

DRAFT

Yuma County Workforce Development 4 Year Plan

**2025-
2028**



Yuma County Workforce Development 4 Year Plan 2025-2028



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COMMON ACRONYMS AND DEFINITIONS USED IN THIS PLAN:

ACRONYM	DEFINITION	MEANING FOR YUMA:
LWDA	Local Workforce Development Area Local Designated Area Region	Yuma County
LWDB	Local Workforce Development Board	Yuma County Workforce Development Board Yuma Private Industry Council, Inc. Staff to the Board
CEO BOS LEO	Chief Elected Official Board of Supervisors Local Elected Official	In Yuma County, the CEO is the Board of Supervisors
OSO	One Stop Operator	Equus Workforce Solutions
WAC	Workforce Arizona Council:	
WIOA	Workforce Innovation and Opportunity Act The Act	
Service Providers	Entities Providing services to Adults, Dislocated Workers, and Youth under Title I-B Programs of WIOA	

EXECUTIVE SUMMARY

The Workforce Innovation and Opportunity Act (WIOA) is a transformative piece of legislation that calls for a paradigm shift in the manner that local workforce programs are operated. WIOA specifies the development of “**Core**” Partnerships at the local level that bring together the resources of Adult Education and Literacy Programs; Wagner-Peyser Act Programs; Vocational Rehabilitation Services; and Adult, Dislocated Worker, and Youth Services. WIOA focuses on the provision of services to populations that experience “barriers” to employment and addresses the needs of customers through establishing a comprehensive system that provides access to employment, education, training, and support services. WIOA is explicitly clear on the development of common processes that provide a “no wrong door” approach to accessing workforce services on the local level.

The Act also specifies that the LWDB will have a greater role in coordinating the oversight of these “Core” programs by requiring common program performance measures for each identified partner. These requirements articulated in the Act spell out expectations that greater transparency, coordination, and collaboration must occur in each local area.

The Workforce Arizona Council (WAC) serves as the Oversight and Policy Council for the State of Arizona. One of the major roles that the Council serves is to advise the Governor on workforce-related issues as spelled out in the Act. The Council is also instrumental in building the vision for implementing WIOA through the development of a State Workforce Development Plan and submitting that plan to the U.S. Department of Labor. It follows that Local Areas will need to build individual plans to implement the State’s vision. State guidance on the development of local plans suggests focusing on the following principles:

Government Working at the Speed of Business

- Equal Access to Education
- Opportunity for All
- Pro-Growth Economy

The Four Major Goals identified in the State Plan are as follows:

1. Promote a Strong Arizona Economy
2. Serve Business Needs
3. Prepare Job Seekers; Defend Against Poverty
4. Protect Taxpayers by Providing Efficient, Accountable Government Service

Section 1. INFRASTRUCTURE

a. Describe the ARIZONA@WORK system in the LWDA to include in the following (CFR 679.560(b)(1)(i)):

i. Name of the County(ies), city and/or tribes included in the LWDA;

Yuma County has been designated a **Local Workforce Development Area (LWDA)** and includes the following cities and municipalities/incorporated and unincorporated areas:

City of Yuma (County seat)
City of San Luis
City of Somerton
Town of Wellton

Unincorporated Communities:

Mohawk
Roll

Census Designated Areas:

Gadsden
Tacna
Dateland

ii. Name of the entity(ies) designated as the Chief Elected Official(s) (e.g. the name of the County, the Tribe, or other entity carrying out the functions of the CEO)

The designated entity to carry out the functions of the Chief Elected Official in Yuma County is the Yuma County Board of Supervisors.

Yuma County Board of Supervisors Current Membership

Supervisor District #1 and Chair	Martin Porchas
Supervisor District #2	Jonathan Lines
Supervisor District #3	Darren Simmons
Supervisor District #4	Marco A. "Tony" Reyes
Supervisor District #5	Lynne Pancrazi

iii. The names of the entities (e.g. county/tribe/non-profit/for profit) that provide the following WIOA functions:

1. Local Fiscal Agent (See 20 CFR 679.420 for functions)

As per WIOA 107 (B)(i)(II) In order to assist in administration of the grant funds, the BOS has designated the LWDB, through its tax-exempt 501(c)(3) organization, Yuma Private Industry Council, Inc. (YPIC), as the fiscal agent.

2. LWDB Director and other LWDB staff (20 CFR 679.400 for roles)

The following staff is responsible for ensuring that the functions of the LWDB are carried out effectively:

Executive Director, Operations Director, Program Service Director, Employment Engagement Officer, Accounting Manager, Human Resources Manager/Equal Opportunity Coordinator, IT Manager, Compliance Manager.

3. Provider(s) selected by the LWDA for the (i) Adult Program; (Dislocated Worker Program; and (iii) Youth Program (list the entities that provide design framework services and each of the fourteen elements); and (iv) identify the one-stop operator; - CFR 682.420.

The LWDB with the agreement of the Yuma County Board of Supervisors (BOS) selects program/service providers. The following service providers are currently providing services under Title I-B Programs:

a. Adult Program

- Equus Workforce Solutions
- Arizona Western College (AWC) Entrepreneurial College
- Ross Innovative Employment Solutions Corporation

b. Dislocated Worker Program

- Equus Workforce Solutions
- Ross Innovative Employment Solutions Corporation

c. Youth Program

- Arizona Western College (AWC) Entrepreneurial College
- Yuma Private Industry Council, Inc.

d. One Stop Operator

- Equus Workforce Solutions

4. Procured contracts or written agreements for sub-grants or contractors (20 CFR 679.420 (c)(1)).

The LWDB staff develops contracts/agreements, utilizing procurement policies and procedures that reflect applicable State and local laws and regulations, provided that the procurements conform to applicable Federal regulations and the standards identified in 2 CFR §200.318 General Procurement Standards (Uniform Guidance)

The LWDB will maintain oversight to ensure that contractors perform in accordance with the terms, conditions and specification of their contracts. Awards shall be made only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement.

Contracted Title I-B Services:

- Equus Workforce Solutions
- Ross Innovative Employment Solutions Corporation
- Arizona Western College (AWC) Entrepreneurial College

5. Monitoring, audit, and other oversight of the following WIOA functions (See CFR 679.420(c)(2) – (3) and CFR 683.410 (a)): (i) fiscal, (ii) equal opportunity; and (iii) programmatic (Title I-B, including eligible training providers).

a. FISCAL

As the fiscal agent, the LWDB is monitored, audited, and overseen as follows:

Yuma County oversight of fiscal agent:

The LWDB is part of the Yuma County single audit (the LWDB pays for its portion of the audit);

Yuma County Finance Department audits the LWDB’s fiscal unit on an annual basis;

The LWDB’s fiscal unit submits requests for draw-downs to the Yuma County Finance Department and to the State of Arizona;

Funds are released to Yuma County; and

Yuma County’s Finance Department notifies LWDB’s fiscal unit upon receipt of funds from the State.

State of Arizona oversight of fiscal agent:

State of Arizona performs annual monitoring visit to the LWDB’s fiscal unit.

LOCAL BOARD oversight of fiscal agent:

The LWDB’s staff secures the Single Audit on an annual basis.

Department of Labor oversight of fiscal agent:

The LWDB’s fiscal unit is subject to audits from the Department of Labor at any time.

Audits to Sub-recipients:

The LWDB’s fiscal unit performs fiscal audits at sub-recipients’ locations on an annual basis, as related to contracts under WIOA authority.

The LWDB’s fiscal unit is responsible for providing technical assistance to sub-recipients’ fiscal personnel.

b. EQUAL OPPORTUNITY:

The Equal Opportunity Officer (EOO) for Title I-B Programs in Yuma County conducts on-site quality assurance monitoring on an annual basis of the One-Stop Centers, Specialized sites, and contractors' sites. The purpose of these on-site reviews is to ensure that equitable non-discrimination policies are adhered to as required by law and regulation. These policies state that no person shall be discriminated against on the grounds of age, sex (including pregnancy, child birth or related medical condition, sex stereotyping, transgender status, and gender identity), disability, political affiliation, religion, race, color, national origin (including Limited English Proficiency), citizenship, and participation. Compliance with Americans with Disabilities Act (ADA) is strictly enforced. Quarterly reports are submitted to the AZ DES Equal Opportunity Officer with detailed information regarding any complaints regarding Equal Opportunity. Any complaints regarding Equal Opportunity are immediately investigated and reported to the State in the quarterly log.

c. PROGRAMMATIC:

The LWDB Compliance unit provides guidance and oversight for the Adult, Dislocated Worker and Youth programs. The Compliance unit monitors performance indicators, outcomes and quality of service, ensuring that both jobseekers and employers are receiving quality services. The Compliance unit ensures service providers are in compliance with WIOA, State policy, and local policy requirements; the unit's responsibilities include:

- Run monthly, quarterly and annual Tableau reports to identify enrolled and exited WIOA participants to ensure system integrity.
- Conduct comprehensive case reviews on Arizona Job Connection data & backup documentation to check for discrepancies using the State's modified monitoring tool and ARIZONA@WORK-Yuma County Monitoring Log.
- Complete a Quarterly Performance File Review Rating Form for each service provider indicating their performance; Exceeds Expectations, Achieves Expectations, Meets Minimum Expectations or Opportunity for Improvement & Development.
- Conduct onsite contract monitoring to ensure training & working conditions are provided in accordance with the contract. This includes staff, service provider, employer, and participant interviews to assess the level of customer service received.
- Monthly meetings are conducted to review & assess programmatic monitoring results to identify trends and ascertain the level of technical assistance needed by service providers.
- Provide ongoing technical assistance for continuous improvement of the workforce system.

Any local service providers that have been identified as having serious or consistent programmatic issues are provided technical assistance; if improvement is not achieved, the providers are placed on a Corrective Action Plan.

The LWDB provides monitoring and oversight of the Eligible Training Providers in the LWDA. The LWDB staff conducts an onsite visit to audit the training providers listed on the Eligible Training Provider List (ETPL) every two years. Within the audit, the LWDB monitors a minimum of fifteen percent of the training provider's programs listed on the ETPL. The Training Provider and Training Program documents are monitoring tools that have been established by the Arizona Department of Economic Security (DES) WIOA

Title I-B program to utilize when carrying out the audit. Monitoring performance for the Training Provider includes verification of the accuracy of information entered in the Arizona Job Connection System (AJC) such as:

- Training Provider Information
- Training Provider Instruction
- Training Program Details
- Training Program Cost
- Training Program Occupations/Credentials
- Training Provider Performance

In addition, the LWDB corroborates all federal and state requirements required for the training provider to be placed on the ETPL. Some of the requirements verified by the LWDB staff include:

- Verification of licenses, accreditations, and current certificates of liability insurance
- Training Provider Assurances
- Training Provider Technology-Based Assurances (*if applicable*)
- Third Party Training Provider Assurances (*if applicable*)
- Equal Opportunity Review

If the LWDB discovers a Training Provider has knowingly provided inaccurate information, the training provider must be removed from the ETPL for not less than two years, pay back funds received under WIOA Title I-B from the date of enactment or during the period of violation. The LWDB and DES will make the determination if the training provider has violated a provision of WIOA after reviewing recommendations and conducting a review.

b. The Governor has designated regions based on the LWDA designation.

Describe regional planning efforts if the LWDB is engaging in regional planning and/or coordination with other LWDA's (such as for sector strategies, coordination with education providers, or other service planning activities). (See 20 CFR 679.540)

Yuma County has been designated a LWDA and is partnering with the Greater Yuma Economic Corporation and Arizona Western College (AWC) Entrepreneurial College in forming a Binational workforce exchange program with Mexico and several universities across the border to strengthen and reinforce the regional workforce. The LWDB is also partnering with Arizona Tribal Workforce (formerly Nineteen Tribal Nations). Arizona Tribal Workforce also supports regional planning and coordination through participation in Job Fairs, Resource Fairs and other community events.

A 2022 study¹ helps to highlight how Yuma County’s unique location bordering California, Baja California and Sonora is particularly advantageous to Yuma County’s manufacturing sector. This includes the fact that, for example, while Mexicali and other California-bordering communities are larger places, the entire region is well-connected both economically and by infrastructure and is best thought of as one interrelated economic unit. At the same time, Yuma County has particular strengths in terms of a manufacturing location.

The report notes that, significantly, over the last fifty years, the Mexicali and San Luis Rio Colorado metropolitan area has experienced strong growth in its industrial sectors. That “industrial growth on the Mexican side of the border has been accompanied by increases in academic offerings specializing in industrial and manufacturing processes, focusing on high-performance sectors such as electronics and technology. On the Mexican side, both industry and academia complement each other’s activities, generating professionals ready to compete in the global labor market. In this specific context, Yuma County has opportunities to strengthen its supply of highly trained professionals, based on the sum of the resources of its neighbors in Mexicali and San Luis Rio Colorado” (p. 5).

Some takeaways from this study that are also of particular interest within the context of the *4-Year Plan* are the following (p. 21, excerpts):

- There are numerous graduates annually in technical fields at various postsecondary institutions in San Luis Río Colorado, Sonora and Mexicali, Baja California with either U.S. citizenship or permanent residency who could potentially work for manufacturing firms in Yuma County.
- Higher education institutions in Tijuana and Ensenada, Baja California and Hermosillo and Ciudad Obregon, Sonora would potentially provide additional technical professionals for manufacturing operations in Yuma County.
- There is currently a lack of formal placement or recruiting mechanisms to connect recent graduates from Mexicali and San Luis Rio Colorado higher education institutions [to appropriate job opportunities].

As described below (and further detailed in Appendix V), other regional planning and coordination initiatives relevant to the LWDB include Elevate Southwest and 4Front ED.

Elevate Southwest (ESW) is a vibrant ecosystem, uniting colleges, universities, primary employers, community organizations, and key stakeholders in a robust network. With stalwart partners, pioneering thinkers, and creators joining hands with the most advanced minds in the field, collectively forging a future where innovation is the heart that propels the Yuma region into unparalleled growth. ESW is working towards an innovation hub that stands as a testament to what collaboration, education, and entrepreneurship can achieve, reshaping the trajectory of the community and ensuring a legacy of prosperity for generations to come.

¹ *The Border as a Resource, Yuma County’s Cross-Border Regional Workforce Dynamics*. May 2022. The report authors are a research team led by Erik Lee Bedoya and Victor Remigio Martínez Cantú, Ph.D.

4FrontED is a local effort focusing on economic development, infrastructure, tourism and education in the binational megaregion encompassing the United States’ southwest corner and Mexico’s northwest communities near the border. 4FrontED works to foster private and public sector relationships locally on both sides of the U.S.-Mexico border to strengthen and further propel economic growth, and to make a global impact with leaders at the state, federal and international levels. Local leaders work side-by-side with many partners in this 4FrontED effort with a shared vision of prosperity, by providing resources to entrepreneurs and innovators, and to current and future workers.

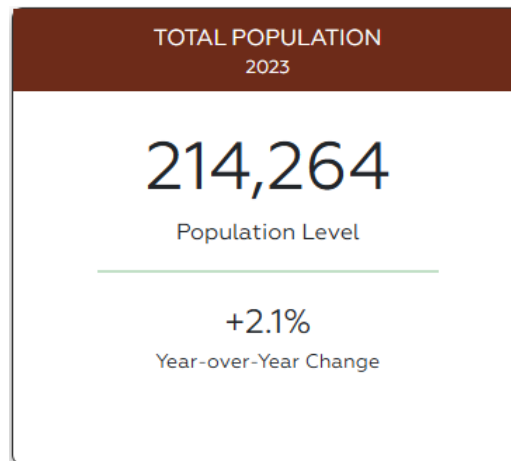
Since its inception in 2014, 4FrontED has focused on four foundational tracks: economic development, infrastructure, tourism, and education. It is inclusive of Yuma County, the City of Yuma, the City of Somerton, the City of San Luis, the Town of Wellton, the Cocopah and Indian Tribes, the City of San Luis Rio Colorado, and many partner agencies who have helped elevate the 4FrontED vision. It is the coming together and powerful impact of four states in two nations, unit united as one, that propels 4FrontED to reach propensities as the strongest binational megaregion.

Section 2. STRATEGIC PLANNING ELEMENTS

- a. **Economic Analysis (20 CFR 679.679.560(a)(1)):** Include a regional analysis of the:
 - i. **Economic Conditions, including existing and emerging in-demand industry sectors and occupations;**
 - 1. **In-Demand Industries and occupations details and explanation should be submitted in body of section two, with a full list provided in Appendix I.**

Yuma County, encompassing approximately 5,000 square miles, is a rural county with its own distinctive location with respect to the rest of the State; it is situated 150 miles from the nearest Arizona populated county (Maricopa). Yuma County’s unique location creates challenges but also creates opportunities as it sits on the borders with Mexico and California. The most current factor impacting the economy of Yuma County is a new wave of immigrants from Mexico and South America migrating through the border in Yuma County. Only a small percentage of the new immigrants have the ability to communicate in English, making Spanish the second most utilized language in the area.

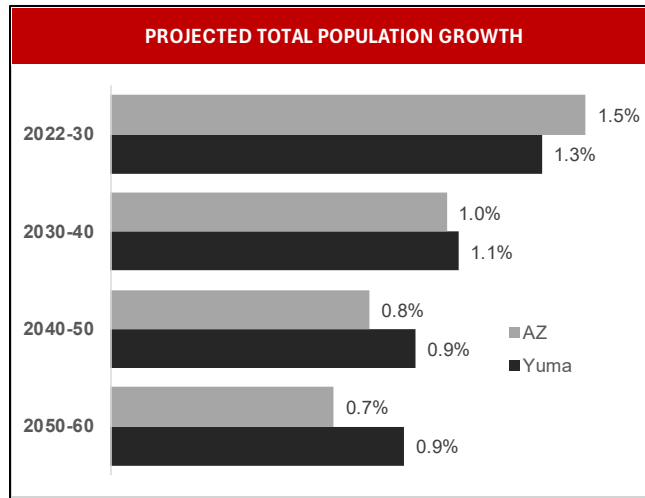
The 2020 census conducted by the U.S. Census Bureau estimated that the population of Yuma County was 204,722 persons. According to the Arizona Office of Economic Opportunity, the population for Yuma County in 2023 is estimated at 214,264 persons.



Source: Arizona Office of Economic Opportunity 2023

Continued growth rates would result in county population increasing from 214,164 residents to a projected 259,032 residents by 2040².

² Medium series projections for Arizona Office of Economic Opportunity



Source: Arizona Office of Economic Opportunity 2020

Historically, Yuma County’s economy has been heavily influenced by the four economic sectors of 1) agricultural production, 2) military readiness, training, and testing, 3) healthcare systems, and 4) winter visitors. Currently, the Greater Yuma Economic Development Corporation identifies four “leading industries” within the County:³ 1) [Maquila](#) manufacturing, with the advantages of cross-border production collaboration and other specific incentives; 2) [Food Processing](#), taking advantage of the voluminous agricultural output in the region; 3) [Aviation & Defense Testing](#), with the presence of the unique and extensive DoD assets of the Army Proving Ground, Marine Corps Air Station Yuma, and The Barry M. Goldwater Air Force Range; and 4) [Industrial Manufacturing](#), building on other manufacturing assets in the region.

To ensure and enhance the continued viability and resilience of the region’s economy, it is important that Yuma County take steps to maintain and strengthen protections that facilitate agricultural production and the ability of Marine Corps Air Station-Yuma and Yuma Proving Ground to complete their respective operational missions. Both the locals and visitors benefit from the continued development and enhancement of local amenities that promote winter visitor stays and tourism. Additionally, the Yuma Region has been expanding its manufacturing base to add diversity to the local economy. The region’s manufacturing sector features Fortune 500 companies such as Clarios, Associated Materials, and International Paper, and is expanding into agricultural food production and aerospace systems. Consequently, the region continues to maintain a focus on recruiting new firms and otherwise supporting the existing agricultural, military, and tourism sectors.

In-Demand Industries and occupations are explained in section 2 and in Appendix II.

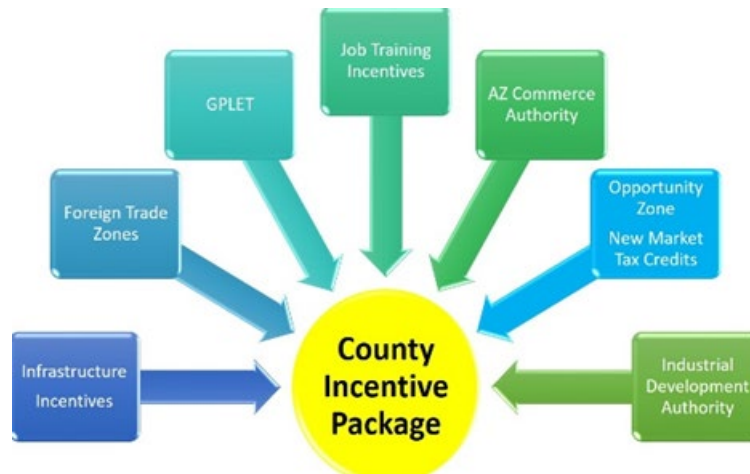
³ <https://www.greateryuma.org/leading-industries/maquila/>

- 2. Existing and emerging industries and occupations can be determined in a variety of ways (e.g. projections, employment share, etc.). For user convenience, the Arizona Office of Economic Opportunity’s Labor Market Information (LMI) Team has provided custom analysis for each local workforce area.**

Yuma County is well-positioned geographically to capitalize on regional and bi-national trade, infrastructure development, and workforce development. The County’s geographic advantage supports current and future logistics operations and the expansion of manufacturing opportunities. Yuma County also benefits from having adequate water resources and a climate well-suited for agricultural production and perfect weather and terrain for Marine Corps Air Station-Yuma flight operations and Yuma Proving Ground test facilities. Based on these factors, and the In-Demand Industries and Occupations Report from the **Arizona Office of Economic Opportunity**, Yuma County has established the following industries as priorities for new company recruitment.

- Manufacturing
- Renewable Energy
- Transportation and Warehousing
- Healthcare
- Agriculture, Forestry, Fishing and Hunting
- Agricultural Technology (“Ag Tech”)
- Professional Scientific and Technical Services
- Construction
- Accommodation and Food Services
- Public Administration
- Other Services (except Public Administration)
- Administrative and Waste Services

The LWDB and partnering agencies will work to attract new businesses and encourage the expansion of existing ones primarily through infrastructure and job training incentives. When appropriate, the LWDB will also partner with local entities, and state and federal agencies to collaborate on creating incentive packages. Moreover, prospective and expanding businesses can utilize the municipal and county governments’ Industrial Development Authority for project financing. Other programs such as New Market Tax Credits, Opportunity Zones, the Government Property Lease Excise Tax, and Foreign Trade Zones provide tax incentives to develop in Yuma County. As part of informing businesses of these incentive and tax break opportunities, Greater Yuma Economic Development Corporation and the local municipal and county governments include them on their respective websites.



To enhance regional infrastructure it is important to support current and facilitate future economic development opportunities. The LWDB will have many opportunities to collaborate with Yuma County and the Cities of Yuma, San Luis, and Somerton and the Town of Wellton. Examples of these types of collaborations include the extension of Avenue E north to Somerton; the future development of Rolle Air Field; developing a regional corridor for new natural gas infrastructure; and the Binational partnership with Mexico to enhance, maximize and reinforce the regional workforce.

Because of its location in the Southwest United States, the Yuma Region is a natural magnet for business and provides the geographically advantageous benefits of immediate access to markets in California and Mexico. Additionally, the Yuma Region provides the perfect vantage point from which to serve these markets while capitalizing on the low cost of doing business and reasonable regulatory environment.



Destinations within 10-hour Truck Haul

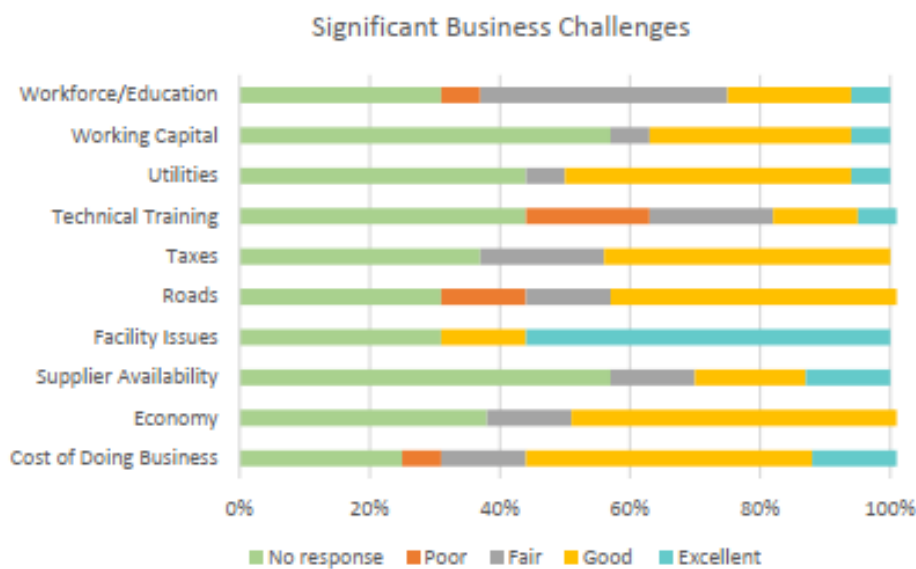
To facilitate regional economic development opportunities and job creation in the United States and Mexico (in the four-border mega region that includes Yuma County, Imperial County, California, San Luis Rio Colorado, Sonora, Mexico, Mexicali, Baja California Norte and Mexico), local elected leaders from the County and the Cities of Yuma, San Luis, Somerton, and the Town of Wellton have created 4FrontED. Within this organization, its members collaborate with economic development, tourism, and binational workforce development professionals at local, state, and international levels.

- ii. **Employment needs of businesses in existing and emerging in-demand industry sectors and occupations. There are a variety of methods to determine employment needs (e.g., employer surveys, up to date Labor Market Information (LMI), etc.). Publicly available LMI is provided by Arizona’s Office of Economic Opportunity, Maricopa Association of Governments, and US Bureau of Labor Statistics.**

The Greater Yuma Economic Development Corporation (GYEDC) surveys different sectors in different years. The *Professional Services Business Retention & Expansion Survey*, for Yuma County Fiscal Year 2021/2022 surveyed 16 companies in Yuma County, consisting mostly of Finance and Insurance firms but also representing Management of Companies/Enterprises, Healthcare and Social Assistance, and Engineering Services. The survey helped GYEDC identify the region’s assets in these sectors and also the issues that may be impeding their growth.

Challenges identified included the following:

- Recruiting and retaining employees
- Technical training resources
- Water service, for respondents in certain areas



Areas of strength identified by respondents included:

- Physical facilities
- Costs of doing business
- Utilities [other than water, for some respondents]
- The local economy in general

A majority of respondents were expecting to expand their business.

For 2018, GYEDC surveyed thirty-four (34) companies within the Manufacturing (with the most respondents of the seven sectors represented), Agriculture, Aviation, Defense Testing, Construction, Logistics, and Utilities sectors.⁴

Elements of the survey findings that reinforce the potential for economic growth in Yuma County include the following:

- Manufacturers invested approximately \$23.5M in new production equipment and building expansions.
- The agricultural companies surveyed are adding more value to their existing fields due to the lack of additional acreage available in Yuma County.
- Utilities are expanding their services to consumers by investing in improvements. Telecommunication and electrical providers are expanding their existing capacity for future growth.
- The aerospace industry is growing in Yuma County. Companies are adding new clients within the manufacturing and testing sectors.
- Logistics and warehousing are growing on both sides of the border. New distribution and warehousing facilities are expanding their ability to serve a wider range of customers in the region.
- The majority of the companies surveyed found Yuma County to be the best location to expand their business.

Just under half of the respondents had intentions to expand as of the 2018 survey. Local colleges/universities and technical training assets, and workforce quality, were generally rated favorably.

⁴ GYEDC. *Business Retention and Expansion Report 2018*.



From the standpoint of employment, the majority of companies remained in growth mode (with respect to prior survey results), but some employers reported that new minimum wage laws had deterred some hiring. Forty-five percent of employers identified retention of workers as an issue.

b. Workforce Analysis (20 CFR 679.560 (a)(2)-(3)): Include a current analysis of:

i. The knowledge and skills needed to meet the employment needs of the businesses in the region, including employment need in in-demand industry sectors and occupations

Having a skilled, trained workforce is a factor of equal importance compared to shovel-ready sites and spec buildings in relation to sustainable economic development. Regional employers of all sizes need employees that possess both base skills which match job requirements and a desire for learning enhanced skills needed as jobs become increasingly sophisticated.

Objectives originating from stakeholder input include those that support workforce development related to skill development and degree attainment, skilled worker recruitment and retention, and creating local and international skills attainment opportunities.



ARIZONA@WORK-Yuma County has been proactive in assisting employers of all sizes and types recruit, develop and retain the best employees for their needs. For job seekers the LWDB provides services and resources to pursue employment opportunities.

The LWDB strives to train limited-skilled job seekers and existing employees based on private sector needs. Specifically, the LWDB provides basic employee training such as office training; manufacturing on-the-job training programs in partnership with AWC Entrepreneurial College; internships; and paid work experiences. To further a worker’s employability, the LWDB works with AWC Entrepreneurial College to develop needed certification programs and offers a certification opportunity through the National Center for Construction Education and Research (NCCER).

In addition to establishing manufacturing skills for emerging workers, there is a need for training for employees who need additional or advanced skills in their current employment or to transition to other employment opportunities that require additional skills. In addition to college/university courses and certifications, the LWDB may provide several retraining opportunities such as:

- Job-Specific Skills Training – Provides access to customized training for employees that require additional job skills.
- On-The-Job Training (OJT) – Qualified employees can receive on-the-job training with the salary partially subsidized.
- Registered Apprenticeships – Private and public sector sponsors operate apprenticeship programs and cover training costs.

Local College/University Emerging Workforce Training and Development

In addition to their expansive core educational offerings, AWC Entrepreneurial College, Northern Arizona University, the University of Arizona, and Arizona State University are creating new (and expanding existing) courses and credential programs to meet local private sector needs for mechanical, civil and

systems engineers; logistics and supply chain managers; project managers; agricultural production managers; construction workers; skilled manufacturer workers; medical providers; unmanned aerial systems; and border security. These offerings ensure that the region's emerging workforce possesses the skills necessary to obtain employment in available fields and receive advanced training or retraining when skills and jobs become obsolete or are replaced through automation.

Southwest Technical Education District of Yuma (STEDY)

Colleges and universities benefit from having skilled students seek out degree and certification programs. In preparation for advanced education opportunities, students can take courses at the Southwest Technical Education District of Yuma, a career and technical education public high school district. STEDY serves all high school students enrolled in public, private, and charter school career and technical education courses; providing them with educational experiences that lead to industry-recognized certification. As a career and technology public school district, STEDY works closely with the Arizona Department of Education. All courses offered by STEDY are approved by the Career and Technical Education Division of the Arizona Department of Education.

STEDY has partnered with AWC Entrepreneurial College to launch a new Manufacturing Technology Program that will lead to stackable certificates in manufacturing. High school students participating in this program will graduate from high school job-ready with manufacturing credentials from AWC Entrepreneurial College. The program will be focused on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing, and process engineering. This program provides students with opportunities to experience learn and demonstrate various professional skills in areas such as Production, Manufacturing Production Process Development, Maintenance, Installation & Repair, Quality Assurance, Logistics & Inventory Control and Health, Safety & Environmental Assurance. These programs are designed to be similar to occupations, processes, and skills actually existing in the commercial/industrial workplace.

Currently, STEDY provides the following skills programs in affiliation with AWC Entrepreneurial College:

- Air Conditioning and Refrigeration
- Business Management
- Community Health Care Worker
- Cyber Criminology
- Drafting/CAD
- Electrical Technology
- Manufacturing
- Solar Panel Installation
- Agriculture Science and Technology
- Cloud Computer Technology
- Professional Transformational Technology Support

The following programs are administered independently by STEDY:

- Animation
- Coding/Software Development
- Medical Assistance

Beginning in Fall 2024, STEDY will be offering two new programs:

- Homeland Security, with an emphasis on federal law enforcement (at AWC)
- Logistics and Supply Chain Management (in partnership with Northern Arizona University)

SkillBridge is another program that focuses on training veterans of the U.S. Armed Services who are joining the civilian workforce. The program is administered through the Department of Defense and provides the opportunity for specific industry training, apprenticeships, or internships during the last 180 days of service and connects service members with industry partners to provide real-world job experiences. In return, industry partners get the opportunity to access and leverage the world's most highly trained and motivated workforce at no cost. Service members participating in the SkillBridge Program continue to receive their military compensation and benefits, and industry partners provide the training and work experience.

Four Borders Educational Alliance

Representatives from Arizona Western College, 4FrontED, and the Veritas Sostenible Foundation created the Four Borders Educational Alliance in 2017. The Alliance's main objectives are to encourage educational institutions in Yuma County and Sonora and Baja, Mexico to facilitate staff and student exchanges; to encourage jointly-developed educational programs, research programs and projects; and to jointly carry out professional and academic events. Currently, the Alliance has been working toward the creation of reciprocal certification for qualified teachers and nurses in Mexico to address shortages in these fields in the United States.

Training and Education Programs Meeting the Employment Needs of the Businesses in the Region

The following training and educational programs are designed and available to address the businesses needs for existing and emerging in-demand industry sectors:

Manufacturing: Yuma, Arizona has become a strategic location for prominent manufacturing operations on the west coast. The Yuma region offers access to 52 million consumers within a one-day truck haul, a workforce with experience in automated line systems, and a very competitive cost environment for manufacturing companies.

Manufacturing	
Related Careers	Credential
Machinist	Machining 1 Certification through NIMS
Manufacturing Maintenance & Operations Electrical	Educational Certificate.
Other Manufacturing Related Positions	Educational Certificate, and or Certifications

Transportation and Warehousing: Transportation and Warehousing (logistics) is a growth industry in this region because of the highway and transportation systems that connect in Yuma County.

Transportation and Warehousing	
Related Careers	Credential
Other Logistics & Transportation Related Positions	Occupational License

Healthcare: Employment in the healthcare field continues to be strong as the region’s population continues to grow and age. Yuma has a strong medical-services sector due to its function as a central city for its region, its location on the border, and its sizable influx of seasonal visitors.

Healthcare and Social Assistance	
Related Careers	Credential
Medical Office Specialist	Educational Certificate and or Certification
Medical Coder & Biller	Educational Certificate and or AAPC CPC Certification
Nursing Assistant	Occupational License CNA or LNA
Phlebotomy Technician	Certification
Other Health Care and Social Services Related Positions	Educational Certificate, Occupational license, and or certifications
Community Health Worker	Educational Certificate
Emergency Medical Technician	Occupational License

Professional, Scientific, and Technical Services: Progressive companies in Yuma County are utilizing Information Technology (IT) as a vital and integral part of everyday business practices. The aerospace and defense industry relies on the best information technologies that do more than just send, receive, store or manipulate communications; these systems must also maintain the security, safety and reliability of data. The advanced information technologies used in the aerospace and defense industry are prevalent in many systems today, including military equipment on land, in the air, and at sea.

IT in the manufacturing industry has changed significantly over the past twenty years. IT has progressed at breakneck speed to become firmly entrenched in every aspect of modern manufacturing facilities. This development has served to bring about a boost to productivity comparable only to the advent of automation technology. In logistics, advanced information technology systems have made businesses more productive to ensure they stay ahead of their competitors.

Information and Energy Technology are key components in the development of Smart Grid technology and other various communications protocols that have been implemented.

Professional, Scientific, and Technical Services	
Related Careers	Credential
Computer Analyst/Security	COMP TIA Security+ Certification, Educational certificate
Computer Support Specialist and other related computer/technical support positions	Educational Certificate, Technical certifications
Office Computer Clerk	Certification
Search Marketing Strategists	Educational certificate, certification
Data Analytics	Educational certificate

Construction: Employment in the construction sector is very strong and includes the construction of commercial, industrial, and residential buildings and engineering projects like roads, bridges, and utility systems. Construction also includes remodeling, additions, maintenance, and repairs on existing housing stocks.

Construction	
Related Careers	Credential
Electrician	Educational Certificate or Registered Apprenticeship Certificate
Basic Air Conditioning & Refrigeration/HVAC Technician	Educational Certificate
Broadband Fiber Optic Technician	Educational Certificate and/or Registered Apprenticeship Certificate
Other Construction Related Positions	Postsecondary Educational Program Certificate and or On-The-Job Training & Internships

Public Administration: Employment in the law enforcement, fire protection and correctional sectors is very strong in Yuma County. These public sector employers include city, county, state and federal agencies (e.g., Homeland Security).

Public Administration	
Related Careers	Credential
Customs and Border Protections	Bachelors Degree
Law Enforcement/Detention Officer	Educational Certificate
Fire Science	Firefighter 1 &2 Certifications through AZCFSE
Law Enforcement/Peace Officer Academy	Educational Certificate, AZ POST Certification

Other Services: Employment in automotive and equipment repairs, general maintenance and personal services is in demand in Yuma County covering a wide spectrum of services.

Other Services (Except Public Administration)	
Related Careers	Credential
Automotive Technology	Educational Certificate
Carpentry	National Center for Construction Education and Research (NCCER) Carpentry Level One and Core
Plumbing	Educational Certificate and NCCER Plumbing level 1 Craft Certification.
Bookkeeping	Certifications
Other Related Positions	Educational Certificate

Administrative and Waste Services; Employment growth in this sector is brisk with a strong emphasis in business support services, employment services, telemarketing, and administration.

Administrative and Waste Services	
Related Careers	Credential
Paralegal	Educational Certificate

ii. Regional workforce needs, including current labor force employment and unemployment data, information on labor market trends, and educational and skill levels of the workforce, including individuals with barriers to employment.

Yuma County faces a number of labor market and socio-economic challenges as it moves further into the 21st Century. Previous labor market studies of the Yuma County Region have listed these longstanding economic challenges and barriers to employment. They are as follows:

- Yuma’s unemployment rates are persistently among the highest in the nation, and vary significantly based on educational attainment levels.

Educational Category	Rate
Unemployment Rate by Educational Attainment (2022)^{1,2}	
Overall unemployment rate (population 16 years and older)	8.3%
<i>Unemployment Rates by Educational Attainment:</i>	
Less than a high school diploma	12.0%
High school graduates	8.5%
Some college or associate degree	4.8%
Bachelor’s degree or higher	4.2%

1. Minimum education as defined by BLS

2. Rate based on the population 16 years and older

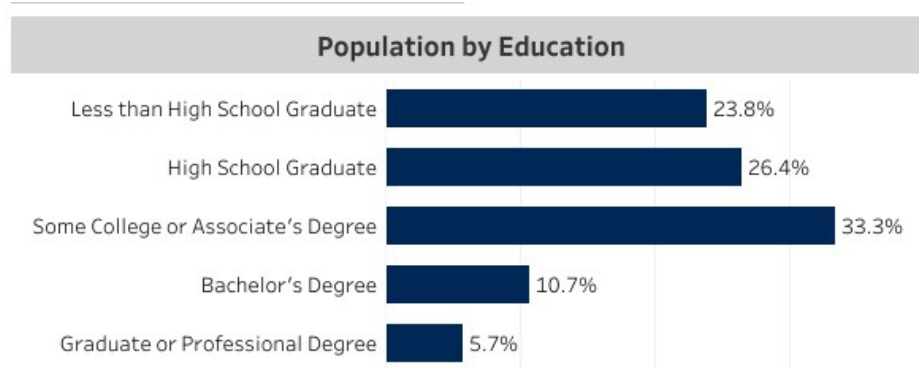
Source: U.S. Census Bureau American Community Survey, 2022 5-Year Estimates, Table S2301; Office of Economic Opportunity.

- Chronically low per capita income levels; the U.S. Census Bureau reports that the per capita income in Yuma County in 2022 was \$27,331 while the statewide level was \$39,819, both below the national level of \$41,804.

	United States	Arizona	Yuma County
Per Capita Income (dollars)	\$41,804	\$39,819	\$27,331

Source: U.S. Census Bureau, American Community Survey, 2022 1-Year Estimates, Data Profiles

- Overdependence on two industries (agriculture and tourism) that are seasonally volatile and generally associated with low wage levels.
- A labor market in which a significant component of the workforce lacks preparedness for even unskilled employment; Office of Economic Opportunity reports that 23.8% of the population in Yuma County has attained less than a high school diploma:



Source: Arizona Office of Economic Opportunity 2024

- Various socioeconomic challenges associated with close proximity to the U.S./Mexico Border, including extraordinary demands on the education system due to the presence of a substantial, often non-permanent immigrant population.
- Relative isolation from other metro areas and regional economies.
- High unemployment rates, low income levels, and other indicators that create an image that is not conducive to outside investment.

c. Workforce Development, Education and Training Activities (20 CFR 679.560(a)(4)): Include a current analysis of:

i. Workforce Development activities, including education and training activities in the region;

Training Services (Youth): WIOA requires that all 14 elements are offered to eligible youth as part of a menu of services based on their objective assessment and Individual Service Strategy (ISS). The LWDB's goal is to prepare youth ages 16-24 for successful careers through education and work-based training in targeted industries. WIOA is designated to serve youth through high intensity case management support to help this population achieve their educational or occupational goals. WIOA shall provide these 14 program elements or referrals to help ensure success and positive outcomes. The LWDB will work diligently to serve youth, including youth with disabilities.

YOUTH SERVICES	
14 Elements	
<p>Element 1: Tutoring, study skills training, instruction, and evidence based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance</p>	<p>Element 2: Alternative secondary school services, or dropout recovery services, as appropriate.</p> <ul style="list-style-type: none"> • Basic education skills training • Individualized academic instruction • English as a second language training

or similar document for individuals with disabilities) or for a recognized postsecondary credential

- Providing academic support
- Helping youth identify areas of academic concern
- Assisting with overcoming learning obstacles

Elements 3: Paid and unpaid work experiences that have as a component academic and occupational education, which may include: 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.

- Summer employment opportunity
- Opportunity available throughout the school year
- Pre Apprenticeship programs
- Internships and job shadows
- On-the-Job training opportunities

Element 5: Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.

- Integrated education and training model to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway

- Credit recovery
- Counseling and educational plan development

Element 4: Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved.

- Vocational skills leading to occupational fields
- Outcome oriented and focused on occupational goal
- Sufficient duration to impart skills needed to meet occupational goals

Element 6: Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months.

