.
- The local AEL program will have a referral process in place for the purpose of enrolling candidates in appropriate related services, such as a Youth or an Adult program.
- The local AEL program will provide a point person for the purpose of coordinating communication between core partners.
- Core partners will refer clients to AEL or contact the AEL program when needed.
- Core partners will exchange client information for the purpose of promoting progression along the client's individualized plan.
- Core partners will exchange client information for the purpose of reporting and meeting target goals.

K. TITLE IV: VOCATIONAL REHABILITATION/REHABILITATIVE SERVICES FOR THE BLIND (VR/RSB)—Title IV of the Rehabilitation Act includes both VR/RSB programs. *Describe how the Board will coordinate workforce development activities with these programs. Boards are encouraged to develop a subcommittee on disability services. Describe the partnership with these agencies as this subcommittee is developed.*

The Next Generation Career Center (NGCC) model supports service integration and has established co-enrollment processes to better serve customers that may benefit from the services provided by Vocational Rehabilitation (VR) and Rehabilitation Services for the Blind (RSB). Co-enrollment with WIOA core partners provide individuals with the support services needed to enter a career pathway and become self sufficient.

When job center customers disclose that they have a physical or mental impairment that has caused difficulties with working, NGCC staff may see the need for additional services through VR/RSB and the customer is co-enrolled into both WIOA core programs. NGCC

staff will provide the customer with the contact information and how to apply for VR/RSB services. The Questionnaire for VR services and the Health Assessment forms may be provided to the customer to complete prior to the first VR meeting. The job center will provide initial assessment and enrollment into WIOA career services. Career exploration, work readiness activities and labor market information will be provided to assist the customer in making informed choices when they are establishing career goals. The Work Opportunity Tax Credit (WOTC) information provides another resource to assist with finding employment. WIOA funds may also be available to assist with vocational training or on-the-job training. VR staff shall provide guidance and counseling and determine the appropriate VR services such as Ticket to Work, supported employment or vocational training. Both partners work in collaboration to assist the customer with job development and placement.

Customers who are visually impaired or blind may access job center services utilizing the available assistive technology equipment. They will receive all of the services offered by the job center such as assessment, career exploration work readiness, training opportunities and labor market information. A referral may be made to RSB to provide additional assistance in job placement and provide the additional support necessary for the customer to become productively employed.

WIOA youth programs may co-enroll high school students with a disability who are age 16-21 and are enrolled with VR to prepare for the transition from school to post-high school employment, education, specialized training and independence. Co-enrollment will provide more opportunities to improve workplace skills through work based learning experiences and career readiness activities. Participation in postsecondary education will be promoted allow students to become employed in high-demand jobs and careers, including science, technology, engineering, and mathematics (STEM) careers. WIOA co-enrollment in core partner programs further enhances employability for individuals with disabilities to obtain, maintain or advance in employment.

L. APPRENTICESHIPS—*Describe the Board's policy on providing apprenticeships.*

Jefferson/Franklin Consortium Workforce Development Board's policy is to advance partnerships between businesses, employer and industry associations, labor management organizations, State and local workforce development agencies and programs, community colleges and community leaders/economic development agencies to train workers and build a skilled workforce through structured on-the-job learning experiences.

Apprenticeship representatives are included as members of the Board to provide support and promotion of work-based learning and to meet employers needs for skilled workers. Every effort will be made to encourage outreach to business and academic institutions to advance apprenticeship sponsorships and to encourage and educate all partner staff in the benefits of apprenticeship sponsorship. There are employers throughout the region who sponsor apprenticeship training programs and understand the value of apprenticeship programs in meeting industry needs.

Career pathways for youth will be developed through pre-apprenticeship and apprenticeship programs with WIOA youth programs supporting and expanding opportunities through the

state Eligible Training Provider List. Promoting work based learning will build the work skills and establish pathways to higher levels of employment and income. Utilizing apprenticeship as a workforce strategy contributes to higher employment, retention, earnings and credential attainment.

IX. Integration of One-Stop Service Delivery

Describe the One-Stop Delivery System in the LWDA, including:

A. ASSESSMENT OF ONE-STOP PROGRAM AND PARTNERS—*A description of how the Board will ensure the continuous improvement of eligible providers of services through the system and ensure that such providers meet the employment needs of local employers and participants;*

Employment and training services in Jefferson and Franklin counties shall be based on a framework that moves beyond a partnership of providers to a true integration of service delivery. The job centers located in Arnold and Washington Missouri offers integrated services to better serve customers based on a unified customer flow that has WIOA Title I Adult, Youth & Dislocated Worker, Wagner-Peyser, Adult Education & Literacy, Vocational Rehabilitation and Temporary Assistance for Needy Families customers enrolled in the WIOA core performance measures.

The community colleges in each county consult with area employers and develop training programs to meet the workforce needs of the employers. Training programs are typically short term, cost effective and offers many options to further training and the opportunity for earning stackable credentials. Partnering with service providers to provide workforce development services and activities gives the job seeker population credentials for skill training that will help to improve workforce quality, meet the needs of employers and increase employment, retention and earnings for the region's workforce.

The WDB strives for continuous improvement within the Next Generation Job Center (NGJC) model and with eligible providers of services in order to meet the needs of local employers and job seeker customers. The local workforce development system consists of interrelated teams, committees, boards and individuals focused on identifying methods to improve service delivery of all concerned. These collaborations are focused on the ability to respond to the needs of area employers and provide training opportunities to job seekers. The WDB assures quality service delivery in the job centers through a Memorandum of Understanding (MOU) with all one-stop partners to outline one-stop system operations, to coordinate the services provided and provide efficient referrals among all service providers.

With the NGJC process, an emphasis is placed on the Functional Leader position in the job centers. The functional leader makes decisions for service delivery issues and performance management. The goal is to improve access to the one-stop program services to include integration strategies. The main areas of responsibility include daily oversight, personnel, financial, WDB representation, partner relations, facilities, community relations, One-Stop communications and programmatic services such as intake, case management, resource room, business services, etc. The Jefferson/Franklin region will

implement the America's Job Center (AJC) brand in accordance with TEGL 21-11, Change 1 to further the branding process for the region.

B. ALIGNMENT AND DATA INTEGRATION—*Describe how all partner agencies will strengthen their integration of services so that it provides a more seamless system; and include:*

Office of Job Training Programs, serving as staff to the Local Workforce Development Board, with CEO and WDB approval, shall provide continuous improvement, technical assistance, management information system, fiscal management, substate monitoring and overall maintenance of the Jefferson/Franklin Consortium one-stop delivery system. The Office of Job Training Programs shall serve as the local entity to maintain the Local Workforce Development Area (LWDA) Confidential Information Authorized Users list. OJTP shall serve as the CEOs' and WDB's liaison with one-stop partners and memorandums of understanding to assure a quality one-stop delivery system in Jefferson and Franklin Counties.

The one-stop partners managerial responsibilities for the one-stop system are recognized through their involvement in the development of the local plan submitted to the WDB/CEOs and their involvement in making sure such a plan meets the performance outcomes/goals of the one-stop delivery system in Jefferson/Franklin Consortium.

Management and operations of programs and services in each Comprehensive One-Stop Career Center and affiliate sites will be the responsibility of the partners in each location. The partners will individually provide career services as reflected in the attachment to each partner's memorandum of understanding. Training services will be contracted with the fiscal agent, the Office of Job Training Programs, Jefferson/Franklin Counties Inc. Competitive procurement will be utilized when required. A separate financial agreement will be utilized for any partner providing cash contributions to assist the Title I Operator in the management and operation of the WIOA programs/centers as outlined in MOU/Resource Sharing Agreement.

It is the intent in the Jefferson/Franklin Consortium one-stop delivery system to have at least one comprehensive physical center at either the Missouri Career Center Arnold or Washington office. To supplement the comprehensive center the network of affiliate sites (listed in above paragraph) can assist in providing partners' programs, services, etc. This network of one-stop partners will be linked either physically or technologically to the comprehensive center to assure individuals are provided information on the availability of career services for all partners in Jefferson and Franklin Counties. Each partnering agency shall serve as the specialized center that address individual specific needs such as DWD addressing dislocated worker needs, community action addressing low-income housing, family support addressing public assistance, community college addressing education, etc. The memorandum of understanding has been signed between the Jefferson/Franklin Consortium WDB and the one-stop partners and shall be the basis and outline for each agency's specific services. The MOU is subject to modification at any time and at a minimum, shall be reviewed annually.

1. MEMORANDUMS OF UNDERSTANDING (MOU)—*A copy of each MOU between the Board and each of the One-Stop partners (or one "umbrella" MOU for the same purpose) concerning the operation of the One-Stop Delivery System in the LWDA. Include as Attachment 3 an updated copy of the MOU with current*

signatures and dates; if available for Plan submission (DWD requires the MOU to be submitted to the State by July 1, 2016). Missouri Job Centers must ensure that equal access to employment and training services are provided to the farm workers and agricultural employers in their LWDA's. See DWD Issuance 12-2015 https://jobs.mo.gov/sites/jobs/files/dwdissuance12-2015_12232015.pdf. (See Infrastructure Cost Sharing note in section 3 on page 9.)

See Attachment 3 – YouthBuild is not available in the region's One-Stop Delivery System.

- 2. MIGRANT AND SEASONAL FARM WORKERS / AGRICULTURAL EMPLOYMENT SERVICES** *WIOA section 167 provides the framework for agricultural services delivery. National Farmworkers Jobs Program (NFJP) services and grants are implemented at 20 CFR Part 685, as proposed. The current Section 167 Grantee, UMOS—United Migrant Opportunity Services, must be included in the MOU as the NFJP partner. The Plan should address how the LWDB will cooperate with UMOS and the State Agricultural Employment Services office to provide employment and training services to this population.*

A memorandum of understanding (MOU) has been signed between the Jefferson/Franklin Consortium Workforce Development Board and the one-stop partners of the one-stop delivery system which includes an agreement with United Migrant Opportunity Services (UMOS) and the State Agricultural Employment Services office. The MOU is subject to modification at any time and at a minimum, shall be reviewed annually.

Outreach may be conducted to assess and identify the needs of the employers and farmworkers in Jefferson and Franklin counties. NGCC staff will be cross trained in order to identify migrant seasonal farmworkers at the point of intake and provide adequate staff assistance to retrieve agricultural and non-agricultural job order information. NGCC staff will understand the limited English proficiency (LEP) plan to ensure MSFWs equal access to all services to include employment and training opportunities. Duplication of services will be eliminated as MSFWs will be identified during the Welcome Team process and then will be guided to the appropriate skills or jobs team to access the product box. Referral mechanisms between all one-stop delivery partners shall address the individual needs of all customers.

- 3. COST-SHARING AGREEMENT** - *Include as Attachment 4 the negotiated cost-sharing worksheet agreement for each Missouri Job Center that includes the line items' dollar amounts and percentage rates for DWD and the Board. (Note: Although the WIOA statutory deadline for finalized infrastructure cost-sharing agreements is July 1, 2016, DOL has used its administrative authority to extend that deadline to July 1, 2017, Nevertheless, an interim infrastructure cost agreement, which may be short of specificity, is still a required component of the LWDB One-Stop MOUs due to DWD on July 1, 2016.)*

See Attachment 4

- C. PLANNING PROCESS AND PARTNERS**—*The expectation is that the Board will involve business, organized labor, local public officials, community-based*

organizations, WIOA service providers, and other stakeholders in the development and review of this Plan. Describe the plan-development process, including how input for the Plan was obtained by all the partners involved in the MOU.

One-Stop Partners are involved in developing the local plan through meetings and participation in the delivery of services, as detailed in the Memorandum of Understanding (MOU). The local WDB and Youth Standing Committee are also involved in the plan development process. Public Notices are made in local newspapers and posted on the website notifying of access to review and comment on local plan to involve as many business, organized labor, local public officials, community-based organizations, WIOA service providers other stakeholders, members of the public, including representatives of diverse population group organizations.

This public notice includes written notification of the availability of the plan and will be posted with sufficient time to provide a thirty (30) day period for comment prior to the submission of the plan.

X. Administration and Oversight of the Local Workforce Development System

A. Identify the One-Stop Operator(s) for the comprehensive One-Stop Centers and affiliates in the LWDA, and state the method used to designate and certify the One-Stop Operator(s).

Through a competitive bid process the Jefferson/Franklin Consortium Workforce Development Board, and Chief Elected Officials have agreed to designate MERS/Missouri Goodwill Industries, Inc. as Jefferson/Franklin Counties One Stop Operator.

B. Identify the members of the Board, the organization or business they represent, and the category (i.e., business ,labor, adult education and literacy, vocational rehabilitation, Wagner-Peyser DWD, higher education, economic development, TANF, Other) in Attachment 5 to the Plan. The certification/recertification form submitted for the certification process may be used.

See Attachment 5

C. The Board must review its by-laws annually and complete the “Local Workforce Development Board’s ATTESTATION FOR REVIEW OF BY-LAWS” form included near the end of this document. Include the Board’s current by-laws and the completed attestation form (copy is included in this guidance) as Attachment 6 to the Plan.

See Attachment 6

D. If the LWDA includes more than one unit of local government, the Chief Elected Officials (CEO) may develop a CEO agreement; however, it is not mandatory under WIOA law. If the LWDA is including a CEO agreement, please specify the respective roles of the individual CEOs and include the agreement as Attachment 7. Also, include any CEO by-laws that are in effect. (The CEO membership should be

reviewed after each county and/or municipal election, as applicable, for any changes. If there are changes in the CEO membership, or leadership, a new CEO agreement will need to be signed and submitted to DWD by the first day of June following the election.)

See Attachment 7

- E. ***Include as Attachment 8 to the Plan, the Conflict of Interest Policy for Board members, staff, and contracted staff to follow (reference [DWD Issuance 15-2011](#), “Transparency and Integrity in Local Workforce Investment Board Decisions” or successive issuances).***

See Attachment 8

- F. ***Include the sub-state monitoring plan, as defined in [DWD Issuance 15-2010](#), as Attachment 9 to the Plan.***

See Attachment 9

PROGRAM ACTIVITIES

XI. Service Delivery

A. One-Stop Service Delivery Strategies

Describe how the LWDA is assisting customers in making informed choices based on quality workforce information and accessing quality training providers. In particular, identify those resources that are available in the Board’s Products & Services Box to assist in the provision of these services.

The local WIOA system is customer-focused to help customers access the tools they need to make informed choices and accessing quality training providers. Customers who are interested in a career change or skills upgrade training are offered a variety of assessment tools to assist in determining the appropriate training. Career exploration and financial aide workshops are provided through the Missouri Career Centers. On line resources are available for customers to access additional assessment tools and labor market information such as Missouri Connections, KeyTrain, and ONET. The Missouri Economic Research and Information Center (MERIC) offers assessment and career exploration to match customers with Missouri-specific occupational and educational information. Other resources for career and occupational information is offered through the Bureau of Labor Statistics and the U.S. Department of Labor’s Career One-Stop.

Eligible adults and dislocated workers are able to use Individual Training Accounts at qualified educational institutions. Through the Training Provider Search Tool on www.jobs.mo.gov, customers may comparatively evaluate costs, location, and performance of individual

programs offered by education providers. The advice and guidance available through the one-stop system provide the assistance customers need in making informed choices when choosing a training provider.

NGCC Skills Team members will utilize the region's Products and Services Box to assist customers with quality workforce information and accessing quality training providers. Team members will utilize a variety of products as appropriate from Education and Training, Occupational Information, Training Assistance and Providers, and Financial Assistance to allow customers the opportunity to make a customer centered informed choice in choosing a training provider.

B. Adults and Dislocated Workers

- 1. Provide a description and assessment of the type and availability of all Adult and Dislocated Worker employment and training activities in the LWDA. Please include how the Board uses products and services, such as workshops, assessment products (KeyTrain, WorkKeys/National Career Readiness Certificate [NCRC], Talify, etc.) and jobseeker skills products (such as Optimal Résumé, etc.), to engage customers and assist with their re-employment efforts.***

Adult and Dislocated Worker customers in the Jefferson/Franklin region have a full array of career services and education and training activities available through the local workforce system. All career and training services are provided through Wagner Peyser, Workforce Innovation and Opportunity Act and the One-Stop partner staff.

Basic Career Services include Unemployment Compensation assistance, financial aide information, initial assessment, referral to other programs, labor exchange services, labor market information and outreach and intake.

Individualized Career services include comprehensive assessment, individual employment plan, group counseling, individual counseling, short-term prevocational services, out-of-area job search assistance and relocation assistance, internships and work experiences, career planning, financial literacy, workforce preparation, English language acquisition, and follow-up services.

Training services include occupational skills training, on-the-job training, incumbent worker training, transitional jobs, workplace training and cooperative education, skills upgrading and retraining, entrepreneurial training, job readiness training, adult education and literacy, customized training, WIOA pre-apprenticeship and registered apprenticeship.

The Next Generation Career Center product box offers key products to engage customers and assist with their re-employment efforts. Staff assisted job search helps identify career goals, skill sets and develop an effective jobs.mo.gov registration for job matching assistance. Customers receive an orientation during career services registration about the WorkKeys assessments as well as the requirements for obtaining the National Career Readiness Certificate (NCRC). Career Ready 101 remediation helps job seekers build the basic workplace skills that all jobs require and prepare for a NCRC. Assessments are utilized to determine job seeker career goals and areas for skill development. Missouri Connections, KeyTrain, WIN Initial Assessment and O*Net provide a means to measure a job seeker's skills,

knowledge, abilities, strengths and interests. Workshops are offered to help customers prepare for and conduct an effective job search and achieve basic computer skills. Customers are encouraged to utilize the optimal resume program to develop a professional resume and Talify to improve the way employers and job seekers match with a specific job. Classroom occupational skill training and on-the-job training opportunities are available through the Trade Adjustment Assistance (TAA)/Trade Readjustment Assistance (TRA) and Workforce Innovation and Opportunity Act (WIOA) programs.

Adults and dislocated workers, age 18 or older, will have basic and individualized career level services and training services available to them under WIOA.

2. Include a description of the local ITA system and the procedures for ensuring that exceptions to the use of ITAs, if any, are justified.

Basic career services are available to all individuals through self-service and staff assisted service provided primarily through a One Stop delivery system. Common intake costs will be allocated by the appropriate One Stop partner. A limited array of basic career services will be available at affiliate offices. Information about the basic career services will be available at all partner offices.

Individualized career services may be provided to help adult and dislocated worker customers who are unemployed and need services to obtain or retain employment. Adults and dislocated workers who are employed, but who are determined by the One-Stop Center to be in need of individualized career services to obtain or retain employment that allows for self-sufficiency are also eligible to receive services. Self-sufficiency will be defined as employment that pays at least the lower living standard income level (LLSIL) for adults and wages that are at least 70% of the dislocated worker's pre-layoff wage. Determining self-sufficiency eligibility for individuals with disabilities or other special needs populations may require consideration of higher income needs based on the individual circumstances.

Individuals may receive training services after an interview, assessment or evaluation determines that the individual requires training to obtain employment or retain employment. The decision to provide additional career services may be made on a case-by-case basis at the local level depending on the needs of the participant. The initial assessment, which results in a determination of a need for individualized career services, will be documented in the participant's case file. WorkKeys assessments may be administered to determine the participant's workplace skill levels. Combining the information

Basic Career Services:

- ◆ Unemployment Compensation Assistance
- ◆ Financial Aid Information
- ◆ Initial assessment
- ◆ Referral to Other Programs
- ◆ Labor Exchange Services
- ◆ Labor Market Information

Individualized Career Services:

- ◆ Comprehensive Assessment
- ◆ Individual Employment Plan
- ◆ Group Counseling
- ◆ Individual Counseling
- ◆ Short-term Prevocational Services
- ◆ Out-of-area Job Search Assistance and Relocation Assistance
- ◆ Internships and Work Experiences
- ◆ Career Planning
- ◆ Financial Literacy
- ◆ Workforce Preparation
- ◆ English Language Acquisition

about skills levels required for jobs, the assessment information will assist participants in making better career and educational decisions.

Individualized career services may be WIOA funded for registered individuals, supplemented by partners for co-enrolled individuals, or provided solely by partners for individuals who are not appropriate for WIOA or who are more appropriate for other programs. Most career services will be available at the one-stop center directly through the partners or through contracts with service providers. Individualized career services are intended to identify obstacles to employment through a comprehensive assessment or individual employment plan in order to determine specific services needed, such as counseling and career planning, referrals to community services, and if appropriate, referrals to training.