- Exposure to post-secondary education possibilities
- Community and service-learning projects
- Peer-Centered activities, including peer mentoring and tutoring
- Organizational and team work training (leadership training)

<p>Element 7: Supportive services are services that enable an individual to participate in WIOA activities.</p> <ul style="list-style-type: none"> • Transportation • Educational testing • Training related assistance • Housing/Utility bill assistance • Reasonable Accommodation assistance • Referrals to healthcare 	<ul style="list-style-type: none"> • Training in decision making, determining priorities and problem solving • Citizenship training, life skills such as parenting and work behavior • Civic engagement activities promoting quality of life in a community • Other leadership activities placing youth in a leadership role, such as serving youth leadership committees
<p>Element 9: Follow-up services for not less than 12 months after the completion of participation.</p> <ul style="list-style-type: none"> • Help ensure youth are successful in employment and/or postsecondary education and training. • Regular contact with participant, employer • Assist in addressing work-related problems 	<p>Element 8: Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate. A formal relationship between a youth and adult mentor that includes structured activities.</p> <ul style="list-style-type: none"> • Guidance • Support • Encouragement to develop the competence and character of the mentee
<p>Element 11: Financial literacy education. Provide youth with the knowledge and skills to achieve long-term financial stability.</p> <ul style="list-style-type: none"> • Creating budget • Credit/Debt: understanding credit reports and credit scores 	<p>Element 10: Comprehensive guidance and counseling.</p> <ul style="list-style-type: none"> • Provide individualized counseling • Provides substance and alcohol abuse counseling • Provides counseling in Mental Health • Provide referrals to Partner Programs <p>Element 12: Entrepreneurial skills training</p> <ul style="list-style-type: none"> • Provide basics of starting and operating a small business • Develop skills associated with entrepreneurship (i.e. creativity, seek out and identify business opportunity)

<ul style="list-style-type: none"> Setting up checking/saving accounts Protection against identity theft <p>Element 13: Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.</p> <ul style="list-style-type: none"> In-demand industry sectors or occupations available in the local area, includes career awareness, counseling, and exploration 	<ul style="list-style-type: none"> Experiential programs to provide youth with experience in the day to day operation of a business <p>Element 14: Activities that help youth prepare for and transition to postsecondary education and training.</p> <ul style="list-style-type: none"> Prepare youth for and transition to post-secondary education and training Exploration of post-secondary options: technical training schools, community college, 4-year college/universities Prepare for SAT/ACT testing College admission applications Searching and applying for scholarship/grants Filling out Financial Aid forms Connecting youth to post-secondary education programs
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Examples of various training and educational activities:

Educational Activities:
<p>GED or High School Diploma Attainment</p> <p>High School Equivalency Diploma (HSE)</p> <p>Career Pathways</p>
Training Activities:
<p>Occupational Certificate Training</p> <ul style="list-style-type: none"> Commercial Driver License (CDL)

- Law Enforcement Training Academy (LETA)
- Microsoft Office Specialist (MOS: Excel, PowerPoint, & Word)
- Medical Billing & Coding
- Emergency Medical Technician: Basic – Certificate (CERT.EM)
- Electrical Apprenticeship
- Automotive Technology – Certificate (CERT.AUTOT)
- Preschool Education Certificate - (CERT.PRSCE)
- Professional IT Support Certificate
- Community Health Worker Certificate
- Nursing Assistant – Certificate (CERT.NURAS)
- Basic Electrical – Certificate (CERT.BELECT)
- Medical Assistant- Certificate
- Computer Security Certificate - (CERT.COMSE)
- Basic Air Cond. & Refrig. Service Techn.–Cert. (CERT.BACT)
- Paralegal Studies Certificate - (CERT.LEGAL)
- Phlebotomy Technician Program- Yuma
- Detention Officer Training Academy

[Paid Work Experience / Internship \(paid or unpaid\)](#)

Other Activities:

Included but not limited to the following services; Career Pathways, Labor Market Information, Job Search Assistance, Job Leads, Case Management, Resume Building, Interviewing Skills, Job Club, Financial Literacy, Mock Interviews, Employability & Customer Service workshops, etc.

Training Services (Adults and Dislocated Workers)

Training services are made available to eligible adults and dislocated workers to gain skills and knowledge to obtain and retain employment. After evaluation and assessment, the Service Providers will determine when trainings services are appropriate, regardless of whether the individual has received basic or

individualized career services. Training services need to be linked to employment opportunities in the local area in which the participant resides or in another local area whether the participant is willing to relocate.

The following Training services are available: Occupational Skills Training, On-The-Job training, Incumbent Worker Training and Registered Apprenticeships.

The Service Provider will meet with individuals to review the training courses available on the State approved Training Provider list (ETPL) and explore other training options.

Educational Services

Adult Literacy Plus of Southwest Arizona (ALPS), established in 1985 by a group of retired educators dedicated to teaching adults how to read, has grown into a vital nonprofit organization. Over the years, ALPS has expanded its services to include no-cost college and career preparation, accelerating the achievement of diplomas and credentials among American workers, including immigrants, individuals with disabilities, and those with limited English language skills.

Educational Services and Target Population. ALPS is a Title II - Adult Education and Literacy Program Core Partner, providing direct educational services throughout Yuma County. The target population includes individuals who are:

- At least 16 years old.
- Not enrolled or required to be enrolled in secondary school under Arizona State Law (A.R.S. § 15-802).
- Meeting Arizona eligibility requirements under A.R.S. § 15-232(B), including those who are basic skills deficient, do not have a secondary school diploma or its equivalent, or are English language learners.

Program Objectives. ALPS is committed to delivering high-quality adult education services that equip the community with the knowledge, skills, and abilities necessary for employment, career advancement, and post-secondary education. The key objectives include:

1. Helping adults achieve literacy and the skills needed for employment and economic self-sufficiency.
2. Assisting parents and family members in obtaining education and skills to support their children's educational development and improve economic opportunities.
3. Facilitating the attainment of an Arizona High School Equivalency (HSE) Diploma and transition to postsecondary education through career pathways.
4. Supporting immigrants and English language learners in improving their English proficiency, mathematics skills, and understanding of American civic responsibilities.

Core Educational Services. Core educational services include:

1. Adult Basic Education (ABE): For individuals with Educational Functioning Levels (EFLs) ABE 1-4, focusing on literacy and basic academic skills, concurrent with workforce preparation activities, leading to Adult Secondary Education (ASE) and HSE Diploma attainment.
2. Adult Secondary Education (ASE): For individuals with EFLs ABE 5-6, aiming at secondary diploma or HSE Diploma attainment and transition to postsecondary education/training and employment.
3. High School Equivalency (HSE) Diplomas: Counseling and educational pathways including GED Testing, AZ College Credit, and AZ High School Equivalency PLUS Career Readiness.
4. English for Speakers of Other Languages (ESOL): English language instruction aligned with Arizona Adult Education English Language Proficiency Standards, including college/career counseling and Integrated English Literacy and Civics Education (IELCE).
5. Integrated Education and Training (IET): Combining adult education, literacy activities, workforce preparation, and training for specific occupations to support educational and career advancement.

Special Programs and Collaborations. Special programs and collaborations include:

- Integrated English Literacy and Civics Education PLUS Training (IELCE + T): Combining English language and literacy instruction, civics education, and workforce preparation to prepare English language learners for employment in in-demand industries.
- Somerton Adult Education Partnership: Collaborating to provide flexible adult education services to Yuma's South County, with ALPS offering classes from 9 AM to 8 PM and Somerton Adult Education from 5 PM to 8 PM.

Commitment to Community and Workforce Development. ALPS is dedicated to fostering community growth and workforce development by providing comprehensive adult education services that meet the needs of Yuma County residents. Through collaborative efforts and a robust curriculum, ALPS continues to empower individuals to achieve their educational and career goals, thereby enhancing the economic vitality of the region.

Under WIOA, Title II will:

- Assist adults to become literate and obtain the knowledge and skills needed for employment and economic self-sufficiency;
- Assist adults who are parents or family members to obtain the education and skills needed to participate successfully in the educational development of their children and improve the economic opportunities of the family;
- Assist adults in the attainment of a high school equivalency diploma and in the transition to postsecondary education and training through career pathways; and
- Assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking and comprehension skills in English; improving their math skills; and acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

Under the Arizona Department of Education, adult education will comply with the following goals in order to operationalize the WIOA requirements:

System Goal: The Arizona Adult Education System is an integral component of Arizona’s educational pipeline leading to postsecondary education and career pathways.

Profession Goal: Arizona Adult Educators empower adult learners to transition to postsecondary education and livable-wage employment.

Instruction Goal: Arizona Adult Education Instruction prepares adult learners for success in postsecondary education and the workforce.

Title II Compliance

Title II Adult Education offers Adult Basic Education (ABE), Adult Secondary Education (ASE) and English Language Acquisition for Adults (ELAA), Integrated English Language and Civics Education (IELCE) classes that integrate workforce preparation activities by contextualizing content to real-world situations. All courses incorporate Civics education into the curriculum to encourage students’ civic participation and to learn about their rights and responsibilities as they enter the workforce. These activities give students access to career language and vocabulary, give students exposure to educational opportunities, and develop their self-confidence.

ABE, ASE and ELAA/IELCE classes are blended in format; face-to-face or virtual class sessions are accompanied by online materials and activities – a “blend” of both live and online learning. Blended instruction is delivered using standards-aligned curricula, including Rotation/Flex, a la carte and Teacher Verification [TVM] models. Instructors provide rigorous digital adult education (Burlington English, EdReady, GED Academy, Odysseyware, etc.), researched-based workforce preparation soft skill activities (ACRC, My Career Advisor, Pipeline AZ), and career and technical education courses.

Through Title I-B, disconnected students have access to enroll in workforce preparation workshops concurrently with Title II. The Academic Youth Specialist and the One Stop Manager (adult services) will present Title II students with Title I-B eligibility requirements, enrollments and workforce preparation activities *orientations* four (4) times per quarter at the Title II site(s).

Adult Education partners use the WDB’s Client Referral System (CRS) to refer students to education, vocational counseling, and other workforce preparation agencies as needed. Staff is trained in Free Application for Federal Student Aid online (FAFSA) assistance when necessary.

Adult Education partners provide access to career pathways to its learners by ensuring that they know how to use available resources and information; work with others well, understand systems, attain the necessary skills for successful transition and completion of post-secondary education, training, or employment; and provide other employability services that increase their preparation for the workforce.

ii. Strengths and weaknesses of the workforce development activities to address the education and skill needs of the workforce, including:

The LWDB and the educational consortium are diligent in their efforts to develop and sustain a skilled workforce in Yuma County. The approach utilized allows new practices to evolve; ensuring that a broad range of options to support and address the skills needs of the targeted workforce population are readily available. The many impediments that pose challenges are being addressed and new efforts aim to improve coordination to increase access to workforce activities and services. One of the requirements under WIOA is that *each* Title II provider describes how proposed services align with applicable local workforce development plan(s), including the items shown below:

- The degree to which Title II addresses the regional needs as identified in the Local Workforce Plan;
- The degree to which Title II addresses the community identified as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or are English language learners;
- The extent to which Title II proposes activities and services that demonstrate alignment to the strategies and goals of the Local Workforce Plan; and
- The extent to which Title II proposes activities and services that demonstrate alignment to the activities and services of the one-stop partners, including providing access to adult education services through the one-stop system, ARIZONA@WORK Job Centers.

1. Individuals with barriers to employment

The term “individual with a barrier to employment” means a member of one or more of the following populations:

- (A) Displaced homemakers
- (B) Low-income individuals
- (C) Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in Section 166
- (D) Individuals with disabilities, including youth who are individuals with disabilities
- (E) Older individuals
- (F) Justice involved
- (G) Homeless individuals
- (H) Youth who are in or have aged out of the foster care system
- (I) Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers
- (J) Eligible migrant and seasonal farmworkers

(K) Individuals within 2 years of exhausting lifetime eligibility under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.)

(L) Single parents (including single pregnant women)

(M) Long-term unemployed individuals

(N) Such other groups as the Governor determines

The strengths of the Yuma County workforce system and its workforce development activities include strong and meaningful engagement with all UI claimants, an average educated workforce, abundance of seasonal jobs, and a growing economic base within many sectors with agriculture and manufacturing leading. The performance of the region's agricultural sector also suggests that it will gain workers as growing products translate into other food-related activities such as new product research, processing, packaging, and storage distribution. In addition, the LWDB has increased access points to improve workforce services within Yuma County.

The weaknesses of the Yuma County workforce system and its workforce development activities have been addressed by opening a Specialized Site in Somerton, AZ and the San Luis Resource Center in San Luis, AZ. Access points have also been established at both the Somerton and San Luis libraries. Yuma County's local workforce partners such as University of Arizona, AWC Entrepreneurial College, Southwest Technical Education District of Yuma (STEDY) recognize the importance of improving the skill sets of the workers in Yuma County by increasing the in-demand training to meet the skilled labor needs of the future.

Yuma County's workforce system is focused on assisting individuals with barriers to employment as defined by the WIOA Section 3(24). Priority is given to those who qualify for core partner program services and have multiple barriers such as being identified as basic skills deficient, recipients of public assistance, and income levels below the 70% Lower Living Standard of Income (LLSIL). Other barriers include disabilities, long-term unemployment, language barriers, and lack of work experience.

Priority of services given to "basic skills deficient" individuals in the Adult Program means they are unable to compute or solve problems, or read, write, or speak English at the level needed to function on the job, in the individual's family, or in society. An adult may be assessed as basic skills deficient through observations and documented in case notes. The Talent Development Specialist may observe that the adult is not able to read or fill out an application form, or does not have basic computer literacy. The Talent Development Specialist may also document basic skills deficient using any one of the following; Basic skills assessment questions or test results (e.g., TABE testing), school records or referral or records from the (Title II) Adult Basic Education program. Acceptance into the Adult and Dislocated Worker Programs does not necessarily mean a participant will receive all services. ARIZONA@WORK Yuma County Talent Development Specialist will determine if an individual's needs appear to be able to be met through the program's services. It may be determined that another service provider could better meet individual needs. No benefits or services may be denied an applicant because of race, creed, color, disability, national origin, sex, age, political affiliation, or beliefs. Fair employment practices shall be provided to all applicants with regard to selection for enrollment into the program. No applicant will be denied services because of

contact with the criminal justice system. After an applicant is determined eligible for the program using Federal and State guidelines, priorities for services will be established as consistent with ARIZONA@WORK Yuma County policy.

Adult Education as a Required ARIZONA@WORK Partner

WIOA aligns workforce development, education, and economic development programs with regional economic development strategies to meet the needs of local and regional employers. WIOA provides for a comprehensive, accessible and high-quality workforce development system. The vision of a One-Stop system under WIOA provides all participants, including those with barriers to employment, access to high-quality services in their communities to find jobs, build basic educational or occupational skills, earn postsecondary certificates or degrees, or obtain guidance on how to make career choices.

Adult education is a required One-Stop partner, and ADE requires funded Title II providers to enter into formal collaborative agreements with local ARIZONA@WORK Job Centers (Arizona's *One-Stop American Job Center* entities). These agreements may include a comprehensive referral system and shared customer-base, shared system costs and co-location when appropriate, and other shared services to ensure that access to information and services that will lead to positive employment outcomes is available to all participants.

2. The employment needs of businesses

The Business Services Team is designed to provide employer outreach and job development activities, including contacting businesses for the purpose of identifying employment needs, providing information such as on-the-job training, work experience/internships, local businesses assistance programs, and conducting on-going labor market research that complements efforts of both the LWDB and the local economic development organizations.

DES Employment Services and the LWDB merged the task of how they receive job orders from employers by consolidating all job orders in the Business Services department. The Business Service Team is co-located at the ARIZONA@WORK Complex. Employers can contact the Business Service Team directly to post their job orders using a standardized system that is recognized by all team members and employers. The process for employers posting their own job orders has been streamlined and employers can now post job orders through the Business Services Team via the ARIZONA@WORK/Yuma County website. The LWDB **Business Services Team** email address BSO@YPIC.COM has been created to effectively communicate with employers. This email address is visible by all the business services representatives allowing a quick turnaround when communicating with employers. The LWDB has gone a step farther in reaching potential job seekers for the employers by using social media venues such as Facebook, Twitter, Linked-In, Instagram and YouTube. After job orders are posted in the Arizona Job Connection System, they are sent out via e-mail distribution list to workforce partners with over 100 recipients and shared on social media platforms to expand the outreach in search of potential qualified applicants for the employers. Employers can request a job order form by emailing the Business Services team at bso@ypic.com.

The LWDB is committed to integrated program alignment and the seamless services policies adopted by the Workforce Arizona Council. In addition, DES Employment Service is a One-Stop partner and assists with job referrals. Employment Service is a network of public employment offices providing placement services for job seekers and labor force recruitment services for employers. The Employment Service focuses on providing a variety of employment-related labor exchange services including, but not limited to, job search assistance, job referral and placement assistance for jobseekers, re-employment services to Unemployment Insurance claimants, and recruitment services for employers with job openings.

To demonstrate this ongoing commitment, in October 2023, a Yuma Community Job and Education Fair was conducted and sponsored by twenty-three (23) partnering entities, get that figured out okay shown on the following table. Section I don't have anything else There were 40 employers who participated with 1,183 job seekers in attendance. These events make efficient use of partner resources, increasing the quality of the job hiring event while minimizing the cost per partnering agency.⁵

In a survey that accompanied the event, respondents reacted favorably to the opportunity for interaction with both potential employees and other employers, the availability of information resources related to hiring, training, etc. through the partnering entities, and the venue and its amenities in general. A number of participants noted that they hoped for subsequent events to be even larger.

⁵ Brochure: *2023 Yuma Community Job & Education Fair – Attendance & Vendor Survey Results*. October 4th, 2023 at 4 Points by Sheraton Hotel. See also table source.

Partnering Entities	
Yuma County ARIZONA@WORK	EQUUS Workforce Solutions
Employer Engagement	Goodwill of Central and Northern Arizona
DES Employment Service	Greater Yuma Economic Development Corporation
Migrant Seasonal Farm Worker (MSFW)	Housing Authority – City of Yuma (HACY)
Unemployment Insurance (UI)	Marine Corps Community Services (MCCS)
DES Veteran Services	Portable, Practical Educational Preparation (PPEP)
DES Vocational Rehabilitation	Quechan Tribal Nation
ACHIEVE Human Services	Ross IES
Adult Literacy Plus (ALPS)	Sci-Tech Institute
Arizona Coalition for Military Families	Southwest Technical Education District of Yuma
Arizona Western College (AWC)	Yuma County Library
Center for the Future of Arizona	Yuma Proving Ground (YPG)
Source: ARIZONA@Work – Yuma County, <i>Official recap of the 2023 Yuma Community Job and Education Fair in collaboration with the D.R.E.A.M., www.linkedin.com/posts/arizona-work-yuma-county_recap-of-the-2023-yuma-community-job-education-activity-7126372485637320704-E4d-</i> .	

d. Vision to support Growth and Economic Self-Sufficiency (20 CFR 679.560(a)(5)):

Describe the LWDB’s strategic vision to support regional economic growth and economic self-sufficiency, to include goals for preparing an educated and skilled workforce (including youth and individuals with barriers to employment), and goals relating to the performance accountability measures based on performance indicators.

The State strategies are:

- Identify and respond to high-demand and growing industry/employment sectors at local and statewide levels
- Establish model career pathways, including portable and stackable credentials and soft-skills training, for designated industry sectors
- Implement increased opportunities for alternative training and education, including work-based training and registered apprenticeships.

To be in alignment with this goal and strategies, Yuma County will:

- Provide presentations from the Office of Economic Opportunity and training on high-demand and growing industry/employment sectors. Convening meetings with economic development and employers to identify and respond at the local and statewide level.
- Continuously work with the community college, career technical educational district, and industry sectors to develop career pathways to meet employer needs.
- Utilize work experience, internships, incumbent worker training, and developing opportunities for registered apprenticeships to increase options for employers and job seekers to meet in- demand occupational needs.
- Identify and assist individuals with barriers to employment by providing resources and support including but not limited to counseling, training, basic needs assistance, with continued support.
- Develop new training models to ensure that the workforce has the ability, knowledge and training in innovative technology to meet employer/industry demand.
- Help create “Remote Workers and Telecommuters” to increase a new work culture that is able to compete for jobs nationwide.

Programs will provide a wide array of supportive services to employers, including:

- Outreach to employers to meet the needs of applicant pools
- Conduct on-site meetings with employers to assess their needs and develop a strategy
- Develop comprehensive job announcements that clearly illustrate needed qualifications, educational and experience requirements
- Plan, support, promote, and manage the logistics of customized recruitment events to meet employer demand
- Applicant screening to match job seekers who meet specific skill requirements
- Inform employers of career and training services such as On-the-Job Training programs, Incumbent Worker Training programs, industry and sector strategies and career pathways initiatives
- Promote apprenticeship opportunities on the ETPL list
- Provide current and tailored labor market information based on industry trends
- Advocate the hiring of Veterans and promote the benefits to the employer
- Educate employers on workforce solutions such as the Work Opportunity Tax Credit, Federal Bonding, and candidate pool availability
- Support businesses and affected workers through Rapid Response activities
- Coordinate for companies to hold meetings, provide training, conduct orientations, or schedule interviews at job centers
- Consistent communication and follow up with employers to facilitate the relationship building process
- Support the navigation of business services provided by ARIZONA@WORK and other entities
- Establish work-based learning models
- Utilize Integrated Education and Training programs to fill identified vacancies
- Participate in sector partnerships and industry led projects

Barriers to employment for youth may include, but not be limited to the following:

<p>Out-of-School Youth who are not younger than 16 or Older than age 24, and one of the following:</p> <p>(a) Not attending any school (as defined under State law);</p> <p>(b) Not younger than age 16 or older than age 24 at time of enrollment. Because age eligibility is based on age at enrollment, participants may continue to receive services beyond the age of 24 once they are enrolled in the program; and</p> <p>(c) One or more of the following:</p> <p>(1) A school dropout;</p> <p>(2) A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter. School year calendar quarter is based on how a local school district defines its school year quarters. In cases where schools do not use quarters, local programs must use calendar year quarters;</p> <p>(3) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner;</p> <p>(4) An offender; Offender means an adult or juvenile who:</p> <p style="padding-left: 20px;">(a) Is or has been subject to any stage of the criminal justice process, and who may benefit from WIOA services; or</p> <p style="padding-left: 20px;">(b) Requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction. (20 CFR 688.120)</p> <p>(5) A homeless individual aged 16 to 24 who meets the criteria defined in sec. 41403(6) of</p>	<p>In-School-Youth not younger than 16 or older than age 21:</p> <p>(a) Attending school (as defined by State law), including secondary and postsecondary school;</p> <p>(b) Not younger than age 16 or (unless an individual with a disability who is attending school under State law) older than age 21 at time of enrollment. Because age eligibility is based on age at enrollment, participants may continue to receive services beyond the age of 21 once they are enrolled in the program;</p> <p>(c) A low-income individual; and</p> <p>(d) One or more of the following:</p> <p style="padding-left: 20px;">(1) Basic skills deficient;</p> <p style="padding-left: 20px;">(2) An English language learner;</p> <p style="padding-left: 20px;">(3) An offender;</p> <p style="padding-left: 20px;">(4) A homeless individual aged 16 to 21 who meets the criteria defined in sec. 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6)), a homeless child or youth aged 16 to 21 who meets the criteria defined in sec. 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)), or a runaway;</p> <p style="padding-left: 20px;">(5) An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under sec. 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement;</p> <p style="padding-left: 20px;">(6) An individual who is pregnant or parenting;</p>
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<p>the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6)), a homeless child or youth aged 16 to 24 who meets the criteria defined in sec. 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)) or a runaway;</p> <p>(6) An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under sec. 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement;</p> <p>(7) An individual who is pregnant or parenting;</p> <p>(8) An individual with a disability; or</p> <p>(9) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.</p> <p>(Title I-B CFR 681.210)</p>	<p>(7) An individual with a disability; or</p> <p>(8) An individual who requires additional educational program or to secure or hold employment.</p>
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Title II Adult Education will fulfill its duties with WIOA Title Core-partners to better serve the target population and align services to the local workforce plan. Adult Education provides ABE, ASE, ELAA, IELCE, IET and IELCE + T to the community to meet the mission, vision and goals of the local workforce plan. The providing agencies will work with Titles I-B, III, and IV, under the Arizona at Work One-Stop partner system, by participating jointly in community awareness activities that inform the public of WIOA Core services while informing the public of our agency's' ABE and ESL courses and the need for increased attention to Adult Education as an economic catalyst in Yuma. Title II will participate in core partner quarterly meetings to strategize public relation events (e.g., job fairs, career information booths, community agency public speaking, etc.) to promote WIOA Title I-B services.

Title II will use ARIZONA@WORK's Client Referral System (CRS) to receive, refer and follow-up clients' educational, workforce, economic and vocational rehabilitation needs; we will monitor the system's referral services on a daily basis; we will receive, refer, and follow-up clients from WIOA Core-partners.

Title II agrees to share accountability for achievement of Yuma County Workforce Development Board's performance standards and commit to the vision and goals for the one-stop system as stipulated in the agreement.

Planning

Title II will participate actively in the development of a WIOA plan that describes Yuma County's strategic priorities and operational activities for adult education and workforce preparation. The plan will describe the role of adult education in achieving the plan's priorities. Providing agencies will include the State Director of Adult Education, as well as a representative array of local program administrators and other practitioners in the development process.

One-Stop Centers

WIOA requires the operation of a comprehensive "One-Stop" center that provides access to physical services of the core WIOA programs – **including Title II** – and other required partners. In addition, the LWDB will establish a Memorandum of Understanding (MOU) with each one-stop partner. The requirements provide opportunities for adult educators and providing agencies to collaborate with workforce system partners to establish effective referral, co-enrollment, and handoff processes for participants who need both Title I-B Workforce and Title II Adult Education services.

Career Pathways

WIOA requires states and local areas to develop career pathways that align with the skill needs of industries. Career pathways align and integrate education (including Adult Basic Education and English Language Acquisition for Adults), job training, counseling and support services to create accelerated pathways that enable low-skilled adults and youth to obtain a secondary school diploma (or recognized equivalent) and a postsecondary education credential, leading to employment in in-demand occupations.

Title II will be closely involved in the development of career pathways in Yuma County, both to facilitate strong institutional connections among career pathways stakeholders in the workforce and education fields, and to ensure that pathways provide meaningful access for individuals who are still acquiring basic skills.

Integrated Education and Training (IET)

Career pathways include education offered concurrently with and in the same context as general workforce preparation and training for a specific occupation. Under WIOA Title II will be providing agencies that will offer such "integrated education and training" either by itself or in partnership with other programs. Adult Education providers will partner with "appropriate" agencies to ensure that their integrated education and training programs meet the needs of local participants. In particular, these partners may include one-stop centers and postsecondary Career and Technical Education programs. In addition, Adult Education providers will draw on employer input via sector partnerships to ensure that its integrated education and training programs are aligned with local employers' skill needs.

Business Services Team

The LWDB will engage employers in order to ensure that workforce investment activities meet the needs of employers and in order to facilitate effective employer utilization of the local workforce development system. WIOA emphasizes the creation and use of industry sector partnerships to serve these and other purposes. Adult Education providers will determine how its specific expertise in preparing individuals to enter the workforce, and educating incumbent workers, can best inform sector partnership activities.

Labor Market Information

WIOA requires the LWDB to disseminate extensive updated information about workforce and skill needs in the Yuma County labor market. Adult Education providers will use these data to inform program development and design and will consider how it can enable them to provide more informed guidance about labor market opportunities to adult education participants.

Performance Measures

Adult Education providers will contribute their expertise to *discussions* with partners to ensure that common performance measures take into account that the activities and outcomes of adult education programs. In particular, Title II will weigh in on considerations involved in calculating the “measurable skills gain” indicator.

In addition, the Departments of Labor and Education will develop a template for training provider reports that will provide performance and other valuable information for existing and potential students. Adult Education providers will take the Department of Labor and Education *common measures and consumer scorecards* in order to provide consistent information to the public about program performance.

- e. Workforce Development Capacity (20 CFR 679.560(a)(6)): Taking account the analyses in Sections A – D above, describe the strategy to work with the entities that carry out the core programs and required ARIZONA@WORK partners to align resources available in the local area to achieve the strategic vision and goals as decreed in Section D. above. Core partners include Title I-IV. Required One-Stop Partners can be found in Appendix IV.**

The Memorandum of Understanding (MOU) between the Yuma County Local Workforce Development Board and core partners specifies the roles and responsibilities of all parties designated to provide services to ensure that workforce development activities prepare job seekers to contribute meaningfully and perform effectively within organizations representing targeted industry sectors in the local area. Funds are allocated to entities performing roles associated with implementation of the Workforce Innovation and Opportunity Act (WIOA) and coordinated with elected officials, the workforce development board, all WIOA title partners, required partners, and other partners included.

The One Stop Operator is charged with ensuring that all facilities, technology, and services, employment placements and outreach materials are compliant with the Americans with Disabilities Act (ADA) and Equal Opportunity (EO) guidelines. Job Center staff makes every reasonable effort to meet the need of any individual identifying an accommodation for participation or accessibility.

Title II will coordinate with WIOA Core and Non-core partners to serve the ABE and ELAA target population by using ARIZONA@WORK's CRS to receive, refer and follow-up clients' educational needs on a daily basis.

Title II Adult Education providers will meet periodically to coordinate educational and support services, including student referrals and dual-agency enrollments to ensure non-duplicative, comprehensive, and seamless services. Although Somerton Adult Education primarily provides services for the South Yuma County community, ALPS will meet the needs of San Luis and Somerton learners in cases where participant schedules or personal circumstances are not met by Somerton Adult Education's hours of operation.

Title II will work with Titles I-B, III, and IV by participating jointly in community awareness activities that inform the public of WIOA Core services while informing the public of our agency's adult education programs. Adult Education providers will meet with Yuma's WIOA Core Partners monthly; the agency has both delivered and received training in Core Partner services-provided to ensure that partners correctly communicate WIOA services to Yuma clients in community events when Core Partners may not be present.

Title II will provide the local college, job training programs, social service agencies, labor organizations, community and workforce partners with timely and accurate program information regarding recruitment, programming, reporting requirements and policies, and use program data to ensure that the program serves the population areas which are in most need of services.

Title II will participate in LWDB and community partners meetings, participate in community events, and have a representative in Yuma County's Adult Education Providers group to advocate for adult access to educational services and academic advisement to transition to postsecondary education.

Title II will assume the responsibilities identified below to remain consistent with all partners:

- a. Comply with WIOA and all federal, state, and local laws, regulations, rules, policies and plans; agree to notify the LWDB of any changes to the rules governing the program that impact our performance; e.g., the Program Director (PD) attends LWDB and Core-partner meetings for dialogue, changes and notifications.
- b. Participate in the operation of the One-Stop delivery system; e.g., the PD attends all LWDB and Core-partner meetings.
- c. Remain active throughout the agreement period; i.e., we comply as a Title II Core partner of Arizona at Work, administered under ADE, throughout the grant cycle.
- d. Contribute to infrastructure cost-sharing activities; e.g., we will allocate Adult Education Workforce System funding for workforce preparation and training services provided by the One-Stop system that serves our participants; we will provide IET, IELCE + T and referral services.
- e. Describe how the costs of services and the operating system costs will be funded; e.g., we will negotiate an agreement with the One-Stop System and collaboratively create an MOU/IFA that describes cost-sharing responsibilities.
- f. Have career services available to individuals through the One-Stop system; e.g., our IET and IELCE+ T programs will be listed in the Client Referral System and will be listed in the ETPL list of Yuma County.

- g. Provide priority of services to veterans for any qualified job training program pursuant to the Jobs for Veterans Act; e.g., our written assessment plan of local/regional need as described in Question 4 of the grant and our GEPA statement. The One-Stop is required to have a user-friendly process by which veterans at the point of entry can identify themselves as veterans and eligible spouse are eligible for service. The One-Stop and service providers must track veterans to ensure veteran services are carried out at all program services delivery points and given an opportunity to take full advantage of priority of service.
- h. Ensure compliance of staff members who work in the One-Stop with its policies and procedures; e.g., the PD meets monthly with the One-Stop partners to review compliance measures of various community partner sites.
- i. Follow common practices when handling forms, documents and software systems as agreed to by all parties; e.g., we use the prescribed electronic form(s) provided to all partners in the Client Referral System (CRS).
- j. Follow the referral sharing methods of participants between partner agencies; e.g., use the shared-CRS to receive, refer and follow-up clients' educational, workforce, economic and vocational rehabilitation needs; the agency will monitor Title II referral services on a daily basis.
- k. Have a system of approaches in place to ensure the needs of workers, youth and individuals with barriers to employment, including individuals with disabilities; e.g., implement written plan to serve individuals with disabilities as described in Question 5 of the grant and our GEPA statement.
- l. Commit to cross training with the One-Stop Manager and partner staff; e.g., mandatory WIOA Title services, CRS and Arizona Career Readiness Credential One-Stop Staff cross trainings.

Part B: Strategic Vision, Goals, and Strategies

- a. **Statewide Strategy Assurances: The LWDB will support statewide workforce strategies identified in the state workforce plan. While action will be taken in the LWDA to support the strategies, the LWDB and staff will also participate in statewide workgroups and solutions intended to improve workforce services across the state.**

ARIZONA@WORK Yuma County is committed to making all services, facilities, and information accessible to individuals without regard to race, color, religion, sex (including pregnancy, childbirth, or related medical condition, sex stereotyping, transgender status and gender identity), national origin (including English Language Learners), citizenship, age, disability, political affiliation, belief, or participation. This applies to all programs, activities, and services provided by or made available to potential employees, volunteers, contractors, service providers, licensees, clients, and potential clients within the ARIZONA@WORK Yuma County system. To reinforce this commitment, all contractors and service providers are required to provide written assurance in their agreements, grants, and contracts that they are committed to and will comply with related laws and regulations. ARIZONA@WORK Yuma County is committed to operate its programs and activities in a nondiscriminatory manner, and the extent of the rights of members of these groups to file complaints of discrimination.

The LWDB will support statewide workforce strategies identified in the state workforce plan. While action will be taken in the LWDA to support the strategies, the Yuma County Workforce Development Board and

staff will also participate in statewide workgroups and solutions intended to improve workforce services across the state.

Demonstration of the

Equus Client Satisfaction Survey Results

Reason for Visit	Respondent Count	% Courteous	% Prompt	% Respect	% Atmosphere	% Satisfaction	% Overall
Orientation	43	96%	93%	96%	95%	94%	95%
Eligibility	26	97%	96%	96%	97%	97%	97%
Workshop	532	98%	97%	98%	98%	98%	98%
Appointment	20	93%	93%	94%	94%	95%	94%
Computer Room	10	98%	92%	98%	96%	96%	96%

Source: YPIC, *Equus Client Satisfaction Survey Results*, June 19,2023.

- b. Statewide Strategy Support: Describe what steps the LWDB will take to implement the state strategies in the LWDA over the next four-years including who the board will work with to implement the state strategies. Include entities carrying out core programs and other ARIZONA@WORK partners, including programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 CFR 679.506.(b)(1)(ii)), local community partners, economic development entities, etc.**

The LWDB is committed to providing quality workforce development services to the community. The LWDB, within the parameters of local decision making and local labor market conditions, works diligently to align its strategic direction with the state strategies in order to support regional economic growth and economic self-sufficiency. The following represents Yuma County’s vision and strategic goals:

Local Vision: The Yuma County LWDB serves as a strategic convener to promote relationships among the following entities:

- Economic Development
- Adult Education
- Vocational Rehabilitation
- Other Workforce Partners

The purpose of convening these partners is to engage in discussions geared to identify the specific needs of job seekers and employers as a part of an integrated, customer centered, and effective business driven workforce development system. This vision includes creating meaningful linkages between workforce stakeholders by creating and developing the following work based learning experiences:

- Work Experience
- Incumbent Worker
- Professional Internships

- On-The-Job Training Opportunities
- Registered Apprenticeships

Through the required coordination of core partner programs and inclusion of industry, the Workforce Innovation Opportunity Act (WIOA) presents an opportunity to improve the efficiency, relevance, and productivity of the workforce system. It accomplishes this by helping people of all backgrounds, including those who are economically disadvantaged with significant barriers, to prosper in a rapidly changing economy. This action will provide for future integration of Title II and Title IV to provide services to Individuals with barriers to employment as specified in the WIOA law and regulations.

The LWDB implemented and continues to improve the process for customer registration, orientation, and enrollment. This was designed to increase service accessibility to a larger number of job seekers. Initially the LWDB developed an Integration Team to ensure that partner staff worked well together in this endeavor. Members of the team represent staff from the following organizations:

- ARIZONA@WORK-Yuma County
- Department of Economic Security (ES, Veterans, and Vocational Rehabilitation)
- Portable Practical Educational Preparation
- Adult Education

The Yuma County Workforce Development system has 4 Core Partners:

- 1) Adult, Dislocated Worker and Youth Programs
- 2) Adult Education and Literacy
- 3) Wagner-Peyser; and
- 4) Vocational Rehabilitation

There are also Veterans' Programs, Migrant and Seasonal Farmworker Programs, Low Income Energy Assistance, and Financial Literacy (all available in the Comprehensive One Stop Center).

The Core Partners are working with Carl D. Perkins Career and Technical Education to learn about the Arizona Career Pathways Pilots. Additionally, the Act calls for the development of career pathways, sector strategies, and utilization of in-demand occupations that provide credentials that are stackable and portable. Arizona Western College (AWC) has been a partner with ARIZONA@WORK-Yuma County for over 30 years. AWC has developed both credit and non-credit courses which benefit participants of our programs.

In 2015, Yuma County citizens approved the formation of Yuma's Joint Technical Education District – The Southwest Technical Education District of Yuma (STEDY). A Joint Technical Education District is an independent school district specifically established to provide approved Career and Technical Education (CTE) or "vocational" programs to high school students.

Section 3. ARIZONA@WORK SYSTEM COORDINATION

- a. Describe how the LWDB will work with the entities carrying out the core programs (Title I through IV), = (20 CFR 679.560(b)(2)) to:
- i. **Expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment**

The LWDB will commit to work with core program partners (Title I–IV) and coordinate with other programs and services to ensure alignment in service delivery. The key goal is develop effective partnership across programs to providing other professional learning opportunities that promote continuous quality improvement for individuals with barriers to employment. The partnerships of the core partners (Title I–IV) is to provide seamless program services, build community benefiting bridges to increase customer access to employment, training, education and support services. The partner integration moves beyond co-location and partnerships to create meaningful linkages for the common customer path with a standardized process for the delivery of a wide range of service between the Title I–IV programs to assist with overcoming the individual’s specific barriers to employment and ensure individual’s customers’ needs are best met. Partners will further promote system integration to the maximum extent feasible through:

- Effective communication, information sharing, and collaboration with the one-stop operator;
- Commitment to the joint mission, vision, goals, and strategies of the LWDB;
- The design and use of common intake, assessment, referral, and case management processes;
- Job opportunities, unemployment information, employability skills workshops, labor market information;
- The use of common and/or linked data management systems and data sharing methods, as appropriate;
- Leveraging of resources, including support services, and other public agency and non-profit organization services;
- Participation in a continuous improvement process designed to boost outcomes and increase customer satisfaction, and
- Coordinate quarterly scheduled Partner meetings to exchange information in support of the above and encourage program and staff integration.

WIOA establishes a priority requirement for funds allocated to a local area for adult employment and training activities. ARIZONA@WORK staff, will give priority to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient, regardless of the amount of funds available, when utilizing WIOA program funds. In addition, veterans receive priority of service in all DOL-funded employment programs.

WIOA Section 24 defines the term "**individual with a barrier to employment**" as a member of one

(1) or more of the following populations:

- Displaced Homemakers
- Low-income individuals
- Indian, Alaskan Native and Native Hawaiians
- Individuals with disabilities including youth who are individuals with disabilities
- Older individuals
- Justice involved
- Homeless individuals or homeless children and youth
- Youth who are in or have aged out of the foster care system
- Individuals who are English Language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers
- Eligible migrant and seasonal farm workers. The program assists individuals who are ELL with making career and labor decisions to improve their living and working conditions.
- Individuals within 2 years of exhausting lifetime eligibility (for TANF)
- Single parents (including single pregnant women)
- Long-term unemployed individuals
- Other groups as the Governor determines to have barriers to employment

Title II Adult Education will be an active participant in the development of the One-Stop system plan that describes the strategic priorities and operational activities for adult education and workforce preparation. The plan will ensure that the role of adult education is well-documented in the One-Stop MOU. Adult Education providers will collaborate with workforce system partners to establish effective referral, co-enrollment, and handoff processes for participants who need both Title I workforce and Title II adult education services.

Arizona Western College CTE division works very closely with ARIZONA@WORK to provide opportunities like Stackable educational/training options, Accelerated/integrated education and training, Industry-recognized credentials, Basic skills training, Soft skills, Job readiness, On-the-Job Training (OJT), Registered Apprenticeships, Internships, and other Earn and Learn models. Arizona Western College CTE embeds career pathways, long range career planning, in all career exploration activities. ARIZONA@WORK support students by continuously offering financial assistance for tuition, books and other training related costs for enrolled participants who have completed a training plan for an eligible training provider. AWC works closely to observe and mirror state ETPL policy that limits eligibility to programs that lead to a recognized postsecondary credential including a credential that is an industry recognized certificate or certification, portable, and stackable. AWC CTE Partner and support partnership with college student services to maximize Pell Grant financial aid leveraging and tracking. Help with the discretionary grants to expand available direct financial aid for training. AWC Partner with employers to provide incumbent worker training that leads to recognized credentials. AWC CTE offers credit for learning that occurred outside of the scope of formal higher education coursework and prior to students' enrollment at the institution, including from military service, job-related training, and volunteer arenas.

ii. Facilitate the development of career pathways

The establishment of a comprehensive career pathways system requires strong leadership at the local level as well as meaningful employer engagement. The Workforce Innovation and Opportunity Act (WIOA) requires shared accountability, particularly among the core (Title I-IV) programs. All core partners (Titles I-IV) are encouraged to establish, design, implement, and continuously improve upon the local career pathways system to support the use of career pathways for the purpose of providing individuals, including low-skilled adults, youth, and individuals with barriers to employment (including individuals with disabilities) with workforce development activities, education, and supportive services to enter or retain employment. Academic and occupational skill development, participation in work experience or internships, and work-based learning provides participants with greater employment opportunities. Yuma County places a strong emphasis on planning across multiple partner programs to ensure alignment in service delivery. One key goal is to develop effective partnerships across programs and community-based providers to provide individuals the employment, education, and training services they need. Effective partnering is pivotal to maximize resources and to align services with career pathways and sector strategies.

Career pathways allow for individuals to succeed in an environment that accounts for their current abilities and skill levels and provides them with an appropriate service structure to advance not just within an individual job but within an occupation or occupational cluster.

In order to effectively promote and develop career pathways and sector strategies, it is vital that the WIOA core and One-Stop partner programs work together to ensure a customer-centered approach to service delivery.

Adult Education providers will participate in the development of career pathways in Yuma, both to facilitate strong institutional connections among career pathways stakeholders in the workforce and education fields, and to ensure that pathways provide meaningful access for individuals who are still acquiring basic skills.

Adult Education providers will seek out appropriate partners to ensure that the IET and IELCE + T programs meet the needs of our participants, to include the One-Stop center, Arizona Western College, and other postsecondary Career and Technical Education programs of Yuma. The agencies will draw on employer input via sector partnerships to ensure that our IET and IELCE + T programs are aligned with local employers' skill needs. The agencies will determine how its expertise in preparing participants to enter the workforce, and educating incumbent workers, can best inform sector partnership activities.

Arizona Western College CTE develops seamless transfer pathways to professional degree programs, including for people who have completed certificates and associates of applied science degrees for direct employment. Arizona Western College CTE have a consistent processes and procedures for career exploration in the Yuma schools and community-based organizations. Arizona Western College CTE establishes mechanisms for regular communication and planning around career events, career exploration opportunities, and resources within "hubs" throughout Yuma County. Arizona Western College CTE

believes that helping people obtain meaningful credentials can further regional prosperity and economic mobility. Many of AWC's initiatives focus on quality credentials, both by helping organizations to identify them and workers to earn them. Arizona Western College CTE also includes industry-valued associate degrees that facilitate movement into either the labor market or longer-term educational programs aligned with the state's workforce needs. Arizona Western College CTE programs are result in the attainment of industry-valued and recognized post-secondary credentials that are portable and aligned with regional workforce needs. Arizona Western College CTE has quality credential programs that are accessible, affordable, and readily available at places and times convenient for working adults. These programs clearly articulate costs and prerequisites, and provide an accurate picture of what skills, knowledge and abilities are benchmarked by a given credential, as well as the value it carries in the labor market. Arizona Western College CTE Stackable Certificates operates as one of multiple manageable chunks that add up to a more substantial credential and do not require starting over at each new step. Arizona Western College CTE Certificates are Portable which means they are Transferable between organizations, regions, and educational institutions. Arizona Western College CTE Certificates are meaningful – Provides true value in the labor market. Arizona Western College CTE Certificates are linked to a job or an educational pathway.

iii. Facilitate the coordination of co-enrollment with ARIZONA@WORK partners

Yuma County workforce strategies include the strengthening of core programs (Titles I-IV) and career pathways that make available quality education, training and workforce services through more On-the-Job training, Internships, utilization of support services and co-enrollment between programs to leverage resources. This integrated and seamless provision of specialized services offered by One-Stop program and partner staff ensures that there is more diversity in the types of services offered to individuals with barriers to employment. The LWDB recognizes the need to expand and develop a robust, portable and stackable system that allows individuals with barriers and disabilities to participate and gain industry recognized credentials.