Individuals who have met the eligibility requirements for training services and are unable to obtain or retain employment through career services may receive training services consistent with the individual employment plan developed during individualized services. Individuals will be determined to be in need of training services by a One-Stop Center or service provider partner. The participant's case file will contain a determination of need for training services. Individuals can select a program directly linked to employment opportunities either in the local area or an area to which the individual is willing to relocate in order to receive training services.

Training services may be limited to individuals who are unable to obtain other grant assistance or require assistance beyond the amount available under other grant assistance programs. coordination arrangements include consideration of all available sources of funds, excluding loans, in determining an individual's overall needs for WIOA funds. The exact mix of funds is determined based on the available funding for either training or supportive services costs, with the goal of ensuring that the costs of the training program are fully paid and that necessary supportive services are available so that the training can be completed successfully.

Training services do not have to be paid with WIOA funds. The basic and individualized career services could be paid for by Wagner-Peyser and the training services could be paid for by Pell Grants and Vocational Rehabilitation. WIOA might only be paying for case management.

If adult funding becomes limited, priority shall be given to recipients of public assistance and other low-income individuals for training services. Priority ranking does not mean that only those prioritized may be served, but they must be given first consideration.

Training services will be provided in a manner that maximizes informed customer choice in selecting an eligible training provider. Training will be available through providers listed on statewide eligible training provider list.

Staff may arrange for the availability of partner resources through a referral process. Adult and dislocated workers, who have been determined to need training, may access WIOA funded training with an Individual Training Account (ITA). Adult Education & Literacy (AEL) services will be offered in combination with other training activities.

Customers (who have been determined as eligible for training services) will work with a NGCC staff member to ensure that the training selected is related to occupations that have been determined to be “in-demand” in the local area, or are in demand in another area to which the customer is willing to relocate. Once that determination has been made, customers will be enrolled in the training of their choice, by the approved provider of their choice, subject to fund availability.

Each One-Stop Center shall have available the following information:

- 1) The State list of eligible providers of training services with a description of the programs/training services available,
- 2) Performance information and performance cost information relating to the eligible providers of training services, and
- 3) Any restriction on the duration or amount of ITA's established by the WDB.

The WDB may impose limits on ITA's. Contracts for services will be used instead of ITA's for on-the-job training or customized training upon a commitment by an employer, or group of employers, to retain participants after successful completion of training. The WDB can also use contracts for training if they have determined that there are an insufficient number of eligible providers in the local area to accomplish the purpose of an ITA system. Programs offered by Community-Based Organizations (CBO) or other private organizations with demonstrated effectiveness for special participant populations that face multiple barriers to employment may also be contracted for services.

Supportive services may be provided to individuals who are participating in training services and who are unable to obtain supportive services through other programs providing such services. Supportive services will only be provided if necessary on a documented as-needed limited basis.

Training Services:

- ◆ Occupational Skills Training
- ◆ On-the-Job Training
- ◆ Incumbent Worker Training
- ◆ Transitional Jobs
- ◆ Workplace Training and Cooperative Education
- ◆ Skills Upgrading and Retraining
- ◆ Entrepreneurial training
- ◆ Job readiness training
- ◆ Adult education and literacy activities
- ◆ Customized training
- ◆ WIOA Pre-Apprenticeship
- ◆ Registered Apprenticeship

3. Provide a description of how Unemployment Insurance claimants will be provided reemployment services, including how Worker Profiling and Re-employment Services (WPRS) will be delivered on a weekly basis between the DWD and partner staff.

The Division of Workforce Development assists unemployment insurance (UI) claimants with Worker Profile Reemployment Services in the Arnold and Washington job centers. The Division of Employment Security notifies the UI profile customer that they are required to report to the job center. UI claimants complete the career services registration and receive a profile orientation, assessment and the reemployment services appropriate to the claimant's needs. An employment plan is developed with a job center staff member and the customer is referred to the Employment Team, Skills Team or partner staff to receive the services needed to become re-employed. The Wagner Peyser Reemployment services include staff assisted job search, workshops, assessment, resume development assistance, National Career Readiness Certificate (NCRC) and labor market information through the Product Box. Individuals may be enrolled in the WIOA Adult, Youth or Dislocated Worker program for individualized career services and/or training services to upgrade skills, attain credentials and develop a career pathway. UI claimants needing a high school equivalency or basic skills remediation may be referred for Adult Education & Literacy services. Individuals may be referred and connected with Career and Technical education or veteran's programs to enhance service delivery. Supportive service needs will be addressed through referrals to partners such as TANF, Jefferson Franklin Community Action (HUD, utility assistance, etc.) or senior community services.

Describe the Board's strategies for promoting and increasing the number of participants in work-based learning and On-the-Job Training (OJT).

The Jefferson/Franklin region's Business Services Team works collaboratively to promote training and hiring incentives such as On-the-Job Training (OJT) to employers and job seekers. Team members engage employers to identify skills and the current and future hiring needs that will allow individuals to engage in productive work. The business team informs small and medium-sized businesses about industry and occupational trends, wages and the enhancements to their business such as cutting waste, help with training employees, reducing turnover and increasing profits. Real time labor market information is used to acquire workforce information such as job openings and employment projections data to identify employer partners and guide jobseekers.

Marketing efforts are accomplished on a daily basis through face to face meetings with employers, chamber of commerce meetings, civic organizations, mailings, press releases and networking with One-Stop partner agencies. Job seekers are informed of employment and training opportunities during career services enrollment/orientation and through contact with One-Stop partners who provide training and employment support. The Toolbox system is utilized as a common database to record employer and job seeker contacts and the services provided allowing efficiency of marketing and recruitment efforts of the team and avoiding duplication of outreach efforts.

4. Explain the Board's strategies for increasing the attainment of credentials, degrees, and certificates by participants in your LWDA and any accommodations you have made to make attainment easier (i.e., collocation of AEL centers, extended hours, etc.). In addition, please describe the Board's approach to ensuring every Missouri Job Center customer has the opportunity to take the WorkKeys assessments and obtain a NCRC. This should include how the Board

collaborates with the local community college(s) in the LWDA to provide space and/or proctoring services for WorkKeys assessments on an as-needed basis.

The region continually strives to increase the number of credentials, degrees and certificate attainment by all job center customers. WIOA Adult, Dislocated Worker, Youth, National Emergency Grant (NEG) and Trade Adjustment Assistance (TAA) programs offer participants the opportunity to earn a certificate through vocational and technical education, community colleges, proprietary schools and all other institutions of higher education. These educational institutions offer short-term training to include stackable credentials and/or degrees with an emphasis in industry-recognized credentials. Job center staff educate customers on labor market needs to guide job seekers to training opportunities that will lead to the attainment of marketable credentials in the labor market area.

Jefferson College and East Central College offer short term occupational skill certifications in Welding, Machining Technology and Industrial Engineering Technology. These programs accelerate learning to shorten classroom time and allow individuals to develop opportunities for work-based learning and paid internships. The college's training programs offer short term industry certification which enhances completion rates by partnering with employers and other community entities.

Pre-apprenticeship and registered apprenticeship work-based training programs provide credentials in industry identified occupational skill sets. The apprentice earns a "completion of registered apprenticeship" certificate, an industry issued, nationally recognized credential that validates proficiency in an occupation. The region will continue to expanding apprenticeship training opportunities for youth completing high school and for women to enter non-traditional careers.

The Arnold and Washington Job Centers have established co-enrollment processes with Adult Education and Literacy (AEL) programs to assist customers with preparation for the HISET/high school equivalency. The AEL classes are offered on-site through Jefferson College and East Central College or through MOlearns online study program. AEL program services have been a strong partner of the job center and their programs are marketed to customers allowing individuals to obtain their HISET credential.

NGCC team members are knowledgeable of the Work Keys assessment and the benefits it provides to both job seekers and employers. NGCC team members will promote the National Career Readiness Certificate (NCRC) as a tool to assist customers in skill improvement and skill attainment. After the customer completes the Career Ready 101 Assessment, a team member offers the opportunity to access the NCRC through the product box. The Career Ready 101 program will be utilized to provide remediation to individuals to improve their skill levels and assist them in achieving the NCRC. Referral mechanisms are in place for NGCC team members to refer customers for Work Keys testing and NCRC attainment.

The Work Ready Community initiative in Jefferson and Franklin counties continues to increase the number of credentials obtained as the goals for NCRC attainment are being met in all of the customer categories. The Business Services team educates employers during outreach activities

of the benefits of hiring individuals with the NCRC. The Business Services team works in collaboration with the skills and jobs teams which will assist in increasing the number of customers who will receive the NCRC.

C. Employment Transition Team

Describe how the Board coordinates with the LWDA's Employment Transition Team Coordinators to ensure that information and services are delivered in a seamless fashion, including how pre-layoff services are coordinated and provided. In addition, please provide a description of the proactive measures that are taken to identify potential layoffs in the LWDA, how information is shared with LWDA's Employment Transition Team Coordinators and how layoff aversion strategies are coordinated. See [DWD Issuance 07-2015, "Statewide Employment Transition Team Policy," Oct. 21, 2015.](#)

The Employment Transition Team (ETT) program is operated by the Division of Workforce Development (DWD) in coordination with the local Workforce Development Board (WDB). DWD Workforce Coordinators are responsible for coordinating and overseeing ETT services within the region. Local coordination contacts are made with a WDB representative, Arnold and Washington Career Center functional leaders, regional business services team, Union Representatives and community groups.

DWD's Workforce Coordinators take the lead role in responding to layoff events. DWD provides on-site services or in-person ETT services to any layoff affecting twenty-five (25) or more employees. Employment Transition Team services will be planned and delivered as soon as possible by contacting the employer immediately after receiving notification of the layoff event. An assessment of the employer's layoff schedule, the potential for averting the layoff, and the background and probable assistance needs of the affected workers shall be developed. Review of re-employment prospects for workers in the local community and available resources will also be assessed to meet the short and long-term needs of the affected workers.

The method used to quickly respond to a current or projected permanent closure or mass layoff, shall be to activate the local employment transition team consisting of the following partners: the One Stop Operator, local Missouri Career Center offices, Unemployment Insurance, local economic development and/or union representative as needed, and other representatives designated as appropriate.

The employment transition team will coordinate an employee meeting to provide informational packets that include the ETT programs and services brochure, Division of Employment Security (DES) UI Benefits fact sheet, the Missouri Economic Research Information Center (MERIC) regional Real Time Labor Market Summary and any local flyer or brochure. ETT participants complete a Partial Registration Form and Survey.

A labor management committee or Transition Team, voluntarily agreed to by the employee's bargaining representative and company management may be established to prepare a strategy for assessing the employment and training needs of the affected workers. A transition committee

comprised of representatives of the employer, the affected workers and the local the community devise an implementation strategy that responds to the reemployment needs of the workers.

D. Youth

WIA Youth Councils are not continued under WIOA. WIOA allows for redesignation of an existing Youth Council as a Youth Standing Committees if its membership and expertise meets the WIOA requirements [(WIOA sec. 107(b)(4)(C)]. Please document whether the Board will designate a Youth Standing Committee. If a Youth Standing Committee is not designated, then the Plan needs to state that the Board is not using a Standing Youth Committee. Whether the Board retains responsibility and oversight of Youth services or a Standing Committee is established, the Board should describe how the Board or Youth Standing Committee will meet the requirements of 20 CFR 681.100–681.120, as proposed.

- 1. Describe the composition of the Youth Standing Committee (if designated) and its participation in the design of Youth services in the LWDA; the development of the Plan relating to Youth services; its role in the procurement of Youth service providers and recommending eligible Youth providers to the Board, ensuring the 14 elements are a part of the services planned and conducting oversight with respect to eligible Youth providers of Youth activities and the procurement of Youth service providers. ([See DWD Issuance 16-2014, “WIOA Standing Youth Committees Requirements,” July 1, 2015.](#)) Also, provide information regarding the Youth Standing Committee meetings, such as any core agenda items that would be included, and the planned meeting schedule (i.e., the first Tuesday of every quarter, etc.).***

The Jefferson/Franklin region Youth Committee under the authority of the local WDB play a lead role in guiding youth policy as required under the Workforce Innovation and Opportunity Act. Members are appointed to the Youth Committee by the WDB with input and consultation of the local elected official(s). Youth Committee members have a special interest or expertise relating to programs for youth. The standing Youth Committee include: Members of the WDB representing business and education, local juvenile justice agency, community based organizations/public housing authority, parent(s) of eligible WIOA youth, former youth participant(s), Adult Education and Literacy, Vocational Rehabilitation, Temporary Assistance for Needy Families representation.

The Youth Committee planned meetings are held bi-annually with other meetings called as necessary. The core agenda items direct how WIOA youth services are to be delivered within the region to ensure the fourteen elements are a part of the planned services. The Youth Committee provides input for the development of the local plan and members are notified of the review and comment period prior to the submission to the Division of Workforce Development. The members of the Youth Committee are involved in the procurement of youth service providers and concur with eligible WIOA youth providers approved by the WDB. Conducting oversight of youth providers, youth activities and youth service providers will continue to be a major role for the Youth Committee in the Jefferson/Franklin region. Meetings

consist of multiple reporting mechanisms by WIOA youth providers, community youth agencies and core program partner staff to keep the Youth Committee members informed of all youth activities that are occurring within the region and assist in the direction of helping in-school and out-of-school youth prepare meaningful career pathways for successful entry into the workforce.

2. ***Provide a description and assessment of the types and availability of Youth activities in the LWDA, including an identification of successful providers of such activities. This description should include:***
 - a. ***How the Youth activities in the LWDA are developed to ensure the 14 program elements are available within the LWDA;***
 - b. ***The actual services provided by the LWDA for Youth, the element they represent, and how they fit within DOL's themes (see TEGl 05-12) for the emphasis on serving Youth within a comprehensive Youth development approach;***
 - c. ***The process for identification of Youth service providers;***
 - d. ***The evaluation of service providers for performance and impact (please provide details on frequency and criteria);***
 - e. ***The providers of the Youth services in the LWDA, including the areas and elements they provide;***
 - f. ***How year-round services are provided to Youth 14–24 years of age that are still in high school or out of school;***
 - g. ***An example of the flow of services for a Youth in the LWDA (please include all aspects, including intake, objective assessment process, assessment, coordination of services, follow-up, etc.);***
 - h. ***The procedures for serving Youth that are most in need (homeless, disabled, offenders, etc.); and***
 - i. ***The identification of the partnerships and describe the coordination of services with other agencies within the LWDA.***

The region has a competitive bid/procurement process for the selection of service providers for youth programs under Title I of the Workforce Innovation and Opportunity Act as detailed in Attachment 12. The Consortium of East Central College and Jefferson College is the youth service provider for the Jefferson/Franklin region. Evaluation of program activities/services and performance outcomes are reviewed quarterly by the WDB and staff to the WDB for compliance with the contractual scope of work.

Youth Program design emphasizes services in career exploration and guidance, support for education and credential attainment, occupational skills training opportunities in in-demand industries, and entering employment along a career path. Strategies include preparation for post secondary educational opportunities, linkages between academic and occupational learning, work readiness/preparation for employment, and connections to intermediary organizations that provide strong linkages to the job market and employers.

A youth applicant will participate in pre-enrollment activities such as initial assessment to determine if the WIOA youth services are suitable for the individual. The determination is made to enroll youth into the WIOA program when the youth's need for employment and training services match the WIOA services available.

An out-of-school youth (OSY) applicant is determined eligible for WIOA when not attending school at the time of enrollment and meeting one of the following conditions: School dropout, within age of compulsory school attendance, recipient of secondary school diploma, who is low income and basic skills deficient or an English language learner, subject to the juvenile or adult justice system, homeless, runaway, in foster care or has aged out of the foster care system, pregnant or parenting, an individual with a disability or a low income youth who needs additional assistance to enter or complete an educational program or to secure or hold employment.

An in-school youth (ISY) applicant is eligible based on low income and documentation of at least one of the following: Basic skills deficient, English language learner, offender, homeless, runaway, in foster care or has aged out of the foster care system, pregnant or parenting disabled or needs additional assistance to enter or complete an educational program or to secure or hold employment.

A basic skills assessment may be administered to evaluate the youth's strengths as well as any areas of deficiency in the academic skills of Reading, Math and Language. The Test of Adult and Basic Education (TABE), WorkKeys and the Accuplacer college assessment results and ACT are utilized to document basic skills deficiencies for an eligibility barrier or to determine the youth's ability to be successful in an academic program. Reasonable accommodation for the testing process would be available, if necessary, for individuals with disabilities. Previous basic skills assessment results may be used if the assessment was conducted within the previous six month period.

Every youth completes an objective assessment to evaluate the basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs and developmental needs of the participant. The objective assessment identifies the career pathway for the youth participant. The objective assessment results are used to develop a corresponding individual service strategy (ISS).

The ISS is a plan to meet the Youth's specific training and employment goals. The youth participant works with the youth service provider staff to identify the short-term and long-term employment goals, achievement objectives, including educational goals and appropriate services for the participant. The ISS will address all youth needs and barriers that were identified during the completion of the objective assessment. The ISS is regularly reviewed and updated as appropriate when the youth participant's educational and career goals have changed or have been achieved. During ISS review, case managers document the youth's progress, activities completed, and any other accomplishments.

After the completion of participation, the youth shall receive follow-up services for not less than 12 months. The purpose of follow-up services will be to provide support and guidance to assist youth in retaining employment and educational achievements, advancement opportunities, and personal development.

Year round case management services are provided to out-of school youth or in-school 14-24 years of age by utilizing the fourteen program elements of the WIOA Youth program. To increase a

youth's employability skills, the fourteen elements are grouped around four major themes presented in the Department of Labor's Youth Program Guidance.

Improving Educational Achievement

1. **Tutoring, study skills training, instruction and evidence-based drop-out prevention and recovery strategies** provided by local public high schools and Division of Youth Services. Services include instruction in computer lab and study skills to increase basic skill levels and complete high school education. Instruction may be one-on-one or in a group setting to assist youth in completion of secondary education and skill gains.
2. **Alternative secondary school services** provided by community college Adult Education and Literacy programs or the MOlearns online study program. Services are provided in alternative school setting to earn a High School equivalency or increase basic skill levels and skill gains.

Preparing for and Succeeding in Employment

3. **Paid and unpaid work experiences** provided by the youth service provider. Work Experience provides summer employment opportunities and other employment opportunities available throughout the school year, pre-apprenticeship programs, internships and job shadowing and on-the-job training opportunities that have academic and occupational education as a component of work experience.
4. **Occupational Skills Training** provided in cooperation with public or private educational institutions. Occupation specific training in occupational areas that are aligned with in-demand industry sectors and leads to recognized postsecondary credentials.
5. **Education offered concurrently with and in the same context as workforce preparation** provided in cooperation with public or private educational institutions and include activities and training for a specific occupation or occupational cluster.
6. **Entrepreneurial skills** provided by economic development small business agency or state and local assistance programs. Activities to learn the basic knowledge needed for starting and operating a small business.
7. **Labor Market Information (LMI)** provided by the youth service provider, job center staff or partner agency. Labor market and employment information provides current in-demand industry sectors and occupations available for career counseling and exploration services.

Providing Adequate Support in Completing Learning and Employment Goals

8. **Supportive Services** provided by local community resources and agencies. Services may include transportation, child care assistance, housing, uniforms, tools and equipment, basic needs, ie., clothing, medical care, and emergency food as necessary to enable youth to participate in Title I of WIOA.
9. **Adult Mentoring** provided by local community resources and agencies. Services

include structured activities with responsible adults to offer the youth guidance, support and encouragement. Workplace mentoring may also be included. Mentoring must last for a duration of at least 12 months.

10. **Follow-up Services** provided by the youth service provider. Services to support all youth after the completion of participation up to a minimum of 12 months to ensure the success in employment or education. The need for WIOA follow-up services is documented in Toolbox.
11. **Comprehensive Guidance and Counseling** provided by youth service provider, local high schools and partner programs. Services and activities are individualized to include career and academic counseling, drug and alcohol abuse counseling, mental health counseling and referrals to partner resources as needed.
12. **Activities that help Youth prepare for and transition** provided by the youth service provider, local high schools and career/technical programs. Services to assist youth in preparing for and transitioning to post-secondary education and training.
13. **Financial literacy** provided by community resources and agencies. Activities to provide the participant with the knowledge and skills needed to achieve long-term financial stability.