Local workforce plans and MOUs should include strategies that promote and support the investment of Title I-B funds to provide the support services activities in coordination with Title II for IET participants, including career counseling, navigation, placement and retention services, and training opportunities. In addition, co-enrollment policies between Titles I-IV should actively promote co-enrollment and specific targets should be set for co-enrollment of high-need populations.

The potential of co-enrollment in core programs will begin with the assessment process. It is at that stage of initial assessment when the needs of the individual begin to come into focus. Upon consulting with the individual, staff will recommend referrals to core programs that may be of benefit to that individual. The Career Planners will play a critical role in determining which services are to be accessed to best serve program participants. Through cross training, the Career Planners will collaborate with their core program colleagues as well as other ARIZONA@WORK Yuma County.

The development of a common menu of service options provided to the job seeker will encourage co-enrollment between One-Stop programs and create opportunities for contextualized learning.

ARIZONA@WORK-Yuma County will continue to promote the continuation of “standard data gathering” across core programs to determine what information is pertinent to each program. The One Stop operator is required to promote the utilization of AJC and Client Referral System (CRS) to all partner agencies to improve the processes for co-enrollment and prevent duplication of services to better serve customers. The shared point platform is a secure system that requires log in and provides the venue for partners to generate and track referrals. All partners will have access to the site that allows them to create, view or retrieve referrals. The CRS system is an ARIZONA@WORK-Yuma County internal web-based data system to document co-enrollments within core and partner agencies. Co-enrolled customers will receive unified collaborative case management. It is expected that weekly or bi-weekly case meetings will occur in person or virtually to discuss customers’ progress during participation. The LWDB will work in conjunction with partners in creating a uniform release of information form that can be utilized across the core partners. This will prevent the customer from having to complete multiple releases by each partner they are receiving services from.

In collaboration with other organizations, such as Regional Center for Border Health Inc. (dba College of Health Careers), AWC Entrepreneurial College, and Yuma Truck Driving School, ARIZONA@WORK –Yuma County provides improved access to recognized postsecondary credentials. Co-enrollments with core partners (Titles I-IV) are encouraged as this provides a full array of services for participants. The collaboration and co-enrollments facilitate the leveraging of funding and services available to participants. Identifying local areas needs for training and credentialing in demand career fields will ensure a trained local workforce to meet labor market needs.

The Workforce Innovation and Opportunity Act (WIOA) outlines a mandate for shared accountability, particularly among the core programs. Shared accountability should improve services to all participants, but especially benefits low-income, lower-skilled participants because of the emphasis of the Act to serve these groups. These individuals should benefit from the Act’s emphasis on integrated services, including concurrent and/or sequential co-enrollments, supportive services, and implementation of program designs that meet participant needs. Academic and occupational skill development, and participation in work-based learning provides participants with greater employment opportunities.

iv. Improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable)

In an effort to improve access for all core partners (Titles I-IV) to activities leading to a recognized postsecondary credential, several strategies are used. These include:

- Teaming up with certification and credentialing agencies to improve access in obtaining industry-recognized postsecondary credential (to ensure their national portability). To this end, it is important to partner with those agencies for which access is applicable. This online database tracks both training and/or assessments for its participants providing access.
- Cultivating relationships with the educational and business community to develop access points for the delivery of information pertaining to various credentialing programs and training opportunities. Additional activities include awareness campaigns, branding opportunities and

face-to-face orientations that provide direct linkages to orientations and/or enrollment into WIOA funded activities. Advertising in local publications and use of social media increase the awareness of the value of postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable).

- Partnering with local small business to improve access to activities leading to a recognized postsecondary credential, it is essential to understand the credentialing recognized by industry. A recognized postsecondary credential “means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.” A postsecondary credential recognizes an individual’s attainment of measurable technical or occupational skills necessary to obtain employment or advance within an occupation. Generally, these technical or occupational skills are based on standards developed or endorsed by employers.
- Teaming up with national industries is essential to improve access to activities leading to a recognized postsecondary credential. For example, there is a community effort to work with manufacturing certification organizations who are the world market leaders in skills certification programs. This collaborative effort resulted in an organization of the certification programs, and the credentials they offer, into a system of “stackable credentials” that can be awarded in post-secondary education. A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skills, Inc., Machining Level I credential) or product manufacturer or developer (e.g., recognized Microsoft Information Technology certificates, such as Microsoft Certified IT Professional (MCITP), Certified Novell Engineer, a Sun Certified Java Programmer, etc.) which uses a valid and reliable assessment of an individual’s knowledge, skills and abilities is another way of improving access to postsecondary credentialing.
- Allowing students to choose: Choice in a program of study improves access that can lead to the attainment of an industry-recognized credential, such as computer classes leading to certification in Microsoft Office or coursework leading to licensure as a Certified Medical Assistant. The Department of Labor’s CareerOneStop supports several resources that provide students with information on credentials in programs of interest. Specifically, this web site includes a searchable Licensed Occupations database (<https://www.careeronestop.org/Toolkit/Training/find-licenses.aspx>). This site provides information on the licensing agency, as well as examination requirements and any applicable fees. Additionally, there is also a Certification Finder tool to identify industry or occupational personnel certifications at <https://www.careeronestop.org/Toolkit/Training/find-certifications.aspx>. This resource provides a description of the certification, as well as examination and work requirements.
- Partnering with other school districts, community college and universities, setting up advisories with our other community stakeholders, and eliminating barriers for participation in credentialing programs are other activities that improve access leading to a recognized postsecondary credential. Instead, the focus is to identify credentials and provide access measurable technical or occupational skills necessary to gain employment or advance within an occupation.

b. Describe the LWDB’s strategies and services and how they will be used within the LWDA and region (20 CFR 679.650(b)(3)) to:

i. Facilitate engagement of businesses, including small businesses and businesses in in-demand industry sectors and occupations, in workforce development programs

Business representatives are co-located and virtually connected to provide optimum support to the businesses and employers of Yuma County. This collaboration of services has resulted in more effective communications and cohesiveness within the Business Service Team, and it has expedited the job orders input process in the Arizona Job Connection (AJC) system. This collaboration of services has also promoted a more streamlined coordination of services when conducting Rapid Response activities. Marketing efforts have been consolidated and presentations and displays are integrated and project a united and cohesive marketing presence.

The primary purpose of the Business Service Team is to coordinate strategic business development and workforce activities in order to target limited resources to areas where they can have the greatest economic impact.

The role of the Business Services Team is outlined below:

- Proactively perform outreach contact with targeted employers for job development and marketing of other one-stop services.
- Gather and evaluate employer information and identify needs (product services, number of employees, turnover rate, entry level qualifications).
- Coordinate recruitment activities with Department of Economic Security staff.
- Provide key information on local economic factors to businesses on an on-going basis.
- Develop a well-organized service plan to assist businesses in utilizing One-Stop services.
- Attend meetings involving community college initiatives.
- Provide these services for large and small employers alike due to the overwhelming number of small businesses in the Yuma County labor market.
- Participate in job hiring events with Community College and DES Employment with the local community college Service staff.
- Evaluate the effectiveness of local partnerships in meeting employer needs, by attending community meetings and functions.
- Coordinate with local college staff to ensure that educational needs are being addressed appropriately.
- Meet with employers to market fee-for-service recruitment activities.
- Secure agreement of the service plan developed to accommodate the employer’s specific needs.
- Provide relevant labor market information, area profiles, and wage survey data, and disseminate information to employers, local community, and partner agencies.
- Include in-demand industry sectors and occupations.

The LWDB has also taken steps to engage other community groups in support of the employers and businesses. This group meets on a quarterly basis. Instead of multiple organizations offering separate hiring events at different times of the year, the LWDB collaborates with several organizations in the community to sponsor one major community job hiring event. This has led to several consecutive community hiring events in the past with the participation of the agencies listed below.



Please see the following section for discussion of the *2023 Yuma Community Job & Education Fair – Attendance & Vendor Survey Results*. Forty (40) employers participated in this event, which included twenty-three (23) partnering entities:

ii. Strengths and weaknesses of the workforce development activities to address the education and skill needs of the workforce. 2. The employment needs of businesses

Other events related to providing business services included the following: 2023 Agricultural Job Fair – September 13th, 2023, at San Luis, at which 360 job seekers were able to interact with five separate employers and 12 employment-related resources. Survey respondents appreciated the opportunity to meet with multiple entities in one place.

ii. Support a local ARIZONA@WORK system that meets the needs of businesses in the LWDA

WIOA Title II Core Programs, Adult Literacy Plus of Southwest Arizona (ALPS), and Somerton Adult Education offer adult education and skills development programs that accelerate achievement of High School Equivalency (HSE) diplomas and nationally recognized credentials among Individuals who lack basic academic skills, individuals who lack a secondary diploma, and English language learners. Title II assists eligible adults, including marginalized and underserved communities (16 years and older) with obtaining postsecondary education, training, or employment. Title II serves individuals with barriers to employment, including disconnected youths (age 16-24), low-income, cultural barriers, individuals in rural areas, individuals in a community correctional program, homeless/runaway youths, long-term unemployed, Native Americans, homeless individuals, displaced homemakers, Migrant and seasonal workers, refugees, individuals with disabilities, and veterans of the Armed Forces.

The LWDB works closely with the Greater Yuma Economic Development Corporation and the Yuma County Chamber of Commerce in support of high-wage/high growth industries. The Business Services Team partners with these agencies to prepare and provide program and community information to new prospective employers seeking to locate to Yuma County.

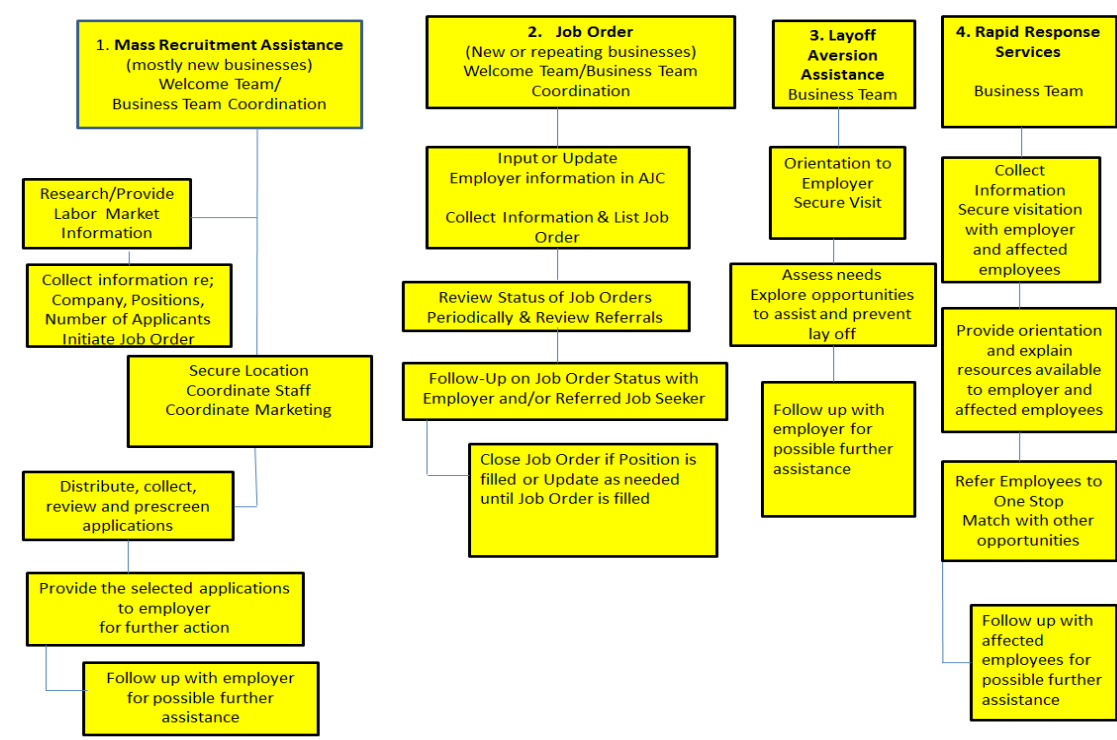
The goals of the LWDB are to improve, strengthen, and support the local business climate. Projects have been initiated with the intent to create stable, reliable, higher wage jobs that will improve the quality of life for Yuma County residents. The emphasis on meeting the needs of the employer community has led to the establishment of highly successful working relationships with the Greater Yuma Economic Development Corporation and the Yuma County Chamber of Commerce, AWC Entrepreneurial College, the City of Yuma, and Yuma County.

The Business Services Team is designed to provide employer outreach and job development activities, including contacting businesses for the purpose of identifying employment needs, providing information on local businesses assistance programs, and conducting on-going labor market research that complements efforts of both the LWDB and the local economic development organizations

iii. Better coordinate workforce development programs and economic development

Employment Services and the Local Workforce Development Board merged the task of how they receive job orders from employers by consolidating all job orders into the Arizona Job Connection (AJC). The Business Service Team is co-located at the Comprehensive One-Stop Center. Employers can contact the Business Service Team directly to post their job orders using a standardized system that is recognized by all team members and employers. Employers can contact any Business Service Representative at any location to post their job orders. A Business Services Team email address has been created to effectively communicate with the employers. This email address is visible by all the business services representatives allowing for a quick turnaround when communicating with employers. The LWDB has gone a step farther in reaching potential job seekers for the employers by using social media venues such as Facebook, Twitter, Instagram, LinkedIn and YouTube. After job orders are posted in the Arizona Job Connection System, they are sent out via an e-mail distribution list to workforce partners with over 100 recipients and shared on

social media platforms to expand the outreach in search of potential qualified applicants for the employers. Employers can also create accounts on AJC and then manage their own job order postings.



iv. Strengthen linkages between the local ARIZONA@WORK system and Unemployment Insurance programs

The relationship between the Unemployment Insurance (UI) programs and the other workforce system partners is crucial, especially in precarious times such as the Covid-19 pandemic. The goal of all ARIZONA@WORK Yuma County core partners (Title I-IV) is to assist individuals with barriers to employment through a systematic plan of action while leveraging the resources each program provides. The UI Program, by issuing benefits to qualified individuals, provides a resource that assists these same individuals in re-entering the workforce as quickly as possible. ARIZONA@WORK Yuma County will ensure that UI program activities are integrated into the overall workforce delivery system by implementing the following strategies:

- Helping UI claimants access the full range of one-stop services both on-line and in person through the ARIZONA@WORK Yuma County system;
- Ensuring UI claimants meet eligibility requirements (such as searching and registering for work as required by state law);
- Providing effective priority of services to veterans who file for benefits under the Unemployment Compensation for Ex-Service Members;
- Provide additional access points for UI claimants to access the UI online system;

- Connect UI claimants to Re-Employment Service.

The Re-Employment Service Eligibility Assessment (RESEA) will focus on UI claimants who have been determined to most likely exhaust their UI benefits prior to employment being secured to replace former wages. There are two primary goals associated with RESEA: 1) Identify any barriers to employment; and 2) Ensure UI benefits are properly paid to eligible UI claimants by conducting a thorough UI eligibility review.

ARIZONA@WORK – Yuma County will also review the UI claimant’s resume and make suggestions for improvement and, if necessary, refer them to appropriate workshops for additional assistance. Based on the overall assessment of the claimant, the UI claimant may be referred to other core partner (Title I-IV) programs that may be beneficial to the overall strategy of returning the individual to employment.

The Workforce Innovation and Opportunity Act seeks to modernize the workforce system in providing comprehensive, integrated and streamlined services. Such service delivery will require linking and aligning all communication and information sharing amongst the One-Stop partners. Strengthening the linkages between the One-Stop delivery system and unemployment insurance program has enhanced activities and provided seamless services to the customer. The LWDB partnered with the Yuma County Chamber of Commerce, Small Business Development Center, and Greater Yuma Economic Development Corp. to expand employer engagement activities and services to include an access point to Unemployment Insurance (UI).

During the last year, strides in technology have allowed Arizona to deliver services more effectively and efficiently. Almost all UI services are now delivered remotely with unemployed individuals making initial claims either by phone to a centralized benefit center or via the internet.

In addition, the LWDB works collaboratively with the UI program to assist claimants’ access to the full range of services both on-line and in person and through the one-stop centers.

- The LWDB will ensure that proper training, information and resources are provided to all One-Stop staff to ensure cross-training protocols are established.
- Claimants visiting the One-Stop Career Center, Somerton Resource Center or the San Luis Resource Center will receive 1:1 assistance beyond the remote access via phone or the State’s web-based portal found at www.azuicom.
- ARIZONA@WORK staff will ensure that UI claimants are informed about the various services available at the One-Stop. Information pertaining to re-employment services and workshops will be provided to them.

v. Implement the following initiatives to support the strategies described above (if a LWDB does not currently provide one of the items below, please do not include):

- Incumbent worker training programs;
- Industry and sector strategies;
- Utilization of effective business intermediaries;

- On-the-job training programs;
- Registered apprenticeships;
- Work experience programs; and
- Other business services and strategies designed to meet the needs of regional employers.

Once a determination has been made to provide an adult, dislocated worker and youth with training, service providers will work with the job seeker to conduct research in selecting a “WIOA approved eligible training provider”. While training is typically carried out in the form of an Individual Training Account (ITA) model, WIOA allows other trainings such as, on-the-job training, incumbent worker training, and customized training activities. The LWDB sets limits on the amount of an ITA to ensure that funds are spent in a fiscally sound manner.

The Workforce Innovation and Opportunity Act, Section 133 (b) (4), states that up to and including 100 percent of funds allocated to Title I-B Adult and Dislocated Worker programs may be transferred between these funding streams with the approval of the Governor. This allows the LWDB greater flexibility to provide services to customers with the greatest need at any point in time depending upon labor market conditions.

Training services are available to assist individuals in gaining the skills and knowledge to obtain and retain employment. Training services must be linked to in-demand employment opportunities in the local area, or planning region, or in a geographic area in which the individual is willing to relocate or commute. Additionally, occupational training programs must result in a federally-recognized credential to be approved for the Eligible Training Provider List (ETPL).

Examples of Training Services include:

- **Occupational Skills Training** – Organized program of study that provides specific vocational skills that lead to proficiency in performing tasks and technical functions required by a certain occupation fields at entry, intermediate or advanced levels of employment. Occupational skills training includes training for nontraditional employment. Providers of occupational skills training must be listed on the Eligible Training Provider List (ETPL) and the specific training program must be listed as WIOA approved. (See Section 506 of the WIOA Training Services Policy Manual and 600 of the WIOA Eligible Training Provider List Policy). Currently, the LWDB has 54 trainings available on the ETPL.
- **On-The-Job Training** – Training provided under a contract with an employer who is reimbursed a percentage of the hourly wage. The participant being trained will be engaged in a job to help them prepare for long term unsubsidized employment. An On-The-Job training is intended to provide the knowledge or skills essential to meet the full and adequate performance of the job.
- **Incumbent Worker Training** – Training designed to help the local areas employer’s workforce obtain the skills necessary to retain employment and prevent job loss. The training activities are carried out by the LWDB in conjunction with employers or a group of employers (which may include employers in partnership with other entities for delivering such training) for the

purpose of assisting such workers in obtaining skills necessary to retain employment. ARIZONA@WORK-Yuma County has the capability to offer training with no employers participating at this time.

The Yuma County LWDB has vetted and approved “training providers and programs” that have been determined in-demand for the local area. Yuma County has aligned itself with the in demand occupations identified by the Office of Economic Opportunity (OEO) and the Greater Yuma Economic Development Corporations key sector clusters for identifying in-demand industries in the local workforce area. Additionally, these sector clusters include other occupations identified as “fastest growing” in the local area. The LWDB continues to monitor in-demand occupational trainings that are currently being provided by Arizona Western College including law enforcement and administration of justice.

c. Explain what the role of the LWDB in the Eligible Training Provider (ETP) program approval process is, as required pursuant to 20 CFR 680.430(c); explain Local ETP program requirements or performance standards; and describe LWDBs outreach to employers and training providers to identify and develop training program related to in-demand occupations in the LWDA. If currently in policy please include a copy of the policy, or a link to the policy in the local 4-year plan (20 CFR 680.430(c)).

The LWDB utilizes the Eligible Training Provider List (ETPL) for the provision of training services to Adult, Dislocated Workers, and Youth participants under the Workforce Innovation and Opportunity Act (WIOA). The ETPL provides information on the training program cost, performance, and credentialing information. It is comprised of approved eligible training providers and training programs that are approved by the LWDB and the State to provide training services to eligible WIOA participants.

The LWDB has a process for the ETPL approval. Initial eligibility is determined based on meeting State and LWDB criteria. The State reviews the initial submission of the training provider to ensure application has been completed. Training Providers must also comply with licensing, business requirements, and training provider assurances as part of the initial eligibility approval process. Only the entities listed below may apply to be included on the ETPL and provide training to participants enrolled in WIOA Title I-B programs:

- Institution of higher education that provide a program that leads to a recognized post-secondary credential;
- Apprenticeship programs, including Industry Recognized Apprenticeship Programs and Registered Apprenticeship;
- Other public or private providers of training including community based organizations and joint labor-management organizations;
- Eligible providers of adult education and literacy activities under WIOA Title II if such activities are provided in combination with training services described in 20 CFR 680.350; and
- LWDB, if they meet the conditions of WIOA Section 107 (g)(1).

To be included on the ETPL, training programs must meet State and Local requirements, which include providing training that will result in a federal or nationally recognized credential. As part of the approval

process, the Yuma County LWDB ensures the training is a career pathway, in a demand occupation, and aligned with industry sectors identified in Yuma County. The training provider must provide the following:

- Credential checklist
- Credential attainment rate
- Program synopsis
- Waged aligned with <https://www.onetonline.org/> for each training program listed on the ETPL

The LWDB also oversees the maintenance of approved training programs listed the ETPL for Yuma County on program costs, success completion rate, and performance data to ensure information is accurate for the general public and also meets State requirements.

The Yuma County LWDB conducts outreach to employers and training providers to identify and develop training programs related to in-demand occupations in the area of Yuma County. The LWDB has aligned itself with Greater Yuma Economic Development Corporation to identify in-demand industries as well identify occupations that are "fastest growing" in the local workforce area. The LWDB continues to work closely in collaboration with other local employers, and training providers to seek in-demand occupational trainings that will benefit our customers to obtain employment. LWDB staff attends various community meetings and events to gather information and bring into development any new training programs that will align with Yuma County's needs. The LWDB has established an extensive partnership with community agencies in the private and non-profit sector to come together and serve the community where job seekers may have the opportunity of training programs that will enhance their skills and gain employment.

d. Examine how the LWDB will coordinate local workforce investment activities with regional economic development activities that are carried out in the LWDA, and how the LWDB will promote entrepreneurial skills training and microenterprise services (20 CFR679.560(b)(4)).

The LWDB has been designated the training sponsor for the National Center for Construction Education Research (NCCER) and AWC as the training agent for NCCER training modules.

NCCER is a not-for-profit education organization formed in 1996. It was created with the assistance of over 125 construction CEOs and several academic and association directors who worked together to revolutionize training for the construction industry. Sharing the common goal of developing a productive and safe workforce, these businesses developed a standardized credentialing and training program for the industry.

The LWDB recognizes and supports the idea that entrepreneurship is a viable opportunity for job seekers looking for the next opportunity. At the same time, the LWDB has identified small and medium sized business support as a critical element in the suite of business services provided throughout the community. As a result, the LWDB coordinates with Arizona Western College (AWC) Small Business Development Center (SBDC) and NCCER that has developed programs for budding entrepreneurs and small businesses.

The AWC SBDC provides value to small businesses by advancing program delivery and management

through innovation. Business specialty areas examined by the SBDC are new business creation, capital infusion, counseling success, job creation and program and training innovation. The SBDC provides free, confidential, one-on-one counseling by experienced professionals and is the one-stop source for everything the participant needs to start and grow a successful business.

While there is an understandable emphasis on recruiting new business into the Yuma Region, the LWDB understands that there is also value in supporting the expansion of existing businesses and encouraging the development of new businesses as spinoffs from existing industries and businesses. Typically, new businesses need capital, space to develop, mentoring, and time to grow and become successful. The need for a business incubator has been discussed by a number of the stakeholders. Northern Arizona University partners with UES, UABC, CETYS and several polytechnic institutions in Sonora and Baja (Mexico) to host an annual StartUp Weekend-type event, known as the Border Entrepreneurial Challenge (BEC), which features entrepreneurs from the Yuma Region, Arizona, and Mexico.

In addition, the City of San Luis supports a 20,000 square foot Business Incubator facility. The Business Incubator has seven suites ranging from 1,400 square feet to 4,200 square feet for both start-up and expanding businesses focused in light industrial activities. The Business Incubator offers a five year business support program for United States and Mexico Companies.

- e. Describe how the LWDB will evaluate if the ARIZONA@WORK Job Centers in the LWDA need to be open beyond normal business hours to provide services to meet the workforce need, as is described in 20 CFR 678.800.**

The LWDB will ensure that the ARIZONA@WORK Job Center provides services beyond the regular business hours based on need in the community and feedback from one-stop customers. The One-Stop operator will be required to survey job seekers and employers to evaluate the need to extend business hours. The One-Stop center will also be expected to evaluate the effectiveness on how well the integrated available services meet the workforce needs for customers and businesses. The one-stop center will be required to provide access to partner program services to the maximum extent possible, including providing services as recognized by the LWDB.

- f. Provide copies (electronic version including links) of executed cooperative agreements (MOU) which define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local one-stop delivery system. This includes cooperative agreements (as defined in WIOA Sec. 107(d)(11)) between the Local WDB or other local entities described in WIOA Sec. 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(11)(B)) and the local office of a designated State agency or designated State unit administering programs carried out under title I of the Rehabilitation Act (29 U.S.C. 720 et seq.) (other than Sec. 112 or part C of that title (29 U.S.C. 732, 741) and subject to Sec. 121(f)) in accordance with Sec. 101(a)(11) of the Rehabilitation Act (29 U.S.C. 721(a)(11)) with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use**

and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination.

To expedite the review process, please see link to an electronic version of the MOU: [MOU 2023-2026](#)

g. A description and assessment of the type and availability of adult and dislocated worker employment and training activities carried out in the LWDA (20 CFR 679.560(b)(6)).

Underscoring the importance of an integrated workforce system, the LWDB has worked industriously to strengthen and align the service delivery system in Yuma County. This new aligned system allows all individuals to access services designed to promote economic and financial stability. The renewed system will also ensure that job seekers are better trained and qualified to fill current and future employment openings.

The LWDB measures the One-Stop's performance by evaluating a customer's accessibility to services and continuous improvement efforts undertaken by staff. Notable improvements have been made in the development of career pathway training pipelines that provide a greater diversity of training programs. The local area's efforts at closing the skills gap between job seekers and highly skilled jobs that offer sustainable living wages will help in the preparation of an educated and skilled workforce.

The ARIZONA@WORK-Yuma County One-Stop provides the central point of service as of the "comprehensive one-stop center". The center is the physical location where all of the relevant programs, services, and activities provided by the required partners are accessible. As mandated in Workforce Innovation Opportunity Act (WIOA), Core and other workforce support partners are either co-located in the One Stop or are accessible through technology.

Universal access to a wide range of "career services" is made available to any individual regardless of age or employment status. Individualized career and training services are offered to individuals identified in need of additional assistance in obtaining employment. Veterans, public assistance recipients, low income, or basic skills deficient individuals are provided with "priority of services" if they meet specific criteria as outlined in the Act (WIOA).

The Yuma County program for WIOA adult and dislocated worker participants is structured around two main levels of service: career services and training. Career services are categorized in the Act as "basic" and "individualized". Basic services include labor market information and job postings, while individualized services include services such as skills assessment and case management.

Services provided to Adult and Dislocated Worker under Title I-B of WIOA

1. Eligibility determination
2. Outreach, Intake, Orientation, and Referrals
3. Assessment of skills and needs
4. Labor exchange services, including job search assistance and information on in-demand occupations

5. Workforce and Labor Market Information (LMI)
6. Performance of cost information for eligible training and education providers
7. Performance measurement data for local area
8. Information on and referral to supportive services
9. Information on filing for unemployment compensation
10. Assistance in establishing eligibility for financial aid for non-WIOA training and education programs
11. Services to obtain and retain employment
12. Follow-up services for at least one-year to participants who are placed in unsubsidized employment
13. Occupational skills (e.g. classroom training)
14. On-the-Job Training (OJT)
15. Incumbent Worker Training (IWT)
16. Work Experience / Internship
17. Apprenticeships
18. Combined workplace training with related instruction
19. Skills upgrading and retraining
20. Entrepreneurial training
21. Transitional jobs
22. Job readiness training
23. Adult education and literacy combined training
24. Customized training in conjunction with an employer

In WIOA, service at one level is not a prerequisite for the next level of service. WIOA Services are premised on universal access to services; however, during the receipt of career services, individuals are assessed to determine the need for individualized and/or training services. Potential participants must be assessed to identify their eligibility for training. That eligibility is determined by utilizing the following criteria:

- Participant is unlikely or unable to obtain or retain employment that leads to economic self-sufficiency due to an occupational skills gap or lack of training
- Meets the criteria for priority of service
- Previous work history and skills are reviewed
- Educational background is reviewed
- Demonstrates the “skills and educational qualifications” to successfully complete a training
- Is selecting training that is an in-demand occupation for the local area to increase chances of employment gains
- Is unable or does not qualify for other grant assistance
- Demonstrates significant barriers to employment

Once a determination has been made to provide an individual with training, the service provider will work with the job seeker to conduct research in selecting a “WIOA approved eligible training provider”. While training is typically carried out in the form of an Individual Training Account (ITA) model, WIOA allows

other trainings such as, on-the-job training, incumbent worker training, and customized training activities. The LWDB sets limits on the amount of an ITA to ensure that funds are spent in a fiscally sound manner.

The Workforce Innovation and Opportunity Act, Section 133 (b) (4), states that up to and including 100 percent of funds allocated to Title I-B Adult and Dislocated Worker programs may be transferred between these funding streams with the approval of the Governor. This allows the LWDB greater flexibility to provide services to customers with the greatest need at any point in time depending upon labor market conditions.

Training services are available to assist individuals in gaining the skills and knowledge to obtain and retain employment. Training services must be linked to in-demand employment opportunities in the local area, or planning region, or in a geographic area in which the individual is willing to relocate or commute to. Additionally, training programs must result in a recognized postsecondary credential to be approved for the Eligible Training Provider List (ETPL) except for OJT, IWT, and Customized Training. Examples of Training Services include:

- a) Occupational Skills Training – Organized program of study that provides specific vocational skills that lead to proficiency in performing tasks and technical functions required by a certain occupation fields at entry, intermediate or advanced levels of employment. Occupational skills training include training for nontraditional employment. Providers of occupational skills training must be listed on the Eligible Training Provider List (ETPL) and the specific training program must be listed as WIOA approved. (See Chapter 2, Section 506 of the WIOA Training Services Policy Manual and Section 600 of the WIOA Eligible Training Provider List Policy).
- b) On-The-Job Training (OJT) – Training provided under a contract with an employer who is reimbursed a percentage of the hourly wage. The participant being trained will be engaged in a job to help them prepare for long term unsubsidized employment. An On- The-Job training is intended to provide the knowledge or skills essential to meet the full and adequate performance of the job.
- c) Incumbent Worker Training (IWT) – Training designed to help the local areas employer’s workforce obtain the skills necessary to retain employment and prevent job loss. The training activities are carried out by the LWDB in conjunction with employers or a group of employers (which may include employers in partnership with other entities for delivering such training) for the purpose of assisting such workers in obtaining skills necessary to retain employment.
- d) Registered Apprenticeship (RA) - Training based on an approved set of National Guidelines for Apprenticeship Standards and developed by a national committee or organization, which includes OJT and related technical instruction in a classroom instructional setting.

The LWDB, along with specific guidance from the State of Arizona Workforce Administration, has vetted and approved “training providers and programs” that have been determined in-demand for the local area. Yuma County has aligned itself with the Greater Yuma Economic Development Corporations key sector clusters for identifying in-demand industries in the local workforce area. Additionally, these sector clusters include other occupations identified as “fastest growing” in the local area such as professions in the health-medical and information technology. The LWDB continues to monitor in-demand occupational trainings

that are currently being provided by Arizona Western College including law enforcement and administration of justice.

After the WIOA participant has obtained un-subsidized employment and is exited from the program, they are eligible to begin receiving follow-up services for a minimum of 12 months following the first day of exit. Follow-up services are provided to promote job retention, wage gains, and track career progress.

h. Provide the LWDB's definition for the following terms for the WIOA Title I-B Dislocated Worker Program definition of Dislocated Worker in WIOA 3(15):

i. General Announcement

The LWDB's definition of the term **General Announcement** is the notification of a plant closing or a mass layoff which may include, but is not limited to, a WARN notice.

The LWDB's definition of a **Dislocated Worker** is an individual who:

(A) (i) has been terminated or laid off, or who has received a notice of termination or layoff, from employment, including separation notice from active military service (under other than dishonorable conditions);

(ii) (I) is eligible for or has exhausted entitlement to unemployment compensation; or (II) has been employed for a duration sufficient to demonstrate, to the appropriate entity at a One-Stop center referred to in Section 121(e), attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a State unemployment compensation law; and

(iii) is unlikely to return to a previous industry or occupation;

(B) (i) has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, military installation or enterprise;

(ii) is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; or (iii) for purposes of eligibility to receive services other than training services described in section 134(c)(3), career services described in section 134(c)(2)(A)(xii), or supportive services, is employed at a facility at which the employer has made a general announcement that such facility or military installation will close;

(C) was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters;

(D) is a displaced homemaker; or

(E) (i) is the spouse of a member of the Armed Forces on active duty (as defined in Section 101(d)(1) of Title 10, United States Code), and who has experienced a loss of 4 employment as a direct result of relocation to accommodate a permanent change in duty station of such member; or

(ii) is the spouse of a member of the Armed Forces on active duty and who meets the criteria described in paragraph (16)(B). (WIOA sec. 3(15))

ii. Unlikely to return to previous occupation or industry

The LWDB's definition of **Unlikely to Return** is a matter of judgment, based on relevant circumstances. The list below identifies factors that must be considered when deciding if an individual is unlikely to return to a previous industry or occupation.

- The individual is likely to enter a new job that is different structurally or organizationally than his/her previous job.
- The individual is likely to enter a new job with lower seniority compared to his/her previous position.
- The individual has a gap in employment that decreases his/her chances of returning to the same level of occupation or type of job.
- There are limited employment opportunities in the occupation or industry within the local area.
- There is an excess number of workers with similar skill sets and experience in the local area.
- The individual has out-of-date or inadequate skills.
- The individual has adequate skills, but lacks a credential required by most employers.
- The individual has a barrier to employment such as a disability, medical condition, or legal issues that could prevent a return to employment in the same industry or occupation.
- An unsuccessful job search suggests the individual is unlikely to regain employment in his/ her previous occupation or industry.

iii. Unemployed as a result of general economic conditions in the LWDA, or as result of a natural disaster

An individual who has become unemployed during a period due to general economic conditions in which there is a marked increase in the unemployment rate over the prior quarter or the region has sustained unemployment or poverty rates that are above state or national averages.

The LWDB defines "unemployed as result of a natural disaster" as: An individual who has become unemployed following a natural disaster that occurred in the LWDA including a wildfire or a public health or safety emergency that has led to business closures.

A primary target audience for ARIZONA@WORK Yuma County services is individuals receiving public assistance.

The LWDB's definition of **Unemployed Individual** is an individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job, for purposes of this paragraph, shall be made in accordance with the criteria used by the Bureau of Labor Statistics of the Department of Labor in defining individuals as unemployed. [WIOA Sec. 3(61)]

Dislocated Workers may also be individuals who are laid off due to:

- Plant closures or substantial layoffs at a plant or facility.

- Employment at a facility at which the employer has made a **General Announcement** that facility will close.
- Also included as Dislocated Workers are self-employed individuals, farmers, ranchers, and fishermen who are unemployed due to economic conditions or a natural disaster.
- Displaced Homemakers who have been dependent on the income of another family member and are no longer receiving that support and who are unemployed or underemployed and having difficulty in obtaining work or upgrading employment are also considered dislocated workers.

Adult may be an individual with barriers to employment who are chronically unemployed, long-term unemployed or have employment gaps that affects their ability to obtain employment and/or have an inconsistent work history.

Youth who has poor, limited or no work history and/or sporadic employment and no longer employed or seeking employment for the last 2 months, but remains unemployed or underemployed.

- i. **A description of how the LWDB will coordinate workforce investment activities carried out in the LWDA with state-wide rapid response activities, including layoff aversion activities carried out by DES (20 CFR 679.560(b)(7)).**

The Employer Engagement Officer and Business Consultant are the Rapid Response Coordinators for the LWDB. The Rapid Response Coordinators with the Business Service unit provide early intervention services that are designed to assist the affected employee's transition back to work. Rapid Response meetings are scheduled to provide informational workshops to employers and employees in the event of a closure or layoff. Rapid Response is often a worker's first opportunity to learn about reemployment and training programs.

The LWDB provides a "rapid response" team of specialists whom, upon becoming aware of a substantial layoff or projected closure, will make contact with the affected employer within a short period of time (48 hours or less). Information is provided to affected employers in order to facilitate access to available programs and services offered through the Local One-Stop delivery system.

The Rapid Response team for Yuma County consists of:

Rapid Response Coordinator - Conducts Rapid Response meetings and provides informational workshops to employers and employees in the event of a closure or layoff. Also makes the initial contact and provides early intervention services to employers as needed.

Assistant Rapid Response Coordinator - Assists or acts in the place of the Rapid Response Coordinator in conducting Rapid Response meetings, providing informational workshops and early intervention services as needed.

Employment Services - Provide on-site information to the affected workers about the services that will be made available to them to ease the transition to re-employment.

Unemployment Insurance (UI) - Provides on-site UI information to the affected workers about the UI benefits and the application process.

Trade Act Assistance (TAA) - Provides information to the affected employers and workers about the TAA reemployment services and benefits that may be available to them. Also assist them through the petition process.

Community Based Organizations - Additional state agencies or community-based organizations may participate as appropriate, as determined by the Rapid Response Coordinator.

The Rapid Response Team will be activated when a permanent closure or mass layoff at a plant, facility or enterprise has occurred. This can include natural or other disasters which can result in mass job dislocation.

The Rapid Response Team will assist dislocated workers and in becoming re-employment as soon as possible. Services which may be provided under the Workforce Innovation Opportunity Act (WIOA) include:

- The establishment of on-site contact with employer and employee representatives.
- The provision of information and access to available employment and training activities.
- Assistance in establishing a labor management committee, a worker transition committee or peer advisor network.
- The provision of emergency assistance adapted to the particular closing, layoff or disaster.
- The provision of assistance to the local community in developing a coordinated response and in obtaining State economic development

These procedures provide for a sequence of activities which divide the Rapid Response into six phases: notification, investigation, initial on-site meeting, pre-layoff workshops, planning for services and project implementation. A summary of activities included in each phase is provided below:

Notification

- Worker Adjustment and Retraining Notification (WARN) are received from the state Rapid Response Coordinator or local elected officials
- Notification can also be received from employers and newspaper articles

Investigation

- The Rapid Response Coordinator contacts the employer and affected union(s) and provides a brief explanation of what Rapid Response is and the WIOA services that are potentially available. The coordinator obtains pertinent information from the company and sets up an initial on-site meeting with the company as soon as possible.
- An important initial step in Rapid Response is to assess the reason for the plant closing or mass layoff. If there is an indication that the business closing or mass layoff might be averted, the Rapid Response Coordinator and the Business Services Officers can provide technical assistance to

investigate possible layoff aversion strategies. In summary, regulations allow the LWDB to clearly engage in dislocation monitoring, response, and aversion strategies in such a way as to provide a continuum of services:

- Explore potential for averting job loss
- Coordinate with state and local economic development entities
- Assist labor-management committees in these areas, as well as transition activities
- Identify strategies to avert layoffs
- Develop and maintain information networks on potential dislocations and strategic response options
- Help build capacity in the state and in communities to assist in dislocations
- Provide incumbent worker training, including employer loan programs
- Link to public and private sector development and retention programs

Initial On-Site Meeting

- The Initial On-Site Meeting is designed to provide the employer and employee representatives with an overview of services and products available to the workers through WIOA and to clarify and define the role of each member of the Rapid Response Team. ***This initial meeting must take place within 48 hours of being notified of a closure or substantial layoff.***
- Specific information is elicited from company management and the union, which will aid the Rapid Response Team in planning for services.
- The Rapid Response Team Coordinator will attempt to obtain the commitment of management and the union to actively participate in the planning and implementation of key project activities such as the Worker Survey, Pre-Layoff Workshops, outreach, and placement activities. A variety of on-site services can be offered to the affected workers.

These services may include:

- Workshops tailored to the specific dislocation event
- Access to Trade Act Assistance
- Career counseling
- Initial career assignments
- Basic education classes
- English Language Learner classes
- Job and education fairs

Pre- Layoff Workshops

- Rapid Response Team members will provide information to the affected workers about the services that will be made available to them to ease the transition to re-employment.
- A survey of the workers is conducted to obtain their direct input concerning the types of services they would like to see made available.

- Rapid Response Team members may present information which will aid the worker in recognizing and overcoming various causes and manifestations of stress which are common during dislocation events. They will also provide information designed to assist the affected worker in averting the potential need for debt restructuring.
- Additional state agencies or community-based organizations may participate as appropriate, as determined by the Rapid Response Coordinator.

Planning for Services

- The Rapid Response Team develops an effective plan for WIOA services utilizing a coordinated service strategy based upon information assimilated during prior Rapid Response activities.
- The Rapid Response Coordinator will determine the need for additional funding with the one-stop Administrator based upon the final plan for services developed for the affected workers.

Project Implementation

- The Rapid Response Coordinator maintains periodic contact with the One-Stop administrator concerning implementation of the Plan for Services.
- The Rapid Response Coordinator may recommend or provide remedies for underperformance through technical assistance and training and/or modifications to the plan for Services.

The Rapid Response Team also works closely with companies to avert layoffs and to keep a skilled workforce engaged in the existing regional economy or industry. Rapid Response tries to identify the exact needs of a company in crisis. Once the needs are assessed then the team tries to help the company establish partnerships with other organizations and build networks to help them try and acquire those needs meant to reduce the possibility of layoffs or a plant closure. Incumbent Worker training is always considered as an option to businesses for implementation of a layoff aversion strategy through training of its incumbent workers.

Some of the resources available to companies to maintain their workforce include:

- Matching businesses that are in transition with similar skill sets
- Communicating directly with employers on their needs and what is necessary to avoid layoffs
- Educate employers on various state and local programs which include:
 - Work-sharing Program
 - Workforce Training Funds
 - Career Centers
 - Tax Incentives
 - Business Loans
 - Small Business Administration (SBA) information

All Rapid Response activities will be conducted following the guidelines set by the Department of Labor and the Rapid Response Coordinator for the State of Arizona. Circumstances of each closing, layoff or

disaster may vary and present unique problems not anticipated or provided for in the procedures. As a result, the procedures may be somewhat altered to fit individual circumstances. If it is necessary to depart from standard operating procedures to fit individual circumstances, such a departure should ONLY be undertaken with the full knowledge and consent of the State Rapid Response Coordinator.

j. A description and assessment of the type and availability of youth workforce investment activities in the LWDA (20 CFR 679.560(b)(8)). In addition, include:

i. Description of activities for youth who are individuals with disabilities, which must include an identification of successful models of such activities (20 CFR 679.560(b)(8)).