Developing the Potential of Youth as Citizens and Leaders

14. **Leadership Development** provided by youth service provider, community partners, and public high schools. Services and activities are to develop youth as citizens and leaders, including community service learning projects and peer-centered activities to encourage responsibility and other positive social behaviors.

The Jefferson/Franklin region values the partnerships with core programs and local agencies to leverage resources and opportunities to serve the region's "most in need" youth. The WIOA youth program encourages youth age eighteen and older to register with the job center (Wagner Peyser) for access to the product box and valuable services to provide support in completing education and occupational goals. Adult Education & Literacy programs serve the out of school youth participants to improve educational achievement in basic skills and earning a high school equivalency. WIOA provides AEL students with support in developing a career pathway to post-secondary education (Perkins Career & Technical Education) or employment that leads to opportunities for advancement. Out of School youth are provided opportunities to enter Job Corps to learn occupational skills and prepare for succeeding in employment. WIOA youth programs work in cooperation with the job center to provide job search assistance, labor market information, and career guidance. Supportive services are coordinated through referrals to partners such as TANF, Community Action (HUD, utility assistance) as well as other community based organizations including services for Veteran's or individuals with disabilities. WIOA youth programs partner with vocational rehabilitation to assist in school youth with transitioning to post secondary education or on the job training programs and employment. A memorandum of understanding (MOU) has been signed between the Jefferson/Franklin Consortium Workforce Development Board and the One-Stop Partners of

the One-Stop delivery system in recognition of the importance of agency linkage, coordination, and cooperation in effectively providing services through an integrated system to better serve youth in need of services. The Consortium of East Central College and Jefferson College has been a successful provider of youth activities and has established strong collaboration with core partner programs and local agencies.

3. ***Provide a description of any innovative service-delivery projects for OSY currently operating in the LWDA or a project the Board is planning to implement. Describe the Board's involvement in the projects, and the Board's efforts to continue involvement and funding for the continuation of these projects.***

The Jefferson/Franklin Consortium youth service provider works in collaboration with core program partners to develop youth-focused opportunities. Youth will have the opportunity to participate in leadership activities, career exploration while developing a career pathway, and assistance in preparing for post-secondary education, such as applying for financial aid and selecting a training institution. Work Experience and internship opportunities may be offered to further assist youth in developing work readiness skills. Youth projects include partnering with community resources to offer workshops and training such as financial budgeting and planning (University of Missouri Extension), leadership development (Jefferson Franklin Community Action Corp.), and parenting topics, specifically child abuse awareness (Jefferson County Community Partnership). Local resources are leveraged through existing and new partnerships.

Community outreach is a key component of this effort. Project outcomes include youth with leadership abilities, knowledge of financial aid assistance, handling personal finances, parenting skills, certified basic skills, computer literacy, and marketable job skills to enter an expanding industry with advancement opportunities.

The Workplace Essentials program is a new initiative to prepare Out of School Youth for the job market by exposing them to a wide variety of skills and resources necessary to become efficient and professional members of any workplace team in many fields. Participants may be AEL students, WIOA youth participants, Missouri Work Assistance (MWA), and NGCC customers. The program is approved on the Eligible Training Providers List as a non-credit certificate course.

Participants must have basic computer skills and will learn new skills or upgrade current skills in Word, Excel, Power Point and Outlook. Essential skills are developed in ethics, problem solving, communication, customer service, business and report writing, file and project management. The program will evaluate Reading, Language and Math levels to improve basic skills or obtain a high school equivalency and prepare for the NCRC certificate. Workplace Essentials is designed to enhance administrative skills, to teach new skills to those looking to change careers or to provide a solid foundation for those entering the job market and developing a career path for advanced employment.

E. Business Services

1. Describe how the Board coordinates and provides comprehensive and integrated workforce system services to businesses, including the development and delivery of innovative workforce services and strategies to meet the workforce needs of area employers. Explain the collaboration with Missouri Job Center Jobs Teams to facilitate recruitment and meet business demand. In addition, describe how the Board coordinates with economic development.

An integrated Business Services Team has been established to work closely with the Skills and Jobs Teams in the Arnold and Washington Job Centers. The region's Business Outreach and Marketing plan is aligned with the NGCC model and the focus on connecting employers with a skilled workforce in Jefferson and Franklin counties. Business marketing and outreach activities include determining the needs of the businesses and deciding what products and services should be offered. The plan outlines the region's mission for providing personalized assistance to businesses for recruitment services and workforce information. Local economic developers and chambers of commerce will assist with targeting and meeting the workforce needs of new or expanding businesses.

The Missouri Toolbox system is used to coordinate information and outreach contacts with businesses. Toolbox case notes reflect what services were provided at the time of the business contact. Program partners make inquiries in toolbox to determine if a particular employer has been contacted prior to making their own contact. If there is a question of the contacts made, program staff communicates through the telephone and/or email to avoid businesses receiving multiple contacts. The goal is for all job opening information to be entered into the toolbox system by all program partners. Data input into toolbox should be done at the time of service or within one day of contact with a business. Toolbox is the best method of coordinating business contacts. All staff will review toolbox activities prior to contacting a business to avoid duplication of services. The Jefferson/Franklin region will actively coordinate with DWD Central Office Business Relations staff to avoid duplication of incumbent worker (Classroom & OJT) and other industrial training programs.

Businesses in high growth, high demand industries require a skilled workforce. Many companies need assistance finding qualified workers and training incumbent workers. On-the-job training and customized training programs will help workers increase their skills. Employed workers may be trained in areas that relate to the introduction of new technologies, new products, or service procedures. The training provided will allow upgrading to new jobs that require additional skills, workplace literacy or other appropriate purposes. Employers will be committed to retaining the employed workers who have received customized training. WIOA and DWD staff will work in partnership with the local community colleges to develop specific customized and classroom training programs, funded through state funds. WIOA on-the-job training staff will notify the Division of Workforce Development's Customized Training Unit prior to OJT contract approvals to avoid any potential duplication with the state's training funds.

2. Describe the Board's sector-strategy initiative. Missouri has partnered with the consulting firm Maher & Maher, a specialized change management and

workforce development consulting firm, to provide guidance during the launch year and to establish a foundation to achieve transformative system change. Include a summary of the work the Board has conducted with Maher and Maher. Describe how the Board will be collaborating and aligning resources of all partners, public and private, toward developing a talent pipeline. Describe how that alignment will create meaningful career pathways for workers possessing skill levels serving important regional industries. Describe how system services will be framed by industry sectors that are data driven, regionally designed, and guided by employers and how these strategies will be sustained. Include the methods the Board will be using to inform and engage key public and private stakeholders in the development of sector-strategies.

The Missouri Sector Strategies project conducted by Maher and Maher offered a talent development consultant to facilitate focused discussion on building regional workforce partnerships between workforce development, economic development and education. The summary report addresses the team/planning development process, target industries, key goals, deliverables created for the region, and recommendations that support success. Analysis of the regional area's data determined that Diversified Manufacturing is the focus sector for building a framework and a regional implementation plan. Health Care, Financial Services, Logistics & Distribution, Bio-Sciences and Construction were also identified as key to the growth of the region. The initial goal is to launch a sustainable manufacturing industry sector partnership building from St. Louis Partnership's existing Regional Advanced Manufacturing Partnership (RAMP) initiative. The sector partnership allows workforce leaders to determine key trends, discuss skill needs and develop solutions at a regional scale. An action plan and regional vision was created to outline the movement and vision toward an aligned manufacturing industry sector. The development of an asset map defined each local region's economic factors as a potentially viable economic region; targeted the diversified manufacturing sector's key occupations to guide and focus on future workforce development resources; highlighted key challenges for developing talent in manufacturing and identified strategies to build and convene a sustaining manufacturing industry sector partnership in the region. The goal for the regional team is to align the local workforce areas around diversified manufacturing to provide businesses the talent they need and develop career pathways to enhance job seekers career opportunities. Recommendations to support the St. Louis Partnership workforce committee were to publically promote the workforce committee to provide awareness and engage business and appropriate service providers, develop a committee charter and plan with a one-year course of action, maintain focus on diversified manufacturing to address the talent needs of this sector, and develop a more coordinated regional business services team.

Coordination of cooperative service strategies for developing and implementing sector initiatives will require the regional steering committee to meet on a regular basis. This committee will build consensus around broad goals and strategies to create alliances with local, regional and state economic development agencies to create more integration between business recruitment/retention efforts and workforce issues. Developing a shared understanding of the region's customer base will strive to meet workforce needs by identifying

skills, talents and aptitudes and skill gaps to address training needs to fill the talent pipeline. And finally creating linkages between workforce development and other work-related systems to recognize resources outside the workforce system to address individuals' barriers to employment and how they affect the growth or decline of local industries.

The Jefferson/Franklin region collaborates and aligns resources of all partners; advanced manufacturing employers, workforce development, economic development, education, labor and community organizations to focus on workforce needs and align education and training resources, program and services around shared goals to build talent pipelines. Jefferson College and East Central College have workforce development centers for business and industry and have mechanisms in place to solicit ongoing feedback from industry partners, not just during periodic meetings and surveys. The community colleges hold community events to convene a network of large and small employers within the advanced manufacturing sector. Industry partners help define the necessary skills, competencies and commit resources to support education by providing internships and hiring qualified students who complete programs. Unions and industry associations have advice on curriculum and program design and utilize the community colleges for the education components needed for pre-apprenticeship or apprenticeship programs. Career and Technical programs have been offered through the MoSTEMWINS grant to address current and emerging skills gaps such as electronics technician, precision machining technology, computer integrated manufacturing and welding. The Jefferson/Franklin region is certified as Work Ready Communities with manufacturing companies endorsing the initiative for building and maintaining a skilled workforce. Jefferson and Franklin counties have economic development organizations and chambers with established working relationships with the local board, workforce development and education. These entities have a common focus, but defined roles in order to serve industry and workers and to jointly address regional growth strategies, including education and training issues.

Labor market and economic data provides information about current and projected job openings and employment projections to strategically identify employer partners. Labor projections of the regional labor market provide the information needed for skills gap analyses. The regular use of both traditional and real-time data sources identify the region's most competitive and important industries, growth occupations and skill needs. Labor market data will be customized and engage key stakeholders in a demand-driven workforce system for human resource planning for businesses and information needs of economic development partners. Coordination with state, regional and local economic development partners in recruiting, retaining and expanding businesses increases the opportunities for a vital local economy. The Jefferson/Franklin region's business services team represents partnerships that engage industry partners by determining local and regional hiring needs and designing work-based learning activities that are responsive to those needs such as on-the-job training, internships, and pre-apprenticeships and Registered Apprenticeship as training paths to employment.