- LWDB staff is provided with the necessary employment related technical assistance, guidance, and training to effectively serve persons with disabilities;
- Assistive Technology training is provided to staff to ensure that all available and reasonable accommodation guidance is provided to persons with disabilities;
- Persons with Disabilities are provided guidance on resume writing, approaching businesses and interviewing tips;
- Customer service training is provided to all staff to ensure they are utilizing appropriate techniques when working with persons with disabilities;
- Referrals and sharing of service information with a wide range of stakeholders with local service providers; and
- Reasonable Accommodations to TABE on-line assessment to meet the needs of youth requesting accommodations.

The One-Stop staff of the LWDB hosts various quarterly meetings with core and key workforce partners to discuss program activities, requirements, and the availability of support services. In collaboration with the partner programs, an internal referral system is already in place to strengthen the process of making quality referrals between partner agencies. The refinement of the referral process will better align service delivery and ensure that partner programs are sharing in the responsibility of assessing and providing meaningful services and to assist individuals with disabilities.

ARIZONA@WORK-Yuma County complies with the Americans with Disabilities Act (ADA) accessibility requirements such as:

- Physical and programmatic accessibility of facilities
- Program and services
- Assistive Technology
- Materials for individuals with disabilities, including staff training and support for addressing the needs of individuals with disabilities.

ARIZONA@WORK-Yuma County is a leader in supporting and ensuring that persons with disabilities are provided with career and educational opportunities. Our Assistive Technology (AT) equipment is inspected on a monthly basis to ensure it's working appropriately for use by individuals. The following assistive technology equipment is available at the One Stop Center for persons with disabilities.

ARIZONA@WORK-Yuma County staff and subcontractors received training to better assist individuals with disabilities in the following:

- Assistive Technology (AT) Training: Hands on training for one stop Resource Center and Case manager staff on accessible equipment and devices on how to assist individuals with disabilities and to overcome disability barriers.
- Arizona Center for the Blind & Visually Impaired: Disability Awareness & Assistive Technology.
- Arizona Relay Service 7-1-1-: Exposure to a variety of connection options for disabled individuals such as: TTY Text Telephone, Voice Carry Over, Hearing Carry Over, Speech to Speech, and Captioned Telephone Service.
- Customer Service Training: Utilizing appropriate techniques when working with individuals with disabilities; and referrals and sharing of service information with a wide range of providers. Persons with disabilities are provided with guidance on resume writing, approaching businesses, and interviewing tips.

The Be Connected Community Corps, also known as the BCCC or B Triple C Military/Veteran Helper Training: Training provided by the Arizona Coalition for Military Families. This training is a part of the Be Connected Program and the Arizona Roadmap to Veteran Employment 2.0, which is supported by the Office of the Governor, the Workforce Arizona Council and other major key-stakeholders. This training equips ARIZONA@WORK-YUMA staff members with the skills, training and confidence to support veterans and utilize the vast Be Connected network of organizations who assist in reducing barriers to employment in all Social Determinants of Health. It is especially beneficial for veterans who have a significant disability barrier to employment.

Vocational Rehabilitation Services – The Workforce Development Board collaborates with the Local Vocational Rehabilitation Services Office which targets individuals with disabilities in an effort to achieve their goals for employment and independence. A successful model currently used is the Place First, then train model. This model carefully trains people with psychiatric disabilities on a range of skills so they can handle real-world demands before placing them in work and independent living situations. More consistent with a social work perspective are place-train programs, which rapidly place people with psychiatric disorders in real-world settings so they can experience the benefits, as well as the challenges of these situations, and then provide the necessary training and support to successfully maintain these placements.

In collaboration with our “Core” partner, a seamless referral process is established to appropriately identify and assist the disabled population.

The Yuma County, Local Board and the core partners in the One-Stop delivery system are committed to providing quality workforce development services to Americans with disabilities. As recipients of federal funds, the Local Board is required to comply with various regulations relating to non-discrimination and equal opportunity. The Local Board is in compliance with the Americans with Disabilities Act (ADA) of 1990 (42 U.S.C 12101 et seq.), Section 188 of the Workforce Innovation and Opportunity Act (WIOA), and 29

CFR Part 38. Section 188, prohibits the exclusion of an individual from participation in, denial of the benefit of, discrimination in, or denial of employment or in connection with, any program and activities funded or otherwise financially assisted under Title I-B of WIOA because of race, color religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status or participation in a program or activity that receives financial assistance under the Title I-B of WIOA.

The Local Board works collaboratively with the mandated core and partner programs to ensure that persons with disabilities are provided educational and training opportunities. The commitment to adequately serving individuals with disabilities extends beyond the following partner programs:

- ARIZONA@WORK-Yuma County
- Adult Literacy Plus of Southwest Arizona (ALPS) (Adult Education Provider)
- Arizona Complete Health
- Department of Economic Security, Employment Services
- Department of Economic Security, Veteran Services
- Goodwill of Central and Northern Arizona
- Portable Practical Educational Preparation (PPEP)
- Rehabilitation Services Administration (RSA)
- Equus Workforce Solutions (Previously ResCare Workforce Services)
- Ross Innovative Employment Solutions Corporation
- Services Maximizing Independent Living and Empowerment (S.M.I.L.E.)
- South Yuma County Consortium (SYCC) (Adult Education Providers)
- Southwest Technical Education District of Yuma (STEDY)
- Western Arizona Council of Governments (WACOG)

ARIZONA@WORK-Yuma County is fortunate to have the Local Rehabilitation Services Administration (RSA) as a member of the Local Board to ensure that the employment and training needs of disabled recipients are met. The local provider of Adult Basic Education also has membership on the Local Board. The Department of Economic Security Employment Service and Veterans program, along with Portable Practical Educational Preparation (PPEP) program, are currently co-located in the Yuma County One Stop and deliver various services to customers requiring services and/or requiring reasonable accommodations.

ARIZONA@WORK-Yuma County ensures that the Local one stop Center and sub-contractors comply with the requirements of the ADA facility accessibility requirements through an annual ADA checklist process of existing facilities. Local Board staff also conducts quarterly accessibility visits to employers, training, and educational sites to ensure that these locations are accessible to individuals with disabilities.

The Local Board employs a full-time Equal Opportunity (EO) Officer to conduct on-site quality assurance monitoring on a bi-annual basis of the Local One-Stop Center, affiliate sites, and sub- grantees. The purpose of these on-site reviews is to ensure that equitable and non-discrimination policies are adhered to as required by law and regulation. These policies state that no person shall be discriminated against on the grounds of age, gender, disability, religion, race, color, national origin, citizenship, and participation.

Equal Opportunity (EO) Training is provided to staff and partner providers on an annual basis. This training covers the different policies and procedures associated with Equal Opportunity and nondiscriminatory policies and procedures. On March 10, 2014, ARIZONA@WORK-Yuma County staff attended a Webinar hosted by the Department of Labor (DOL) focusing on ensuring equal access and opportunities to prevent pregnancy-related discrimination.

The service providers, sub recipients, and contractors are provided with a clear written explanation of their Equal Opportunity (EO) and civil rights responsibilities. The standard of “Equal Opportunity is the Law” and ARIZONA@WORK-Yuma County Problem Resolution Process is explained. Federal Law requires the posting of information prominently in numerous places throughout their agencies. Information is also available in written materials, correspondence, contracts, website, newspaper ads, brochures, flyers, and student/supervisor handbooks.

ii. Design framework for youth programs and how the 14 program elements required in 20 CFR 681.460 are to be made available within that framework (20 CFR 679.420(b)(8)).

(a) Tutoring, study skills training, instruction, and evidence based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalency (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential (TEGL 21-16) (PIRL Data Element: 1402)

- Providing academic support
- Helping youth identify areas of academic concern
- Assisting with overcoming learning obstacles
- Providing tools and resources to develop learning strategies

(b) Alternative secondary school services, or dropout recovery services, as appropriate (TEGL 21-16) (PIRL Data Element: 1403)

- Basic education skills training
- Individualized academic instruction
- English as a second language training
- Credit recovery
- Counseling and educational plan development

(c) Paid and unpaid work experiences that have as a component academic and occupational education may include: (Title 20 CFR Sections 681.600, 681.590, 681.480 & TEGL 21-16) (PIRL Data Element: 1205, 1405)

- Summer employment opportunities
- Opportunities available throughout the school year
- Pre-apprenticeship programs
- Internships and job shadows
- On-the-job training opportunities

(d) Occupational skills training which includes priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved. (Title 20 CFR Sections 681.540, 681.550 & TEGL 21-16) (PIRL Data Element Number: 1300, 1302, 1303, 1306, 1307, 1308)

- Is an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels.
- Occupational skills training:
 - Is outcome-oriented and focused on an occupational goal specified in the individual service strategy for the youth
 - Is a sufficient duration to impart the skills needed to meet the occupational goal; and

(e) Education offered concurrently with an in the same context as workforce preparation activities and training for a specific occupation or occupational cluster. (Title 20 CFR Section 681.630 & TEGL 21-16) (PIRL Data Element: 1407)

This element reflects an integrated education and training model and describes how workforce preparation activities, basic academic skills, and hands-on occupational skills are to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway

(f) Leadership development opportunities, including community service and peer centered activities encouraging responsibility and other positive social and civic behaviors. (Title 20 CFR Section 681.520, 681.530 & TEGL 21-16) (PIRL)Data Element Number: 1408

This element encourages responsibility, confidence, employability, self-determination, and other positive social behaviors. Leadership development includes:

- Exposure to post-secondary educational possibilities
- Community and service-learning projects
- Peer-Centered activities, including peer mentoring and tutoring
- Organizational and team work training, including team leadership training
- Training in decision making, including determining priorities and problem solving
- Citizen training, including life skills training such as parenting and work behavior training
- Civic engagement activities which promote the quality of life in a community
- Other leadership activities that place youth in a leadership role, such as serving on youth leadership committees

(g) Support Services are services that enable an individual to participate in WIOA activities. (Title 20 CFR Section 681.570 & TEGL 21-16) (PIRL)Data Element Number: 1409

Enables an individual to participate in WIOA activities, such as:

- Assistance with transportation
- Child care
- Housing
- Health care
- Educational testing
- Work related tools

(h) Adult Mentoring (Title 20 CFR Section 681.490 & TEGL 21-16) (PIRL) Data Element Number: 1410

Is a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers:

- Guidance
- Support
- Encouragement to develop the competence and character of the mentee

(i) Follow-up services for not less than 12 months after the completion of participation. (Title 20 CFR Section 681.590 & TEGL 21-16) (PIRL) Data Element Number: 1412

These are critical services provided following a youth's exit from the program. The goal of the follow-up services is to help ensure that youth are successful in employment and/or postsecondary education and training. Follow up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise.

(j) Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referrals to counseling, as appropriate to the needs of the individual youth (Title 20 CFR Section 681.510 & TEGL 21-16) (PIRL) Data Element Number: 1411

- Provides individualized counseling to participants
- Provides substance and alcohol abuse counseling
- Provides counseling in Mental Health
- Provide referrals to Partner Programs

(k) Financial literacy education (Title 20 CFR Section 681.500 & TEGL 21-16) (PIRL) Data Element Number: 1206

Provides youth with the knowledge and skills that they need to achieve long-term financial stability. Activities & Topics include the following:

- Creating budget
- Setting up checking/savings account
- Managing/spending
- Credit/debt
- Understanding credit reports and credit scores
- Protection against identity theft

(l) Entrepreneurial skills training (Title 20 CFR Section 681.560 & TEGL 21-16) (PIRL) Data Element Number: 1413

- Provides the basics of starting and operating a small business
- Helps youth develop skills associated with entrepreneurship (initiative, creativity, seek out and identify business opportunities, develop budgets and forecast resource needs)
- Experiential programs that provide youth with experience in the day to day operation of a business

(m) Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services. (Title 20 CFR Section 651.10 & TEGL 21-16) (PIRL) Data Element Number: 1414

- About in-demand industry sectors or occupations available in the local area and includes career awareness, career counseling, and career exploration.
- Labor Market Information identifies employment opportunities,
- Provides knowledge of job market expectations, including education and skill requirements and potential earnings

(n) Activities that help youth prepare for and transition to post-secondary education and training. (WIOA Law §129(c)(2) 20 CFR §681.460)

- Helps youth prepare for and transition to post-secondary education and training.
- Activities include youth exploration postsecondary education options, including technical training schools, community colleges, 4-year college/universities, registered apprenticeship programs.
- Prepare for SAT/ACT Testing
- College admission applications
- Searching and applying for scholarships and grants
- Filling out Financial Aid forms
- Connecting youth to post-secondary education programs

Workforce Innovation Opportunity Act (WIOA) presents an extraordinary opportunity to improve job and career options for our nation’s workers and jobseekers through an integrated, job-driven public workforce system that links diverse talent to businesses. It supports the development of strong, vibrant regional economies where businesses thrive and people want to live and work.

WIOA outlines a broader youth vision that supports an integrated service delivery system and gives a framework through which states, and local areas can leverage other Federal, State, Local, and philanthropic resources to support in-school and out-of-school youth. WIOA affirms the Department of Labor’s commitment to providing high quality services for youth and young adults beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, and culminating with a good job along a career pathway or enrollment in post-secondary education. WIOA authorizes the following changes:

- ✓ WIOA requires a minimum of 75 percent of State and Local youth funding to be used for

out-of-school youth.

- ✓ Youth Councils are no longer required; however, the LWDB has established a Youth Committee to assist in the provision of strategic leadership and oversee the delivery of services. As required, the LWDB has appointed a Youth Committee Chair person from the Board’s membership.

The full range of employment and training programs are provided to all job-seeking customers, with attention given to special populations. Different population groups often face additional challenges and barriers and are in need of more intensive services. The staff conducts outreach in the community distributing flyers, brochures and facilitating informational presentations to community organizations and local employers outlining all program services.

WIOA Title I-B Youth Employment and Training Program

Who is served under the WIOA Youth Program?

<p>Out-of-School Youth who are not younger than 16 or Older than age 24, and one of the following:</p> <p>A school Dropout;</p> <p>A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent school year calendar quarter;</p> <p>A low-income individual with a school diploma who is basic skills deficient or an English language learner;</p> <p>A youth offender, homeless, pregnant or parenting;</p> <p>A youth who has a disability;</p> <p>A low income individual requiring additional assistance to enter or complete an educational program or to enter or complete an educational program or to secure or hold employment.</p>	<p>In-School-Youth not a younger than 16 or older than age 21:</p> <p>Attending school (as defined by state law); A low-income individual who is basic skills deficient, an English language learner or is an offender;</p> <p>A homeless individual;</p> <p>A pregnant or parenting individual;</p> <p>A youth who has disability;</p> <p>An individual who requires additional assistance to complete an educational program or to secure and hold employment.</p> <p>Special Rule: “low-income” also includes a youth living in a high poverty area.</p>
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k. A description of how training services will be provided

- i. If using Individual Training Accounts (ITA), provide limitations for ITA amount and duration, included in LWDB’s policies (20 CFR 680.310). This is the preferred service delivery model.**

Through the ARIZONA@WORK Yuma County workforce system, adults, dislocated workers and youth in need of training will be provided an Individual Training Account (ITA) and access to lists of eligible providers of training. Each ARIZONA@WORK Yuma County Job Center location must make the State List of Eligible Training Providers available through the Arizona Job Connection website.

Once a training program has been identified on the Eligible Training Provider List (ETPL), the Adult & Dislocated Worker and Youth participants selecting to participate in Occupational Skills Training, in consultation with their career planner, will create an Individual Training Account (ITA) Plan or through a training contract as discussed in Section 10 of TEGL 19-16.

Training providers must meet eligibility standards identified by the LWDB to be placed on the list. They must provide training that leads to a recognized post-secondary credential, secondary school diploma or its equivalent, or demonstrate a measurable skill gain toward such a credential or employment in an in-demand occupation. Training services must be linked to in-demand employment opportunities in the local area or planning region or in a geographic area in which the individual is willing to relocate or to commute to. Targeted industries and occupations may change based on economic development activity. Identification of these industries and associated occupations will be monitored regularly to ensure training is aligned with the needs of the local business community.

Individual Training Account (ITA) must be used to provide training services and are used to establish a specific dollar amount for eligible Adult, Dislocated Worker or Youth. It must be justified through documentation of the participants need, such as occupational choice, goal and the level of training need to succeed in that goal, as identified in the Individual Employment Plan (IEP) or Individual Service Strategy (ISS). Each training requires an individual and separate ITA. The ITA will depend on training schedules and funding availability. The monetary limitation for ITA’s is \$5,500 in accordance with the current LWDB training policy. At a minimum, the ITA will contain the following components:

- Total cost of the training program including tuition, supplies, books, and any fees, funding source, dollar amount of additional sources of training funds, including funds from other programs and grants to be applied to the training cost;
- Pell Grant eligibility and the award amount that will be applied to the training cost;
- ITA amount cannot exceed the total cost listed on the ETPL.
- Duration of the ITA Plan;
- Signatures from the career planner and participant;
- Assessments (IEP/ISS) to document the participant’s ability to complete the training

Note that a 3rd party billing form may be used to procure training services at the community college level.

- ii. Include whether contracts for training services will be used and the process for their use. Training contracts may only be used if at least one of the five circumstances listed in TEGL 19-**

16 section 8 applies and the process for their use is described in the Local Plan. If the LWDB determines that there are an insufficient number of Eligible Training Providers in the LWDA to accomplish the purpose of a system of ITAs, the determination process must include a public comment period for interested providers of at least 30 days and must also be described in the Local Plan (20 CFR 680.320).

A Training Contract will only be formulated between the employer and the LWDB when training services such as On-The-Job Training, Customized Training, or Incumbent Worker Training are being provided to participants. Training Contracts will consist of having the information necessary to meet and comply with WIOA requirements based on the type of training service provided.

Local Challenges to WIOA Implementation. In Yuma County, the LWDB faces challenges that limit the provision of certifications to participants for several reasons:

Some of these challenges are the relative lack of local apprenticeship programs; insufficient training providers to meet the needs of program participants; and variable training schedules. The LWDB focuses on assisting participants obtain certificates that are industry recognized, stackable and portable to help participants find employment and earn wages that allow them to be self-sufficient.

Due to the lack of training providers and the varied programs that lead to an approved credential, the LWDB will compensate for these labor market challenges by placing participants in On-The-Job Training, Work Experience and Internships opportunities for the following reasons:

- The Business Community is one of the primary customers under the Workforce Innovation and Opportunity Act:
- The use of On-The-Job Training Contracts and Internships are more cost effective for companies than having to advertise for position(s), screen applications, interview, and then train participants.
- On-The-Job Trainings have a proven track record of meeting the needs of both the job seeker and the employer. If satisfactory progress is made, the participant will be hired by a private or public employer while receiving training that provides knowledge and skills essential to perform the job adequately.
- There are very few training providers in Yuma County; On-The-Job Trainings and Internships may be the only venues utilizing work based training to fulfill the immediate and time sensitive needs of the employer and the job seekers.
- Long term employment is often the result of On-The-Job Trainings and Internships which provides secure wages for job seekers and can prevent them from having to rely on public safety net programs. Wages are put back into the economy through these investments, strengthening the overall economy of the community.
- The LWDB has forged strong partnerships with key stakeholders in the business community and this facilitates the development of On-The-Job Trainings and internships.

iii. Describe how the LWDB will ensure informed consumer choice in the selection of training programs regardless of how the training services are to be provided. (20 CFR 679.560(b)(18)).

The workforce investment system emphasizes informed customer choice, system performance and continuous improvement for Adult, Dislocated Worker and Youth. The LWDB understands that it has a critical role to play in ensuring job seekers are provided information on the full array of career services and access to training options that help them advance along a career pathway. The local workforce system will provide reliable and valid program information during orientation sessions so that customers can make informed decisions about training and employment. Orientations and eligibilities can be done 1:1 or virtually to meet the demands of the job seekers. This includes connecting customers to other service providers in the system and community and providing quality job matching services for the job seeker. Workshops are also offered that provide occupational overviews, review the Eligible Training Provider Listing, and other job search activities. Customers are empowered to select training they find most appropriate through **Individual Training Accounts (ITA)**. These processes allow customers to review in-demand occupations in the local area and make selections based on “informed customer choice”. The amount and duration of each participant’s ITA must be justified through documentation of the participant’s needs as identified in the Individual Employment Plan (IEP) or Individual Service Strategy (ISS) and maintained in electronic case file, such as the occupational choice or goal and level of training needed to succeed in that goal. The monetary limitation for ITA’s is \$5,500 in accordance with the current LWDB training policy. Upon selection of an approved and eligible training, the customer is referred to the training provider for training services depending on training schedules and funding availability.

Below is a list of the activities the local area is practicing to ensure that customers are informed of options available to them:

Examples of Training Services may include:

- Occupational skills training, including training for nontraditional employment
- Incumbent Worker training in accordance with WIOA §134(d)(4)
- Workplace training and cooperative education programs
- On-the-Job Training
- Skills upgrading and retraining
- Entrepreneurial training
- Job readiness training provided in combination with other training
- Adult Education and Literacy activities, including activities of English acquisition and integrated education and training programs, in combination with training; and
- Registered apprenticeship program

Eligible Training Provider List (ETPL) – The ETPL is composed of eligible training programs. Training providers must meet eligibility standards identified by the LWDB board to be placed on the list. They must provide training that leads to a recognized post- secondary credential, secondary school diploma or its equivalent, or demonstrate a measurable skill gain toward such a credential or employment in an in-demand occupation. The LWDB approves and oversees the maintenance of approved training providers

listed on the ETPL for Yuma County. Providers listed on the ETPL must identify program costs, success completion rates, and performance data to ensure that all customers are aware of program details. The ETPL is utilized by customers, career counselors, case managers, and other partner programs to identify approved and vetted training providers in Arizona and the local area.

Training Services not subject to the requirement of the ETPL, but considered additional means of providing training are:

- On-the-job-training
- Incumbent worker training
- Transitional employment

I. A description of how the LWDB will coordinate Title I-B workforce investment activities with the provision of transportation (including public transportation), and other appropriate supportive services in the LWDA and region (20 CFR 679.560 (b)(10)). List types of supportive services that will be provided using WIOA Title I-B funds in the LWDA, per LWDB policy, including if needs-related payments will be provided to participants of WIOA Title I-B training services.

The LWDB may fund supportive services for participants, who cannot afford to pay for such services to participate in WIOA activities. The LWDB provides accurate information about the availability of support services, including provisions that prevent duplication of resources and services in the area. Support services must be provided based on need and when the individual is unable to obtain support services through another program that provides such services.

Career management, assessment and planning plays a significant role in the provisions of support services. Through interaction with the participant, the service provider can identify barriers that may impede progress and a customer's ability to successfully complete training; challenges may include basic needs (i.e. transportation, clothing, shelter). The service provider will be responsible for documenting the delivery of service through the IEP or ISS as well as AJC program notes.

The LWDB provides transportation options for low-income individuals to increase successful program outcomes and to eliminate work related barriers for participants. The local area faces many unique challenges due to its rural and isolated geographic setting. This presents challenges for the job seeker including getting to and from worksites, participating in training, or conducting job search activities. Unlike urban areas in other parts of Arizona, Yuma County is relatively isolated from other metro areas and regional economies. Planning to effectively address the transportation issues in Yuma County involves extensive coordination with local officials, agencies, and other stakeholders.

The LWDB provides individuals enrolled in WIOA services with transportation assistance in the following manner:

- Bus Pass – Yuma County Intergovernmental Public Transportation Authority
- Assistance in purchasing gas
- Purchase of Bicycle

WIOA provides an array of support services to benefit program participants.

- Transportation Assistance
- Educational testing assistance
- Housing and utility assistance
- Training related assistance
- Needs related payments
- Legal aide services
- Linkages to community services
- Referrals to healthcare
- Child Care Assistance
- Reasonable accommodation for individual with disabilities
- Work related expenses

Other Types of Supportive Services may include:

- Drug and alcohol abuse counseling and referral, occupational testing and licensing fees, clothing, health screening, temporary shelter, tools, fingerprint cards, financial counseling and other reasonable expenses required for participation in the WIOA program.

m. A description of how the LWDB determines if an youth or adult “is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society” as included in the definition of “basic skills deficient” in WIOA 3(5).

The LWDB defines Youth or Adult who meets the basic skills deficient criteria as an individual who is unable to compute, or solve problems, or read, write, or speak English at a level necessary to function on a job in the individual’s family, or in society. In addition, individuals who are English language learners (ELL) define as an individual who has limited ability in speaking, reading, writing or understanding the English language and also meets at least one of the following two conditions: (a) his or her native language is a language other than English, or (b) he or she lives in a family or community environment where a language other than English is the dominant language. English limitation can also be identified based on conversation or verbal assessment. Conversation and verbal assessment must be well documented in the individual’s case file. The LWDB utilizes the reporting requirements assessments approved by the DOL and by the National Reporting System (NRS) to determine the levels and ability to compute reading, writing, and speaking English. Participants are administered the pre and post-test for Educational Functioning Levels. The Test for Adult Basic Education (TABE) test is used for reading, mathematics and language testing, as required to determine basic skills deficient. For individuals with special needs special accommodations are made for testing. Based on TABE scale scores any individual needing to reach the appropriate levels for training are provided with basic skills remediation by the respective partner agency or may be referred to the local Adult Education such as Adult Literacy Plus of Southwest Arizona or South Yuma County Consortium. The LWDB requires the service provider to provide access such as “work key” or “TABE” or TABE CLAS-E (Complete Language Assessment System – English) or other valid testing assessments to individual that

request self-paced remediation that are high school graduates, or has a HSE to offer self-paced remediation.

Youth Program specifies that youth are considered basic skills deficient if the participant performs either of the following at or below a 9.0 grade level using a **state–approved standardized test**:

- (1) Computes or solves math problems; or
- (2) Reads, writes, or speaks English.

Acceptable verification and documentation for youth of basic skills deficiency includes school records or current acceptable assessment test results. Please see PB 19-026 for most current assessment tests. Click on link below for further information.

<https://des.az.gov/sites/default/files/media/IB-21-016-Updated-Basic-Skills-Assessment.pdf>

*The Arizona Department of Education (ADE) only considers test results for TABE 11/12 valid, if the staff administering the assessment is a “certified test administrator,” and is trained by ADE staff.

n. Describe how the LWDB will ensure the WIOA Title I-B Adult Program for priority of service to low-income individuals, recipients of public assistance, and individuals who are basic skill deficient (20 CFR 680.600).

The full range of employment and training programs is provided to job-seeking customers, with attention given to special populations which include low-income individuals, recipients of public assistance, and individuals who are basic skills deficient. Different population groups often face additional challenges and barriers and require more individualized career and training services.

The service providers will utilize their own tracking system to report and identify if participants enrolled in WIOA Title I-B Adult program fall into one of the four categories of Priority of Service. Such tracking report consists of participant information to comply with meeting required priority of service. Service Providers are required to track and submit their monthly priority of service tracking reports to the LWDB to verify compliance with priority of service guidelines. Quarterly meetings are established by the LWDB with Service Providers to review and ensure such tracking reports are reflecting the order of priority of services to individuals when providing individualized career and training services.

Priority of Service will be applied and documented to recipients of public assistance, other low-income individuals, and/or individuals who are basic skills deficient as described in the WIOA Adult and Dislocated Worker Policy manual Chapter 2 section 102. All participant files will contain documentation of determination of the need for training services and identify the various methods used to determine need of services. (i.e. interview, assessment, and/or career planning activities).

In addition, the LWDB’s staff conducts outreach in the community distributing flyers, brochures and facilitating informational presentations to community organizations and local employers outlining all program services. The LWDB has quarterly meetings with workforce system partners and community based organizations to ensure that we all are aware of the range of services that are available for the

designated populations. Referral systems have been developed by the LWDB to ensure that these target populations have access to a broad range of services. The LWDB also provides the following services which assist the target populations with learning about services that are available:

- a) Rapid Response Team provides assistance to employees that are being laid off to provide Workforce System services and other resources available to them;
- b) Job Clubs provide job leads and awareness of resources available;
- c) *Presentations at the Prison for offenders that are due to be released on the services available in the community;
- d) Orientations to Workforce System services – provide each person with a list of available resources and will make referrals for them to other programs;
- e) Presentations to schools, churches, non-profit organizations which provide information about Workforce System and other similar services;
- f) Our veterans representative provides resources to veterans that are approaching their discharge date about available resources;
- g) Work with Migrant Programs to ensure services are available; and
- h) Community Job Fairs and Career Expos that provide workshops, resources and job openings.

*When Governor Doug Ducey set out to reduce recidivism in Arizona, he tasked the Arizona Department of Economic Security (DES) and Arizona Department of Corrections (DOC) to collaborate to bring comprehensive support services to inmates nearing release who were most likely to recidivate. In March 2017, the state's first Second Chance Centers opened to provide inmates with a 8-week program designed to prepare them for reentry in our communities and workforce. Today Second Chance Centers, reentry employment services are also available to post-release in parole offices, reentry centers, and [DES](#) and at the [ARIZONA@WORK](#) office. Arizona's reentry initiative supports a growing incarcerated population and provides supports and services to justice-involved youth and adults. These efforts provide employment and education services, while assisting to remove barriers facing this population in order to be successful after release from incarceration.

- o. A description of how the LWDB will provide Veterans Priority of Service. The strategies must include processes in place to ensure that veterans and eligible spouses are identified at the point of entry and give an opportunity to take full advantage of priority of service for all types of career and training services (20 CFR 680.650).**

Federal regulation (20 CFR 1010) mandates the implementation of priority of service in all qualified job training programs. It is our responsibility to ensure that covered persons are made aware of and afforded priority of service.

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

services. The DES Veterans Program fulfills the requirements of the Federal Wagner-Peyser Act of 1933 and Title 38, Chapters 41, 42 and 43 of the United States Code.

Program staff at the center are trained to screen all visitors by utilizing an assessment form to ascertain whether the visitor is a Veteran and/or Eligible Spouse. The comprehensive center has a Local Veteran Representative on site two days a week and/or by appointment only. Program staff are trained and dedicated to helping all qualified Veterans and Eligible Spouses in their career goals. Based on identified barriers and/or training needs, referrals will be made for eligibility screening for enrollment into the WIOA program for specific training and career counseling.

Veterans and/or Spouses can access virtual services via telephone, email, ARIZONA@WORK website and social media.

Outreach is conducted with employers to assist veterans in gaining employment, including conducting informational and job search workshops and setting up job fairs for this target population.

Procedures for serving Veterans or Eligible Spouses to ensure compliance with POS;

- All visitors will be asked if they are Veterans or Eligible Spouses;
- If the visitor indicates they are NOT a Veteran or Eligible Spouse they should be processed accordingly;
- If the visitor is a Veteran or Eligible Spouse, or if they think they may meet the criteria for this status, they will be given the Priority of Service brochure and assisted with completing a Veteran's screening form. Upon completion of the screening form they will be interviewed and assessed immediately to verify that they meet the criteria;
- Upon verification of Veteran status, an ID card will be issued for future use in the career center; and
- All eligible Veterans and eligible spouses will be moved to the front of the line to be seen immediately by One-stop staff or Local Veterans' Employment Representatives (LVER)/ Disabled Veterans' Outreach Program (DVOP) to get all available and applicable services based on identified needs. These services may include; job search and/or resume assistance, workshop attendance, training, job referrals, and eligibility screening for WIOA program as deemed necessary. If Veteran Representative is not available they will be attended by a One Stop Operator Representative.

Upon determination of Veteran status, all veterans and eligible spouses will receive immediate service delivery. Center staff will ensure that these eligible customers see a representative immediately and are provided with all available and applicable services. The One-Stop and service providers must track veterans to ensure veteran services are carried out at all program services delivery points and given an opportunity to take full advantage of priority of service.

Other services available to eligible Veterans and eligible spouses through the One-Stop Career Centers include:

- Career and job counseling
- Providing Labor Market Information on the jobs and employers in this area
- Assistance in tailoring skills and abilities to the job market
- Assistance with locally listed jobs
- Help using the Internet to expand job searches
- Recommendations for training and education to qualify for better jobs and careers
- Information on Veteran job programs and training
- Assistance and instruction in use of the Resource Room facilities
- Resume preparation and critique
- Job Development for Vets with barriers to employment
- Community support resources (e.g., the Be Connected program, food bank)
- Providing referral information on social service and family support

All Veterans and Eligible Spouses will be registered into AJC and screened to determine whether they meet the specific criteria for WIOA Dislocated Worker program definition. If determined eligible they will be enrolled into the program and provided services under WIOA Title I-B Dislocated Worker Program funding.

Veterans will be provided with a full range of services during this screening process to include; AJC registration, referral services, job development, referral to training, and referral to government and community veteran service agencies. Additionally, ensuring veterans and eligible spouses are 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 eligibility requirements for those programs and/or services.

Upon enrollment into a WIOA funded program eligible veterans and spouses will be provided with targeted case-management services that assist them to develop excellent job interviewing and resume writing skills. In addition, they will be attending weekly job club workshops that will help identify training and job placement opportunities. Veterans receiving WIOA services will be provided targeted guidance and support to ensure positive employment outcomes.

Upon completion of training activities, staff assist veterans match their job skills to employer job openings and contact employers on behalf of the veteran for consideration in hiring. Exited program participants are provided with 12 months of follow-up services to ensure that employment retention is documented.

- p. Provide the LWDB's definition of "underemployed". The definition of "underemployed" may be used to determine whether employed adults and dislocated worker are in need of individualized career and training services through the WIOA Title I-B Adult and Dislocated Worker Programs:**
 - i. Options defining "underemployed" are described in the United States Department of Labor Training and Employment Guidance Letter TEGl 19-16, section 11).**

The LWDB's definition of **underemployed** is an individual if they meet the definition of low income and fall within the following:

- Individuals employed part-time and seeking full-time employment;
 - Individuals who are employed in a position that is inadequate with respect to their skills and training;
 - Individuals who are employed, but who’s current annualized wages does not exceed the highest of either:
 - a. 80% of their wages at the date dislocation; or
 - b. The individual’s earned wages are at or below the self-sufficiency threshold as identified in the most current LLSIL table.
 - Individuals who are employed, but current earnings are not sufficient compared to their previous earnings from their previous employment.
- ii. When the LWDB decides to use the self-sufficiency income for the LWDA in the local plan to define “underemployed”, the LWDB must ensure that the self-sufficiency income level has been reviewed and is set at the appropriate level.**

WIOA participants who are employed, but are not receiving self-sufficiency wages, may be eligible for WIOA training services. The LWDB 200 percent Lower Living Standard Income Level (LLSIL) guidelines will be used to determine whether WIOA Title I-B participants receive self-sufficiency wages.

- q. Provide the LWDB’s definition and eligibility documentation for “requires additional assistance to enter or complete an education program, or to secure and hold employment” for:**
- i. Out-of-school youth (20 CFR 681.300); and**
 - ii. In-school youth (20 CFR 681.310).**

Youth Requires Additional Assistance Definition:

An eligible youth who has barriers to employment that requires assistance to complete and educational program or secure or hold employment. The youth who is at risk for being unsuccessful in the labor market will fall under one of the following criteria(s):

Out of School Youth (OSY)	In School Youth (ISY)
<ul style="list-style-type: none"> ▪ Have no work history (or less than 3 months); or sporadic employment and no longer employed; or seeking employment for the last 2 months, but remain unemployed or underemployed ● Has one or both parents incarcerated ● Lacks educational, occupational 	<ul style="list-style-type: none"> ● Has displayed chronic poor attendance within the last school quarter and/or has an attendance rate of less than 85% ● Currently attending an alternative school/education program that leads to a High School Diploma

<p>and/or technical training that reduces opportunities for gainful employment and causes income poverty; poor access to quality education and job opportunities</p> <ul style="list-style-type: none"> ● Received or is receiving services through licensed Counseling/Rehabilitation Agency for a substance abuse related problem 	<ul style="list-style-type: none"> ● Currently at risk of dropping out of school, as determined by referral from a school staff person, probation officer, or other responsible person with proper documentation and/or possess unsatisfactory grades, GPA, and/or amount of credits ● Received or is receiving continuous disciplinary actions and/or is under a type of academic probation ● Received or is receiving services through a licensed Counseling/Rehabilitation Agency for a substance abuse related problem
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r. A description of the competitive procurement process to be used to award the subgrants and contracts in the LWDA for activities carried out under this title with assurance that all federal, state and local procurement laws, regulations and policies are followed (20 CFR 679.560(15)).

The LWDB’s Procurement and Property Management Processes are aligned with all the pertinent regulations and guidelines of the Workforce Innovation and Opportunity Act of 2014, Sections 184(a) (3) (B), procurement requirements of 2 CFR Part 200 Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards Requirements for Federal Awards, the Arizona State Procurement Policy, and Yuma County Procurement guidelines as applicable. All procurement will follow federal, state, and local procurement laws, regulations and policies.

The LWDB will use documented procurement procedures that reflect State and local laws and regulation provided that the procurements conform to applicable Federal law and standards identified in 2 CFR 200. The following defines the LWDB’s methodology of the competitive process to award sub-grants, and contracts, or to secure services authorized under the Workforce Innovation and Opportunity Act.

Bidder and Vendor list: The LWDB maintains a “Bidder List” containing the names and electronic e-mail addresses of potential service providers. Solicitation letters and/or a copy of the published public notice shall be sent to all the potential service providers. Request for Proposal packages or information for Bid shall be sent to all who request them. The Bidder list will be updated at least annually. The notice will be published in a daily newspaper five consecutive times, and it will be posted on the LWDB’s website.

Cost Price Analysis: The Yuma County LWDB shall conduct analysis of cost or price for all procurements actions, including modifications of monetary contract terms, competitive awards to require submission of

cost elements. The method and degree of analysis depends on the facts surrounding the particular procurement and pricing situation.

- Price Analysis will be conducted to examine and evaluate a price without looking at the estimated cost elements and proposed profit of the bidder whose price is being evaluated. The sole purpose of price analysis is to determine if the final price is fair and reasonable.
- Cost Analysis is the review and evaluation, element by element, of the cost estimate supporting a proposal for the purpose of pricing a contract. Unlike price analysis, which is required for all procurement, cost analysis is required when required price analysis alone is not sufficient to determine that a price is fair and reasonable for a product or service. The cost analysis will be performed when price competition is weak or where there is only one bidder. Cost analysis will apply to all non-competitive procurement actions.

Methods of Procurement: The LWDB will utilize the following five procurement methods (OMB Uniform Guidance, Part 200, Subpart D, 200.320 and 45 CFR 72.329) as applicable:

1. Micro-purchases
2. Small purchases
3. Sealed bids
4. Competitive proposals
5. Non-competitive proposals (Sole Source)

1. Micro-purchases:

Micro-purchases (§200.320) (a): Purchases ranging from \$0 to \$10,000. Procurement by micro-purchase is the acquisition of supplies or services, the aggregate amount of which does not exceed the micro-purchase threshold of \$10,000 (200.67 Micro-purchase). To the extent practicable, the YPIC will distribute purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if YPIC considers the price to be reasonable based on research, experience, purchase history or other information and documents it files accordingly. Purchase cards can be used for micro-purchase if procedures are relatively simple and approved by YPIC.

2. Small purchases:

Small Purchases (§200.320) (b): Purchases ranging from \$10,000 to \$250,000. Small purchase procedures are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than the Simplified Acquisition Threshold (\$250,000) (48 CFR 2.1). For small purchase procedures, price or rate quotations must be obtained from an adequate number of qualified sources. The following must be observed:

- a. Purchases of \$10,000 to \$100,000 requires an adequate number of written bids
- b. Purchases of \$100,000 to \$250,000 requires an adequate number of written bids and Board approval

3. Sealed Bids

Sealed bids (formal advertising) (§200.320)(c): Purchases over \$250,000. Bids are publicly solicited and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price. The sealed bid method is the preferred method for procuring construction if the conditions. When this method is used, the following requirements apply:

- a. Bids must be solicited from an adequate number of qualified sources, providing them with sufficient response time prior to the dates set for opening the bids, and the invitation for bids must be publicly advertised.
- b. The invitation for bids, which will include any specifications and pertinent attachments, and will define the items or services for the bidder to properly respond.
- c. All bids will be opened at the time and place mentioned in the invitation for bids. The bids must be opened publicly.
- d. A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder.
- e. Any or all bids may be rejected if there is a sound documented reason.

4. Competitive proposals

Competitive Proposals (§200.320)(d): Purchases over \$250,000. The technique of competitive proposals is normally conducted with more than one source submitting an offer, and either a fixed price or cost reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. When this method is used, the following requirements apply:

- a. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Proposals must be solicited from an adequate number of qualified offerors. Any response to publicized requests for proposals must be considered to the maximum extent practical;
- b. Proposals must be solicited from an adequate number of qualified sources;
- c. YPIC must follow the written method for conducting technical evaluations of the proposals received and for selecting recipients;
- d. Contracts must be awarded to the responsible offeror whose proposal is most advantageous to the program, with price and other factors considered.
- e. YPIC may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby offeror's qualifications are evaluated, and the most qualified offeror is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E firms that are a potential source to perform the proposed effort.

5. Noncompetitive Proposal (Sole Source)

Sole Source (§200.320) (f): Only applies to purchases over \$10,000. Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

- a. The item is available only from a single source;
- b. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- c. The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the non-Federal entity; or
- d. After solicitation of a number of sources, competition is determined inadequate.

6. Contracting with Small and Minority Businesses, Women’s Businesses Enterprise, and Labor Surplus Area Firms (200.321):

YPIC will take necessary affirmative steps to ensure that minority businesses, women’s Business enterprises, and labor surplus firms are used when possible.

s. A description of how the LWDB will coordinate relevant secondary and postsecondary education programs and activities, including Adult Education and Literacy programs, to coordinate strategies, enhanced services, promote participation in Integrated Education & Training programs, and avoid duplication of services. (20 CFR 679.560(b)(9))

i. Include the name of the Title II adult education provider grantee(s) in the local area that were included in this coordination.

- Adult Literacy Plus of Southwest Arizona: 825 S. Orange Avenue, Yuma, AZ 85364
- Somerton Adult Education: 1011 N. Somerton, AZ 85350

Somerton Adult Education provides free, high quality, ESOL (English for Speakers of Other Languages) classes to all legal residents of Yuma County. We offer classes both during the daytime and in the evening, to accommodate different student work/life schedules. Students are placed in a class that is reflective of their ability level (beginning, intermediate or advanced). We have an MOU established with Arizona At Work and are proud to partner with them to support all our students with access to great job opportunities. Besides English Language acquisition classes, we offer students classes on civics and to obtain citizenship. Finally, we offer digital literacy classes for those who may lack the technology skills needed to seek, obtain, and retain employment, as well as to perform other tasks in daily life. These classes provide certificates, which can be used on their resumes.

ALPS as a partner of ARIZONA@WORK-Yuma County the LWDB under Title II collaborates with the LWDB to provide access to WIOA services for co-enrollment of disconnected youths and adults. An agreement with the ARIZONA@WORK Youth program will be revisited yearly through addenda to the existing MOU. The purpose of the addenda is to define parameters whereby the workforce core partners create a seamless, customer-focused ARIZONA@WORK - Yuma County system that aligns service delivery and enhances access to program services. Specifically, this document will outline the Partners of the ARIZONA@WORK – Yuma County “Cost Reconciliation” section located in the Infrastructure Funding Agreement (IFA) as it relates to the Workforce Innovation and Opportunity Act (WIOA) of the Yuma County Workforce Development Plan. The addenda will clarify the conditions under which Title IB staff may receive funds from Title II to provide additional benefits and services to co-enrolled participants between Title I-B and Title II. The intent of the addenda is to support the ARIZONA@WORK system and

to begin the process of tracking and enrolling additional clients/students in core partners programs. The addendum will help develop baseline data on the number of individuals co-registered/co-enrolled across the system and will allow each core partner to track individuals who receive services. All partners noted in the addenda will agree that there is a need to collaborate and share data to provide benefits to Title II students and Title I-B participants.

Title II will further negotiate an agreement with WIOA Title I-B and allocate Adult Education Workforce System-Federal funding for services that will lead IET and IELCE + T participants to employability skills and the development of competencies in using resources and information, working with others and understanding systems to successfully transition to and complete postsecondary education/training and employment. An agreement with the WIOA Title I-B was established in PY 2020/2021 leading to an MOU/IFA. The MOU/IFA is reviewed, modified (as needed), and signed on a yearly basis.

- ii. Include how the LWDB will coordinate WIOA Title I workforce investment activities with adult education and literacy activities under WIOA Title II. This description must include how the LWDB will carry out the review of local applications submitted under Title II consistent with WIOA secs. 107(d)(11)(A) and (B)(i) and WIOA Sec. 232. (20 CFR 679.560(b)(12))**

The LWDB will coordinate WIOA Title I-B workforce investment activities with adult education and literacy activities under WIOA Title II by ensuring that services align with the LWDB, including the items shown below:

- The degree to which Title II responds to regional needs as identified in the Local Workforce Plan;
- The degree to which Title II responds to serving individuals in the community identified as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or are English language learners (ELL);
- The extent to which Title II's activities and services demonstrate alignment to the strategies and goals of the Local Workforce Plan; and
- The extent to which Title II's proposed activities and services demonstrate alignment to the activities and services of the One-Stop partners, including providing access to adult education services through the One-Stop system, ARIZONA@WORK Job Centers.

The LWDB understands that WIOA aligns workforce development, education, and economic development programs with regional economic development strategies to meet the needs of local and regional employers. The LWDB understands that WIOA provides for a comprehensive, accessible and high-quality workforce development system. The LWDB understands that the vision of a One-Stop system under WIOA provides all participants, including those with barriers to employment, access to high-quality services in their communities to find jobs, build basic educational or occupational skills, earn postsecondary certificates or degrees, or obtain guidance on how to make career choices.

The LWDB understands that Adult Education is a required One-Stop partner, and acknowledges that ADE requires funded Title II providers enter into formal collaborative agreements with local ARIZONA@WORK Job Centers. The LWDB will review these agreements that include a comprehensive referral system and

shared customer-base, shared system costs and co-location when appropriate, and other shared services to ensure that access to information and services that will lead to positive employment outcomes is available to all participants.

The LWDB will carry out the review of Yuma County's *Arizona Adult Education Request for Grant Applications for Educational Services in Fiscal Years 2024-2028* as a requirement under WIOA.

ADE/AES shall conduct the process to ensure that eligible applications for funds under WIOA Title II are submitted to the appropriate LWDB for review according to WIOA requirements.

- ADE/AES shall:
 - Conduct a compliant and competitive Title II grant application process with a timeline that allows for Local Workforce Board review of eligible applications;
 - Develop and implement a process, including a template to gather comments, for Local Workforce Boards to review applications and submit such reviews and comments back to ADE/AES; and
 - Evaluate all eligible applications using the grant application evaluation considerations and factors as described in this document, including those pertaining to local plan alignment, and award Title II funding accordingly.
- Eligible Applicants shall:
 - Respond to the grant application, address all requirements, and adhere to timelines;
 - Identify the workforce region/area for the proposed service area and access the applicable Local Workforce Plan;
 - Address in the application how the Title II services proposed will align with the Local Workforce Plan(s) as described above; and
 - Submit completed grant application to ADE/AES through the ADE Grants Management Enterprise (GME) System and according to instructions in this document.
- Local Development Boards shall:
 - Ensure that the Local Workforce Plan is readily and easily available to eligible applicants;
 - Review all eligible applications, comment on alignment to the Local Workforce Plan, and provide recommendations to promote further alignment; and
 - Submit comments and recommendations to ADE/AES using the provided template and within the required timeframe.
- t. **A description of plans and strategies for, and assurances concerning, maximizing coordination, improving service delivery, and avoiding duplication of Title III Wagner-Peyser Act (29 U.S.C. 49 et seq.) services (20 CFR 679.560(b)(11)). Plans and strategies should specifically include how the broader one-stop delivery system and LWDB will incorporate Title III Wagner-Peyser services into the service delivery system.**

Title III Wagner-Peyser programs include services such as job search assistance, help getting a job referral, and placement assistance for job seekers. Additionally, re-employment services are available for unemployment insurance claimants, as well as recruitment services to employers with job openings. Services are delivered in one of three modes including self-service, facilitate self-help services and staff assisted service delivery approaches.

Services offered to employers, in addition to referral of job seekers to available job openings, include assistance in development of job order requirements, matching job seekers experience with job requirements and skills, assisting employers with special recruitment needs, arranging job fairs, assisting employers analyze hard-to-fill job orders, assisting with job restructuring, and helping employers deal with layoffs. Job seekers who are veterans receive priority referrals to jobs and training as well as special employment services and assistance. In addition, the system provides specialized attention and service to individuals with disabilities, migrant and seasonal farmworkers, justice-involved individuals, youth, minorities, and older workers.

The LWDB has established strong, robust and sustained partnerships with core programs where core programs fall under the direct oversight of the One-Stop system. The LWDB manages and has oversight of a wide range of programs. Coordination is managed within a direct line of supervision and through contracted performance requirements of contracted partners with coordinated service delivery and accountability. Coordination is maintained and enhanced by well trained and equipped one-stop center staff. Staff training is an ongoing learning process providing knowledge, skills and motivation to provide superior services to include individualized career services to job seekers inclusive of the LWDB priority populations in an integrated, regionally focused framework of service delivery. In addition, the LWDB has an extensive history of effective alignment between workforce programs and public secondary and post-secondary institutions, such as community and technical colleges. The LWDB continues to work and coordinate collaborative efforts with the local secondary and post-secondary education programs in the community to fully implement the strategic intent of WIOA.

The Arizona Department of Economic Security's (DES) (Title IV), Division of Employment and Rehabilitation Services (DERS), Employment Service programs (Title III) are fully integrated and collocated at the Comprehensive One-Stop Center. Employment Service staff compliment the service delivery system by focusing on providing basic career services including job search and placement assistance, provision of information on in-demand industry sectors and occupations, and information on non-traditional employment. Employment Service staff also provide support for such functions as job order entry and career services to Unemployment Insurance recipients. Employment Service provides access to services in multiple service deliveries to Employment and Training. ARIZONA@WORK Yuma County Employment Service also provides services to Migrant and Seasonal Farmworkers (MSFW) as well as to employers with agricultural employment opportunities.

The Workforce Innovation and Opportunity Act (WIOA) require programs alignment, coordination of services, and integrated strategic planning for the core programs. WIOA mandates that partners enter into Memorandums of Understanding (MOU's) with the one-stop system partners regarding service delivery and the payment of infrastructure costs.

WIOA serves as the workforce lens that connects employment and training services to the needs of local employers and business. It broadens access to an array of services and provides additional funding or in-kind resource sharing mechanisms. An examination of the current service delivery area's methods of delivering services identifies the following practices that need to be better aligned to effectively coordinate the integrated delivery of Employment Services (ES) in the one-stop setting:

- Creation of common administrative and management structures for partner programs housed together
- Creation of formal and functional organizational structure for staff oversight
- Utilize shared resources (in-kind services) to support service delivery
- Use common procedures to facilitate registration processes
- A shared data system to effectively collect data (AJC and CRS)
- Provide cross-training to all staff on all partner program services
- Provide common job search/readiness activities designed to streamline services
- Provision of dual case management of customers
- Issuing and tracking referrals to partner agencies in the community

The LWDB staff developed internal databases that are used by staff of the workforce system to track participants through the programs. The **Integrated Service Delivery System (ISDS)** allows the One-Atop center and staff to track customer navigation through the system. The database additionally provides detailed reports of customer visits to the center and to partner agencies co-located in the center. The ISDS is web based and accessible to the public and allows the customer to schedule themselves for orientations and workshops. The **ISDS** has become an important internal support tool that complements the Arizona Job Connection (AJC) system for partner staff co-located at the one-stop center. The One Stop Operator is required to promote the utilization of AJC and Client Referral System (CRS) to all partner agencies (Title I-IV) to improve the processes for co-enrollment and prevent duplication of services to better serve customers. The shared point platform is a secure system that requires log in and provide the venue for partners to issue and track referrals. All partners will have access to the site that allows them to create, view or retrieve referrals. The CRS system is an ARIZONA@WORK-Yuma County internal web-based data system to document co-enrollments within core and partner agencies.

u. A description of how the LWDB will coordinate relevant programs and activities, to support strategies, enhance services, promote cross-partner referrals with Title IV services, and avoid duplication of services.

As recommended by the U.S. Department of Labor's "Promising Practices in Achieving Non-Discrimination and Equal Opportunity: Section 188 Disability Reference Guide" the Yuma County Workforce Development Board will require that the One Stop Operator (OSO) has staff that possesses expertise and extensive experience assisting persons with disabilities. The OSO will coordinate services for clients between the pertinent partners and the appropriate community stakeholders. The OSO will coordinate with the EO Officer and will arrange training sessions for service providers' staff to ensure they are well prepared to work with individuals with disabilities.

The Monitor Advocate System is a federal/state monitoring system that ensures migrant and seasonal farmworkers (MSFW) have equitable access to career services, skill development, and workforce protections offered by ARIZONA@WORK centers, so they may improve their living and working conditions.

Key components of the Monitor Advocate System

- Conducting outreach to MSFWs at their working, living, and gathering places
- Monitoring services provided to MSFWs at American Job Centers
- Facilitating the Employment Service and Employment-Related Law Complaint System, which helps resolve labor-related complaints, and
- Promoting the Agricultural Recruitment System for U.S. workers, which connects job seekers who need employment to employers who need workers.

The One Stop Operator, in collaboration with the assigned worker for the service provider agency, will assess the needs of the client, and will coordinate the initial and if necessary, subsequent meetings to involve all personnel that will be assisting the customer with the customer’s input; this will assist in avoiding duplication of services and duplications of expenditures.

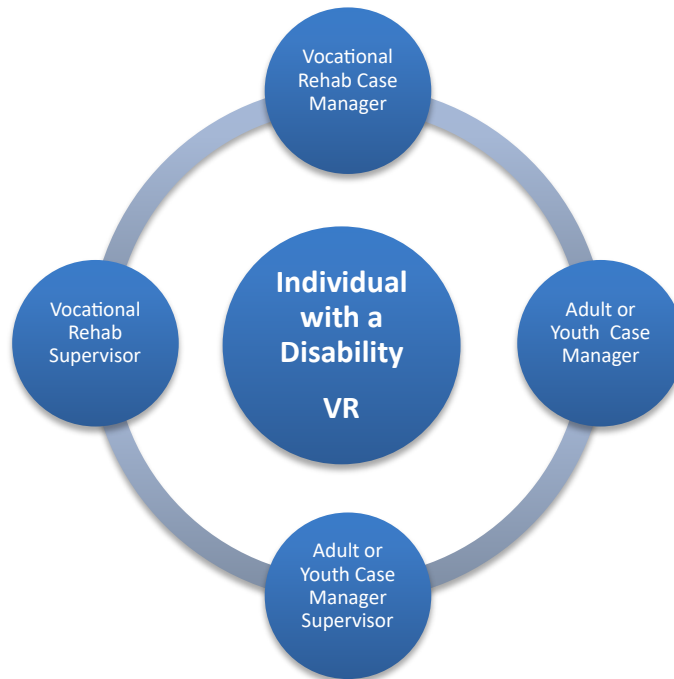
The OSO and service provider’s staff will participate in training on a continuous basis to ensure they will be prepared to work with individuals with disabilities.

REFERRALS: Under the guidance of the LWDB, the Integrated Service Delivery System (ISDS) was developed internally to allow staff to track customer navigation throughout the Yuma County ARIZONA@WORK system. The ISDS is utilized by the partners and provides a systematic method to refer customers to a partner agency. Once the referral is made in the ISDS, staff members can contact the individual directly to ensure that an appointment is scheduled. This tracking mechanism has become very important in avoiding duplication of services by the partner agencies.

CO-CASE MANAGEMENT OF INDIVIDUALS WITH DISCLOSED DISABILITIES REFERRED BY/OR WORKING WITH VOCATIONAL REHABILITATION SERVICES

- **No wrong door approach:** Participant may start services through either:
 - Title I-B Youth Program (Youth Center)
 - Adult/DW Program (One-Stop Center) Services
 - Title IV (Vocational Rehabilitation)
 - Other partner agencies (i.e. MSFW)
- The OSO coordinates the initial meeting between the pertinent parties (as illustrated below);
- The pertinent parties become the individual’s “Resource and Support Team”
- MOU guidelines are reviewed to ensure each party is collaborating as agreed on the MOU;
- All pertinent information regarding the individual is discussed with the participation of the individual;
- After the initial assessment, a plan is put in place to start Title I-B services

- Throughout the plan, **both agencies identify MOU conditions and agree on cost sharing** ensuring that payment for services is not duplicated and maximizing the efficient use of title I-B and Title IV funds.



CO-CASE MANAGEMENT OF INDIVIDUALS WITH DISCLOSED DISABILITIES (Not working with Vocational Rehabilitation Services/Or has already received all pertinent VR services)

No wrong door approach: Participant may start services through either:

- Title I-B Youth Program (Youth Center)
- Adult/DW Program (One-Stop Center) Services
- Title IV (Vocational Rehabilitation)
- Other partner agencies
- One Stop Operator coordinates *and participates (or ensures participation of staff/agency with expertise in Disabilities)* in the initial meeting between the pertinent parties (as illustrated below);
- The pertinent parties become the individual's **“Resource and Support Team”**
- If applicable, MOU guidelines are reviewed to ensure each party is collaborating as agreed on the MOU;
- All pertinent information regarding the individual is discussed with the participation of the individual;
- A plan is put in place to start services;
- Throughout the plan, the involved partners (if applicable) will identify funding sources and explore comparable benefits as appropriate.



The ARIZONA@WORK-Yuma County One-Stop provides the central point of service at the “comprehensive one-stop center”. The center is the physical location where all of the relevant programs, services, and activities provided by the required partners are accessible.

ARIZONA@WORK-Yuma County manages technological resources such as websites, business networking software, on-line and testing services, leases, utilities and other invoicing remittance.

As mandated in WIOA, Core and other workforce support partners are either physically co- located or accessible through technology. The role of the one-stop operator is to coordinate service delivery among partners and physical electronic sites throughout Yuma County. The LWDB strategic involvement as a convener has been especially notable. In the series of planning meetings facilitated by ARIZONA@WORK-Yuma County.

Planning meeting for WIOA Core, mandatory and optional WIOA partners in Yuma County take place quarterly. The purpose of the meetings is to continue discussions about aligning and integrating services. Partner agencies in attendance are as follows:

1. ARIZONA@WORK-Yuma County, Meeting Convener
2. Department of Economic Security (DES), Employment Services (ES), Veterans Services and Vocational Rehabilitation (VR)
3. Portable Practical Educational Preparation, Inc.
4. Goodwill of Central and Northern Arizona

5. South Yuma County Consortium (Adult Education)
6. Adult Literacy Plus of Southwest Arizona
7. Western Arizona Council of Government
 - Under WIOA, core and optional partners are all jointly responsible for the delivery of workforce, economic development, educational, and other human resource programs in Yuma County.
 - The one-stop must be accessible to all customers and must expand its reach by improving program data sharing agreements, developing specific memorandums of agreement, and better communications between program staff.
 - Partnering agencies will continue to work on strengthening the current integrated management systems by sharing decision making responsibilities, identifying clearer role definitions and sharing resources. The procured One Stop Operator would also continue to manage the following.
 - Manage services provided to Adult, Dislocated Worker and Youth individuals in need of workforce services (Basic Career, Individualized, Follow-up and Training Services)
 - Manage and provide services to the business community (outreach and recruitment)
 - Ensure the delivery of basic career services, orientations, labor market information, and resource space and recruitment rooms to the community
 - Implementation of Board policies
 - Reporting to Board on one-stop operations, performance outcomes, continuous Improvement and alignment efforts and staff development and training

Section 4. ARIZONA@WORK JOB CENTER DELIVERY DESCRIPTION

This section must include a description of the ARIZONA@WORK one-stop delivery system in the LWDA, including the following (20 CFR 679.560(b)(5)):

All career services are provided by staff of ARIZONA@WORK and partner entities. Service delivery is fully coordinated and integrated, focused on a "**single point of contact**" model that is targeted to provide value-added services to jobseekers and employer customers. This service integration model moves beyond co-location and "**partnerships**" to create one common customer path with a standardized process for the delivery of a wide range of services and the provision of excellent customer service.

The integration provides customers a broad diversity of services that consist of information pertaining to current job opportunities, unemployment information, employability skills workshops, assessments, labor market information, and an overview of additional services provided by partner and community based programs. Co-enrollment and referrals to other programs are processed as deemed appropriate.

Cross information Sharing/Customer Referral – The One-Stop delivery system staff are trained to provide information about all programs, services, and activities that may be available to the customer through the partner organization. Partners will encourage, accommodate and/or provide cross training information/referrals, as deemed appropriate, to ensure that all partner staff are informed with all programs represented within the Yuma County workforce system in order to integrate services, reduce duplication, and improve overall service delivery.

The partners agree to provide any updates regarding any changes regarding their points of contact, as soon as possible, by utilizing any of following methods which are coordinated by the One Stop Operator:

- Provide updates and available training at the “Quarterly All Partners” meetings;
- Provide updates, cross training information, or discussion sessions individually with the One Stop Operator and other appropriate partners;
- Provide updates by e-mail; and/or
- Provide updates by written communication.

a. List the addresses of the ARIZONA@WORK comprehensive Job Centers, affiliate job centers, and specialized job centers in the LWDA, noting the type of ARZONA@WORK Job Center. These are to be updated when there are changes.

These hours are posted at the entrance to the centers in the LWDB. Extended hours are available based on location and customer need. In addition, extended hours are available through electronic means allowing customers to access many of our services regardless of the time of day by using the Internet.

- 1) Comprehensive One-Stop
-

The Comprehensive Center is located at 3826 W. 16th Street in Yuma, Arizona 85364. The One Stop Operator was procured through a competitive process in compliance with WIOA Sec.121 (d) (2)(A). Equus Workforce Solutions (Previously ResCare) is the One Stop Operator and operates the Comprehensive Center. The business hours are:

- Monday through Thursday: 8:00 am to 5:00 pm
- Friday: 9:00 am to 5:00 pm

2) Specialized Center

The Somerton Resource Center is located at 201 North Bingham Avenue in Somerton, Arizona 85350. Title I-B staff is located at the site to meet the definition of “Specialized” as described on the Workforce Arizona Council’s One-Stop Delivery System Policy #03-2016. WIOA services are available to job seekers and employers in the community, including orientations and workshops regarding partner services. The business hours are:

- Monday through Thursday: 8:00 a.m. to 5:00 p.m.
- Friday 9:00 a.m. to 5:00 p.m.

3) Specialized Center

The San Luis Resource Center is located at 1453 N. Main Street, Suite 5, San Luis, Arizona 85349. Title I-B staff is located at the site to meet the definition of “Specialized” as described on the Workforce Arizona Council’s One-Stop Delivery System Policy #03-2016. WIOA services are available to job seekers and employers in the community, including orientations and workshops regarding partner services. The business hours are:

- Monday through Thursday: 8:00 a.m. to 5:00 p.m.
- Friday 9:00 a.m. to 5:00 p.m.

4) Specialized Center

The Martin Luther King (MLK) Youth Center is a Specialty Center dedicated to Youth in Yuma County; it is located at 300 S 13th Ave (Carver Park Neighborhood) in Yuma County. This neighborhood exhibited an extensive amount of distress and poverty and was designated as a formal redevelopment area in June of 2002. The neighborhood is one of the oldest in the City and at the time it was designated as a redevelopment area it was recognized by HUD as one of the poorest in the country.. The opening of the center provides residents (especially youth) who are predominately minorities the ability to access services designed to decrease unemployment, decreased poverty rates and deliver streamlined services that promote self-sufficiency. The MLK Youth Career Center serves as a "one-stop" marketplace delivering education, employment, and vocational training services geared to help youth between ages 16 - 24 to find jobs and/or educational training services. The partners co-located at the specialized center are; (AWC), Vocational Rehabilitation (1 day a week) and the Yuma Neighborhood Organization.

- Monday through Friday: 8:00 a.m. to 5:00 p.m.

- 8:00 a.m. to 7:00 p.m. as needed for Youth activities

5) Access Points in Yuma County

Access points were designed to provide a comprehensive approach to disseminating pertinent information on the availability of workforce services. Digital resources enhance the ability of these various selected sites to provide information that help to streamline information regarding social service programs, community based programs, career planning/ job search and training opportunities in order to better assist the unemployed with finding employment as quickly as possible. The sites listed below provide services to the unemployed and economically disadvantaged.

- a). Goodwill Career Resources, 3097 S. 8th Avenue, Yuma, AZ 85364
- b). Yuma County Library, 2951 S 21st Dr., Yuma, AZ 85364
- c). Somerton Branch Library, 240 W Canal St Friends of the Library, Somerton, AZ 85350
- d). San Luis Library, 1075 6th Ave, San Luis, AZ 85349
- e). Yuma County Housing Department, 2050 W Main Street, Somerton AZ, 85350 (County agency that covers housing needs for Somerton, San Luis, and rural areas)
- f). Portable Practical Educational Preparation Incorporated, 210 N. Bingham Avenue, Somerton, AZ 85350 and 683 N. Main Street, San Luis, Arizona 85349
- g). Western Arizona Council of Governments, 1235 S. Redondo Center Drive, Yuma, AZ 85365
- h). San Luis Resource Center, 1453 North Main Street, Suite 5, San Luis, AZ 85349
- i). Housing Authority City of Yuma (HACY) – 420 S. Madison Avenue, Yuma AZ 85364 (main office providing affordable and subsidized housing within the limits of the City of Yuma)
- j). Housing Authority of the City of Yuma (HACY) – Mesa Heights, 2150 S. Arizona Avenue, Yuma, AZ 85364 (Resource Center managed by HACY and offering onsite services for 18 agencies including job training, food bank, recreation, family services, etc.)
- k). Yuma County Adult Probation, 405 S. Main Street, Yuma, AZ 85364
- l). City of Wellton Library, 28790 San Jose Avenue, Wellton AZ 85356
- m). Arizona Western College Downtown Center, 1351 S. Redondo Center Drive, Yuma, AZ 85364
- n). DES/ARIZONA@WORK 1800 E. Palo Verde Street, Yuma, AZ 85365

b. How the LWDB will ensure the continuous improvement of eligible providers through the system and that such providers will meet the employment needs of local employers, workers, and job seekers;

The LWDB is committed to meeting the unique and changing needs of our communities by providing quality workforce development and career services that will equip workers with the necessary skills to help them secure quality jobs. The LWDB strives to make sure that WIOA resources are demand-driven and designed to meet labor market needs that will help program participants secure jobs that lead to meaningful careers.

The LWDB works closely with Greater Yuma Economic Development Corporation to survey and collect to determine employers hiring needs and recruits training programs that are responsive to those identified

needs. In addition, opportunities with employers such as on-the-job training and internships are offered to participants as training paths to employment.

In partnership with the State, the LWDB identifies qualified eligible training providers and programs for Arizona's Statewide Eligible Training Provider List as mandated by the WIOA. Arizona's Eligible Training Provider List also includes information related to training program costs, performance and credentialing information.

Initial eligibility is determined based on meeting State and the Local Workforce Delivery Area established criteria. The State of Arizona's Eligible Training Provider (ETPL) List Coordinator reviews the initial submission of the Training Provider to be added onto the ETPL to ensure that the application has been filled out completely and that it meets the basic criteria.

As described on the ETPL Policy for Yuma County, the ETPL is comprised of approved eligible training providers and training programs that are approved by the LWDB to provide training services to qualified WIOA participants. The LWDB's Executive Committee reviews all training provider applications to ensure that appropriate research has been conducted to screen the potential training provider and program for initial approval (the State determines if a school is approved as a Training Provider; the local area determines if the training *program* will be approved).

Eligible training providers for Yuma County are vetted by LWDB staff to ensure they meet the requirement for subsequent eligibility to remain on the ETPL. All approved training providers must provide training that result in a recognized postsecondary credential. The LWDB ensures that the trainings are in an in-demand related occupation in Yuma County as a part of the approval process. The LWDB staff attends various meetings, conferences and trainings to ensure that training programs on the ETPL meet labor market relevant. Additionally, approved training should maximize consumer choice and leads to competitive employment for job seekers. Furthermore, the ETPL is made widely available to eligible program participants engaged in employment and training activities through the one stop delivery system such as the One Stop Career Center and the network of funded service providers and partners. The ETPL is also accessible for viewing by the general public through the Arizona Job Connection System (AJC).

The ETPL is designed to gather and display useful information with respect to training providers, their services and the quality of their program.

Program participants eligible to receive training services go through a guided customer choice process which allows them to select a training provider that is listed on the ETPL. Consistent with Section 122 of WIOA, providers of training services are those entities eligible to receive WIOA Title I-B funds to provide training services to adults, youth and dislocated workers. In order to be eligible to receive WIOA funds for the provision of training services, the provider shall be:

1. An institution of higher education that provides a program that leads to a recognized postsecondary credential;
2. An entity that carries out programs registered under the Act of August 16, 1937 (commonly known as the "National Apprenticeship Act" 50 stat. 664, Chapter 663; 29 U.S.C.50 et seq.);

3. Another public or private provider of a program of training services, which may include joint labor-management organizations and eligible providers of adult and education and literacy activities, if such activities are provided in combination with occupational skills training.
4. A training provider that has demonstrated effectiveness in training populations that face established barriers to employment; or
5. Other groups as determined by the Governor.

In order to provide training services to eligible adults, youth and dislocated workers, a training provider must:

- Be a legal entity, registered to do business in Arizona;
- Be licensed by the appropriate Arizona or federal licensing authority as required by Arizona and federal law;
- Comply with non-discrimination and equal opportunity provisions of all federal and state laws.;
- Comply with all training provider assurances as described on the Arizona Department of Economic Security (DES) WIOA Title IB Training Provider Assurance Document. Information that addresses alignment of the training with in-demand industry sectors and occupations, to the extent possible; and
- Training provider must be approved by the Arizona Department of Education when provided adult and education and literacy activities provided in conjunction with occupational skills training.

Removal of Training Provider from the ETPL (WIOA section 611.02)

A training provider must be removed from the ETPL for the following reasons:

1. All of a training provider's programs have been removed.
2. The training provider has not maintained required licenses and liability insurance or is found to be noncompliant with the training providers' assurances.
3. The training provider is not in compliance with the WIOA regulations, or any agreement executed under the WIOA.
4. The training provider is found knowingly to make false claims to prospective participants about costs or WIOA eligibility.

O*NET Online to be used as Minimum Entry Level Wage for Program Description on ETPL:

The LWDB uses O*NET online to determine the minimum entry level wage for programs listed on the ETPL.

Training providers must provide a program of training services through one or more courses or classes that upon successful completion lead to:

1. An industry recognized certificate or certification
2. A certificate of completion of a registered apprenticeship;
3. A license recognized by the State involved or the Federal government;

4. An associate or baccalaureate degree;
5. A secondary school diploma or its equivalent.

The skills or competencies needed for a specific job or jobs an occupation, occupational group or generally for many types of jobs or occupations, as recognized by employers and determined prior to training.

WIOA Approved Training and Reciprocal Agreements

Arizona's ETPL is the primary list of eligible training providers and training programs to be used by the LWDA when referring eligible WIOA Title I-B participant for training. In rare cases, with approval from the LWDB participants may be referred to programs on another State's ETPL with which Arizona has a reciprocal agreement.

Once training has been approved, the training must be provided either through an Individual Training Account (ITA) or through a training contract as discussed in Section 10 of TEGL 19-16. Training services must be linked to in-demand employment opportunities in the local area or planning region or in a geographic area in which the individual is willing to relocate or to commute to.

Examples of Training Services may include:

- Occupational skills training, including training for nontraditional employment
- Incumbent Worker training in accordance with WIOA §134(d)(4)
- Workplace training and cooperative education programs
- Private sector training programs
- Skills upgrading and retraining
- Entrepreneurial training
- Job readiness training provided in combination with other training
- Adult Education and Literacy activities, including activities of English acquisition and integrated education and training programs, in combination with training; and
- Customized training conducted with a community by an employer or group of employers to employ an individual upon successful completion of the training.

Required Determination:

Veteran's Priority of Service will be applied and documented to all Veterans and Eligible Spouses over non-covered persons for receipt of employment and training and placement services as described in TEGL 10-09.

Adult Priority of Service will be applied and documented to recipients of public assistance, other low-income individuals, and/or individuals who are basic skills deficient as described in TEGL 07-20 and WIOA State Policy Manual Adult and Dislocated Worker Program Chapter 2 Section 102.

All participant files will contain documentation of determination of the need for training services and identify the various methods used to determine need of services. (i.e. interview, assessment, and/or career planning activities).

Documentation will be placed in participant file if training from another state's ETPL was procured.

- c. **How the ARIZONA@WORK partners in the LWDA, including the one-stop operator, will ensure physical and programmatic accessibility of facilities, programs, and services, technology, and materials for individuals with disabilities, including provide training and support for addressing the needs of individuals with disabilities as required under WIOA Sec. 188 (as appropriate) and the Americans Disabilities Act of 1990.**

Physical Accessibility:

The local Equal Opportunity Officer (EOO) performs a walk-through annually (at mid-year) and on a random basis to ensure that the One Stop Center and the facilities where service providers serve WIOA customers are **physically accessible** and comply with all American with Disabilities Act (ADA) requirements. The EOO provides a summary of findings to the One Stop Operator or Service Provider with deadlines to ensure compliance. The local EOO provides guidance and training to the One Stop Operator on how to remain compliant. As findings are being noticed, the EOO seizes the moment as a training/learning opportunity. The local EOO explains to the pertinent staff why the finding is noted and how to fix it. The local EOO reinforces the information with videos if available on the internet for easy demonstration. The checklist used is provided by the ADA. Additionally, the local EOO collaborates with the State of Arizona EOO and designated staff while conducting the required annual monitoring at WIOA facilities to ensure compliance.

Programmatic accessibility:

The Service Providers and OSO ensure **programmatic accessibility** by making available **Assistive Technology** and securing the necessary tools for individuals living with a limitation or disability. Assistive Technology software is located in all computers in the One Stop Center or at the Service Providers computers. Some of the Assistive Technology available at the center includes:

A **specialized station** with additional assistive technology is located in each of the centers. The specialized stations are easily (free of obstacles or obstructions) accessed by an individual utilizing a wheelchair. The desks are adjustable and placed strategically to provide screen privacy for the user.

Assistive Technology available includes:

- Adjustable Desk
- Alpha Smart 2000 Meet & Greet device
- Dialogue JB-35
- Document J-35
- Document Magnifier
- FM System for Audio Amplification
- High visibility Keyboard/Ergonomic
- JAWS
- Physical Access

- Printer material in large format
- Sign Language Interpreter
- Track Pad
- Track ball selective device
- Telephone Typewriter (TTY) System
- Windows Ease of Access: Magnifier, Narrator, On Screen Keyboard, Speech Recognition

Orientations:

The programmatic accessibility begins with an orientation that is provided to all individuals. As recommended by the U.S. Department of Labor Promising Practices in Achieving Discrimination and Equal Opportunity: a Section 188 Disability Reference Guide.

- Every orientation session hosted by WIOA service providers and One Stop Center includes a presentation of customers' rights to equal opportunity, including the right to file a complaint if they believe their rights have been violated.
 - A list of the immediately-available auxiliary aids and services for communication, assistive technology devices, and materials available in accessible formats will be provided in writing and reviewed verbally during orientation.
 - Orientation materials are available in formats that account for a variety of learning styles, and are accessible to individuals who have limited or no reading skills (e.g. pictures, videotapes, audiotapes).
 - A guided tour of the Center will be part of the standard orientation to program services, highlighting the modifications/assistance/accommodations that are immediately available for customers who may have disabilities.
- i. Include how the need for specific assistive technology equipment will be determined as well as how partners/operators will ensure equipment is in working order and staff have the knowledge and skill to assist individuals with disabilities in accessing and utilizing the equipment.**

Accommodation request cards are available at the front desk counter, individuals select on the card whether they need a communication, alternative format, or media accommodation. Once the card is received by the front desk staff, the setup of the appropriate accommodation takes place. Interpreting services are readily available in Spanish, and sign language interpreters are secured within 48 hours through a contracted agency (Arizona Freelance Interpreting Services). Electronic devices are available on site to assist a person that is hearing impaired but able to read, write and communicate effectively.

The electronic devices are kept in working order; this is inspected on a quarterly basis by the One Stop Operator and reported to the local EO Officer. The EO Officer randomly inspects the proper functioning of equipment. The staff is trained in the usage of the equipment by the One Stop Operator at the time of hire.

The tagline "Auxiliary Aids and Services are Available upon request" is included in all documents produced

by the One Stop.

- ii. **Describe the process that an individual would use to request an accommodation as well as how an individual will know what accommodations/assistive technology equipment are available.**

Entering the One Stop Center

- Accommodations notices will be posted on conspicuous places, such as waiting or reception areas.
- The Accommodation Request Card is available at the front desk counter; the individual may select the type of accommodation needed.
- The card will be returned to the front desk staff and the accommodation will be setup immediately or as soon as possible.

During Orientation

- Staff providing orientations inform the attendees that if they need a reasonable accommodation, they may request it, and will receive it.
- The staff will make clear that the disclosure of a disability is voluntary, and that information will be kept confidential and maintained in a separate file.
- The availability of accommodations, as well as examples of accommodations used in the past will be explained at the time of orientation.
- A list of the immediately-available auxiliary aids and services for communication, assistive technology devices, and materials available in accessible formats will be provided in writing and reviewed verbally during orientation.
- Accommodations Request Cards will be available during orientation.

During Eligibility

- The Accommodations card will be available at the desk where the individual is completing the eligibility interview.
- Staff determining eligibility will inform the attendees that if they need a reasonable accommodation, they may request it, and will receive it.
- The staff will make clear that the disclosure of a disability is voluntary, and that information will be kept confidential and maintained in a separate file.
- Staff will make it clear that disclosure is voluntary.
- Staff will inform individuals that information regarding disability will be kept confidential in a separate file.
- Staff will inform individuals that if they need accommodations, they may need to disclose the accommodation to the potential training entity;
- Staff will inform that any other information regarding the disability will only be disclosed if necessary to others, with permission from the individual.
- Per Arizona Department of Economic Security-WIOA division “documentation must be collected

prior to providing individualized or training services to participate in the WIOA Adult or DW Program and prior to enrollment for participants in the WIOA Youth program.” Documentation MUST be in file (for eligibility purposes) when an individual claims they have a disability. Once an individual identifies on the demographic form that they have a disability the staff member will provide the list of acceptable documents to verify the disability. The list of acceptable documents is as follows:

- Letter from drug or alcohol rehabilitation agency
 - Medical records
 - Doctor’s diagnosis/statement (physician, psychiatrist, or psychologist)
 - Rehabilitation evaluation
 - School records
 - Sheltered workshop certification
 - Social Security Administration disability records
 - Social service records/referral
 - Veterans Administration Letter/records
 - Vocational Rehabilitation letter
 - Workers’ compensation record
- Once the individual requests an accommodation; the accommodation form will be given to the individual for completion.
 - The accommodation will be provided immediately or as soon as possible.
- iii. Describe how partners/operator will ensure individuals with disabilities can participate in workshops and services offered through the center.**

Quarterly Partner Meetings:

- Partners will share information on available training, services and resources to better serve individuals with a disability. This meeting will include cross training information sessions by the various partners, especially those serving individuals with disabilities.
- The One Stop staff will learn how to effectively work with an individual with a disability to provide an inviting atmosphere and friendly attitude that will make the individual feel welcome.

Vocational Rehabilitation Collaboration:

- Vocational Rehabilitation staff will continue to offer itinerant services at the One Stop.
- Vocational Rehabilitation staff will assist with offering guidance and answering questions to One Stop staff regarding VR clients served at the One Stop.
- Vocational Rehabilitation will participate in the initial and subsequent meetings coordinated by the OSO

Marketing and Outreach:

- General marketing and recruitment materials (including photos and advertisement) for the One

Stop programs will mention individuals with disabilities as one of the groups served, contain positive images of individuals with disabilities and indicate a commitment to hire and/or effectively serve individuals with disabilities.

- Informational resources are disseminated and advertisements are made through a broad range of media sources (e.g. social media, web-based education, billboards, newspaper outlets, television, radio, public service announcements, and other public information and community outlets) including but not limited to media targeted toward individuals with disabilities.
- Presentations to community organizations, partner agencies, job seekers, and others explain that individuals with challenges to employment, including individuals with disabilities, are encouraged to take advantage of the programs and services offered at the One Stop Center.

Marketing, Business Services:

- Outreach and technical assistance efforts by the One Stop staff and partners, particularly Vocational Rehabilitation Services, build connections with businesses and promote the inclusion of disability in diversity and inclusion initiatives as part of business’ strategy.
- Business Services, through the One Stop, will provide employers with skilled workers by supporting job seekers to enroll in training programs.
- Business Services, through the One Stop, will provide quality business engagement services to all employers within the county which can increase the probability of retaining business partner ships and new business referrals from other employers that are in need of business services.
- As part of the business service strategy, the One Stop staff and Business unit, will work with businesses and business groups (such as the Yuma County Chamber of Commerce) to promote paid and unpaid work experiences for individuals with disabilities.

d. The roles and resource contributions of the one-stop partners as detailed in the MOU/IFA and One-Stop Operating budget. Include other leverage funds such as donations and in-kind contributions.

The Infrastructure Funding Agreement (IFA) was established to describes reasonable cost allocation methodology, where infrastructure costs are charged to each partner based on partners’ proportionate use of the one-stop center, relative to the benefits received from the use of the one-stop center consistent with Federal Cost Principles in the Uniform Guidance at 2 CFR part 200 and the Department of Labor exceptions at 2 CFR part 2900.

Partners	Contributions	Roles Basic Career Services	Roles Individualized Training Services
Adult, Dislocated Worker (DW), and	Rental costs, utilities and maintenance costs, equipment costs, technology to facilitate	Program eligibility, outreach, intake, orientation, initial assessment, Labor	Comprehensive Assessment, employment plan, career plan counsel, short-term prevocational,

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Youth Programs under Title I-B of WIOA	access cost, square footage of dedicated/assigned space.	exchange/job search, referral to partners, LMI, performance/cost info, UI info assistance, and financial aid information	internships/work experience, out-of-area job search, financial literacy, ELA/integ. Education and workforce preparation
National Farmworker Jobs program (MSFW) under Title I of WIOA	Rental costs, utilities and maintenance costs, equipment costs, technology to facilitate access cost, square footage of dedicated/assigned space	Outreach, intake, orientation, Labor exchange/job search, support service information, UI information/assistance	Comprehensive Occupational and Career assessment, employer engagement and placement services. Comprehensive training options.
Adult Education and Family Literacy Act Programs under Title II of WIOA	N/A Currently, not co-located	Outreach, intake, orientation, initial assessment, referrals to partners, financial aid information	ELA/Integ Education and workforce preparation
Wagner-Peyser under Title III of WIOA	Rental costs, utilities and maintenance costs, equipment costs, technology to facilitate access cost, square footage of dedicated/assigned space.	Program eligibility, outreach, intake, orientation, initial assessment, Labor exchange/job search, referral to partners, LMI, performance/cost info, UI info assistance, and financial aid information	Employment plan, out-of-area job search, and workforce preparation
State of Unemployment Insurance (UI)	N/A Currently, not co-located	UI information/assistance	N/A
Trade Adjustment Assistance (TAA) under Title II of Trade Act.	Rental costs, utilities and maintenance costs, equipment costs, technology to facilitate access cost, square footage of	Outreach, intake, orientation, initial assessment, Labor exchange/job search, referral to partners, LMI,	Comprehensive assessment, employment plan, career plan/counsel, financial literacy, workforce preparation.

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	dedicated/assigned space.	UI info assistance, and financial aid information	
Jobs for Veterans State Grants (Vets) under Title 38, U.S.C.	Rental costs, utilities and maintenance costs, equipment costs, technology to facilitate access cost, square footage of dedicated/assigned space.	N/A	Comprehensive assessment, employment plan, career plan/counsel, short-term prevocational, internship/work experience, and workforce preparation.
Vocational Rehabilitation under Title IV of WIOA	Rental costs, utilities and maintenance costs, equipment costs, technology to facilitate access cost, square footage of dedicated/assigned space.	Program eligibility, outreach, intake, orientation, initial assessment, Labor exchange/job search, referral to partners, LMI, and financial aid information	Individualized employment plan, vocational guidance & counseling, evaluations to explore job interests, skills & capabilities, assistance with training or education if needed to obtain a job, special equipment or technology to address disability related barriers to employment, job coaching to assist with learning new tasks & achieving job stability. Information & referral services.
Arizona Western College (AWC) Entrepreneurial College Career and technical education programs at the postsecondary level	N/A Currently, not co-located	Provide training for adult and young individuals. Offer professional Certificates and Degrees program to the student. Help with outreach and assessment of the program. Do advisory board meeting with the local employers	Comprehensive assessment, Employment readiness, Wrap around services for the students.

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SCSEP Senior Community Service Employment Program authorized under title V of the Older Americans Act of 1965	Rental costs, utilities and maintenance costs, equipment costs, technology to facilitate access cost, square footage of dedicated/assigned space	Program eligibility, outreach, intake, orientation, initial assessment, Labor exchange/job search, referral to partners, LMI, and financial aid information	Comprehensive assessment, employment plan, career plan/counsel
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e. Describe how the LWDB will ensure the service providers provide priority of service that conforms to WIOA and the State Plan for adult career and training services provided to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient consistent with WIOA Sec. 134(c)(3)(E) and 20 CFR 680.600.

The LWDB follows the Priority of Service guidelines which include individuals in the WIOA Adult program and are determined in the following groups;

- a) Public Assistance recipients;
- b) Other low-income individuals; or
- c) Individuals who are basic skills deficient including English Language Learners (ELL)

In addition, the LWDB follows the priority of services for Veterans and their eligible spouses as stated on WIOA State Policy Manual for Adult and Dislocated Worker Program Chapter 2 Section 102.01 and WIOA State Policy Veteran’s Priority of Services Chapter 2 Section 1104.

Individualized and Training services are made available to eligible adults. The LWDB determines additional services beyond basic career services are required to obtain and retain employment. Adults must be enrolled to receive individualized career services and service providers must collect documentation for priority of service as listed on WIOA Title I-B Adult Worker Program Eligibility Checklist.

The service providers will utilize their own tracking system to report and identify if participants enrolled in WIOA Title I-B Adult program fall into one of the categories of Priority of Service. Such tracking report consists of participant information to comply with meeting required priority of service.

Service Providers are required to track and submit their monthly priority of service tracking report to the LWDB to verify they are in compliance with priority of service guidelines.

f. Describe how the LWDB is implementing the waiver granted by the US Department of Labor to the State of Arizona to use individual training accounts for youth who are in school.

The Yuma County Local Workforce Development Board serves In-School Youth throughout the county who are currently enrolled in secondary and post-secondary education. During the youth's intake orientation into the youth program, service providers make available the Eligible Training Provider List (ETPL) listed on the Arizona Job Connection System (AJC) to educate In-School Youth participants on the opportunities of additional training programs offered by approved Training Providers in our area. In-School Youth

participants have the choice of navigating through the ETPL, and viewing the different occupational trainings that match to their career interest that can become a career pathway to achieve their short and long term career goals. In-School youth participants who may already be attending post-secondary will benefit from providing an individual training account to assist with tuition, any education related expense, and fees to allow In-School youth complete their training program when listed on the ETPL. Service Providers encourage In-School Youth participants to consider the advantages of obtaining Federal, State, and industry recognized credentials required for employment through our approved training providers; and how these credentials may be a stepping stone for participant achieving their long term career goals. Our LWDB collaborates with our approved training providers which are Arizona Western College Entrepreneurial College, Yuma Truck Driving School, and College of Health Careers Regional Center For Border Health; who provide occupational training that is aligned to our industry sectors and occupations in demand for our area.