Partnerships with K-12, community colleges/career and technical education, adult education and literacy, and Missouri job centers support the alignment of customers and a bridge from secondary and post-secondary education to raise skill levels, credential attainment,

employment and career advancement. Working relationships with community-based organizations reach populations that are currently underrepresented and may have barriers to employment that require adequate support services. Title I WIOA Youth Adult and Dislocated worker programs outreach to diverse populations and assess skills needs and skill gaps to explore opportunities in sector industries. The use of labor market information indicating number and types of available jobs, future demand, job characteristics, training and skills requirements assist customers in making informed career and training decisions that result in pathways that result in a job. Sector strategies allow the region to build a talent pipeline, address skill shortages and create meaningful career pathways for a range of workers in advanced manufacturing.

3. Describe how the Board will identify and reach out to the Registered Apprenticeship training program sponsors within its LWDA. Boards must verify that the program is a Registered Apprenticeship sponsor with the DOL Office of Apprenticeship. Eligible Training Provider System guidance requires that Registered Apprenticeship training programs be contained in the state's system.

Jefferson/Franklin Consortium Workforce Development Board will continue to expand partnerships between businesses, employer and industry associations, labor management organizations, community colleges and community leaders/economic development agencies to offer work-based learning opportunities with registered apprenticeship training programs to build worker's skills and establish pathways to higher levels of employment and wages.

The local Workforce Development Board includes membership that represents apprenticeship programs, community colleges and business/industry partnerships. The business services team has increased emphasis on work-based learning and business engagement to integrate apprenticeship into its business services. The community colleges have established programs to provide the core instruction needed to meet the requirements of each position's full occupational proficiency. Registered apprenticeship programs are encouraged to be on the state's Eligible Provider List to allow WIOA funds to assist with related instruction or other apprenticeship costs. Advanced manufacturing and healthcare industries are the focus of the region's sector strategies and apprenticeship opportunities/program sponsors will be targeted to meet the needs of businesses and interested job seekers in those areas.

There are many internet based resources available to find existing apprenticeship training program sponsors such as dol.gov, indeed.com and myskillsmyfuture.org. Business team members have the knowledge base to provide employers with the benefits of apprenticeship programs and the requirements to become registered. WIOA workforce strategies will encourage participation of adults, dislocated workers, veteran's, women for non-traditional employment and support youth career pathways as apprenticeship sponsors are integrated with local Adult, Dislocated and Youth programs.

Every effort will be made to encourage outreach to business and academic institutions to advance apprenticeship sponsorships and to encourage and educate all workforce system partner staff in the benefits of apprenticeship sponsorship.

- 4. Boards shall maintain a Business Services Plan, outlining team members, including WIOA core partners, and the marketing and outreach roles and expectations of team members. The Business Services Plan also should outline the team's purpose, goals, and policies and procedures to ensure seamless delivery of services, avoid duplication, and ensure feedback to the Board's Job centers. Include the Business Services Plan as Attachment 10.**

See Attachment 10

F. Innovative Service Delivery Strategies

- 1. Describe how the Board will support the Missouri Re-entry Process ex-offender initiative. Include the services to be provided for ex-offenders and the process to be used to identify employers willing to hire ex-offenders.**

The Missouri Career Centers in Arnold and Washington support the Missouri Re-Entry Process (MRP) ex-offender initiative. NGCC staff assists the customer with completing the WIOA career services registration which includes a complete jobs.mo.gov registration, initial assessment, orientation and labor market information. Customers may be referred to the Skills team to discuss training opportunities that may be beneficial for upgrading skills and re-entering the labor market. Employment team members review potential barriers to employment and assist in developing a plan to overcome identified barriers. Referrals and linkages to partner programs, services and sources of assistance within the community are also provided. The Work Opportunity Tax Credit (WOTC) program and the federal bonding program provide incentives to assist customers in getting hired. Job Center staff encourages ex-offenders to be engaged with the job center and to continue using the services throughout their job search efforts. During employer outreach the business team members will explain the benefits of hiring ex-offenders and the incentives available. Team members may also help businesses hire with confidence when providing assistance with job matching, counseling and outreach.

The Missouri Veterans Reentry Program (MOVRP) assists veterans facing legal issues to prevent or shorten the length of incarceration and will provide the skills and knowledge needed to transition a veteran who is incarcerated back into the workforce. The DVOP representatives from the Arnold and Washington job centers provide employment services to veterans who are unemployed and underemployed and conduct outreach at the Department of Corrections facility to provide regular workshops, case management services and transition services to Veterans who are within six months of their release date through the MOVRP program.

- 2. Describe the Board's strategies for promoting and increasing enrollments in the work-based learning programs, such as WorkReadyMissouri and Transitional Jobs, including processes to target and encourage employer participation.**

The WorkReady Missouri program is promoted to local employers by NGCC staff in the Arnold and Washington career centers and the region's business team members. Employers are

encouraged to participate in the program and receive pre-screened eligible trainees at no cost and have the option to hire a good candidate at the end of the training period. Explaining the benefits of On-the-Job training may be appropriate in conjunction with WorkReady Missouri. Outreach strategies include targeting employers in high growth industries and determining specific labor needs in advance of making an employer contact. Business team members market the WorkReady Missouri program through face to face contacts, meetings with employers, chamber of commerce groups, civic organizations, mailings, press releases and networking with One-Stop partner agencies. Program representatives provide assistance with the required paperwork to minimize the employer's time spent in the process. Communication with the Skills team and the Jobs team members connect eligible Dislocated Worker participants with WorkReady Missouri opportunities. As Unemployment Insurance recipients are served by team members they are informed of the WorkReady Missouri program benefits of acquiring additional occupational skills, including job-specific work experience and an opportunity to become hired as a full time employee.

3. *Describe the Board's strategies for promoting Show-me Heroes and the OJT component for participating employers.*

The Show-me Heroes (SMH) program is a valued service promoted by the region's Business Services team, career center staff, and Veterans Employment Representatives. Employers are encouraged to take the Show-me Heroes pledge to showcase their business and increase the opportunities for veterans and service members to be hired by their company and obtain the skills to transition from military to civilian careers. Staff provides assistance to employers for posting open positions on jobs.mo.gov to enhance their recruitment efforts, allowing these positions to be accessible to both job seekers with military experience and other qualified candidates. Incentives such as the Show-me Heroes On-the-Job Training (OJT) program and Federal Work Opportunity Tax Credits (WOTC) are offered in addition to the positive connection with hiring veterans and service members. The SMH program has been presented to the WDB, chamber of commerce groups, job fair participants and face to face meetings with employers. Business services team members reach out to SMH employers to promote attendance at hiring events and to participate in recruitment events offered through One-Stop partners. NGCC team members work with Career Center customers and the local veteran's representatives to determine eligibility for SMH and work closely with the OJT coordinator to refer eligible participants for the program. Outreach for employers and job seekers occur with the local National Guard Armories, Reserve Centers and any other veteran group event to market all services. Employers are encouraged to report their success in hiring veterans in order to be eligible to receive the Flag of Freedom award, another incentive of Show-me Heroes program participation.

4. *Describe the Board's strategies for participating in the Certified Work Ready Communities initiative. Please include, if applicable, any counties in your LWDA that plan to apply for certification and what role the Board will play in the development and implementation of the plan.*

Both Jefferson and Franklin counties have been certified as WorkReady Communities. The Jefferson/Franklin WDB supports the designation of this initiative and strives to involve WDB members to participate in maintaining certification status in each county. Franklin county has reached the additional goals to maintain its designation as a CWRC for another two years and Jefferson county is currently working toward the goal requirements for maintaining the county's designation. Jefferson College and East Central College are the leaders in providing the National Career Readiness Certificate (NCRC) within the region and maintaining this designation involves significant dedication from the community and workforce system partners. The NGCC and community colleges have an established process for allowing all workforce system customers every opportunity to attain the NCRC. With a long history of success working collaboratively, the NGCC and community colleges have obtained the goal of being certified as WorkReady Communities and in turn provides a documented skilled workforce to existing, new and expanding businesses who support the NCRC and WorkReady communities.

The WorkReady Communities certification empowers Jefferson and Franklin counties with actionable data and specific workforce goals that drive economic growth. This initiative fosters innovation by bringing together local businesses, local chambers and economic development, local workforce development, local boards of education, local county commissioners and mayors, and local communities colleges. It is supported by state governors, state chambers, state technical/community colleges systems, state commerce or economic development agency, state workforce agency, and K-12 education system.

5. ***Describe how the Board will coordinate with the local community colleges. This should include any coordination of training services for all customers, the participation in the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grants, Certified Work Ready Communities initiatives and any other local activities. The TAACCCT grants target Trade Act-eligible workers and includes a no-wrong-door approach. Please describe in depth the referral process of participants between the Community Colleges and Job Centers, including participation in the NGCC eligibility process, and, for Trade Act-eligible participants, timely referral to the Skills Team for program requirements. Please include the MOU indicating the collaborations listed above between the Board and Community Colleges as Attachment 11 to the Plan.***

The Jefferson/Franklin WDB coordinates the MoSTEMWINs (MSW) initiative with Jefferson College and East Central College. Trade Adjustment Assistance Community College and Career Training Grants Program (TAACCCT) Core Elements:

- Evidence-Based Design
- Career Pathways
- Advanced Online & Technology – Enabled Learning
- Strategic Alignment with the Workforce System & Other Stakeholders
- Alignment with previously funded TAACCCT Projects
- Sector Strategies & Employer Engagement

All of these requirements have been met. The TAACCCT grants seek a no wrong door entrance portal for community colleges and the Missouri Job Centers.

In the Jefferson/Franklin region, strong partnerships exist between the colleges and the local job centers. The TAACCCT grants helped to improve the marketing and application process for individuals seeking to obtain education and skills to succeed in fast-growing, high wage occupations. Customers visiting the Arnold job center or the Washington job center are provided information about the programs offered through the current MSW and the eligibility criteria. An application is given to the individual which outlines all of the steps necessary for MSW program enrollment. At this time, job center staff determines if the applicant may be eligible for Trade Act. If the applicant appears to be eligible for Trade Act services, he/she meets with the Trade Act Skills Team representative immediately. Job center staff assists applicants in documenting their eligibility for the program and then forwards the information to the college staff so they know what has been accomplished. If an applicant visits the college first, they are encouraged to visit the Job Center to explore other products and services that could assist them while participating in a training program.