Section 5. PERFORMANCE AND CONTINUOUS IMPROVEMENT

- a. **A description of how the ARIZONA@WORK Job Centers in the LWDA are implementing an integrated, technology-enabled intake and case management information system for programs carried out under WIOA and by one-stop partners (20 CFR 679.650(b)(20)).**

The Integrated Services Delivery System (ISDS) was designed to allow off-site users a way to start their ARIZONA@WORK experience. The remote user can access the web site to create a user/member account. With their user/member account, the home user can enroll in orientations and workshops, to create a resume and check their progress. After the client obtains employment, they can self-report their employment.

Staff utilizes other modules of the Integrated Services Delivery System. Within the Program module, staff can maintain client data, track their progress, enroll members into workshops and securely store case notes and support documents.

The program interface also provides the mechanism to create new workshops, schedule the workshops, enroll participants into the workshops, and create customized reports on both participants and workshops.

The client counting system tracks the entry of clients into the various centers. Demographic information collected is used by accounting for cost allocation. Reports also track client influx and are reflected in historical and activity records.

The contracts module is used to create OJT, WEX, Internship, ITA's and other Contracts. This module is also used to create Initial and Revised SSAFs.

The Accounting module is used to process participant timesheets and maintain Workers Compensation and Accounting Funds.

The Active Clients module is used by Case Managers to track clients receiving extended services and to report expenses to Accounting.

The Event Registration System is used to create Events, such as Job Fairs or Trainings, which require sign-up. Custom Events can be created, with Administrator designated options, and Attendance reports can be generated.

WIOA regulations require a "robust system for the referral of clients". The Client Referral System is used by staff, and partner agencies, to track the referrals generated. Custom reports display the outgoing and incoming referrals.

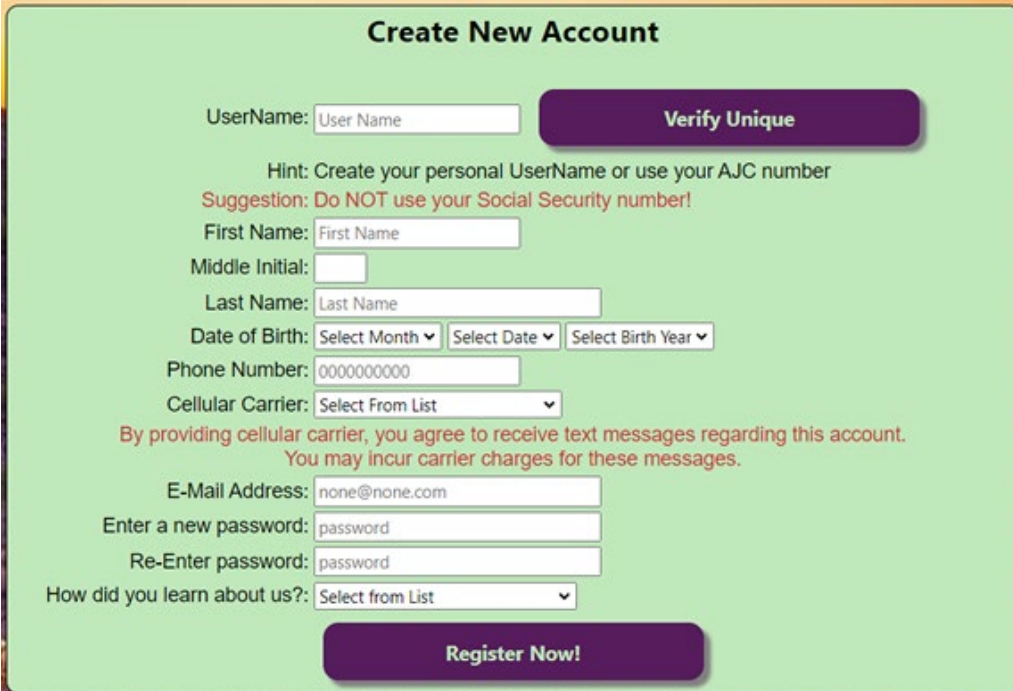
The LWDB utilizes the Arizona Job Connection (AJC) comprehensive internet-based workforce data system approved jointly by the Workforce Arizona Council and the State Administrative Entity. The AJC system is the primary system tool for all client intake, career planning, case management, training provider listing approved by the ETPL, performance data collection, and reporting for programs carried out under WIOA Title I-B and Title III and by the One-Stop delivery system. In July 2017 the LWDB completely converted

hard case files to electronic records by utilizing all features of AJC “uploading source documentation” to reduce and become paperless. The self-registration and referrals through AJC is available from anyplace where there is internet access for jobseekers and employers. Career planners use AJC to manage and monitor case loads, develop employment plans, assess employment barriers, track skills gains and employment outcomes.

Integrated Services Delivery System

Client module

- Web interface - <https://isds.ypic.com>
- Account creation, maintenance and recovery



The screenshot shows a web form titled "Create New Account" with a light green background. At the top, there is a "UserName:" label followed by a text input field containing "User Name" and a purple button labeled "Verify Unique". Below this is a hint: "Hint: Create your personal UserName or use your AJC number" and a suggestion: "Suggestion: Do NOT use your Social Security number!". The form includes several input fields: "First Name:" (text input with "First Name"), "Middle Initial:" (text input), "Last Name:" (text input with "Last Name"), "Date of Birth:" (three dropdown menus for "Select Month", "Select Date", and "Select Birth Year"), "Phone Number:" (text input with "0000000000"), and "Cellular Carrier:" (dropdown menu with "Select From List"). A red warning message states: "By providing cellular carrier, you agree to receive text messages regarding this account. You may incur carrier charges for these messages." Below the warning are fields for "E-Mail Address:" (text input with "none@none.com"), "Enter a new password:" (text input with "password"), "Re-Enter password:" (text input with "password"), and "How did you learn about us?:" (dropdown menu with "Select from List"). At the bottom center is a large purple button labeled "Register Now!".

- Orientation and Workshop enrollment

Workshop Schedule

List View Calendar View

ARIZONA@WORK / Yuma County Main Campus (ages 25+)

	Category	Language	Workshop Title	Day of Week	Date	Time	Minutes
Enroll Now!	CAR	SPA	Build Your Resume	Tuesday	5/28/2024	1:30 PM	120
Enroll Now!	CAR	SPA	Ace Your Interview	Tuesday	5/28/2024	3:00 PM	60
Call to be placed on Waiting List (928) 329 0990	ELI	ENG	Ross Eligibility	Tuesday	5/28/2024	3:00 PM	60

- Progress reports

Member History

Workshop Title	Scheduled For	Date Completed
Orientation	10/10/2014 8:30 AM	2015-06-22
Orientation	10/03/2014 8:30 AM	2015-06-22

Self-Registration Activity

Self-Reg Check-In	6/03/2021 10:59 AM
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-- End of Report --

- Resume creation and maintenance

Member Resumes

2023-03-20 test	Update	Display	Delete
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- AJC Account ID supported but not required
- QR Code login supported



Staff module

- Web interface – <https://program.ypic.com>
- Client management

Member Information Form

Maintenance **Status** Workshops Check-Ins File Routing Employment Referrals Documents Password

UserName	First Name	MI	Last Name	DOB (mm dd yyyy)	Sequence
gregario	Gary	R	Gammel	07 27 1984	1
Street Address	City	State (2 letters)	ZIP	Phone	
3834 W 16th St	Yuma	AZ	85364	928 329 0990 x2912	
Mailing Address	Mailing City	Mailing State (2 letters)	Mailing ZIP	E-Mail	
3834 W 16th St	Yuma	AZ	85364	ggammel@ypic.com	
Sign-Up Date	Enrollment Date	Status	How did client hear about us?	Youth	Veteran
09/01/2014	09/16/2019	Transferred		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current Resume	Interested In	Training	Job Interest	Work Experience	
ISDS	Training	AWC Certificate	Transportation	Transportation	

- Paperless document management

View All Accounting Audit Case Management Eligibility Member Photo Miscellaneous Resume Timesheets To Be Deleted

To Be Reviewed

Select	Document Title	Rename	Delete	Document Category	Update Category	AJC Export
<input type="button" value="Select"/>	Seq1-DELETE	<input type="button" value="Rename"/>	<input type="button" value="Delete"/>	Select Document Category	<input type="button" value="Update Category"/>	<input type="checkbox"/>
<input type="button" value="Select"/>	Seq1-DELETE1	<input type="button" value="Rename"/>	<input type="button" value="Delete"/>	Select Document Category	<input type="button" value="Update Category"/>	<input type="checkbox"/>
<input type="button" value="Select"/>	Seq1-Selective Service Registration Printout	<input type="button" value="Rename"/>	<input type="button" value="Delete"/>	Select Document Category	<input type="button" value="Update Category"/>	<input type="checkbox"/>
<input type="button" value="Select"/>	Provisional-Demographics Form-Eng.pdf69	<input type="button" value="Rename"/>	<input type="button" value="Delete"/>	Select Document Category	<input type="button" value="Update Category"/>	<input type="checkbox"/>

-- Document Count: 4 --

- Workshop management and scheduling

Update	Title	Instructor	Date/Time	Delete
<input type="button" value="Update"/>	Arizona Career Readiness Workshop CRC Lab 2	Karla Fonseca	2020-03-19 11:00:00	<input type="button" value="Delete"/>
<input type="button" value="Update"/>	Arizona Career Readiness Workshop CRC Lab 2	Karla Fonseca	2020-03-26 11:00:00	<input type="button" value="Delete"/>
<input type="button" value="Update"/>	Career Exploration Workshop CRC Lab 2	Karla Fonseca	2020-03-25 09:00:00	<input type="button" value="Delete"/>
<input type="button" value="Update"/>	Career Exploration Workshop EOC Lab 3	Karla Fonseca	2020-03-18 09:00:00	<input type="button" value="Delete"/>

- Enroll clients into workshops
- Staff account creation, maintenance and recovery
- Customized reports
 - Search clients by skill set / interests / education
 - Manage duplicate clients
 - Sign-in sheets
 - Workshop reports
 - Check-ins
 - AJC enrollments

Statistical Reports

Start of Period End of Period

ISDS User Accounts

ISDS Member Accounts

AJC Accounts

ISDS > AJC

Check-Ins

Enrollments

- Online User Guide: <https://program.ypic.com/images/ISDS-Program.pdf>


Check-In module

- Web interface - <https://ccs.ypic.com>
- Bilingual support
- Collects client demographic information

Age Group?	24 and under / 24 y menos ▾	¿Años de Edad?
Enrolled in School?	no ▾	¿Inscrito en la Escuela?
Veteran Preference?	yes / sí ▾	¿Veterano de Guerra?
Laid-Off? *	no ▾	¿Fue Recortado de su Trabajo? *
Agricultural Worker? **	yes / sí ▾	¿Trabajador de Agricultura? **

- Customized reporting
 - Trend analysis
 - Dislocated / seasonal worker reports
 - In school / out of school youth reports
- QR Code login supported

Press the camera icon to
Log-In with QR Code



Contracts module

- Web interface: <https://contract.ypic.com>
- Create and modify contracts (OJT, WEX, Intern, ITA, etc.)

Create New Contract

Contract Type: WEX, Intern, OJT, SEO, ITA, OST, LP

Funding Source Type: WIOA, SSBG, Quest, Fiber Network, YCC, WEX Expenditure, WBL

Other Options: Amendment

Provider: Arizona Western College Job Training Program Adult Contract Year: 2023 Contract ID:

Participant

Participant Name: Funding: ISY/OSY:

- Create and modify SSAFs (Original, Revision, Review)

Support Services Assessment Form

Participant ID: 2971327 Participant Name: Abrigo Sanchez, Israel Vendor ID:

Select ITA/OST Contract ▼

- Customized Reporting:
 - Type of Contract
 - Funding Source
 - Program (youth / adult)
- Online user guide: <https://contract.ypic.com/images/ContractsAndReports.pdf>

Accounting module
<https://timesheet.ypic.com/Accounting/>

- Process client timesheets

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ContID: 6615 Vendor ID: 0 Fund: Workforce Innovation and Opportunity Act
 Name: Carranza Martinez, Faban PartID: 2710202
 Title: Parks and Rec Volunteer Source: Other
 Start: 2024-01-23 End: 2024-05-10 Type: LP

Pay Period Starting May 3, 2024 - May 16, 2024

Approvals

Participant: Faban Carranza Martinez 2024-05-15 11:08:10
 Supervisor: Alvaro Escalante 2024-05-21 09:52:59
 Case Manager: J Baltierra 2024-05-21 10:02:12
 Accounting: n/a

	Fri May 03	Sat May 04	Sun May 05	Mon May 06	Tue May 07	Wed May 08	Thu May 09	Fri May 10	Sat May 11	Sun May 12	Mon May 13	Tue May 14	Wed May 15	Thu May 16
Punctuality	8.00	0.00	0.00	8.00	8.00	8.00	8.00	4.00	0.00	0.00	0.00	0.00	0.00	0.00
Worksite Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worksite Objectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Relationships	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Maintain Workers Compensation

Code:
 Title:
 SUBMIT

Update	Code	Description
UPDATE	8810	CLERICAL OFFICE EMPLOYEES-N.O.C
UPDATE	8864	SOCIAL SERVICES ORGANIZATION--ALL EMPLOYEES & SALESPERSONS
UPDATE	8868	COLLEGE/SCHS-PROF EMPL/TEACHER CLER SCHOOLS-TRADE-PROF' CLERICAL
UPDATE	3076	SHEET METAL PRODUCTS MFG. SHOP ONLY
UPDATE	3365	WELDING OR CUTTING-NOC

- Maintain funding sources

Funding Sources

	Short Name	Long Name	Inactive
Update	Allo	Fiber Network	<input type="checkbox"/>
Update	Quest	Quest Grant	<input type="checkbox"/>
Update	SSBG	Social Services Block Grant	<input type="checkbox"/>

Active clients module

- Follow-up activity

Staff	Status:	Contact Type:	Date:
ER	Exited Program		05/05/2017
Notes: Exited employed at Pizza Hutt			

Ana	Individualized/ Trg		09/30/2016
Notes: Participant's file has been updated to Individualized/Training Services as of today.			

Ana	Intensive		07/29/2016
Notes: ABE/GED			

- Client activity

Workshop Date	Date of Completion	Workshop Title
2/26/2020	2/26/2020	Work Readiness (Internship/OJT)
2/26/2020	2/26/2020	Career Exploration Workshop EOC Lab 3
2/25/2020	2/25/2020	Interviewing With Confidence CRC Lab 2
1/17/2020	1/17/2020	TABE Test-8/Retest-4

- Accounting reports

WIOA RWS Individualized 1A						
Participant ID	Participant Name	Case Manager	Fund	SubCode	Activity	Title
1 172	██████████ez, Maria G	Lalenia Ohn	WIOA RWS		Individualized	1A
2 132	██████████tal	Christine Gutierrez	WIOA RWS		Individualized	1A
3 188	██████████a	Eduardo Nunez	WIOA RWS		Individualized	1A
4 202	██████████h A	Eduardo Nunez	WIOA RWS		Individualized	1A
5 198	██████████ndara, Juana I	Lalenia Ohn	WIOA RWS		Individualized	1A

Event Registration System

The Event Registration System provides:

- web interface: <https://events.ypic.com>
- on-line registration Agency for events (job fairs, trainings, etc.)

UCP Recruitment Event Pre-Registration
June 05, 2024 @ 9:00 AM

Location:	Organizer:	Map:
Arizona Department of Economic Security 1800 E Palo Verde St Yuma, AZ 85365	April Romero 9283290990 none@none.com	
First Name:	<input type="text" value="First Name"/>	Last Name: <input type="text" value="Last Name"/>
Phone Number:	<input type="text" value="Phone Number"/>	Email Address: <input type="text" value="E-Mail Address"/>
		Cellular Carrier: <input type="text" value="Select From List"/>

- customizable demographic reports (veteran status, zip code, etc.)

UCP Recruitment Event Pre-Registration
June 05, 2024 @ 2:00 PM

Enrollees	there were 1 enrollees
Veteran Preference	there were 0 enrollees claiming Veteran Preference
Tribal Members	there were 0 enrollees claiming Tribal Membership
How did Enrollees learn of Event?	Arizona@Work 1
Which Agencies were represented?	1
Which ZIP Codes were represented?	85365 1

- online user guide: <https://events.ypic.com/images/EventRegistrationSystem.pdf>

Client Referral System

The Client Referral System provides:

- Web interface – <https://crs.ypic.com>
- WIOA compliant Inter-Agency referrals

Create New Referral

Referring Agency: YPIC IT Dept
 Referring Staff: F Sanchez
 Type of Service:
 Referred to Partner:
 Notes:

Important Notice
 Due to consolidation, please make Referrals for:

- Equus Workforce Services
- Ross Innovative Employment Solutions
- Somerton Resource Center

to:
 Arizona@Work One-Stop Career Center (Adult)

- Basic client demographics, history and referral notes

Referral History

Date	Partner Agency	Staff	Type Of Service	Opt-Out
2023-07-28	Referred By: Arizona@Work One-Stop Career Center (Ages 25+) Referred To: ARIZONA@WORK WDA-Employment Services Referring individual for job search/job referrals.	ddominguez	Referral	<input type="button" value="Opt-Out"/>

- Customizable referral activity reports (referred to/referred from)

Report Generator

Start Date: End Date:

Referrals from: Referrals to:

- Online User Guide - <https://crs.ypic.com/images/ClientReferralSystem.pdf>

b. Provide the local levels of performance negotiated consistent with WIOA sec. 116(c), to be used to measure the performance of the local area and to be used by the Local WDB for measuring the performance of the local fiscal agent (where appropriate), eligible providers under WIOA title I subtitle B, and the one-stop delivery system in the local area (20 CFR 679.560(b)(16)).

The Workforce Innovation and Opportunity Act (WIOA) prescribes accountability for job seekers, employers, and taxpayers. It establishes common performance measures across the four core programs and requires partner mandated programs to report on the same indicators. Duplication of services and gaps within the current workforce delivery system are being identified. Policies and collaborative

agreements are being discussed to maximize resources that foster a unified and consistent approach to the provision of workforce delivery services.

Customers served by the LWDB have an impact on outcomes depending on the types of services provided and other unique factors related to the population served. Therefore, it is vital that partners identify the substantial differences relative to the target populations they are mandated to serve. This includes any employment barriers that their participants share. This better prepares the local area for the negotiation of performance standards with the State. The sharing of past performance indicators and current strategies utilized to serve targeted populations will provide a baseline to measure against future performance outcomes and assist in the negotiation process.

The LWDB and the BOS will consider the past program year's characteristics, and will establish the expected economic conditions and characteristics of participants to be served in the local area, using the statistical adjustment model developed at the Federal level as a tool. The executive level staff of ARIZONA@WORK-Yuma County will negotiate performance measure goals on behalf of the LWDB. The LWDB will discuss the performance measures with line staff of the ARIZONA@WORK-Yuma County and provider staff. A determination of the local area proposed performance measures will be made based on the aforementioned criteria. This local area proposed performance measure will be the starting point for negotiations with the State.

See Table in **APPENDIX I**.

Section 6. PUBLIC COMMENT

- a. Describe the process used by the LWDB to provide no more than 30-day public comment period through electronic and other means (such as public hearings or local media) prior to submission of the plan, including an opportunity to have input into the development of the local plan, particularly for representatives of businesses, education, and labor organizations (20 CFR 679.560 (19)).

As mandated by the State of Arizona Workforce Council, ARIZONA@WORK-Yuma County will use the following methods to make the Local Plan available to the LWDB and BOS for approval, public, representatives of the business, and representative of labor organization for review and comments, see below:

LWDB Members	
Name	Entity
Business Sector	
Ryan Barto	InsulTech, LLC
Maria Chavoya	Arizona Complete Health
Jesus Garcia	Acacia Home Health, Inc.
Carla F. Gonzales	Cocopah Indian Tribe
Gel Lemon	Four Points by Sheraton
Samuel G. Loveless	Haven of Yuma, LLC
James Luft	Sprouts Farmers Market
Tonya Tacker	Michael Foods
Antonio Zuniga	Hunter Employment Service
Laura Wisniewski	Yuma Regional Medical Center
Education & Training Sector	
Daniel P. Corr	Arizona Western College (AWC)
Jesus G. Figueroa	Adult Literacy Plus of Southwest Arizona (ALPS)
Governmental, Economic and Community Development Sector	
Wallin Gustin	ADES – Division of Employment and Rehabilitation Services

Judith Castro	ADES – Vocational Rehabilitation Services
Gregory LaVann	Greater Yuma Economic Development Corporation
Workforce Sector	
Brandon Culpepper	Arizona Public Service
Michael J. Sabbath	Northern Arizona University
Karen King	Tucson Electrical Joint Apprenticeship & Training Program
Frank Grijalva	International Brotherhood of Electrical Workers

1. The Yuma County Workforce Development Four Year Plan 2025-2028 is placed in the local newspaper (Yuma Sun), to notifying the public, not to exceed more than 30 days for review and comments.



Public Notice

The Workforce Innovation and Opportunity Act (Public Law 113-128) mandates that Local Workforce Boards formulate and submit a comprehensive Four-Year Plan to the Governor.

The Arizona Workforce Development Plan 2025-2028 Four Year Plan is open for public review for 30 days from June 5 to July 5, 2024. To view the Arizona Workforce Development Plan 2025-2028 Four Year Plan visit <http://www.ypic.com> or <https://arizonaatwork.com/locations/yuma-county/plans-and-policies>. Alternatively, you can obtain a hard copy at the ARIZONA@WORK- Yuma County Administration building located at 3834 W. 16th St, Yuma, AZ. The building is open from 8:00 am to 12:00 pm and 1:00 pm to 5:00 pm Monday through Friday.

We would like to thank you in advance for taking the time to review and comment on the Yuma County Workforce Development Plan.

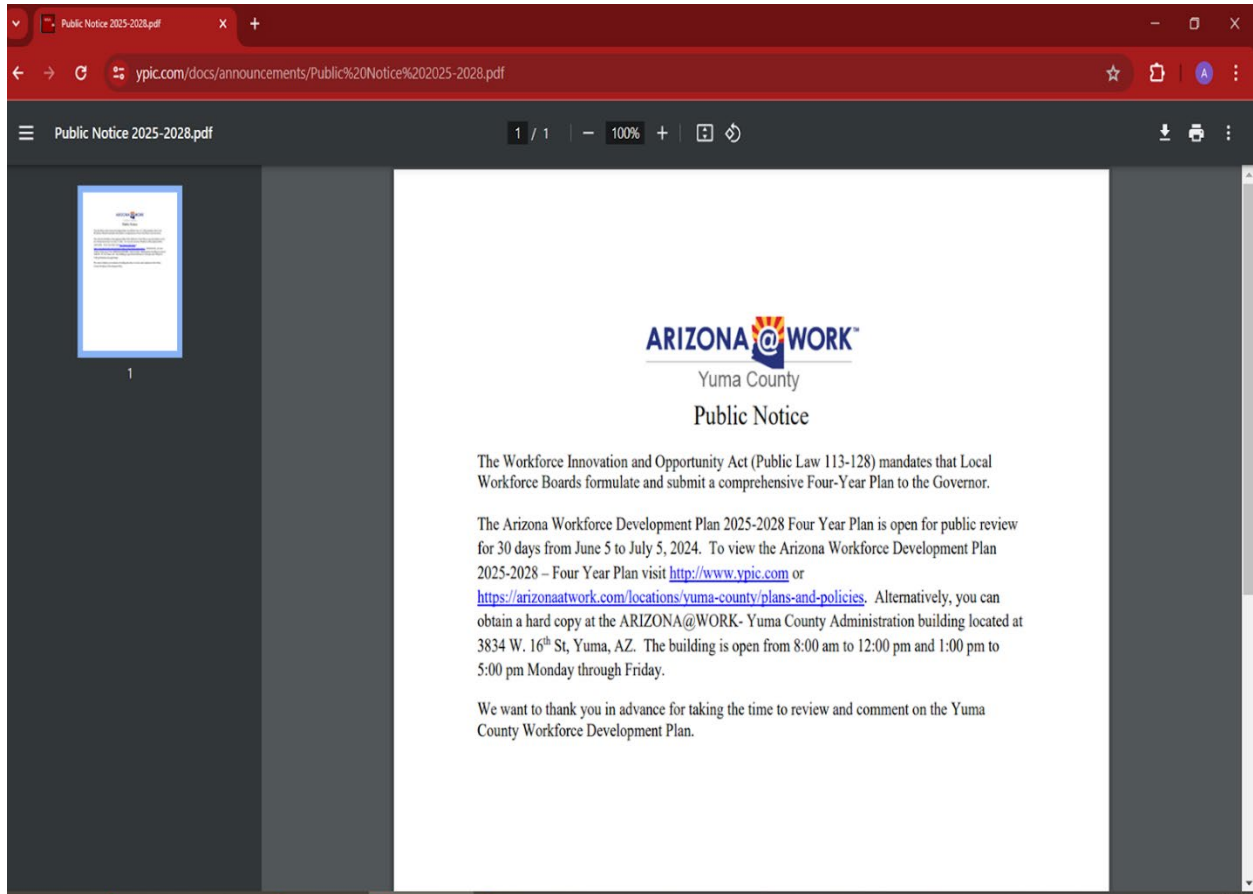
Yuma Sun: May 31, 2024 &
June 1, 2, 3, 4, 2024 - 342867

2. The Public Notice announcing the availability of the Yuma County Workforce Development Four Year Plan 2025-2028 is also advertised on the ARIZONA@WORK-Yuma County website <http://www.ypic.com>.



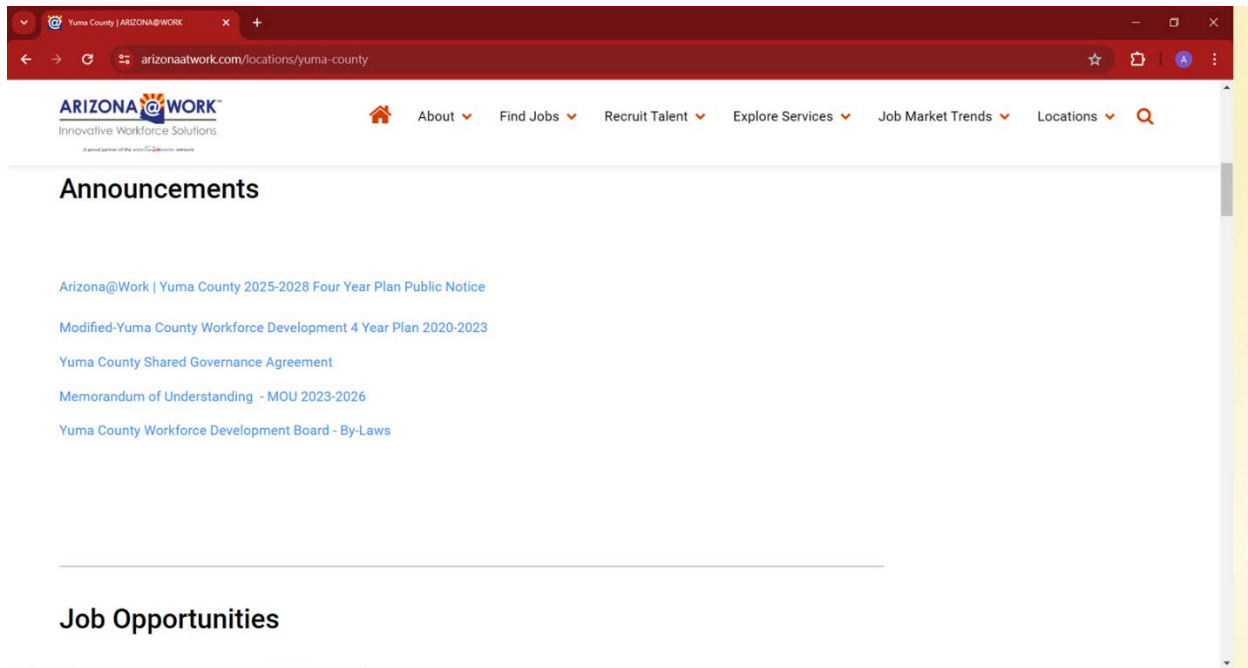
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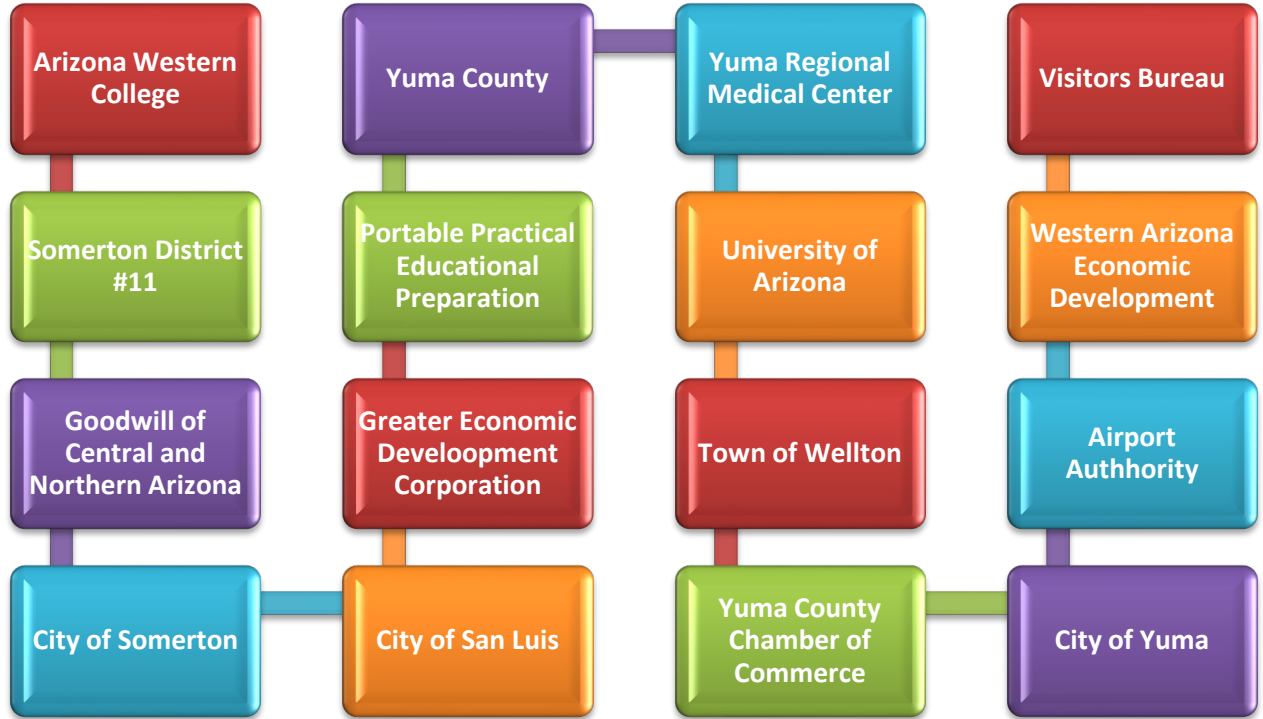


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3. Copies of the plan are made available in the ARIZONA@WORK-Yuma County Administration office located 3834 W. 16th Yuma, AZ.
4. The complete Yuma County Workforce Development Four Year Plan 2025-2028 is posted on the aforementioned website.
 - a) <http://www.ypic.com>
 - b) <https://arizonaatwork.com/locations/yuma-county>
5. A review and comment period of no more than 30 days of the Yuma County Workforce Development Four Year Plan 2025-2028 commences with an e-mail to local stakeholders that provides an opportunity for comments, suggestions, and recommendations by representatives of the LWDB, chief elected officials, businesses, institutions of higher education, labor organizations, other primary stakeholders, and the general public regarding the local Plan.
6. Key stakeholders that received Public Notice and a copy of the modified Yuma County Workforce Development Four Year Plan 2025-2028 are listed below:



b. Include any comments received that expressed disagreement with the local plan. (20 CFR 670.560(21)(e))

[This section will be completed after the 30-day comment period, ending July 5, 2024.]

Appendix I. Performance Measures

The following are the proposed Workforce Innovation and Opportunity Act (WIOA) Title I-B Performance Measures and Levels of Performance for PY 2024 and PY 2025 for the Yuma County Local Workforce Development Area:

	Title I-B – Adult Program			
	Program Year: 2024		Program Year: 2025	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	72.9%		73.9%	
Employment (Fourth Quarter after Exit)	68.5%		68.5%	
Median Earnings (Second Quarter after Exit)	\$9,100		\$9,328	
Credential Attainment Rate	73.0%		74.0%	
Measurable Skill Gains	74.0%		75.0%	

	Title I-B – Dislocated Worker Program			
	Program Year: 2024		Program Year: 2025	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	77.5%		78.0%	
Employment (Fourth Quarter after Exit)	73.5%		74.0%	
Median Earnings (Second Quarter after Exit)	\$9,600		\$9,738	
Credential Attainment Rate	74.0%		75.0%	

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	Title I-B – Dislocated Worker Program			
	Program Year: 2024		Program Year: 2025	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Measurable Skill Gains	75.0%		76.0%	

	Title I-B – Youth Program			
	Program Year: 2024		Program Year: 2025	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	75.0%		76.0%	
Employment (Fourth Quarter after Exit)	73.0%		74.0%	
Median Earnings (Second Quarter after Exit)	\$6,188		\$6,188	
Credential Attainment Rate	61.0%		62.0%	
Measurable Skill Gains	65.0%		66.0%	

Appendix II. In-Demand Industries and Occupations

In-Demand Industries, Yuma County

NAICS Code(s)¹	Industry Title
62	Health care and social assistance
31	Manufacturing
81	Other services, except public administration
56	Administrative and waste services
48	Transportation and warehousing
52	Finance and insurance
55	Management of companies and enterprises
54	Professional and technical services
23	Construction
61	Educational services
42	Wholesale trade
59	Information Technology
22	Utilities
53	Real estate and rental and leasing
44	Retail trade
58	Video, audio and print publication
71	Arts, entertainment, and recreation
72	Accommodation and food services

1. The Information Technology industry combines the following NAICS industry codes: 51121 Software publishers; 51741 Satellite telecommunications; 51791 Other telecommunications; 51821 Data processing, hosting, and related services; and 51913 Internet publishing and broadcasting and web search portals. The Video, Audio and Print Publication industry includes the NAICS 51 Information industry less the NAICS industry codes included in Information Technology.

Source: Office of Economic Opportunity

In-Demand Detailed Industries, Yuma County

NAICS Code(s)¹	Industry Title
336	Transportation equipment manufacturing
524	Insurance carriers and related activities
811	Repair and maintenance
424	Merchant wholesalers, nondurable goods
621	Ambulatory health care services
561	Administrative and support services
551	Management of companies and enterprises
493	Warehousing and storage
562	Waste management and remediation services

NAICS Code(s) ¹	Industry Title
236	Construction of buildings
484	Truck transportation
611	Educational services
541	Professional and technical services
115	Agriculture and forestry support activities
423	Merchant wholesalers, durable goods
441	Motor vehicle and parts dealers
237	Heavy and civil engineering construction
311	Food manufacturing
488	Support activities for transportation
238	Specialty trade contractors
339	Miscellaneous manufacturing
221	Utilities
591	Information Technology
492	Couriers and messengers
321	Wood product manufacturing
522	Credit intermediation and related activities
327	Nonmetallic mineral product manufacturing
581	Video, audio and print publication
425	Electronic markets and agents and brokers
323	Printing and related support activities
332	Fabricated metal product manufacturing
337	Furniture and related product manufacturing
444	Building material and garden supply stores
445	Food and beverage stores
531	Real estate
721	Accommodation
722	Food services and drinking places
812	Personal and laundry services
813	Membership associations and organizations
814	Private households

1. The Information Technology industry combines the following NAICS industry codes: 51121 Software publishers; 51741 Satellite telecommunications; 51791 Other telecommunications; 51821 Data processing, hosting, and related services; and 51913 Internet publishing and broadcasting and web search portals. The Video, Audio and Print Publication industry includes the NAICS 51 Information industry less the NAICS industry codes included in Information Technology.

Source: Office of Economic Opportunity

In-Demand Occupations, Yuma County

SOC Code	Occupation Title	NAICS Code(s)	Industry Title
51-4041	Machinist	31	Manufacturing
17-3023	Electrical and Electronic Engineering technologists & Technicians	31	Manufacturing
53-3032	Heavy & Tractor-Trailer Truck Drivers	48	Transportation and warehousing
21-1094	Community Health Worker	62	Health care and social assistance
29-2041	Emergency Medical Technician	62	Health care and social assistance
31-9092	Medical Assistant	62	Health care and social assistance
29-2070	Medical Coder & Biller	62	Health care and social assistance
31-1131	Nursing Assistant	62	Health care and social assistance
31-9097	Phlebotomy Technician	62	Health care and social assistance
31-9099	Other Health Care and Social Services Related Positions	62	Health care and social assistance
13-1161	Search Marketing Strategists	54	Professional, scientific, and technical services
15-2051	Data Analytics	54	Professional, scientific, and technical services
15-1212	Computer Analyst/Security	54	Professional, scientific, and technical services
15-1151	Computer Support Specialist and Other Related Computer/Technical Support Positions	54	Professional, scientific, and technical services
43-9061	Office Computer Clerk	54	Professional, scientific, and technical services
49-9021	Basic Air Conditioning & Refrigeration/HVAC Technician	23	Construction
47-3013	Electricians	23	Construction
49-9052	Broadband Fiber Optic Technician	23	Construction
33-3051	Customs and Border Protections	92	Public administration
33-3012	Law Enforcement/Detention Officer	92	Public administration
33-2011	Fire Science	92	Public administration
33-3051	Law Enforcement/Peace Officer Academy	92	Public administration
49-3023	Automotive Service Technicians & Mechanics	81	Other services (except public administration)
43-3031	Bookkeeping	81	Other services (except public administration)

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SOC Code	Occupation Title	NAICS Code(s)	Industry Title
47-2031	Carpentry	81	Other services (except public administration)
47-2152	Plumbing	81	Other services (except public administration)
23-2011	Paralegal	56	Administrative and support and waste management and remediation services

Source: Arizona Office of Economic Opportunity

Appendix III. Statewide Vision, Goals and Strategies in the Arizona Workforce Plan

Arizona’s statewide collaborative approach to the development of the WIOA Unified State Plan goals and strategies supports growing the economy and setting Arizona up for long-term prosperity so that every Arizonan has the opportunity to reap the benefits of an affordable and thriving economy. This State Plan builds on investments in Future 48 workforce accelerators that will prepare thousands of Arizonans for jobs building our nation’s future in industries like semiconductors, renewable energy, aerospace, and defense. These efforts are further emboldened by the BuilditAZ Apprenticeship initiative that aims to double the number of apprentices in construction and the trades so that we can meet the needs of our 21st-century economy. Building the infrastructure, and deploying the technology needed to expand high-speed internet to every community across our state is crucial for businesses, healthcare, and education, particularly for our rural and tribal communities who are on the frontlines of our rapidly changing economy. These initiatives, along with a stronger higher education system, access to child care, and affordable broadband access for every Arizonan no matter where they live, will ensure more Arizonans have the opportunity to secure sustainable employment that supports themselves and their families.

Governor Hobbs’ vision for making Arizona the best place to live, work, and raise a family requires a commitment to collaborate through a cohesive approach among partners to strengthen and enhance its practices, build system effectiveness, support transparency, and align resources and strategies. The Unified State Plan reinforces workforce system partners thinking systematically about how workforce services are delivered, whether services are reaching priority populations, where to eliminate existing gaps to build a more prepared, responsive workforce for Arizona’s businesses, and identify opportunities to continue to improve outcomes for the businesses and job seekers across the state.

Goal 1: Promote a Customer-Driven Workforce System Approach

Strategies

- **1.1:** Enhance accessible work-based learning opportunities to equip participants with the skills and knowledge necessary for in-demand industries and occupations.
- **1.2:** Develop and implement digital literacy education and training programs that provide individuals, including priority populations, with the necessary digital skills for the workforce.
- **1.3:** Refine the customer experience across ARIZONA@WORK system partners to ensure streamlined access to training, education, employment opportunities and supportive services that help to reduce barriers.
- **1.4:** Strengthen coordination and outreach across the ARIZONA@WORK system to increase public awareness and access to services.

Goal 2: Foster Business Engagement

Strategies

- **2.1:** Build partnerships across businesses, education and training providers to develop career pathways and create work-based training opportunities to develop requisite workforce skills.
- **2.2:** Promote a business-services model that links business growth with, and advocates for, quality jobs that support workers' economic stability and mobility.
- **2.3:** Strengthen workforce system teams by investing in tools and skill building that improves talent sourcing and matching for businesses.
- **2.4:** Convene the business community to explore and realize the employment opportunities for individuals with barriers to employment by highlighting the workforce system's supportive services for prioritized populations.

Goal 3: Invest in Opportunity and Growth

Strategies

- **3.1:** Strengthen strategic partnerships across key state level agencies, workforce system partner programs, and community-based organizations to expand coordination across programs to accelerate quality employment for priority populations.
- **3.2:** Braid federal, state, local, and private funding streams to maximize the impact of WIOA funds to meet the unique needs of local areas, job seekers, and employers.
- **3.3:** Facilitate data sharing, reporting, and performance analysis across WIOA partners to improve workforce system performance and outcomes.
- **3.4:** Implement a state-wide technical assistance model to deliver training and facilitate best-practice sharing as aligned to the training needs of workforce system staff.

Goal 4: Prepare Arizona's Youth for Workforce Success

Strategies

- **4.1:** Create a robust system, including partnerships with Career and Technical Education Districts and pre-apprenticeship models, for career exploration intended to build upon professional skills, workplace foundational academic skills, and career interests.
- **4.2:** Identify both in-school and out-of-school youth and develop opportunities to attract them to the workforce system through training programs in high growth industries.
- **4.3:** Develop work based learning opportunities for youth through partnerships with employers.
- **4.4:** Strengthen outreach to youth, their families, and school staff to provide information about the ARIZONA@WORK system, including supportive services and opportunities for meaningful employment and career pathways.

Appendix IV. Required One Stop Partners

Section 121(b) (l) (B) of WIOA identifies the entities that are required partners in the local one-stop delivery systems.

The following table represents the required WIOA partners/programs and the organizations that represent each program in Yuma County's One Stop Centers. Additionally, a description of the services provided by the partner agencies is listed.

DESCRIPTION OF SERVICES PROVIDED BY PARTNERS:

PARTNERS/AUTHORIZATION/ LOCATION	DESCRIPTION OF SERVICES
<p>Department of Economic Security Employment Services</p> <p>(ES) program, authorized under Wagner-Peyser Act (29 U.S.C.49 et seq.) as amended by title III of WIOA</p> <p>WP Employment Services physical access: Comprehensive One Stop Center</p> <p>Wallin Gustin Workforce Manager Department of Economic Security wgustin@azdes.gov 602-309-6603</p> <p>3826 W. 16th Street Yuma, AZ 85364</p> <p>Brent Maloney Employer Engagement Manager</p> <p>DES Office: 480-417-6670</p> <p>Services are accessible through telephone or virtual appointment scheduler</p> <p>WP Services can be accessed through https://workappointment.azdes.gov / or (833) 762-8196</p>	<p>Wagner-Peyser (WP) Employment Services focuses on providing a variety of employment related labor-exchange services including, but not limited to: job-search assistance, job referral, placement help for jobseekers, and re-employment services to unemployment insurance claimants. Services are delivered in one of three modes: self-service, facilitated self-help services and staff-assisted service delivery. Depending on the needs of the labor market, other services-such as assessment of job-seekers' skills, abilities and aptitudes, career guidance when appropriate; job-search workshops and referral to training may be necessary.</p> <p>Job seekers who are veterans receive priority referral to jobs and training, as well as veteran specific employment services. Also delivers specialized services to individuals with disabilities, migrant and seasonal farm-workers, ex-offenders, youth, minorities and older workers.</p> <p>Wagner-Peyser (WP) Business Services focuses on working together with local businesses to develop solutions that address company and industry-related workforce issues. WP Business Services provides a variety of employer related workforce recruitment services to local employers. In addition to referring job seekers to available job openings, include: helping develop job-order requirements; sharing labor market information pertinent to each employer based on location, industry, and economic conditions; matching job seekers' experience with job requirements, skills and other attributes; helping employers with special recruitment needs; arranging for job fairs with a focus on hiring events; helping employers analyze hard-to-fill job orders;</p>

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PARTNERS/AUTHORIZATION/ LOCATION	DESCRIPTION OF SERVICES
Office: (480) 309-1380 TTY/TDD: (844) 770-9500 Ext. 711	and providing rapid response and layoff aversion services to employers in need.
<p>Adult Education and Literacy</p> <p>WIOA Title II Adult Education and Family Literacy Act (AEFLA) program</p> <p>Adult Education Programs are accessed by referrals from the One Stop staff.</p> <p>Adult Literacy Plus of Southwest Arizona (ALPS) www.alpsaz.org www.facebook.com/AdultLiteracyPlus</p> <p>Jesse Figueroa, M. Ed. Program Director jfigueroa@alpsaz.org 825 S. Orange Ave. Yuma, AZ 85364</p> <p>Office: 928-343-9363 Fax: 928-539-1918</p> <p>South Yuma County Consortium I Somerton Adult Education (SYCC) www.ssd11.org www.facebook.com/somertonschooldistrict</p> <p>Bandon Onisko, M.Ed. Adult Education Coordinator bonisko@ssd11.org</p> <p>1011 N. Somerton Ave. Somerton, AZ 85350</p> <p>Office: 928-341-6714 Office: 928-341-6190</p>	<p>Adult Education and Literacy is responsible for enabling adults to acquire the basic skills necessary to function in today's society so that they can benefit from the completion of secondary school, enhanced family life, attaining citizenship and participating in job training and retraining programs.</p> <p>Adult Basic Education (ABE) - instruction aligned to the Arizona Adult Education Content Standards to students with educational functioning levels below secondary education (pre-GED test level). Workforce Preparation activities can be provided concurrently with ABE instruction.</p> <p>Adult Secondary Education (ASE) - literacy instruction aligned to the Arizona Adult Education Content Standards to students with educational functioning levels above basic education (High School Equivalency (HSE) test and college preparation level). ASE activities are designed to lead to the attainment of a secondary diploma (or its equivalent) and transition to postsecondary education/training or employment. Workforce Preparation activities can be provided concurrently with ASE instruction.</p> <p>English for Speakers of Other Languages (ESOL) - English language instruction designed to help eligible learners achieve proficiency in reading, writing, speaking and listening that leads to attainment of a secondary diploma (or its equivalent), transition to postsecondary/training, or employment. To meet the requirement of leading to the attainment of a secondary diploma (or its equivalent), transition to postsecondary education/training, or employment, the ELAA program: 1) aligns to the Arizona Adult Education Content Standards, 2) offers college/career counseling services, and/or 3) is part of a career pathway.</p> <p>Integrated English Literacy and Civics Education (IELCE) - education services provided to English language learners to achieve competence in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens. Services include; 1) instruction in literacy and English language acquisition, and 2) instruction on</p>

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PARTNERS/AUTHORIZATION/ LOCATION	DESCRIPTION OF SERVICES
<p>*Programs may be accessed via the Client Referral System (CRS) at crs.ypic.com.</p> <p>**Instruction is available Face-to-Face, remotely & at-a-distance (web-conferencing applications), or a combination of both modalities (HyFlex).</p> <p>***Classes available Monday to Friday (hours vary depending on site location).</p> <p>****Both locations are open from 8:00 AM to 8:00 PM, Monday to Friday.</p>	<p>the rights and responsibilities of citizenship and civic participation. Services include workforce preparation and workforce training.</p> <p>Workforce Preparation - instruction provided concurrently with ABE, ASE, or ESOL/IELCE activities designed to help students acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills. Participation in workforce preparation activities is designed to lead to employability skills and the development of competencies in using resources and information, working with others, and understanding systems to successfully transition into and complete postsecondary education/training and employment.</p> <p>Integrated Education and Training (IET) - instruction provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. IET components are: 1) adult education and literacy, 2) workforce preparation activities, and 3) workforce training. Instruction is based on occupationally relevant materials for the purpose of educational and career advancement. Participation is intended for students at all skill levels, including adults with low academic skills.</p> <p>Integrated English Literacy and Civics Education PLUS Training (IELCE + T) - integrated English literacy and civics program for English language learners that includes the IELCE educational services and is delivered in combination with IET activities.</p> <p>Intake, Assessment and Orientation - Programs have intake, assessment, and orientation processes that help students and staff determine an individual's readiness for participation in the program. This includes activities to help the individual assess his/her own schedule and potential barriers to successful participation in instruction. It also includes a discussion of the individual's reasons and goals for participation. Programs will have attendance and other policies that are consistently enforced to help students develop the self-management skills to</p>

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PARTNERS/AUTHORIZATION/ LOCATION	DESCRIPTION OF SERVICES
	<p>persist in services, with the goal that those skills will transfer to employment situations.</p> <p>Case Management: Programs will have at least one College and Career Navigator (CCN) who works with students to address barriers to participation and to plan and prepare for transition to postsecondary education and/or training. The CCN will build and maintain collaborations with postsecondary institutions, and utilizes 'Ability to Benefit' as applicable; provide information and counseling on career entry and career training; build and maintain relationships with WIOA core partners; work with partner agencies to coordinate support and transition services for participants; and provide coordination services to participants for four quarters, after participant has completed high school equivalency diploma program. Services are delivered in a variety of ways: integrated into instruction, stand-alone group activities, and one-on-one case management support. Activities include introducing students to and helping them use the resources available through the ARIZONA@WORK One-Stop Center; helping students identify employment and career pathways that align with their skills and interests; and supporting students through the application process for employment or training.</p>
<p>Vocational Rehabilitation (VR)</p> <p>State Vocational Rehabilitation (VR) program, authorized under title IV of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), as amended by title IV of WIOA.</p> <p>VR Services can be accessed through the DES website https://des.az.gov/services/employment/rehabilitation-services/vocational-rehabilitation by phone and the Client Referral System. VR Services are available both virtual and in person by appointment.</p> <p>VR representatives can be available at the Comprehensive One Stop</p>	<p>Vocational Rehabilitation (VR) offers services to eligible individuals with disabilities to obtain and maintain competitive integrated employment. Services to eligible individuals may include assessment to determine eligibility and VR needs, vocational guidance and counseling, training, work site evaluations, job development, job placement services, and assistive aid and devices in addition to other support services. Services identified to individuals will help to address disability related barriers to employment.</p> <p>The VR program works in partnership with other programs under WIOA as well as other community partners. The YR program participates in the client referral system to send and receive referrals for services. YR staff actively participates in job seekers and staff meetings as well as community engagement meetings. Cross informational sessions are provided to staff upon request. Additionally, YR has a counselor available at the local one-stop and at the Martin Luther King Youth Center as needed.</p> <p>Services to individuals with disabilities may include:</p>

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<p>Center, and at the Specialized Youth Center.</p> <p>Judith Castro</p> <p>Vocational Rehabilitation Supervisor; Rehabilitation Services Administration</p> <p>1800 E. Palo Verde Street, Yuma, AZ 85364</p> <p>Office: 928-247-8880 Fax: 1-855-380-4862 TTY: 1-877-296-0326</p>	<ul style="list-style-type: none"> • Pre-Employment Transition Services for youth • Vocational Counseling and Guidance for goal and planned services development • Assessment to determine eligibility to YR if needed • Trial work assessment • Work Adjustment Training • On the Job training • Work site evaluations • Labor Market research • Job Development • Job Placement services • Employment retention services • Rehabilitation Technology Services • Other support services • Networking resources such as The Job Accommodation Network, Client Referral System and DB101
<p>Senior Community Service Employment Program (SCSEP)</p> <p>Senior Community Service Employment Program authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056et seq.);</p> <p>It can also be accessed through the Client Referral System and virtually. Temporarily teleworking due to pandemic, virtual services available upon request.</p> <p>SCSEP services are collocated at the Comprehensive One Stop Center, every day/ 4 hours a day from 8:00AM to 1:00PM.</p> <p>Nelson Aguirre National Coordinator ANPPM</p> <p>234 E. Colorado Blvd., Suite 300 Pasadena, CA 91101</p>	<p>The SCSEP delivers occupational skills training to unemployed, income-eligible people age 55+ through paid internships at local nonprofit organizations. It is a transitional program that helps people get back on their feet and move into unsubsidized jobs to reach economic independence.</p> <p>Applicants receive a comprehensive assessment to determine their program eligibility and identify their career goals. Once enrolled, participants receive individualized services including case management, the development of an Individual Employment Plan, and in some cases additional training such as computer skills classes, and assistance achieving industry-recognized credentials and certifications. The programs partner with 501c3 nonprofits and public agencies that serve as "Host Agencies". By partnering with SCSEP, agencies are able to increase and improve program offerings while benefiting from the talents and time of older workers assigned to them.</p>

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County Workforce Development 4 Year Plan

PARTNERS/AUTHORIZATION/ LOCATION	DESCRIPTION OF SERVICES
<p>Jobs for Veterans State Grants</p> <p>Jobs for Veterans State Grants programs authorized under chapter 41 of title 38, U.S.C.;</p> <p>Wallin Gustin Workforce Manager Department of Economic Security wgustin@azdes.gov 602-309-6603 3826 W. 16th Street Yuma, AZ 85364</p> <p>Brent Maloney Employer Engagement Administration, Employer Engagement Manager</p> <p>DES Office: 480-417-6670</p> <p>Services are accessible through telephone or virtual appointment scheduler:</p> <p>JVSG services can be accessed through: https://workappointment.azdes.gov/ or (833) 762-8196</p>	<p>Title 38, United States Code, Section 4102A (b) 5 (38 U.S.C. §4102A(b)5) authorizes funds to provide individualized career- and training-related services to eligible veterans and eligible persons with significant barriers to employment (SBEs), as well as other authorized populations, and help employers fill their workforce needs with job- seeking veterans. DVOP specialists provide individualized career services to eligible veterans and eligible spouses experiencing significant barriers to employment, as well as other additional populations authorized by the regulation, with an emphasis on assisting veterans who are economically or educationally disadvantaged. Veterans facing these barriers include veterans experiencing homelessness and vocational rehabilitation clients.</p> <p>LVER staff conducts outreach to employers to advocate for the hiring of veterans. They also work with businesses, contractors, and employer organizations to develop career opportunities for veterans.</p>
<p>Arizona Western College (AWC)</p> <p>Career and Technical Education programs at the postsecondary level authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301et seq.)</p> <p>Reetika Dhawan Vice President for Workforce Development and Career and Technical Education</p> <p>Office: (928) 344-7769</p>	<p>The Career and Technical Education Division represents instructional programs and services at Arizona Western College designed to assist you in preparing for the workforce and in supporting your educational and professional development pursuits.</p> <p>Career and Technical Education (CTE) programs prepare students to enter the workforce with the academic and technical skills needed to compete successfully in our global economy and local job markets. CTE prides itself on having a career readiness focus and as a result, all CTE programs include theoretical and work-based learning components. Work-based instruction in a hands-on learning environment is at the heart of technical education.</p>

Yuma **2025-2028**

County Workforce Development 4 Year Plan

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<p>Reetika.Dhawan@azwestem.edu</p> <p>2020 S Ave 8 E Yuma, AZ 85365</p>	<p>This is ensured through guided pathways and competency-based learning.</p> <p>The goal of CTE is to produce graduates who have a complex blend of job-related and academic skills that effectively lead to employment. CTE programs place a heavy emphasis on preparation for work. To ensure that programs are contemporary and aligned with industry standards, CTE programs meet regularly with industry specific professionals who provide advice on the curriculum, equipment and internships necessary to meet the specific needs of industry relevant employers.</p> <p>Career and Technical Education is flexible and adaptable. We offer program paths for high school students as well as traditional and non-traditional college students. We offer certificate options as short as one semester and degree options that may last up to two years. With a long history of workforce development and career readiness, Career and Technical Education prepares students to enter into a variety of skilled occupations that are in high demand.</p> <p>Labor market data indicates that 65 percent of jobs in today's workforce are classified as "skilled and technical." Jobs in this classification require training beyond high school but do not necessarily require a four-year degree. Choosing a Career and Technical Education program at AWC means you can be on your way to a new career or better position in your current field in two years or less - or - beginning in an occupationally related Associate's Degree program for transfer towards your Bachelor's Degree.</p> <p>Whether you are just leaving high school, beginning to explore your career goals, want to advance in your chosen occupation, or an adult looking to upgrade your skills to make a career change, you are invited to explore the programs offered by the Career and Technical Education Division at AWC and Discover the pathway to your future.</p>
<p>Portable Practical Educational Preparation Inc. (PPEP)</p> <p>NFJP Program is collocated at the Comprehensive One Stop Center,</p>	<p>PPEP provides career counseling and educational services to eligible migrant and seasonal farmworkers to assist with finding appropriate training, provide necessary supportive services, develop job placement opportunities, and providing follow-up services once employed. Target populations are Adults,</p>

Yuma County Workforce Development 4 Year Plan

2025-2028

PARTNERS/AUTHORIZATION/ LOCATION	DESCRIPTION OF SERVICES
<p>3826 W 16111Street, Yuma, AZ 85364</p> <p>Kati Hogan Chief Administrative Officer (520) 770-2500</p> <p>khogan@ppep.org</p>	<p>Dislocated Workers and youth, who are Migrant and Seasonal Farmworkers or a dependent. The NFJP program works in direct connection with the High School Equivalency Program (HEP) under DOE for persons working in agriculture 16 and older for additional educational opportunities. PPEP is the NFJP Arizona State grantee, designated by the US Department of Labor to operate the National Farmworker Jobs Program (NFJP) and a WIOA mandated partner. The program is designed to assist migrant and seasonal farmworkers to upgrade skills/positions within agricultural or acquire education, training or increase skills needed to retain employment outside of agriculture.</p>

For additional information regarding the programs, click on the links below.	
<p>Non-Physically Represented Partner Programs</p> <p>For Partners not physically located at the center, there are manual referral systems established to ensure clients have access to information on Partner services.</p> <p>When data is available to further determine the benefit of ARIZONA@WORK job centers to non-collocated partners, the infrastructure cost sharing agreement will be updated and re negotiated to include that proportionate share of contributions.</p> <p>**Programs currently provided are not located in Yuma County. No Services Being Provided – No Office located in Yuma County</p>	<p>YouthBuild Program YouthBuild is a discretionary grant program that services 16-24-year-old youth who are high school dropouts. https://www.ypic.com/Downloads/YouthBuildProgram.pdf</p> <p>Unemployment Compensation Program Unemployment Insurance is a joint state-federal program that provides cash benefits to eligible workers via online service. https://www.ypic.com/Downloads/UnemploymentInsurance.pdf</p> <p>**Trade Adjustment Assistance (TAA) Program TAA provides job training and employment opportunities to those who have lost their jobs as a result of outsourcing to other countries. https://www.ypic.com/Downloads/TradeAdjustmentAssistance.pdf</p> <p>Community Service Block Grant (CSBG) Program The CSBG provides assistance to States and local communities, working through a network of community action agencies and other neighborhood-based organizations. https://www.ypic.com/Downloads/CommunityServicesBlockGrant.pdf</p> <p>**Social Services Block Grant (SSBG) Program The SSBG is a program that provides funds to assist states in delivering social services directed toward the needs of children and adults. https://www.benefits.gov/benefit/775</p> <p>**Job Corps Job Corps is a national program that operates in partnership with States and communities. The objective of Job Corps is to support</p>

For additional information regarding the programs, click on the links below.

	<p>responsible citizenship and provide young people, ages 16-24, with the skills that lead to successful careers. This is conducted on a quarterly basis by appointment. https://www.ypic.com/Downloads/JobCorps.pdf</p>
	<p>**Native American Program The Indian and Native American Employment and Training Program helps qualifying American Indians, Alaska Natives and Native Hawaiians obtain employment. https://www.ypic.com/Downloads/IndianNativeAmericanProgram.pdf</p>
	<p>**Housing and Urban Development (HUD) E&T The U.S. Department of Housing and Urban Development (HUD) administers Federal aid to local housing agencies (HAs) that manage the housing for low-income residents at rents they can afford. Public housing provides decent and safe rental housing for eligible low-income families and individuals.</p>
	<p>Migrant Seasonal Farm Worker (DES) Migrant and Seasonal Farmworker (MSFW) program has multilingual outreach workers that travel to areas where farmworkers work, live, and gather to make sure that they receive information about job opportunities, farmworker labor. https://des.az.gov/services/employment/job-seekers/migrant--seasonal-farm-workers</p>

Appendix V. Additional Resources

Descriptions of Partners and Program Resources Related to the 4-Year Plan

Please note that the entries below are excerpts from respective organizational websites and are intended to summarize key aspects of the entities listed.

Achieve Human Services (<https://achievehs.org/programs-services/>)

ACHIEVE Human Services is a social enterprise that has been serving individuals within the Yuma community since 1960. ACHIEVE supports individuals with all types of disabilities with their personal growth and development that ultimately contributes to their independence and well-being.

ACHIEVE realizes that an individual's independence and self-sufficiency are accomplished through confidence-building and self-empowering activities. A primary focus for ACHIEVE services is the ultimate employment opportunity for individuals served, whether it is a developmental or intellectual disability, severe mental illness, substance abuse, chronic homelessness, or a wounded warrior. ACHIEVE takes pride in the numerous successful employment placements it facilitates each year. These successful outcomes are achieved through the various activities that are part of ACHIEVE's portfolio:

1. Job training through individual and group supported employment;
2. Resume and interviewing skill development;
3. Work adjustment;
4. Job readiness activities;
5. On-the-job training;
6. Partnering with local community businesses for on-the-job training;
7. Actual employment opportunities within ACHIEVE;
8. Housing options for individuals as they begin their journey;
9. Case management services that address an individual's behavioral healthcare needs; and
10. Independent living and social skill development.

ACHIEVE is accredited through the Commission on the Accreditation of Rehabilitation Facilities (CARF).

Adult Literacy Plus of Southwest Arizona (ALPS) – <https://alpsaz.org/>

ALPS is a full-time advocate for adult literacy in Southwest Arizona. As mentors, we change lives through outreach programs, adult basic education, ESL instruction, workplace preparation and training, and tutoring. Our program facilitates success within the family, workplace, and the community. Programs include:

- *Adult Basic Education (6 Week Classes)*
- *English as a Second Language (12 Week Classes)*
- *College & Career Preparation (6 Week Classes)*

Key characteristics of ALPS:

- *Established for Over 40 Years with Over 1,500 Graduates*
- *Community Driven*
- *World Class Partners: Partners with the ARIZONA@WORK, Arizona Western College, The City of Yuma, Goodwill, The Housing Authority of Yuma County, and the Yuma County Library District.*

ARIZONA@WORK – Yuma County

ARIZONA@WORK offers free services designed to help employers recruit, train and retain skilled and qualified workers, as well as comprehensive workforce readiness services to help job seekers improve their employability and obtain employment. ARIZONA@WORK-Yuma County WIOA Title IB Adult, Dislocated Worker and Youth Programs, funded 100% by the U.S. Department of Labor.

Arizona Center for the Blind and Visually Impaired (Phoenix address only shown) –

<https://acbvi.org/information-and-technology-specialist-certification-program>

IT Specialist Certification

Arizona Coalition for Military Families (C/O Technical Assistance Partnership of Arizona – 2020 N. Central Avenue, Suite 720, Phoenix, AZ 85004) –

<https://arizonacoalition.org/careernavigation/>

The fiscal sponsor for the Arizona Coalition for Military Families is Technical Assistance Partnership of Arizona (TAPAZ), an Arizona nonprofit 501(c)(3) and an affiliate of Vitalyst Health Foundation. Our Be Connected: Career Navigation team is here to help match you, your spouse and your family members to the right career opportunity. Other key characteristics include:

- *An Ecosystem of Support for All Who Serve*
- *Statewide Focus*
- *Capacity Building*
- *Career counseling · Interview preparation · Resume coaching · Matching to AVSEs · SkillBridge placement.* Career Navigation is a component of the Arizona Roadmap to Veteran Employment – a statewide plan that engages public and private sector organizations in an effort to connect service members, veterans and their family members to gainful employment opportunities, professional development and training opportunities and resources. There are over 200 Arizona Veteran Supportive Employers.

Arizona Complete Health –

<https://www.azcompletehealth.com/>

Arizona Complete Health serves Arizonans statewide through Medicare Advantage, Marketplace and AHCCCS. At Arizona Complete Health, core values include: focus on the individual, commitment to whole health, and active local involvement.

Ambetter from Arizona Complete Health – <http://www.azcompletehealth.com>. *Ambetter from Arizona Complete Health* is Centene Corporation’s (<https://www.centene.com>) Health Insurance Marketplace product. *Ambetter from Arizona Complete Health* is underwritten by Health Net of Arizona, Inc. (dba Arizona Complete Health), which is a Qualified Health Plan issuer in the Arizona Health Insurance Marketplace.

Arizona Department of Economic Security (AZDES)

The Department of Economic Security (DES) is the safety net agency for the State of Arizona. As one of the largest agencies in state government, DES serves more than 2 million Arizonans annually through more than 60 programs that address the social and economic needs of those we serve. DES’s more than 8,000 employees serve Arizonans from Phoenix to Tucson, Yuma to Flagstaff and from Douglas to Page. The agency’s tagline: “Your Partner for a Stronger Arizona” is intended to frame the work efforts toward growing the capacity of Arizonans in need of safety net services, and where possible, reduce their dependency on those vital supports. Relevant programs include:

- *Apprenticeship Program* – <https://des.az.gov/services/employment/apprenticeship-program>. The Arizona Apprenticeship Program offers Registered Apprenticeships in various industries throughout the state.
- *State Apprenticeship Expansion*. Arizona was awarded funding under the State Apprenticeship Expansion Formula (SAEF) grant program by the U.S. Department of Labor for the period of July 2023-June 2024. The purpose of the grant is to support State capacity and planning to increase Registered Apprenticeship opportunities for workers, particularly underrepresented populations, while also driving system innovation and reform.
- *Migrant and Seasonal Farmworker Outreach Program*. The DES Migrant and Seasonal Farmworker (MSFW) Outreach Program team works in partnership with state agencies and community-based organizations to offer direct assistance to both farmworkers and agricultural employers.
- *Services for Migrant and Seasonal Farmworkers*.
 - Multilingual assistance
 - General information about unemployment, disability, and paid family leave
 - Referrals to supportive services such as low-cost medical services, housing, utility assistance, food banks, and legal services
 - Assistance with job searching, resume writing and job referrals.
 - Information about farmworker labor rights and filing employment related complaints
 - Assistance with placement into agricultural and non-agricultural jobs
- *TANF Jobs Program*. The Jobs Program is Arizona’s mandatory employment and training program for work-eligible individuals, generally adults, in households receiving Temporary Assistance for Needy Families (TANF) Cash Assistance. The program engages people in a variety of work-related activities to increase their employable skill set, and may offer supportive and some specialized

services to remove barriers to employment. The Jobs Program's case management and employment services are operated by [Equus Workforce Services](#).

- *Supplemental Nutrition Assistance Program Career Advancement Network (SNAP CAN)*. SNAP CAN is Arizona's community-based employment and training program that provides employment readiness services to eligible SNAP recipients.
- *Trade Adjustment Assistance*. TAA provides job training and employment opportunities to those who have lost their jobs as a result of foreign trade or outsourcing to other countries. The program is operated by the Department of Labor, Employment and Training Administration (DOLETA) and is administered by DES in Arizona.

FOR EMPLOYERS

- *Work Opportunity Program (WOTC)*
- *Federal Bonding Program*. The Federal Bonding Program is a hiring incentive that provides employers \$5,000 of Fidelity Bond insurance for a six-month period at no cost and no deductible for at-risk job seekers.
- *Foreign Labor Certification Program*. The purpose of foreign labor certification programs is to ensure that the employment of foreign workers in the United States, either on a permanent or temporary basis, does not have any negative impact on the job opportunities, wages, or working conditions of American workers.
- *Information for Employers*. If there is an anticipated shortage of U.S. workers to perform agricultural or temporary/seasonal work, employers may be eligible to receive help through the H-2A or H-2B Temporary Labor Certification Program.
- *Worker Adjustment and Retraining Notification Act (WARN)*. WARN offers protection to workers, their families and communities by requiring employers to provide notice 60 days in advance of covered plant closings and covered mass layoffs.
- *Non-WARN Layoffs*. Non-WARN layoffs are reported by employers who are experiencing plant closures or layoffs that are not required to report through the Worker Adjustment and Retraining Notification Act (WARN). Questions about non-WARN layoffs (not required to report under WARN) may be directed to the Local Rapid Response Coordinator in your area.
- *E75 Program*. The E75 program recognizes and celebrates employers who recruit, hire, train and retain employees who are blind or visually impaired. The DES [Vocational Rehabilitation \(VR\)](#) program provides a variety of services to persons with disabilities, with the ultimate goal to prepare for, enter into, or retain employment.
- *Veteran Services*. The primary objective of the Veterans Program is to increase opportunities for veterans and eligible spouses to obtain employment and job training in Arizona.
- *Registering an Apprenticeship Program in the ETPL and Veterans Administration*. After approving and signing standards documents for a registered apprenticeship program, the Arizona Apprenticeship Office (Registration Agency) emails the documents to the Arizona State Eligible

Training Provider List (ETPL) coordinator and the Veterans Administration State Approving Agency (SAA), where they are recorded.

- *Accessing G.I. Bill Benefits.* Apprentices who are veterans with active G.I. Bills can access their G.I. benefits while participating in a Registered Apprenticeship Program.

Arizona Office of Economic Opportunity – <https://oeo.az.gov/workforce-planning>

Workforce Planning

The Office of Economic Opportunity increases the availability of skilled workers by facilitating connections between industry, workforce and education partners. Our team has subject matter expertise and broad awareness of state and local workforce development and training efforts, labor market data, and workforce trends to develop and implement effective workforce solutions.

OEO's Workforce Planning goals are:

1. Improve the quality of Arizona's workforce by developing skills needed by businesses through Policy Development:
2. Improve skill sets of Arizona's workers by developing and improving talent pipelines through Industry-Sector Partnerships:
3. Develop and Implement Workforce Strategy to support business attraction and expansion projects through Workforce Business Strategy Consulting:

Job Rankings and Industry Rankings. OEO provides rankings for industries across the state and local workforce areas that are expected to have the greatest employment and wage growth.

Arizona Finance Authority. Launched August 2016, the Arizona Finance Authority is uniquely positioned to provide financing opportunities to businesses looking to expand or relocate, communities building and improving water and public infrastructure, and first-time homebuyers trying to cover down-payments and closing costs.

Regulatory and Tax. The Arizona Office of Economic Opportunity (OEO) monitors Arizona's tax and regulatory competitiveness by collecting and quantifying tax and regulatory activities. This work provides baseline information that can be used to make informed decisions about the state of regulation and taxation in Arizona.

Regulatory Rule Inventory. Active rules for each Arizona state agency.

Arizona State University (Yuma)

This hybrid college experience involves attending Arizona State University on Arizona Western College's Yuma campus. ASU Local is a new college program designed for individual's academic, personal and professional goals in their hometown. *ASU Local makes your bachelor's degree experience rigorous yet cost-effective.* There are 160 programs available. Areas of interest are listed below for reference:

Art and design

Behavioral sciences
Business
Communication and digital media
Computer science and technology
Education
Engineering
Geographical sciences and urban planning
Health and wellness
History
Humanities
Information technology
Language
Law, criminal justice and public service
Leadership and management
Liberal arts
Nursing
Nutrition
Psychology
STEM
Science
Social Sciences
Sustainability

Arizona Western College (AWC)

Programs include:

- *Arts, Humanities, Social and Behavioral Sciences*
- *Education*
- *Healthcare and Public Safety*
- *Science, Engineering, Agriculture, and Math*
- *Technology, Trades, and Food Sciences*
- *Jobs 4 Matadors.* Jobs for Matadors is Arizona Western College’s online job system.
- *Ándale's Apparel.* AWC’s Andale’s Apparel Program provides students FREE professional clothing.

Active duty military and their dependents, as well as military veterans who are honorably discharged, are granted in-state tuition.

Arizona Western College Future48 Workforce Accelerator – <https://www.azcommerce.com/future48-workforce-accelerators/>

With training in electrical technology, advanced manufacturing, broadband fiber optics and solar installation, this Accelerator includes a 5,600-square-foot expansion of the Wellton Manufacturing Training Center. Industry partners include TRAX International and the U.S. Army Yuma Proving Ground.

In an effort to provide programming that meets community and industry needs, Arizona Western College has seen enrollment almost double at the Wellton Manufacturing Training Center over the past year. The campus currently offers programming in Electrical, Solar, Fiber Optics, Generator Maintenance and Repair, Hydraulics/Pneumatics, CNC Machining, PLC Programming, Material Sciences, and Construction (<https://www.azwestern.edu/taxonomy/term/1661>).

Arizona Western College Reskilling & Technology Center (<https://www.azwestern.edu/about>)

Arizona Western College supports Yuma and La Paz communities with over 170 degrees and certificates in a wide range of academic and career and technical programs as well as non-credit courses in professional development, customized training, and personal enrichment areas. With 12 different locations and a service area that spans 10,000 square miles, AWC also boasts a diverse international program with students from over 40 different countries.

AWC hosts all three state universities on its main campus for face-to-face classes. These partnerships with Northern Arizona University, University of Arizona, and Arizona State University provide seamless transfer pathways to baccalaureate degrees and beyond in a variety of high-demand programs, including secondary education, agriculture, engineering, and administration of justice. This effort is in line with the college's goal of doubling the rate of baccalaureate degrees earned in Yuma and La Paz counties by 2035.

Arizona Western College Small Business Development Center (SBDC)

The AZSBDC Network is intended to help launch, grow and sustain small businesses in Arizona.

Who We Are – <http://www.azsbd.net/what-we-do/>

The AZSBDC Network provides one-on-one confidential evaluation and guidance by a business advisor with business ownership and management experience to help you fast-track your plans and position your business for success.

Where We Are – <http://www.azsbd.net/where-we-are/>

There are ten SBDC Service Centers with 15 additional satellite locations throughout the state. Additionally, the PTAC headquarters is located in Glendale, and there are five PTAC satellites. It's easy to find an SBDC or PTAC near you!

How We Help – <http://www.azsbd.net/how-we-help/>

The Arizona Small Business Development Center Network provide high quality, one-on-on counseling, resource assistance and training to preserve and create small business jobs and revenue, and to facilitate capital formation throughout Arizona.

AZ Job Connection – <https://www.azjobconnection.gov/>

Veterans' Priority

Veterans' Priority of Service is the right of an eligible "Covered Person" to be given priority of service over eligible non-covered persons when referring individuals to jobs openings, Department of Labor-funded training programs and related services (Jobs for Veterans Act [PL 107-288]). The AZ Job Connection registration process quickly determines veterans' eligibility and identifies veterans' resumes listed on AZ Job Connection with an American Flag. You are a "Covered Person" and are entitled to Veterans' Priority of Service if you meet a series of service-related criteria.

Programs

Adult Education. Adult education programs are for individuals 16 years of age and older who are not currently enrolled in school and want to study for the GED test to attain a High School Equivalency (HSE) Diploma, refresh academic skills for employment or job advancement or who want to learn English.

Arizona Apprenticeship. The Arizona Apprenticeship is a voluntary, industry-driven system of on-the-job training and related technical instruction, approved by the State of Arizona, sponsored by employers, employer associations, and jointly by management and labor. An apprentice, as an employee, receives supervised, structured, on-the-job work experience combined with related technical instruction in a specific occupation.

Fred G. Acosta Job Corps Center. The Fred G. Acosta Job Corps Center is a federally funded education and job training program that helps young people learn a career, earn a High School diploma or HSE, and find and keep a good job. The program is free to young people 16-24 years old that qualify as low income. The program provides the all-around skills needed to succeed in a career and in life. Click GO for more information.

Other programs include:

- *Hilton HHONORS Military Reward Program*
- *Offender Employment Initiative Program*
- *Phoenix Job Corps Center*
- *SNAP CAN (SNAP Career Advancement Network)*
- *Unemployment Insurance Tax – Employer*
- *Untapped Arizona*
- *Vocational Rehabilitation Services*
- *Work Opportunity Tax Credit (WOTC)*

Campeños Sin Fronteras (<https://en.campeñossinfronteras.com/aboutus>)

Campeños Sin Fronteras (CSF) is a 501(c)(3) non-profit, equity-centered, and mission-driven organization that promotes dignity and respect for the Latino farmworker community and their families. Yuma County's abundance of agriculture creates demand for farm labor and the recruitment of thousands of low wage workers who are hired temporarily at low wages with no benefits, perpetrating a cycle of poverty. The farmworker community has been historically excluded from opportunities and they face many challenges such as language barriers, high incidence of chronic diseases, limited access to affordable health care, pesticide exposure, heat stress from the extreme desert climate, low educational attainment, inadequate housing, and food insecurity. Many experience discrimination, anti-immigrant sentiments, and are victims of domestic violence, sexual abuse, and/or drug abuse.

CSF has a track record of success in mitigating the disparities farmworkers face (serving over 25,000 individuals per year). Through its strategic partnerships and comprehensive programs and services, CSF has been able to change the narrative by advocating for equity, inclusion, and resources. CSF initiatives include:

- **Community Health Workers** – CSF employs members of the farmworker community and trains them as Promotores de Salud (Community Health Workers). Promotores de Salud are 100% culturally and linguistically representative of those they serve
- **Housing Rehabilitation** – CSF is certified by HUD to assist South Yuma County's low and moderate-income families with owner-occupied housing rehabilitation, self-help services, and housing counseling services for eligible households.
- **Immigration & Legal Services** – CSF is accredited by USCIS to provide affirmative application-based legal services, community education and navigation services at a reduced cost.

Chicanos Por La Causa Workforce Solution (<https://cplc.org/econ/workforce.php>)

CPLC Workforce Solutions provides a range of programs to connect jobseekers with employers. These programs include job assistance and training for youth, young adults, adults, and refugees. The CPLC Youth Workforce Development Program helps teens and young adults (free of charge) with:

- Career exploration and setting career goals while navigating a path to success
- Vocational and certification training opportunities
- GED preparation for teens and young adults who have dropped out of high school
- Employment services, including paid internships
- Support services for basic needs such as childcare, transportation, counseling and resources for housing and utilities
- Financial literacy, and more

Comité de Bien Estar (<https://www.comiteaz.com>)

Comité works to empower Mexican-Americans and new immigrants to help them overcome the many barriers they face, including very low wages, little access to conventional financing and limited political representation. Founded by farm workers in 1977 and incorporated in 1981, Comité is a membership non-profit that focuses on helping members build assets and become homeowners.

Anyone can become a Comité member by paying an initial \$650 deposit, a \$40 membership fee and \$5 per month thereafter. There is no payment schedule and members make payments as they can afford to do so. When a member has accumulated \$2,500 (in addition to fees) he/she is eligible to choose a lot. Over a period of about 18 months, a member develops equity which provides them with a vehicle for leverage on a mortgage.

Community Health Associates (<https://chaarizona.com/behavioral-health-services-arizona/>)

Community Health Associates (CHA) was founded in Yuma in 2004 to provide mental health care to individuals in need, including the underserved and uninsured. Services include:

- Outpatient psychiatric health
- Physical health
- Behavioral health (including substance use treatment)
- Behavioral group services

Crossroads Mission J.O.B.S (<https://crossroadsmission.org/j-o-b-s/>)

Crossroads Mission is a nonprofit Christian organization dedicated to helping individuals who find themselves at a “crossroads” in their lives. Crossroads offers lifechanging individualized programs that lead to stable employment and independent living. The Joy of Being Sober (J.O.B.S.) program includes the following types of services:

- Job training and job search skills
- Career and Academic Center (adult education center)
- GED Program
- Vocational Training Program

Easterseals Blake Foundation (<https://www.easterseals.com/blakefoundation/who-we-are/>)

For nearly 100 years, Easterseals has been an indispensable resource for people and families living with disabilities. Across the nation, Easterseals removes physical, cultural, attitudinal and legal obstacles so people with disabilities have every opportunity to live meaningful and productive lives, on their own terms. Easterseals serves people and families who face a wide range of disabilities, including physical emotional, intellectual, social and educational.

Equus Workforce Solutions

Business Solutions – <https://equusworks.com/services/business-solutions/>. A team of trained business solutions and career transition professionals work with business-serving organizations and thousands of companies to understand their specific workforce needs, priorities and company culture. This information is used to inform service design, recruitment and retention strategies and candidate preparation. Benefits to Businesses Include:

- Lower recruitment and training costs
- Access to a pipeline of diverse, trained talent
- Increased retention rates
- The ability to leverage potential tax incentives and other government subsidies

Discover Apprenticeship

- Employers: Do you need to upskill or reskill employees to meet your ever-growing business demands? Or expedite the hiring process? Registered Apprenticeships can be the solution you need. Visit our Employer page to learn more.
- Career Seekers: Whether you are starting your career or looking for a new opportunity, Registered Apprenticeship can be a great place to start.

Elevate Southwest (<https://www.elevatesouthwest.org/>)

Elevate Southwest (ESW) is a vibrant ecosystem, uniting colleges, universities, primary employers, community organizations, and key stakeholders in a robust network. With stalwart partners, pioneering thinkers, and creators joining hands with the most advanced minds in the field, collectively forging a future where innovation is the heart that propels the Yuma region into unparalleled growth. ESW is working towards an innovation hub that stands as a testament to what collaboration, education, and entrepreneurship can achieve, reshaping the trajectory of the community and ensuring a legacy of prosperity for generations to come. ESW's major goals include:

- Develop a comprehensive strategic plan for higher education, drawing insights from educators, industry leaders, government entities, and the public.
- Enrich industry-specific Career and Technical Education (CTE) offerings, internships, mentorships, and certificate programs.
- Elevate STEM (Science, Technology, Engineering, and Mathematics) education across all levels, focusing on college-level programs.
- Propel the Greater Yuma Region into a center of excellence for high-tech and sustainable agriculture, nurturing innovation and growth.
- Establish an integrated, region-wide entrepreneurship and incubator program, empowering visionary entrepreneurs to realize their dreams.
- Shape and operationalize the Innovation District and Hub, creating an environment where ideas flourish into transformative products and services.

4FrontED (<https://www.4fronted.org/>)

4FrontED is a local leader-led effort focusing on economic development, infrastructure, tourism and education in the binational megaregion encompassing the United States' southwest corner and Mexico's northwest communities near the border. 4FrontED's economic engine is powered by innovation, collaboration, education, industry and ethical values.

4FrontED works to foster private and public sector relationships locally on both sides of the U.S.-Mexico border to strengthen and further propel economic growth, and to make a global impact with leaders at the state, federal and international levels. Local leaders work side-by-side with many partners in this 4FrontED effort with a shared vision of prosperity, by providing resources to entrepreneurs and innovators, and to current and future workers.

4FrontED was established in 2014 by a group of mayors, leaders and county supervisors from municipalities on both sides of the U.S.-Mexico border in the region that includes communities from Arizona, Baja California, California, and Sonora. Together, the leaders agreed to unite, collaborate, communicate and boost binational efforts on both sides of the border and to propel the megaregion to the global forefront.

Since its inception, 4FrontED has focused on four foundational tracks of focus: economic development, infrastructure, tourism, and education. It is inclusive of Yuma County, the City of Yuma, the City of Somerton, the City of San Luis, the Town of Wellton, the Cocopah and Indian Tribes, the City of San Luis Rio Colorado, and many partner agencies who have helped elevate the 4FrontED vision, and who join us in striving to achieve excellence. It is the coming together and powerful impact of four states in two nations, united as one, that propels 4FrontED to reach propensities as the strongest binational megaregion.

Goodwill of Central and Northern Arizona – <https://www.goodwillaz.org/employment-services/>

Career Services:

Our career services provide access to everything from skills training, career coaching, resume review, certifications, hiring events, and more. No-cost services include:

- Access to community resources
- Career assessments
- Computer and soft skills trainings
- Connections to job leads
- Interview skills development
- Job postings
- Job search strategies
- Labor market information
- One-on-one career coaching

- Onsite hiring events
- Resume assistance

Training Services:

No-Cost Courses and Certifications Include:

- Learn to Use Computers:
 - Basics of computer functionality and navigating the internet
- Boost Your Computer Program Skills:
 - Programs including Microsoft Word, Excel, Powerpoint
- Advanced Courses:
 - Obtain industry recognized credentials and kick-start your career

Employment PARTNERSHIP: [for employers]

Goodwill of Central and Northern Arizona's employer opportunities are designed to help employers find the right candidates for the jobs available. Goodwill's mission is to empower individuals, strengthen families, and build stronger communities by offering job preparation to those seeking self-sufficiency and helping them find jobs in the community.

Greater Yuma Economic Development Corporation (GYEDC) – <https://www.greateryuma.org/>

As part of their Yuma-area comprehensive economic development practice, GYEDC identifies, researches, and promotes targeted industries, and serves as a portal for data related to economic activity and economic development for the Yuma region. The organization also coordinates with other economic development activities and organizations in the region.

Housing America Corporation (<https://www.housingamericacorp.com>)

Housing America Corporation (HAC) is a nonprofit organization that empowers low-income families with opportunities for homeownership and affordable rental housing. Homeownership programs administered by HCA include:

- USDA Mutual Self-Help program (assistance to very low and low income individuals and families willing to build 65% of their own house)
- 502 Loan Program (homebuyer program that assists low- and very-low-income families by providing payment assistance to increase an applicant's repayment ability)
- Homeownership education

Housing Authority of City of Yuma (<https://www.hacy.org/about-us/>)

The Housing Authority of the City of Yuma (HACY) was formed in 1975 to act as agent for the City of Yuma to construct, maintain, operate and manage a housing project or projects of the City. HACY's programs include:

- **Family Self Sufficiency Program** – a voluntary program that has been established to facilitate families assisted by the Housing Choice Voucher (HCV) and Public Housing (PH) Programs to increase their earned income and reduce dependency on welfare assistance and rental subsidies. Under the FSS program, low-income families are provided opportunities for education, job training, counseling and other forms of social service assistance, while living in assisted housing, so they can obtain skills necessary to achieve self-sufficiency.
- **Multi-Family Service Program (MSP)** - The MSP is designed to assist residents of Public Housing to become or remain self-sufficient and more knowledgeable of the resources available in the Yuma community. The MSP Program offers initial needs assessment to determine unmet needs and provide referrals to medical or mental health services, meal or nutritional services, emergency response services, and educational workshops. Employment information is available to those who are interested in working as well as transportation services provided for qualified participants.

Northern Arizona University (Yuma) – <https://nau.edu/yuma/>

Northern Arizona University prepares students in Yuma and the surrounding region for professional careers. The campus in Yuma provides excellent professional degree programs with in-person classes.

About NAU–Yuma

NAU's commitment to Yuma goes back to 1988 with the establishment of the campus in the Southwestern Arizona border region. Students come primarily from Yuma, La Paz, and Imperial Counties and live and study in a bi-national and multicultural environment that affords opportunities to develop language and cultural skills that enhance their academic experience and employability. Strong partnerships with educational institutions in Sonora and Baja, Mexico help students broaden their worldview and their understanding of transnational challenges.