NGCC staff and community college staff communicate regularly through email and telephone contact to ensure that applicants are able to easily complete all of the required steps for program enrollment. Jefferson College has designated a staff member to be on site at the Arnold job center during enrollment periods. Regional meetings including the Arnold and Washington job centers, Jefferson College, East Central College, and the WDB staff are held to discuss program highlights and best practices.

The TAACCCT grants were developed to meet the growing needs of employers in the fast growing, high tech industry. TAACCCT locally funded programs are using innovative and sophisticated strategies that address the unique needs of unemployed or under employed adults. The programs are providing career pathways and stackable credentials for adult workers leading to higher paying jobs in growth industries.

See Attachment 11

G. Strategies for Faith-based and Community-based Organizations

Describe those activities to be undertaken to: (1) increase the opportunities for participation of faith-based and community organizations as committed and active partners in the One-Stop Delivery System; and (2) expand the access of faith-based and community-based organizations' customers to the services offered by the One-Stops in the LWDA. Outline efforts for conducting outreach campaigns to educate faith-based and community organizations about the attributes and objectives of the demand-driven workforce development system. Indicate how these resources can be strategically and effectively leveraged in the LWDA to help meet the objectives of WIOA. (For more information, reference DOL's tool, *Making It Real: Strategies for State Agencies and Local Workforce*

Boards to Increase Partnerships with Faith-Based and Community Organizations.)

A number of faith-based and community-based organizations meet regularly at monthly community forums in both Jefferson and Franklin Counties. The community colleges in each county host the monthly forum meetings. These forums are open to the public and are attended by representatives from various organizations including faith-based organizations. Each organization in attendance presents an informational presentation which includes the services offered, access to service locations, eligibility criteria, and funding levels/donations. The community forum meetings provide the opportunity to educate faith-based and community organizations about the region's workforce system including One-Stop partner services. Active partners in the one-stop delivery system also serve on a number of local committees and board of directors, allowing further participation to address gaps in services and reducing duplication of services within the region. Jefferson/Franklin Region will ensure that faith based and community-based organizations are able to apply and compete equally with other eligible organizations. WIOA Title I funding may be used to employ or train participants in religious activities thru indirect financial assistance. Participants will be given the opportunity to make an informed customer choice among training providers.

XII. Regional Planning Guidance

Describe the Regional Plan.

The Workforce Innovation and Opportunity Act (WIOA) of 2014 require local WIOA areas that make up an economic region to include a Program Delivery Coordination Plan on how services and programs will be delivered within the Region. The intent is to describe a coordination of resources across local areas.

The St. Louis Metropolitan Economic Region is comprised of the following Missouri Local Areas: St. Louis City, St. Louis County, St. Charles County and Jefferson/ Franklin Counties. The St. Louis Planning Region also includes the Illinois Counties of Madison and St. Clair.

Section 106 (c) of the Act states that local boards and chief elected officials in each planning region shall engage in a regional planning process that results in:

- A) The preparation of a regional plan
- B) The establishment of regional service strategies, including use of cooperative service delivery agreements
- C) The development and implementation of sector initiatives for in-demand industry sectors or occupations for the region
- D) The collection and analysis of regional labor market data (in conjunction with the State)
- E) The establishment of administrative cost arrangements, including the pooling of funds for administrative costs, as appropriate, for the region
- F) The coordination of transportation and other supportive services, as appropriate, for the region
- G) The coordination of services with regional economic development services and providers

- H) The establishment of an agreement concerning how the planning region will collectively negotiate and reach agreement with the Governor on local levels of performance for and report on the performance accountability measures described in Section 116(c) for the local areas **or** the planning region

A) The preparation of the Plan

The Directors of the WIOA Regions that make up the Greater St. Louis Metropolitan Area met to begin the development of a coordinated program delivery plan.

After deciding the scope and details of the Plan, each Director assigned a staff writer to draft one shared document to be added to each Region's local Plan. This document is written to stand alone as the Region's Plan and to be added to each Region's Local Plan.

The Directors met again to approve the Program Delivery Coordination Plan on February 26, 2016.

B) The Establishment of Regional Service Strategies, including use of Cooperative Agreements

1. The St. Louis Regional Workforce Development Board Directors' Consortium

The Directors of the St Louis Metropolitan Statistical Area (SLMSA) formed a group that consist of themselves and their key staff for the purpose of regional planning prior to the requirements mandated in the Workforce Innovation and Opportunity Act (WIOA).

The group is called the St. Louis Regional Workforce Development Board (WDB) Directors' Consortium.

Background

The St. Louis Regional WDB Directors Consortium was designed to create a forum of workforce development professionals to collaborate and focus on issues related to the economic development and the workforce system that impact the greater St. Louis Metropolitan Service Area (MSA), including the Illinois counties of St. Clair and Madison.

The St. Louis Regional WDB Directors Consortium was created in February 2012 comprised of the WDB Directors for St. Louis City, St. Louis County, St. Charles County, Jefferson / Franklin Counties in Missouri and Illinois counties of Madison and St. Clair. Other participants include; Deputy Directors, Regional Managers and Functional Leaders. The consortium schedules quarterly meetings and are hosted by each region on a rotational basis.

The vision of the consortium:

- Create a forum designed to promote proactive and effective collaborations and communications among the Workforce Development professionals and other stakeholders in the greater St. Louis MSA.
- To collaborate and develop partnerships for the implementation of regional projects/initiatives which would allow for joint applications for Federal grants.
- To ensure the workforce development activities/services meet the needs of employers and support economic growth in the region by; enhancing communication, coordination, and collaboration among employers, economic development entities and service providers.
- To develop and implement strategies for meeting the employment and skill needs of workers and employers such as; establishing industry and sector partnerships. To fully engage businesses in this endeavor.
- To promote ‘value-added’ training of the workforce that meets the demand and expectation of businesses, significantly enhancing the skills and abilities of job seekers, and ultimately strengthening the regions’ economy.

The Directors Consortium has established many regional service strategies over the years. These strategies are continually monitored for effectiveness and updated as appropriate. An example would be:

Past Partnership-BJC Medical Billing and Coding Program

In 2013, BJC’s Center for Lifelong Learning and St. Louis Community College (SLCC) started a partnership with the Workforce Boards of St. Louis and Madison County to offer employees a customized and comprehensive clinical coding program, the first American Health Information Management Association (AHIMA) – approved program in Missouri. Twenty five (25) unemployed eligible adults and dislocated workers from St. Louis and Madison County in Illinois began their path to employment through a unique partnership among BJC, SLCC and the Workforce Investment Boards (WIBs) of St. Louis and Madison County. Those 25 unemployed customers attended the AHIMA-approved clinical coding program full time. The goal was to help people who are qualified and out of work, as well as returning veterans, along a new career pathway and back into the workforce. The program fulfilled a growing need in the health care industry and provided a much-needed entre in the workforce for citizens who were willing to learn a new career and work hard. The services of the WIBs were the key to helping those out of work make the connection to potential education and work based on existing skills and interest. Both WIBs screened potential candidates before recommending them to BJC and SLCC for program consideration. Relying on the expertise of the WIBs was key to ensuring that the program was filled with qualified candidates. The Medical Billing and Coding program took place at SLCC’s Forest Park campus. The program was a 45-credit-hour course that prepared students for entry-level positions as Medical Billing Specialists, Medical Coders, Claims Examiners, Healthcare Reimbursement Specialists and Health Insurance Specialists. Students learned Diagnosis and Procedure coding standards and processes and prepared for the American Health Information Management Association’s CCS (Certified Coding Specialist) and CCA (Certified Coding Associate) certifications and the HRS (Healthcare Reimbursement Specialist) credential offered by the National Electronic Billers

Alliance (NEBA). The group of 25 students started the program in the fall of 2013 and graduated in spring 2014. Some graduates were hired by BJC, and many of the remaining graduates found employment at other local hospitals in the St. Louis Metro Area.

2. Business Service Strategy

The Business Teams from each area meet regularly to coordinate processes to employers that seek services across local areas.

Each area uses email blasts to send notice of upcoming recruitment events to others in the St. Louis Region. These notices may then be shared on CIC monitors in local Job Centers, local area's web sites and social media posts.

The Business Teams in the Region also work with the State's Employment Transition Team to coordinate with State Business services as well as local services.

3. Serving those with Disabilities

The six WDBs of the region coordinated a regional disability initiative called, Accommodations for Success, in August 2015. The intent of this committee was to engage companies to understand the requirements of the new American with Disabilities Act and how public workforce agencies around the region could work with them to fulfill their obligations.

A follow-up event, Accommodations for Success – Next Level is scheduled for August 2016.

4. Referrals of Jobseekers between areas

In the past the Workforce Regions shared a formal referral process including referral forms. However, technology and a shared data system no longer require paper forms. Staff record the services provided to each jobseeker into a shared database (Currently called Toolbox). If the individual visits a Job Center in a different area, staff in the new area can see what has already occurred and coordinate services to ensure no duplication of service occurs.

The Region has developed a Cooperative Service Delivery Agreement to serve as an umbrella agreement to all of these initiatives. See Attachment 1.

5. Sector Strategies

The Region has begun developing strategies to serve specific sectors that are shared amongst all Local Areas in the Region. The first two sectors chosen for Regional development are Advanced Manufacturing and Healthcare. All services developed in these strategies will fall under the Cooperative Service Delivery Agreement. (See the next section for more detail.)

C) The Development and Implementation of Sector Initiatives for In-Demand Industry sectors or Occupations for the Region

The development of sector strategies for the St. Louis Region began in meetings of the Directors' Consortium. Strategy development continued at the Sector Strategy Kickoff hosted by the State Division of Workforce Development (DWD) and facilitated by Maher & Maher

consultants. The Region is working with the consultants to learn their recommended methodology for Sector Strategy development. The two sectors to be developed under the guidance of the consultants will be Advanced Manufacturing and Healthcare.

The plan is to learn the methodology while working with the consultant then continue with other sectors in the future.

A formal Regional Sector Strategy will be developed and submitted to DWD as required.