NAU – Yuma Undergraduate Programs

Biological and Natural Resource Sciences – *Bachelor of Science*
Business Management – Bachelor of Applied Science
Business Administration – Bachelor of Business Administration
Business Administration – Minor
Chemistry – Minor
Early Childhood Education – Minor
Elementary Education – Bachelor of Science in Education
Industrial Leadership – Bachelor
Justice Studies – Bachelor

Justice Studies – Bachelor of Applied Science
Justice Studies – Minor
Logistics and Supply Chain Management – Bachelor of Applied Science
Mechanical Engineering – Bachelor of Science
Nursing – Bachelor of Science
Psychology – Bachelor of Science
Psychology – Minor
Secondary Education – Post-Baccalaureate Certificate
Social Work – Bachelor of Social Work
Sociology – Bachelor
Sociology – Minor
Spanish – Bachelor of Arts
Spanish – Minor
Spanish for Business – Minor
Special/Elementary Education (dual certification) – Bachelor of Science in Education
Strategic Leadership – Bachelor
Teaching English as a Second Language – Endorsement
US–Mexico Border Social Work – Minor

NAU – Yuma Graduate Programs

Bilingual/Multicultural Education – Master of Education
Career and Technical Education – Master of Education
Clinical Mental Health Counseling – Master of Arts
Elementary Education with certification emphasis – Master of Education
Global Business Administration – Master of Global Business Administration
Organizational Leadership – Master of Leadership
Special Education – Mild/Moderate Disabilities Certified – Master of Education
Speech Language Pathology – Master of Science

NAU–Yuma academic resources and Student Success Center –

<https://nau.edu/yuma/resources/academic-resources-student-success-center/>

The NAU–Yuma campus provides valuable academic resources through the [NAU–Yuma Student Success Center](#) and other offices. The Student Success Center provides a variety of services to help students succeed throughout the educational journey—including tutoring in math, science, language arts, and social studies; and mentors to support students’ academic success.

Other resources at NAU–Yuma include computer and printer access, individual and group study areas, appointment scheduling, and more. <https://nau.edu/yuma/resources/academic-resources-student-success-center/>

Portable Practical Educational Preparation (PPEP) – <https://www.ppep.org>

Providing education, training and practical life skills to empower people, so that they can take the knowledge and skills acquired with them, wherever they go, and deal with everyday problems and challenges. PPEP helps people learn how to be more self-sufficient and successful and to help their community make progress.

Professional staff connect with rural/farmworker clients and provide opportunities to achieve upward mobility. PPEP provides creativity, innovation, and forward thinking in its approach to alleviate poverty. Programs include National Farmworker Jobs Program, and Adult, Dislocated Workers and Older Workers programs. These are all free education, employment and training programs to help jobseekers develop more marketable job skills for today's changing labor market. PPEP also operates a High School Equivalency Program (HEP) for adults living in Yuma County.

PPEP's Youth Programs focus on education, employment and training for Youth at risk. PPEP operates WIOA-funded Summer educational programs for in-school Youth and provides work experience and year-round career counseling and case management to out-of-school Youth. YouthBuild is a youth and community development program that simultaneously addresses core issues facing low-income communities: housing, education, employment, crime prevention, and leadership development. In PPEP's YouthBuild program, low-income young people, ages 16-24, from Yuma County, work toward their GEDs or high school diplomas, learn job skills and serve their communities by building affordable housing.

Rapid Response Coordinator for the State of Arizona (Yuma County – [Mariana Martinez](#))

Worker Adjustment and Retraining Notification Act (WARN) Program –

<https://des.az.gov/services/employment/employer-resources/worker-adjustment-retraining>

WARN offers protection to workers, their families and communities by requiring employers to provide notice 60 days in advance of covered plant closings and covered mass layoffs. Employers are covered by WARN if they have 100 or more employees, not counting employees who have worked less than 6 months in the last 12 months and not counting employees who work an average of fewer than 20 hours a week. Private, for-profit employers and private, nonprofit employers are covered, as are public and quasi-public entities which operate in a commercial context and are separately organized from the regular government. Employees entitled to notice under WARN include hourly and salaried workers, as well as managerial and supervisory employees.

WARN Resources

- Workers may view the lists of companies who have issued WARN notices by using the [search on the Arizona Job Connection](#) website.
- [WARN Requirements in WIOA Title I-B Rapid Response Policy](#)

Regional Center for Border Health – <https://www.rcfbh.org/western-arizona-ahec.html>

Western Arizona Area Health Education Center (WAHEC)

The principal mission of Arizona's Area Health Education Centers (AHEC's) is to improve the health status of Arizona's rural and medically underserved communities through the improvement of retention, distribution, supply, diversity, quality and efficiency of health professionals serving these populations. WAHEC is funded by the U.S. Department of Health and Human Services, Health Resources and Service Administration (HRSA)/ Bureau of Health Professions, through the University of Arizona Health Science Center and the Arizona Area Health Education Center.

WAHEC acts as a bridge between the state's Universities/Community Colleges and the area's health care providers to develop and support clinical field placements for students of medicine, physicians assistant, pharmacy, nursing, and a variety of allied health educational programs (Physical Therapy, Social Work, Dental Hygienist, etc.). Local qualified preceptors work directly with students at their clinical experienced sites while WAHEC provides housing for these students during their stay.

Regional Center for Border Health (College) – <https://www.rcbh.edu>

College of Health Careers

This is the catalog for students who are entering RCBH College of Health Careers in fall 2020/2021. Please see below for the full list of programs. You can download the latest PDF file or browse through the catalog page (https://www.rcbh.edu/documents/Catalogue_2022-2023_rev1.pdf). More than 30 faculty and some 20 staff members serve the College of Health Careers. Our faculty hold advanced degrees from some of the most recognized institutions in the world, and they serve as leaders in a wide range of professional organizations in their fields of expertise (<https://www.rcbh.edu/faculty-and-staff.html>).

Licensed

The Regional Center for Border Health, Inc./College of Health Careers is licensed by the Arizona State Board for Private Postsecondary Education as a Vocational Training Center and the Arizona State Board of Nursing. The College of Health Careers provides Allied Health Vocational Training & Certificate Programs for entry-level healthcare occupations.

Accredited

The College is Nationally Accredited by the Accrediting Bureau of Health Education Schools. It is an approved testing site for the National Restaurant Association, ServSafe, American Academy of Professional Coders (AAPC), Arizona Health Care Cost Containment System (AHCCCS) Direct Care Worker (DCW), American Heart Association, and PR & 1st Aid.

Department of Veterans Affairs

Regional Center for Border Health, Inc. / College of Health Careers is proud to announce that the College of Health Careers is now approved to provide Veteran Services through the GI Bill®.

Individuals who are veterans; the VA can help them cover the cost of furthering their education and skills through benefits to pay for tuition, housing, training, and other expenses related to their education. VA education and training benefits are provided through the U.S Department of Veteran's Affairs.

Regional Center for Border Health, Inc. / College of Health Careers welcomes all veterans to apply and use their veteran's education benefits towards on-the-job training programs offered.

Programs – (<https://www.rcbh.edu/programs.html>)

- Medical Office Specialist
- Nursing Assistant
- Medical Coder and Biller
- Phlebotomy Technician
- Nutrition and Food Services Management
- Caregiver
- ServSafe

Rehabilitation Services Administration – Arizona (AZRSA) –

<https://des.az.gov/services/employment/arizona-rehabilitation-services>

Arizona Rehabilitation Services Administration (RSA) helps individuals with disabilities achieve their goals for employment and independence. RSA staff are available to meet with clients, vendors and community partners at the Yuma local RSA office. Virtual meetings, phone calls and email are also regularly utilized for many interactions.

Vocational Rehabilitation (VR) Program – <https://des.az.gov/services/employment/rehabilitation-services/vocational-rehabilitation-vr>

The Vocational Rehabilitation program provides a variety of services to persons with disabilities, with the ultimate goal to prepare for, enter into, or retain employment.

Ross Innovative Employment Solutions – <https://www.rossworks.com/>

Ross Innovative Employment Solutions provides workforce development services under Workforce Innovation and Opportunity Act (WIOA), One-Stop, and Welfare-to-Work programs. Yuma County Workforce Development Board has selected Ross Innovative Employment Solutions as the Title IB Adult and Dislocated Worker Service Provider.

Senior Community Service Employment Program (<https://www.dol.gov/agencies/eta/seniors>)

The Senior Community Service Employment Program (SCSEP) is a community service and work-based job training program for older Americans. Authorized by the Older Americans Act, the program provides training for low-income, unemployed seniors. Participants also have access to employment assistance

through American Job Centers. SCSEP participants gain work experience in a variety of community service activities at non-profit and public facilities, including schools, hospitals, day-care centers, and senior centers. Participants must be at least 55, unemployed, and have a family income of no more than 125% of the federal poverty level. Enrollment priority is given to veterans and qualified spouses, then to individuals who are over 65, have a disability, have low literacy skills or limited English proficiency, reside in a rural area, are homeless or at risk of homelessness, have low employment prospects, or have failed to find employment after using services through the [American Job Center](#) system.

Services Maximizing Independent Living and Empowerment (S.M.I.L.E.) – <https://smile-az.org/>

Services Maximizing Independent Living and Empowerment (SMILE) is a Center for Independent Living, one of only five in Arizona. The term "center for independent living" means a consumer controlled, community based, cross disability, nonresidential private nonprofit agency that is designed and operated within a local community by individuals with disabilities and provides an array of independent living services as amended from Section 702 of the Rehabilitation Act of 1973. Centers for Independent Living (CIL) provide independent living (IL) core services to individuals with a significant disability, regardless of age, income or disability type. This includes services to children and youth with disabilities.

Individual and Systems Advocacy:

SMILE continually advocates for the Independent Living Philosophy, both individually and system wide. The Board and staff constantly strives to improve the system by writing letters, training staff, providing services, and creating public awareness as to the services and opportunities open to people who have disabilities. SMILE staff conducts disability awareness and education presentations and training to the community and its members.

Blind Services:

The Blind Services Program provides 'low ticketed' Independent Living Aids/Assistive Devices to individuals with Low Vision/Blind in order for them to live safely, independently and with dignity in their community.

Information and Referral (I&R):

Staff and Board members provide information/ referrals related to disabilities for consumers and the general public. Staff provides informational services such as understanding Social Security benefits, where to find services in the community specific to their disability needs, and more.

Independent Living Skills:

Promoting consumer's strengths while addressing their needs, the SMILE staff teaches consumers basic skills such as cooking/meal planning, household management, self-care, money management, and travel training.

Peer Counseling:

The program facilitates several small, informal peer support groups or peer counseling can be one on one. Within these groups, participants discuss coping skills and mutual concerns or issues.

Lost Peepers:

The Lost Peepers group is a low-vision/blind disability peer mentoring group. Individuals in the group range widely in experience with and adjustment to disability.

Transition Services:

- Transition Assistance From Nursing Homes/Institutions to Community-Based Residences: This program provides transition services to people with disabilities who are living in a nursing home/institution and want to transition back to community-based living.
- Assisting Individuals to Avoid Institutional Placement: This program will provide assistance to people with disabilities who are at risk of moving into a nursing home/institution. Program services may include but are not limited to modifying the persons home to be accessible, helping find home care services, teaching the person independent living skills, etc.
- Youth Transition Services: Transition of youth with significant disabilities after completion of secondary education to post-secondary life.

Somerton Resource Center – <https://arizonaatwork.com/locations/yuma-county/yuma-county-locations>; <https://arizonaatwork.com/locations/yuma-county/somerton-resource-center>

Yuma County Somerton Resource Center provides workforce services for Adult, Youth and recruitment and staffing assistance for employers and businesses in South County.

Services:

GED Attainment Skills Training Work Exposure Job Search and Career Exploration Equal opportunity employer / program. Auxiliary aids and services are available upon request to individuals with disabilities. Funded by the US Department of Labor.

South Yuma County Consortium (SYCC) [Affiliation with Somerton Adult Education Program] – <https://www.ssd11.org/o/adult-ed>

Somerton Adult Education provides quality learning opportunities in English Language Acquisition, Adult Basic and Secondary Education, and Civics/Citizenship Preparation to a culturally and socio-economically diverse population. The Consortium recognizes and addresses barriers to lifelong learning by providing guidance for employment opportunities, job training, personal enrichment and continuing education.

The Healing Journey (<https://thjaz.org>)

The Healing Journey is a Certified Clinical Trauma Specialist through the Arizona Trauma Institute. Master's level therapists provide counseling for survivors of sexual abuse, domestic violence, sex trafficking, bullying, and drug and alcohol abuse. Therapists use solution-focused thinking through dialog, role-playing, re-framing, setting appropriate boundaries, and analogies to discuss healthy lifestyle changes. Identifying their strains, triggers, values, and beliefs helps individuals improve their understanding of working toward an established result. The therapy provided is trauma-informed care

that deals directly with identifying trauma and assisting the client in moving forward in the healing process.

Transitional Living Center & Recovery (<https://rehab.org/transitional-living-center-recovery-yuma/>)

Transitional Living Center & Recovery offers a wide range of inpatient and outpatient drug and alcohol treatment programs, including inpatient, outpatient, holistic, luxury, executive, and demographic-specific, such as LGBTQ+ rehab.

United Cerebral Palsy (UCP) of Southern Arizona (<https://ucpsa.org/services/>)

UCPSA helps children and adults with all types of disabilities by providing the very best home-based support services in Yuma and Tucson. Through UCPSA's WorkAbility program, individuals with disabilities are prepared for competitive, integrated, and sustainable work opportunities. Employment services include:

- Resume building, job searching, interview strategies, and assistance with job placement.
- Pre-Employment Transition Services (PRE-ETS) – a program of Rehabilitation Services of Arizona.
- Job exploration counseling (explores educational, training, and skill requirements for various careers)
- Work-based learning experiences
- Post-secondary education planning

University of Arizona Yuma (<https://nearyou.arizona.edu/yuma>)

The University of Arizona Yuma is a regional location that partners with Arizona Western College, Imperial Valley College in California and other Arizona community colleges. With nearly twenty 2+2 pathways offered, individuals earning an associate's degree at one of the University's partner schools can easily finish a bachelor's degree at the University of Arizona Yuma. Degrees available through the University of Arizona Yuma include:

- Agricultural Education - Professional Agriculture (MS)
- Agricultural Systems Management (BS)
- Biosystems Engineering (BS, MS)
- Engineering Management (BS, MS)
- Human Development and Family Science (BS)
- Industrial Engineering (BS, MS)
- Mechanical Engineering (BS)
- Nutrition and Human Performance (BS)
- Nutritional Sciences: Dietetics Emphasis (BS)
- Nutritional Sciences: Nutrition Emphasis (BS)

- Personal and Family Financial Planning (BS)
- Software Engineering (BS)
- Sustainable Plant Systems: Fresh Produce Safety (BS)
- Systems Engineering (BS, MS)
- Teach Arizona (Master of Education)
- Teaching and Learning (MA)

U.S. Department of Defense, Veterans Administration

- *Department of Veterans Affairs Open Data Portal* – <https://data.va.gov/>
- *Veteran's Education and Training Benefits* – <https://www.va.gov/education/>
- *Veterans' Employment and Training Service* – <https://www.dol.gov/agencies/vets>

U.S. DEPARTMENT OF EDUCATION (DOE) PROGRAMS

U.S. Department of Education – National Reporting System (<https://nrswb.org>)

- The National Reporting System for Adult Education (NRS) is the accountability system for the Federally funded adult education program, authorized by Section 212 of the Workforce Innovation and Opportunity Act (WIOA). The NRS includes the WIOA primary indicators of performance, measures that describe adult education students and their program participation, methodologies for collecting performance data, and program reporting procedures.
- The NRS support project is funded by the U.S. Department of Education's Division of Adult Education and Literacy (DAEL), Office of Career, technical and Adult Education (OCTAE) and is conducted by American Institutes for Research (AIR).
- The National Reporting System for Adult Education (NRS) is an outcome-based reporting system for the State-administered, federally funded adult education program. Developed by the DOE's Division of Adult Education and Literacy (DAEL), the NRS continues a cooperative process through which State adult education directors and DAEL manage a reporting system that demonstrates learner outcomes for adult education.

US Department of Education – Vocational Rehabilitation Services Office

(<https://www.dor.ca.gov/Home/VocationalRehabilitation>)

- DOR assists individuals with disabilities to build viable careers and live independently in their community. In FY 2016 - 2017, vocational rehabilitation counselors provided employment services to 100,442 eligible job-seeking adults and youth. DOR's Vocational Rehabilitation Program provides a variety of services including career guidance and counseling, job search and interview skills training, independent living skills, on the job training, employment preparation, assistive technology, and other services.

U.S. DEPARTMENT OF LABOR (DOL) PROGRAMS

U.S. Department of Labor – O*NET System (<https://www.dol.gov/agencies/eta/onet>)

Overview. The O*NET system is maintained by a regularly updated database of occupational characteristics and worker requirements information across the U.S. economy. It describes occupations in terms of the knowledge, skills, and abilities required as well as how the work is performed in terms of tasks, work activities, and other descriptors. The O*NET database is collected and updated through ongoing surveys of workers in each occupation supplemented in some cases by occupation experts. These data are incorporated into new versions of the database on an [annual schedule](#), to provide up-to-date information on occupations.. The latest database releases are available from the [O*NET Resource Center](#).

Net Career Exploration Tools. The DOL has released a set of self-directed career exploration / assessment tools to help workers consider and plan career options, preparation, and transitions more effectively. Each of these tools is based on a "whole-person" assessment concept. The tools will help individuals identify their work-related interests, what they consider important on the job, and their abilities in order to explore those occupations that relate most closely to those attributes. Users of the tools may link directly to the more than 900 occupations described by the O*NET database, as well as to occupational information in CareerOneStop, thus making a seamless transition from assessing their interests, work values and abilities to matching their job skills with the requirements of occupations in their local labor market.

O*NET Testing and Assessment Guides. The O*NET team has also developed a series of Testing & Assessment Guides:

- Testing and Assessment: An Employer's Guide to Good Practices
- Tests and Other Assessments: Helping You Make Better Career Decisions
- Testing and Assessment: A Guide to Good Practices for Workforce Investment Professionals (December 2007)

O*NET Data Collection Program. Data that reflect the current labor market are key to the value of the Occupational Information Network as the nation's primary resource for comprehensive descriptive occupational information. The O*NET project is involved in a multiyear data collection program, approved by the Office of Management and Budget, to gather information from workers in occupations in the O*NET-SOC occupational structure. Data for approximately 200 occupations are collected each year.

U.S. Department of Labor – American Job Centers (<https://www.dol.gov/agencies/eta/american-job-centers>)

The American Job Center network, part of the One-Stop system, provides universal access to an integrated array of labor exchange services so that workers, job seekers, and employers can find the services they need. The Wagner-Peyser Employment Service focuses on providing a variety of services

including job search assistance, help getting a job referral, and placement assistance for job seekers. Additionally, re-employment services are available for unemployment insurance claimants, as well as recruitment services to employers with job openings. Services are delivered in one of three modes including self-service, facilitated self-help services and staff assisted service delivery approaches.

The services offered to employers, in addition to referral of job seekers to available job openings, include assistance in development of job order requirements, matching job seeker experience with job requirements and skills, assisting employers with special recruitment needs, arranging job fairs, assisting employers analyze hard-to-fill job orders, assisting with job restructuring, and helping employers deal with layoffs. Job seekers who are veterans receive priority referrals to jobs and training as well as special employment services and assistance. In addition, the system provides specialized attention and service to individuals with disabilities, migrant and seasonal farm-workers, justice-involved individuals, youth, minorities, and older workers.

U.S. Department of Labor – Apprenticeship (<https://www.dol.gov/agencies/eta/apprenticeship>)

Apprenticeship.gov is the one-stop source to connect career seekers, employers, and education partners with apprenticeship resources. Discover apprenticeships across industries, how programs are started by employers, and how to become an apprentice.

U.S. Department of Labor – Demonstration Grants (<https://www.dol.gov/agencies/eta/demonstration-grants>)

The DOL Employment and Training Administration (ETA) is committed to advancing workforce development through dynamic Demonstration Grants. These grants play a key role in creating innovative strategies that cater to diverse needs, strengthening ETA's workforce programs. ETA's dedication to these grants highlights a commitment to fostering creative solutions and driving positive change in the evolving workforce landscape.

Demonstration Grants are a unique funding approach used by government agencies to test and validate new ideas, methods, or strategies in a controlled setting before implementing them more widely. While the specific goals can vary, the main focus is on experimenting with innovative approaches to improve outcomes in the workforce system.

U.S. Department of Labor – Disability Resources (<https://www.dol.gov/agencies/eta/disability>)

The [Disability and Employment Community of Practice](#) site is an online resource destination for the American Job Center network, people with disabilities, and employers. In addition, this is a resource for all key stakeholders who partner with the workforce system to provide services and programs to people with disabilities and other barriers to employment.

The [Section 188 Disability Reference Guide](#) provides updated information and technical assistance that can help American Job Centers and their partners in the workforce development system meet the nondiscrimination and universal access requirements for individuals with disabilities in Section 188 of the Workforce Investment Act. This reference guide includes examples of promising practices that can

help promote equal access for individuals with disabilities to the American Job Center (One-Stop) system.

Other Disability Employment Policy Related Resources: [Disability Employment Policy Resources](#)

U.S. Department of Labor – Employer Resources (<https://www.dol.gov/agencies/eta/employers>)

The public workforce development system can help employers address all of their talent needs. Through a nationwide network of locally-based [American Job Centers](#) (AJCs), businesses can access essential programs, tools, benefits and solutions. Whether a business needs to [Recruit/Hire](#), [Train/Retain](#) or [Downsize/Close](#), customized services may be available to address business workforce-related needs.

U.S. Department of Labor – National Farmworker Jobs Program
(<https://www.dol.gov/agencies/eta/farmworkers>)

The National Farmworker Jobs Program (NFJP) is a nationally-directed, locally-administered program of services for migrant and seasonal farmworkers and their dependents. Career Services and Training grant recipients help farmworkers and their dependents acquire necessary skills to either stabilize or advance in their agricultural jobs or obtain employment in new industries. To support better economic outcomes for farmworkers, Housing grant recipients work to meet a critical need for safe and sanitary permanent and temporary housing. The NFJP is an integral part of the public workforce system and a partner in the nationwide network of [American Job Centers](#). Additionally, NFJP partners with the [Monitor Advocate System](#) to ensure farmworkers have equitable access to career services, skill development, and workforce protections offered by American Job Centers, so they may improve their living and working conditions.

U.S. Department of Labor – Federal Bonding Programs (<https://bonds4jobs.com>)

The DOL created the Federal Bonding Program (FBP) in 1966. The FBP has been successfully providing fidelity bonds to employers, giving them access to job seekers and opening doors of opportunity. Thousands of employers across the country have integrated the Federal Bonding Program into their hiring practices – industries that support our country’s economy – hospitality, retail, construction, transportation, auto repair, manufacturing, healthcare, non-profits, banking, tourism and more. The FBP, a unique hiring incentive tool, targets individuals whose backgrounds can pose significant barriers to securing or retaining employment, including:

- Justice-involved citizens
- Individuals in recovery from substance use disorders
- Welfare recipients
- Individuals with poor credit records
- Economically disadvantaged youth and adults who lack work histories
- Individuals dishonorably discharged from the military

U.S. Department of Labor – Foreign Labor Certification (<https://www.dol.gov/agencies/eta/foreign-labor>)

The DOL issues labor certifications for permanent and temporary employment under the following programs:

- [Permanent Labor Certification](#)
- [H-1B Specialty \(Professional\) Workers](#)
- [H-2A Temporary Labor Certification \(Seasonal Agricultural\)](#)
- [H-2B Temporary Labor Certification \(Non-agricultural\)](#)
- [D-1 Crewmembers Certification](#)
- [CW-1 Nonimmigrant Visa Program](#)

Foreign labor certification programs permit U.S. employers to hire foreign workers on a temporary or permanent basis to fill jobs essential to the U.S. economy. Certification may be obtained in cases where it can be demonstrated that there are insufficient qualified U.S. workers available and willing to perform the work at wages that meet or exceed the prevailing wage paid for that occupation in the area of intended employment. Foreign labor certification programs are designed to assure that the admission of foreign workers into the United States on a permanent or temporary basis will not adversely affect the job opportunities, wages, and working conditions of U.S. workers.

U.S. Department of Labor – Grants (<https://www.dol.gov/agencies/eta/grants>)

The Office of Grants Management (OGM) provides accurate, timely, centralized grants management expertise to all Employment and Training Administration (ETA) offices and stakeholders throughout the grants life cycle. Through delegated Grant Officer authorities, OGM delivers centralized grants administration and policy expertise to support pre-award, award, period of performance, audit resolution and closeout of federal assistance awards made by ETA.

U.S. Department of Labor – Indian and Native American Programs
(<https://www.dol.gov/agencies/eta/dinap>)

The Native American Employment and Training Council (NAETC) provides guidance to the Secretary of Labor regarding the overall operation and administration of Native American programs authorized under Section 166 of the Workforce Innovation and Opportunity Act (WIOA), as well as the implementation of other programs providing services to Native American youth and adults under this Act. Resources related to the authorization of the NAETC can be found below:

- [Council Charter \(July 2023\)](#)
- [NAETC Directory](#)
- [Federal Advisory Committee Act \(FACA\)](#)
- [Federal Advisory Committee Act \(FACA\) Final Rule](#)

U.S. Department of Labor – Job Corps (<https://www.dol.gov/agencies/eta/jobcorps>)

Job Corps is the largest nationwide residential career training program in the country and has been operating for more than 50 years. The program helps eligible young people ages 16 through 24 complete their high school education, trains them for meaningful careers, and assists them with obtaining employment. Job Corps has trained and educated over two million individuals since 1964.

Job Corps students have access to room and board while they learn skills in specific training areas for up to three years. In addition to helping students complete their education, obtain career technical skills and gain employment, Job Corps also provides transitional support services, such as help finding employment, housing, childcare, and transportation. Job Corps graduates either enter the workforce or an apprenticeship, go on to higher education, or join the military.

Job Corps offers career technical skills training in 10 high-growth industry sectors:

- Advanced Manufacturing
- Automotive and Machine Repair
- Construction
- Finance and Business
- Healthcare
- Homeland Security
- Hospitality
- Information Technology
- Renewable Resources and Energy
- Transportation

U.S. Department of Labor – Programs for Job Seekers (<https://www.dol.gov/agencies/eta/job-seekers>)

DOL’s Employment and Training Administration supports several resources to assist job seekers with finding employment and access to training”

- Visit [CareerOneStop](#) as a first source for career exploration, training, job search, local help and resources. Find and contact a local [American Job Center](#) to talk with a counselor and learn what resources are available to help with job search.
- Get help figuring out what career is best to pursue with the [My Next Move](#) tool.
- Find [training](#) to improve skills.
- Explore [apprenticeships](#) that will pay an income while participating in training that leads to an industry recognized certificate of completion.
- Check out tailored [employment resources for veterans](#), separating service members and their spouses to obtain meaningful career and employment resources.
- Young adults 16 to 24 years of age may qualify for [Job Corps](#), the nation’s largest free, residential career training and education program.
- Prepare a [resume](#).

- Set up [informational interviews](#).
- [Establish networking contacts](#).
- [Research potential employers](#).
- Attend [job fairs](#).
- Browse online [job banks](#).
- Attend support groups and [job clubs in your area](#).
- Try the [How-to Guide: Find a job now](#) for in-depth steps for job searches

U.S. Department of Labor – Layoffs and Rapid Response (<https://www.dol.gov/agencies/eta/layoffs>)

The DOL and its state and local workforce investment system partners offer many services to help businesses and workers deal with the effects of layoffs and plant closures, including those that result from increased competition from imports, natural disasters, and other events.

One such service is Rapid Response. Rapid Response is a pro-active, business-focused, and flexible strategy designed to respond to layoffs and plant closings by quickly coordinating services and providing immediate aid to companies and their affected workers. Rapid Response teams will work with employers and any employee representative(s) to quickly maximize public and private resources to minimize disruptions associated with job loss. Rapid Response can provide customized services on-site at an affected company, accommodate any work schedules, and assist companies and workers through the painful transitions associated with job loss.

Rapid Response is carried out by states and local workforce development agencies in partnership with local American Job Centers. Services available through American Job Centers include resume and interview workshops, career counseling, and job search to re-skilling, skills upgrading, and job training.

Rapid Response services include:

- [Rapid Response for Laid-Off Workers](#) who have been displaced. Access a comprehensive range of direct services, benefits, training opportunities, and income support.
- [Rapid Response Services to Employers](#). Avoid future layoffs, access incumbent worker training programs and skilled job seekers, and become familiar with employment rights and regulations such as the WARN Act, administered by the DOL.

Trade Impacted Layoffs. Additional services through the [Trade Adjustment Assistance program](#) are available for layoffs and plant closures resulting from increased imports or shifts in production out of the United States. Certified individuals may be eligible to receive one or more [program benefits and services](#) depending on what is needed to return them to employment, including [tax credits](#) to help cover the costs of health coverage.

U.S. Department of Labor – National Dislocated Worker Grants
(<https://www.dol.gov/agencies/eta/dislocated-workers>)

National Dislocated Worker Grants (DWGs) are discretionary grants awarded by the Secretary of Labor, under Section 170 of [Workforce Innovation and Opportunity Act \(WIOA\)](#). DWGs provide resources to states and other eligible applicants to respond to large, unexpected layoff events causing significant job losses. This funding is intended to temporarily expand capacity to serve dislocated workers, including military service members, and meet the increased demand for WIOA employment and training services, with a purpose to reemploy laid off workers and enhance their employability and earnings. The Department funds two types of DWGs: Disaster Recovery and Employment Recovery. Disaster DWGs provide funding to create temporary employment opportunities to assist with clean-up and recovery efforts, when an area impacted by disaster is declared eligible for public assistance by the Federal Emergency Management Agency or otherwise recognized by a federal agency with authority or jurisdiction over federal response to the emergency or disaster. Employment Recovery DWGs temporarily expand capacity to serve dislocated workers and to meet the increased demand for employment and training services following a qualifying event such as major economic dislocations or mass layoffs.

U.S. Department of Labor – Reentry Employment Opportunities

(<https://www.dol.gov/agencies/eta/reentry>)

The Reentry Employment Opportunities (REO) program provides funding, authorized as Research and Evaluation under Section 169 of the Workforce Innovation and Opportunity Act (WIOA) of 2014, for justice-involved youth and young adults and adults who were formerly incarcerated.

The program’s goal is to develop strategies and partnerships that facilitate the implementation of successful programs at the state and local levels that will improve the workforce outcomes for this population. These projects are designed to test the effectiveness of successful models and practices found in community and faith-based environments and other government systems that have not been tested for their adaptability in the public workforce system.

U.S. Department of Labor – Programs for Older Workers (<https://www.dol.gov/agencies/eta/seniors>)

The Senior Community Service Employment Program (SCSEP) is a community service and work-based job training program for older Americans. Authorized by the Older Americans Act, the program provides training for low-income, unemployed seniors. Participants also have access to employment assistance through American Job Centers.

SCSEP participants gain work experience in a variety of community service activities at non-profit and public facilities, including schools, hospitals, day-care centers, and senior centers. The program provides over 40 million community service hours to public and non-profit agencies, allowing them to enhance and provide needed services. Participants work an average of 20 hours a week and are paid the highest of federal, state or local minimum wage. This training serves as a bridge to unsubsidized employment opportunities for participants.

Participants must be at least 55, unemployed, and have a family income of no more than 125% of the federal poverty level. Enrollment priority is given to veterans and qualified spouses, then to individuals

who are over 65, have a disability, have low literacy skills or limited English proficiency, reside in a rural area, are homeless or at risk of homelessness, have low employment prospects, or have failed to find employment after using services through the [American Job Center](#) system.

U.S. Department of Labor – Skills Training Grants (<https://www.dol.gov/agencies/eta/skills-training-grants>)

The Department’s Employment and Training Administration administers skills training grants including:

- [H-1B Skills Training](#)
- [Strengthening Community Colleges Training Grants Program](#)
- [Trade Adjustment Assistance Community College and Career Training](#)
- [Workforce Opportunity for Rural Communities \(WORC\)](#)

U.S. Department of Labor – Programs for Veterans (<https://www.dol.gov/agencies/eta/jobs-for-veterans-act>)

Employment and training services are provided to veterans of the U.S. Armed Forces through a nationwide network of more than 2,400 American Job Centers. The DOL has implemented priority of service for veterans and eligible spouses in all qualified job training programs. Resources for veterans seeking employment and training include:

The Key to Career Success campaign is sponsored by the DOL through the Career One Stop website: <https://www.careeronestop.org/Veterans/>. The Key to Career Success campaign connects veterans and transitioning service members with high-quality career planning, training, and job search resources available at local American Job Centers.

At <https://www.careeronestop.org/Veterans/> veterans will find tools to:

- To access information on American Job Center locations in each state or throughout the nation, please visit <https://www.careeronestop.org>
- The VETS website: www.dol.gov/agencies/vets provides comprehensive career information for hiring veterans of the U.S Armed Forces.
- The Career One Stop portal brings together five online tools into a single site to assist veterans transitioning into civilian occupations.
 1. [Match military experience to civilian](#) by MOC, job title or key word search
 2. [Identify education and job training options](#)
 3. [Find resources for injured or disabled veterans](#)
 4. [Find local services](#) available to veteran job seekers.

U.S. Department of Labor –WIOA Programs (<https://www.dol.gov/agencies/eta/wioa>)

The Workforce Innovation and Opportunity Act (WIOA) is landmark legislation that is designed to strengthen and improve the U.S. public workforce system and help get Americans, including youth and

those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers.

WIOA requires states to strategically align their core workforce development programs to coordinate the needs of both job seekers and employers through combined four-year state plans with greater flexibility than its predecessor program (WIA). Additionally, WIOA promotes accountability and transparency through negotiated performance goals that are publicly available, fosters regional collaboration within states through local workforce areas, and improves the American Job Center system.

WIOA Adult and Dislocated Worker Program (<https://www.dol.gov/agencies/eta/workforce-investment/adult>). Workforce services for eligible adults are available through one of the six core programs authorized by Workforce Innovation and Opportunity Act (WIOA). The Adult program serves individuals and helps employers meet their workforce needs. It enables workers to obtain good jobs by providing them with job search assistance and training opportunities.

The Dislocated Worker program is designed to help workers get back to work as quickly as possible and overcome barriers to employment. When individuals become dislocated workers as a result of job loss, mass layoffs, global trade dynamics, or transitions in economic sectors, the Dislocated Worker program provides services to assist them in re-entering the workforce. Services for dislocated workers are integrated and provided through a national network of American Job Centers (AJCs). The AJCs provide significant resources to states to implement workforce education, training, and employment programs and help displaced workers.

WIOA Youth Services (<https://www.dol.gov/agencies/eta/youth>). The Division of Youth Services is primarily responsible for coordinating all youth-related workforce programs including the Workforce Innovation and Opportunity Act (WIOA) Youth Formula, YouthBuild, and Reentry Employment Opportunities. These programs primarily serve young adults ages 16-24 that face a variety of barriers to employment.

YouthBuild (<https://www.dol.gov/agencies/eta/youth/youthbuild>). YouthBuild is a community-based pre-apprenticeship program that provides job training and educational services for opportunity youth ages 16-24 who left school without a secondary diploma. Participants learn vocational skills in construction, as well as in other in-demand industries that include healthcare, information technology, and hospitality. Participants also provide community service through the required construction or rehabilitation of affordable housing for low-income or homeless families in their own neighborhoods. Participants split their time between the vocational training work site and the classroom, where they earn their high school diploma or equivalency, learn to be community leaders, and prepare for postsecondary training opportunities, including college, apprenticeships, and employment. YouthBuild includes significant support systems, such as a mentoring, follow-up education, employment, and personal counseling services, and participation in community service and civic engagement.

U.S. Department of Labor – HIRE Vets Medallion Program

(<https://www.dol.gov/agencies/vets/programs/hvmp>)

The HIRE Vets Medallion Award is the only federal-level veterans' employment award that recognizes a company or organization's commitment to veteran hiring, retention, and professional development.

U.S. Department of Labor – Homeless Veterans' Reintegration Program

(<https://www.dol.gov/agencies/vets/programs/hvrp>)

The Homeless Veterans' Reintegration Program (HVRP) is an employment focused competitive grant program of the Department of Labor, Veterans' Employment and Training Service (DOL-VETS), the only federal grant to focus exclusively on competitive employment for homeless veterans. The goals of the program are to:

- Provide career exploration, training, placement, and supportive services to veterans experiencing or at risk of homelessness, empowering them to secure good jobs in stable, high-demand occupations paying livable wages.
- Establish strong partnerships between public, private, and nonprofit organizations, especially those that employ and partner with veterans who have experienced homelessness, to deliver equitable services to marginalized veterans experiencing or at risk of homelessness to assist in overcoming barriers to employment.

U.S. Department of Labor – Jobs for Veterans State Grants

(<https://www.dol.gov/agencies/vets/programs/grants/state/jvsg>)

The Jobs for Veterans State Grants (JVSG) program provides federal funding, through a formula grant, to 54 State Workforce Agencies (SWAs) to hire dedicated staff to provide individualized career and training-related services to veterans and eligible persons with significant barriers to employment and to assist employers fill their workforce needs with job-seeking veterans.

U.S. Department of Labor – National Veterans' Training Institute

(<https://www.dol.gov/agencies/vets/serviceproviders/nvti>)

The DOL's Veterans' Employment and Training Service (VETS) established the National Veterans' Training Institute (NVTI) in 1986 to provide specialized training and professional skills enhancement of State Workforce Agencies and other veterans' service providers' staff. To perform most effectively, veterans' services professionals require specialized training; and State Workforce Agencies' local job service office and other program management staff need more generalized training. The NVTI strives to meet both needs.

The NVTI basic training focuses on improving employment services for veterans through a professional skills-development program. About 70% of participants are Disabled Veterans' Outreach Program specialists and Local Veterans' Employment Representatives; the remaining participants are state

employees and administrative staff, federal employees and others involved with veterans' employment and training issues.

The NVTI training curriculum is designed to ensure that participants are trained in competencies that meet customers' needs. In addition to the basic employment and training professional-skills course, training is offered in veterans' benefits, case management, marketing and accessing the media, and management of veterans' services. NVTI also offers courses in veterans' reemployment rights case investigation and grants management, to address the training needs of the VETS staff.

U.S. Department of Labor – Transition Assistance Program

(<https://www.dol.gov/agencies/vets/programs/tap>)

Every year, approximately 200,000 men and women leave U.S. military service and return to life as civilians, a process known as the military to civilian transition. The Transition Assistance Program (TAP) is a cooperative interagency effort among the Department of Labor, and the Departments of Defense, Education, Homeland Security and Veterans Affairs, the Small Business Administration and the Office of Personnel Management.

U.S. Department of Labor – Uniformed Services Employment and Reemployment Rights Act (USERRA)

(<https://www.dol.gov/agencies/vets/programs/userra>)

VETS provides assistance to those experiencing service connected problems with their civilian employment and provides information about USERRA to employers. VETS also assists veterans who have questions regarding Veterans' Preference.

Western Arizona Council of Governments (WACOG) (<https://www.wacog.com>)

Founded in 1971, WACOG is a governmental non-profit that is dedicated to serving low-income households and vulnerable populations in La Paz, Mohave and Yuma Counties. As the designated Community Action Agency, Head Start provider, and Area Agency on Aging for Western Arizona, WACOG provides a comprehensive array of services that support people and communities in achieving self-sufficiency. WACOG strives to alleviate the symptoms and eradicate the causes of poverty by identifying community needs, mobilizing resources, coordinating services, administering programs, and providing systematic advocacy.

WACOG works on a broad range of issues and programs including: the Community Development Block Grant (CDBG), Community Services Block Grant (CSBG), Head Start, Health, Low-Income Home Energy Assistance (LIHEAP), Nutrition, Services for Older Americans, Social Service Block Grant (SSBG), Transit and Transportation, Tax and Income Policies, and Weatherization Assistance.

Yuma Chamber of Commerce (<https://www.yumachamber.org>)

Since 1905, the Yuma County Chamber of Commerce has been the "business voice" of Greater Yuma. Each year the Chamber's partnerships with the local business community, area organizations and local and state government agencies strengthen, providing the opportunity to expand the Chamber's horizons and support local business growth. The Chamber serves all of Yuma County including the cities of Yuma, Wellton, San Luis, Somerton, and the Cocopah and Quechan Indian Nations.

Yuma County Adult Probation (<https://www.yumacountyaz.gov/government/courts/adult-probation/probation-services>)

Yuma County's employment-related probation programs include the following:

- **Community restitution** – probationers who are court-ordered community restitution are required to perform a specified number of unpaid community work service hours for non-profit organizations or tax-supported agencies.
- **Work furlough** – The primary function of the Work Furlough Program is to keep probationers employed and self-supporting while they are incarcerated. The program provides the courts a sentencing option that provides selected individuals who are incarcerated in the Yuma County Adult Detention Facility, the opportunity to maintain full-time employment, search for work and/or attend school.

Yuma County Housing Department (<https://www.yumacountyaz.gov/government/housing/housing-programs>)

The Yuma County Housing Department administers the Family Self Sufficiency (FSS) Program. FSS is a program established by a PHA/IHA within its jurisdiction to promote self-sufficiency among participating families, including the provision of supportive services to those families. The FSS Program promotes the development of local strategies, integrates programs, coordinates public and private resources to enable low-income families to achieve economic independence and self-sufficiency. The program is designed to encourage communities to coordinate resources in a comprehensive way and to move low-income families receiving housing assistance up and out into the economic mainstream. FSS utilizes various resources including education, training, employment, childcare, and housing to develop upper mobility off of welfare systems and into stable economic conditions.

Yuma Truck Driving School (<https://yumatruckdrivingschool.com/about-us/>)

Yuma Truck Driving School (YTDS) is a private, post-secondary educational institution. YTDS is a branch campus of HDS Truck Driving Institute and has trained hundreds of students. YTDS programs can help students pass the commercial driver's license (CDL) test. YTDS also strives to give students valuable skills so they can become the kind of professional driver that companies seek. This is why YTDS graduates are working for many of the nation's top over-the-road, regional, and local carriers.

YTDS is licensed by the Arizona Department of Transportation Motor Vehicle Division and is a member of the Commercial Vehicle Training Association.

Yuma Union High School District (YUHSD) (<https://www.yumaunion.org/welcome/welcome>)

ARNY Billboard Showcase 2024. Each year Yuma Union High School District selects 12 students to represent the school district and its Ready Now Yuma initiative on billboards throughout Yuma County. The 12 students (two from each of the district's six high school graduating classes) are all seniors. The overall mission of Ready Now Yuma is to prepare every student in YUHSD for career, college, and the community during their high school years.

High School Special Education provides a range of instructional, vocational, and support services for students attending YUHSD comprehensive high schools and alternative schools. Students in high school special education receive services within a continuum ranging from support and assistance within general education classes to specialized instruction in special education classrooms. Specialized classes are available for students who need highly structured learning environments, affective education, study skills, and basic life skills with specially designed instruction.

Yuma Online Distance Academy (YODA) is an online instructional program provided through Yuma Union High School District (YUHSD.) Courses are available for 9th through 12th grade high school students, and a student may earn a high school diploma through one of YUHSD's traditional high schools (Cibola, Gila Ridge, Kofa, San Luis, Somerton, and Yuma High School) or at Vista High School upon successful completion.

Distance learning is a state-of-the-art concept in education. Students are able to complete their high school coursework online, and their online instructors stay in regular contact with them to promote success. The curriculum is interactive, flexible, and rigorous. YODA courses are designed by certified teachers and are aligned to state and national standards.

A certified teacher is the instructor for each YODA course. Students are free to work at their own pace following a lesson checklist to guide them successfully in course completion. YODA students experience a multitude of activities with a mixture of multimedia, videos, online quizzes, and downloadable assignments. Student progress may be monitored 24 hours a day, seven days a week.

YODA accepts those students who may have stopped attending a traditional high school, and it also offers currently enrolled students the opportunity to take extra classes. YODA is a flexible and personalized way to earn a high school diploma, where students can work at their own pace and can learn from anywhere via online technology.