Other sector initiatives from the St. Louis region include:

There is a long history of collaboration between the workforce development entities on both sides of the Mississippi. The regional labor market and economy have presented opportunities going back the CETA and the Title VII/Private Sector Initiative Program. By working together to address workforce needs in the region, we have often found that there are economies of scale and efficiencies that come with coordination and collaboration.

Recently SLATE (St. Louis Agency on Training and Employment) and MCETD (Madison County Employment and Training) partnered with the BJC Hospital Group, to train medical coders to satisfy the increased demand for that skill. We were able to get BJC to pay for the training at the local community college, as well as provide facilities and personnel to assist with training. This partnership allowed for increased participation at a much reduced cost.

Recently we are working together to assist two (2) different entities to prepare a proposal in response to a solicitation by US DOL to address the need for the IT workforce. Funding from the H-1B visas will fund several training designs across the nation, and we in the region hope to be one of those to receive the "Tech Hire Grant".

On another front, the eastside workforce areas are collaborating on a campaign to develop interest in careers in manufacturing and the trades. This has taken form in the campaigns of "Craft Your Future" and "Manufacture Your Future". A long term strategy of elevating the perception of these career tracks, and showing the promising future of the occupations. By incorporating the way the STEM Programs also prepare students for these jobs is a benefit as well. As this campaign moves forward there are already preliminary talks on bring this to the entire region, thus addressing the regional need for skilled labor moving forward.

In the past, when the McDonnell Douglas Company downsized, all of the areas workforce agencies shared an onsite facility to address the needs of workers subject to lay off. When there was a downsizing at the Defense Mapping agency, here again we shared space and had staff from all of the area to assist workers losing their jobs.

In addition all of the area's six (6) Workforce Areas are working with the regional effort spearheaded by the St. Louis Partnership (an Economic Development agency) to address the needs of advanced manufacturing. In addition there are other realities as to our local economy and how it is tied to defense contracts. To better serve the industries that need workers or to those that have to downsize based on the defense industry's ebbs and flows, we work as a region to provide services.

The past is always a good predictor of the future, and knowing this our past demonstrates our commitment to regional approaches to both increased demand for workers and the unfortunate opposite event ... downsizing and closings. The St. Louis region is a strong and diverse economy, that demands a regional approach to workforce services.

D) The collection and analysis of regional labor market data in conjunction with the State
See Section 4, Item B Labor Market Analysis of the Local Plan.

E) The establishment of administrative cost arrangements, including the pooling of funds for administrative costs, as appropriate, for the region

At this time the establishment of administrative cost arrangements, including the pooling of funds for administrative costs is not appropriate or needed for the St. Louis Region.

F) The coordination of transportation and other supportive services, as appropriate, for the region

Supportive service awards, whether for an adult, dislocated worker, or youth are intended to enable an individual to participate in workforce-funded programs and activities to secure and retain employment. Based on individual assessment and availability of funds, supportive services such as transportation, childcare, dependent care, and needs-related payments, may be awarded to eligible participants on an as-needed basis.

G) The coordination of services with regional economic development services and providers

All six WDB's are collaborating with the following to coordinate services with regional economic development services and providers:

The St. Louis Regional Chamber, East-West Gateway, St. Charles Chambers, St. Louis Economic Development Partnerships, the Southwest Illinois Leadership Council, St. Charles County Economic Development Center, St. Louis Economic Development Corporation, Member of St. Charles County Economic Development Regional Roundtable

H) The establishment of an agreement concerning how the planning region will collectively negotiate and reach agreement with the Governor on local levels of performance for and report on the performance accountability measures described in Section 116(c) for the local areas or the planning region

The St. Louis Region understands a regression model of performance will be used as a measure of accountability. The Region will wait for further guidance from the State to develop performance measure.

The St. Louis Metropolitan Regional Program Delivery Coordination Strategy

The six individual WIOA local regions that make up the St. Louis Metropolitan Region agree to the following service strategies:

- 1) Maintain a regional steering committee made up of at least the Local Area WIOA Directors.
 - The Committee will meet on a regular basis to share information on new initiatives, as well as, challenges found in the Region.
 - This committee will provide a forum for local areas to solve problems of common concern, develop and implement joint strategies and/or policies.
- 2) Build consensus around broad goals and strategies.
 - Shared goals to be discussed may be to increase the proportion of households in the region earning a family-supporting wage, decreased long-term reliance on income subsidies or to address the specific skill and talent needs of local industries/sectors
 - The Region has currently selected manufacturing and healthcare as the first sectors in our joint sector strategy initiative as required by WIOA. Strategies will be developed to address the workforce needs of these two sectors. Other sectors will be addressed in the future.
 - The regional collaboration will provide a clearinghouse for labor market information by linking existing resources, researching information gaps and marketing local assets.
 - The Region has begun to accomplish this by sharing workforce events in a calendar format, through the CICs, email blasts and through social media.
 - The Region conducts meetings of business team representatives across the Region to coordinate services to employers and avoid duplication of effort.
 - The Region also has a Disability committee that crosses several local areas and invites all areas to participate, as appropriate, in service to this population.
 - Build closer alliances with local, regional and state economic development agencies to create more integration between business recruitment/retention efforts and workforce issues.
- 3) Develop a shared understanding of the region's customer base.
 - Work together to collect industry sector analysis throughout the Region
 - Each area will report how local businesses are meeting their workforce needs
 - Identify skills, talents and aptitudes of the local workforce areas
 - Identify skill gaps as well as gaps in local systems to address the training needs
 - Collect information on common barriers to skill attainment and employment
- 4) Forge linkages between workforce development and other work-related systems
 - Identify resources outside the workforce system that can address individuals' barriers to employment
 - Identify resources outside the workforce system that can affect the growth or decline of local industries
 - Invite outside entities to collaborate on initiatives across the Region.

- Work to influence and align educational curriculum and career preparation between K-12, college, and vocational institutions with the workforce needs of growing business sectors in our region.

PERFORMANCE MANAGEMENT/CONTRACTS/BUDGET

XIII. Local Administration

A. Identify the local levels of performance negotiated with the Governor and CEO to be used to measure the performance of the Board and to be used by the Board for measuring the performance of the Local Fiscal Agent (where appropriate), eligible providers, and the One-Stop Delivery System in the LWDA. (Instructions for this planning item will be sent after the PY 2016 locally negotiated performance goals are finalized.)

Negotiated Rates for PY2017

Adult Employment Rate Q-2	70%
Adult Employment Rate Q-4	70%
Median Earnings	\$4,600
Credential Rate	56%
Measurable Skills Gain	N/A
Dislocated Worker Employment Rate Q-2	70%
Dislocated Worker Employment Rate Q-4	70%
Median Earnings	\$5,450
Credential Rate	53%
Measurable Skills Gain	N/A
Youth Employment Rate Q-2	72%
Youth Employment Rate Q-4	72%
Median Earnings	N/A
Credential Rate	67%
Measurable Skills Gain	N/A

B. Identify the Local Fiscal Agent, if one is designated by the CEO.

A Multi-Jurisdictional Agreement exists between Jefferson County and Franklin County, Missouri, Jefferson and Franklin Counties cooperatively agree to serve as local fiscal agent for funds allocated to the local area and have designated the Office of Job Training Programs, Jefferson/Franklin Counties Inc., as the grant subrecipient/fiscal agent to receive and administer funds. The Office of Job Training Programs (OJTP), Jefferson/Franklin Counties, Inc., 3675 West Outer Road, Suite 201, Arnold, MO 63010 is a 501(c) 3 not for profit organization.

B. Describe the competitive (procurement) process used to award the grants and contracts in the LWDA for activities carried out under subtitle I of WIOA, including the process to procure training services for Youth and any that are made as exceptions to the ITA process. Include as Attachment 12, the information on the following processes: advertisement/notification to prospective bidders, time period bidders have to respond to the solicitation, evaluation, and award/non-award notification. This may include those pages from the Board's procurement guidelines that describe the competitive-procurement process and the process to procure Youth training providers.

See Attachment 12

D. Describe how the Board is working toward eliminating duplicative administrative costs to enable increased training investments.

Jefferson/Franklin Consortium region through local Memorandums of Understanding will work with local partners to provide comprehensive services to WIOA participants. Uniform Guidance 2 CFR 200 will be referenced in working toward eliminating any duplicative administrative costs to enable increased training investments.

Currently One Stop operator and service provider are jointly determined by a cost sharing review with partner agency of any and all costs ie. Overhead, office supplies, postage, space, etc. Sharing cost for efficiency with partners will continue to be reviewed to eliminate any and all duplicative costs. This allows the Board to increase its training investments in participants and eliminates duplicative administrative costs. Jefferson/Franklin Consortium continually reviews administrative functions to determine less administrative/overhead costs required.

E. Identify how the Board ensures that services are not duplicated. In particular, explain how the NGCC model affects this process.

The Next Generation Career Center (NGCC) One-Stop delivery system has reduced duplication of services through its integrated service delivery model which allows staff to deliver state funded services to adults and dislocated workers through Wagner-Peyser and the Workforce Innovation and Opportunity Act (WIOA).

The NGCC system has consolidated labor exchange and allowable WIOA services and NGCC team members utilize an integrated set of reportable services in Toolbox which provides smooth customer flow and an accountability process for enrolling customers. All NGCC team members work with the universal population of customers and access Toolbox to determine the services that have been provided and the next steps that are needed to engage the customer in accessing the product box.

The region's One-Stop Partner Memorandum of Understanding (MOU) promotes coordinated service delivery, integrated customer interviews between programs, and interagency communication to avoid duplication of services. These partnerships are necessary to provide

job seekers with high-quality streamlined career services, training and supportive services to become employed and to help businesses find skilled workers.

F. Include the Planning Budget Summaries for Program Year 2016 and Fiscal Year 2017 in Attachment 13 to the Plan.

See Attachment 13

G. Complete and sign the “Statement of Assurances Certification” form located in this guidance and include this as Attachment 14 to the Plan.

See Attachment 14

H. Establish and define the local policy and procedure for Complaint and Grievance Implementation of the Nondiscrimination and Equal Opportunity Provisions of WIOA. Both policies should be incorporated into the MOU and disseminated throughout the LWDA for all workforce development professionals to understand and implement. This should adhere to federal and state complaint and grievance guidance and policy (new DWD issuance is due out soon called, WIOA Grievance and Complaint Resolution Policy) –Include either a statement that the Board will follow the state policy or develop a local policy and include a copy as Attachment 15 to the Plan.

See Attachment 15